

DYDD GWENER, 22 IONAWR 2021

AT: HOLL AELODAU'R PWYLLGOR CRAFFU ADDYSG A PHLANT

YR WYF DRWY HYN YN EICH GALW I FYNYCHU RHITH-GYFARFOD O'R **PWYLLGOR CRAFFU ADDYSG A PHLANT** SYDD I'W GYNNAL AM **10.00 A.M.** AR **DYDD IAU, 28AIN IONAWR, 2021** ER MWYN CYFLAWNI'R MATERION A AMLINELLIR AR YR AGENDA ATODEDIG.

Wendy Walters

PRIF WEITHREDWR

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Wendy Walters Prif Weithredwr, *Chief Executive*,
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County Hall, Carmarthen. SA31 1JP

PWYLLGOR CRAFFU ADDYSG A PHLANT

14 AELOD O'R CYNGOR, 2 AELOD ANETHOLEDIG SYDD Â PHLEIDLAIS
A 3 RHIANT-LYWODRAETHWYR ETHOLEDIG SYDD Â PHLEIDLAIS

GRŴP PLAID CYMRU – 7 AELOD

- | | | |
|----|------------|--------------------------|
| 1. | Cynghorydd | Liam Bowen |
| 2. | Cynghorydd | Kim Broom |
| 3. | Cynghorydd | Betsan Jones |
| 4. | Cynghorydd | Jean Lewis |
| 5. | Cynghorydd | Darren Price (Cadeirydd) |
| 6. | Cynghorydd | Emlyn Schiavone |
| 7. | Cynghorydd | Dorian Williams |

GRŴP LLAFUR – 3 AELOD

- | | | |
|----|------------|-------------|
| 1. | Cynghorydd | Dot Jones |
| 2. | Cynghorydd | Gary Jones |
| 3. | Cynghorydd | Bill Thomas |

GRŴP ANNIBYNNOL – 2 AELOD

- | | | |
|----|------------|------------------------------|
| 1. | Cynghorydd | Arwel Davies |
| 2. | Cynghorydd | Edward Thomas (Is-Gadeirydd) |

GRŴP ANNIBYNNOL NEWYDD – 1 AELOD

- | | | |
|----|------------|---------------|
| 1. | Cynghorydd | Shahana Najmi |
|----|------------|---------------|

HEB GYSYLLTIAD PLEIDIOL – 1 AELOD

- | | | |
|----|------------|--------------|
| 1. | Cynghorydd | John Jenkins |
|----|------------|--------------|

AELODAU ANETHOLEDIG SYDD Â PHLEIDLAIS (2)

- | | | |
|----|---------------------|-----------------------------|
| 1. | Mrs V. Kenny | Yr Eglwys Gatholig Rufeinig |
| 2. | Y Parch D. Richards | Yr Eglwys yng Nghymru |

RHIANT LYWODRAETHWYR ETHOLEDIG SYDD Â PHLEIDLAIS (3)

Cyfnod yn y swydd yn dod i ben ar y 31/03/2022

- | | | |
|----|-------------|-----------------------|
| 1. | Lle Gwag | Ardal 1 – Dinefwr |
| 2. | Mr A. Enoch | Ardal 2 – Caerfyrddin |
| 3. | Lle Gwag | Ardal 3 – Llanelli |

AGENDA

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3. CWESTIYNAU GAN Y CYHOEDD (NID OEDD DIM WEDI DOD I LAW)
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Mae'r dudalen hon yn wag yn fwriadol

Eitem Rhif 4

PWYLLGOR CRAFFU ADDYSG A PHLANT
28^{ain} IONAWR 2021

**YMGYNGHORI YNGHYLCH STRATEGAETH Y GYLLIDEB REFENIW
2021/22 TAN 2023/24**

Atodiad A - Strategaeth ar gyfer y Gyllideb Gorfforaethol o 2021/22 tan 2023/24

Atodiad A (i) - Crynodeb effeithlonrwydd sy'n ymwneud â'r Adran Addysg a Phlant

Atodiad A (ii) – Crynodeb Twf Gwasgedd sy'n ymwneud â'r Adran Addysg a Phlant

Atodiad B – Adroddiad Monitro Cyllideb sy'n ymwneud â'r Adran Addysg a Phlant

Atodiad C - Crynhoad o'r Taliadau sy'n ymwneud â'r Adran Addysg a Phlant

Ystyried y materion canlynol a chyflwyno sylwadau arnynt:

- Bod yr aelodau yn ystyried ac yn gwneud sylwadau ar gynlluniau strategaeth y gyllideb
- Bod yr aelodau yn ystyried ac yn gwneud sylwadau ar gynlluniau ar gyfer arbedion effeithlonrwydd yn eu meysydd gwasanaeth hwy, a glustnodir yn Atodiad A(i)
- Hefyd, bod yr aelodau'n cael gwahoddiad i gyflwyno unrhyw gynlluniau eraill ar gyfer arbedion effeithlonrwydd.
- Bod yr aelodau'n edrych yn fanwl ar y Gyllidebau Adrannol
- Bod yr aelodau'n cymeradwyo'r Crynhodau o'r Taliadau

Rhesymau:

- Yn ei gyfarfod ar 18^{fed} Ionawr 2021, bydd y Bwrdd Gweithredol yn ystyried Strategaeth y Gyllideb Refeniw o 2021/22 tan 2023/24 (Atodiad A) ac yn cymeradwyo'r adroddiad at ddibenion ymgynghori. Yn y cyfarfod caiff y wybodaeth ddiweddaraf ei rhoi ar lafar ynghylch unrhyw newidiadau neu gynlluniau penodol gan y Bwrdd Gweithredol, os bydd hynny'n briodol.

Angen cyfeirio'r mater at y Bwrdd Gweithredol er mwyn gwneud penderfyniad:
NAC OES

Aelodau'r Bwrdd Gweithredol sy'n gyfrifol am y Portffolio:

- Cyng. David Jenkins (Adnoddau)
- Cyng. Glynog Davies (Addysg a Phlant)

Y Gyfarwyddiaeth:

Gwasanaethau Corfforaethol

Enw'r Gyfarwyddwr:

Chris Moore

Awdur yr adroddiad:

Randal Hemingway

Swydd:

Pennaeth y Gwasanaethau
Corfforaethol

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EXECUTIVE SUMMARY

EDUCATION AND CHILDREN SCRUTINY COMMITTEE 28th JANUARY 2021

REVENUE BUDGET STRATEGY CONSULTATION 2021/22 to 2023/24

The objective of the report is to allow members to consider the corporate budget strategy for the financial years 2021/22 to 2023/24 to consider the service delivery impact and options for the forthcoming years.

The report is set out as follows:-

Appendix A

- The attached report is a copy of the Revenue Budget Strategy 2021/22 to 2023/24 that has been presented to the Executive Board. As part of the budget consultation process the report is presented to this Scrutiny Committee for your consideration.
- The report provides members with an initial view of the revenue budget issues for the forthcoming year and also reflects departmental submissions.

Appendix B

Current budget extracts for Education and Children Department.

Appendix C

Charging Digest for the Education and Children Department. The charges for 2021/22 have yet to be adopted and any change to the proposed charges will impact on the budget/efficiency proposals.

DETAILED REPORT ATTACHED?	YES
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IMPLICATIONS

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report.

Signed: **Chris Moore** Director of Corporate Services

Policy, Crime & Disorder and Equalities	Legal	Finance	ICT	Risk Management Issues	Staffing Implications	Physical Assets
YES	NONE	YES	NONE	NONE	NONE	NONE

1. Policy and Crime & Disorder

The budget is being prepared having regard to the Improvement Plan.

3. Finance

The report provides an initial view of the Budget Strategy for 2021/22, together with indicative figures for the 2022/23 and 2023/24 financial years. The impact on departmental spending will be dependent upon the final settlement from Welsh Government and the resultant final Budget adopted by County Council.

CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below:

Signed: **Chris Moore** Director of Corporate Services

1. Local Member(s) – N/A

2. Community / Town Council – N/A

3. Relevant Partners – Consultation with relevant partners will be undertaken and results will be reported during the budget process.

4. Staff Side Representatives and other Organisations – Consultation with other organisations will be undertaken and results will be reported during the budget process.

EXECUTIVE BOARD PORTFOLIO HOLDERS AWARE/CONSULTED?
YES

(Include any observations here)

Section 100D Local Government Act, 1972 – Access to Information
List of Background Papers used in the preparation of this report:

THESE ARE DETAILED BELOW:

Title of Document	File Ref No. / Locations that the papers are available for public inspection
2021/22 3 year Revenue Budget	Corporate Services Department, County Hall, Carmarthen

Mae'r dudalen hon yn wag yn fwriadol

REPORT OF DIRECTOR OF CORPORATE SERVICES

Education & Children Scrutiny Committee

28th January 2021

REVENUE BUDGET STRATEGY 2021/22 to 2023/24

(Copy of Executive Board report 18/01/2021)

HEAD OF SERVICE & DESIGNATION.	DIRECTORATE	TELEPHONE NO.
C Moore, Director of Corporate Services	Corporate Services	01267 224121
AUTHOR & DESIGNATION	DIRECTORATE	TELEPHONE NO
R Hemingway, Head of Financial Services	Corporate Services	01267 224886

1. INTRODUCTION

- 1.1. Executive Board in November 2020 received a report on the Revenue Budget Outlook for 2021/22 to 2023/24 which appraised Members of the financial outlook and the proposals for taking forward the budget preparation for the three year period.
- 1.2. This report provides Members with the current view of the Revenue Budget for 2021/22 together with indicative figures for the 2022/23 and 2023/24 financial years. The report is based on officers' projections of spending requirements and takes account of the provisional settlement issued by Welsh Government on 22nd December 2020. It also reflects the current departmental submissions for savings proposals after taking account of the impact of pandemic on the delivery of these savings.
- 1.3. Whilst significant work has already been undertaken in preparing the budget, this represents an initial position statement which will be updated over the coming month as the budget is further developed, council members are engaged and public consultation takes place. The final settlement is due to be received from Welsh Government on 2nd March.
- 1.4. The report is broken down into 5 parts:
 - Funding Projections
 - Budget Requirement
 - Impact on the Authority's budget requirement
 - Consultation
 - Conclusion

- Recommendations

2. PROVISIONAL SETTLEMENT

- 2.1.** The provisional settlement was announced on Tuesday 22nd December 2020. Indicative figures for individual Local Authorities were provided for one financial year only, 2021/22, with no further information about future years' settlements.
- 2.2.** The Westminster Comprehensive Spending Review announced on 25 November 2020 included a significant Barnett consequential, reported at £1.3 billion, though it is understood this includes Covid-19 expenditure. There were also the following announcements which have a material impact on our budget considerations:
- 2.2.1. An announcement of a “pay freeze” for public sector workers excluding the NHS, but with “at least £250” for anyone earning below £24,000. Whilst unquestionably below the 2.75% allowed for previously, members should note that not only has no further information been published on this, but it is also stressed that this should be considered as an opening negotiating position in what is ordinarily subject to national pay bargaining. Unions have reacted negatively calling it a “kick in the teeth for the key workers”.
 - 2.2.2. A national living wage of £8.91, an increase of 2.2% on the current £8.72, much less than anticipated.
- 2.3.** The main points of the Provisional Settlement 2021/22 on an all Wales basis are as follows:
- 2.3.1. Local government revenue funding for 2021/22 set at £4.651 billion, an increase of 4.0% (£177 million) compared to 2020/21, but this is after transfers into the settlement of £5 million.
 - 2.3.2. Our analysis suggests there are however inconsistencies in this:

The settlement allows for £4 million of transfers in respect of the September 2020 Teachers pay award, which represented only partial funding of the part year (7 months) financial effect of the pay award. We estimate the full year effect of the award is approximately £40 million across

Wales, which will need to be met from the improved settlement.

WG also provided £1.6 million funding in 2020/21 to support the sixth form element of the September 2020 Teachers pay award. By contrast, WG have neither added this to the settlement nor increased sixth form grant funding, which remains at a cash flat position.

2.3.3. Unlike previous years, there is no funding floor. Individual settlements range from +2.0% (Ceredigion) to +5.6% (Newport), although there is some disquiet about this across Wales.

2.4. The Settlement figures for Carmarthenshire are:

2.4.1. After adjustments for WG identified transfers, the increase in the provisional settlement is 3.8% (£10.466 million). The Aggregate External Finance (AEF) therefore increases to £284.820 million in 2021/22. This includes £244k in respect of Teachers pay.

This settlement is significantly above our previous assumption of +2.0%, however there remains significant risk to our funding position as it provides no additional funding either in respect of any future pay award or Covid-19 related costs and/or continuing income reduction (discussed in paragraph 3.4.3 below)

On the basis of this experience, and in the absence of any forward guidance for future years, the MTFP assumptions for 2022 and beyond maintain our current assumptions of annual settlement increases of +2.0%, but increases to the assumed level of pay, price and other inescapable pressures, leading to a savings target of £17 million over the three year MTFP period.

2.5. Details of the Welsh Government Service Specific Grants were provided alongside the provisional settlement on 22 December 2020 at an all Wales level. Many remain at broadly at similar level (cash value level), however there are however some important updates :

- The social care workforce grant has been increased from £40m to £50 million across Wales. As was the case last year, we assume that the increase, estimated at £600k for Carmarthenshire, can be used in full towards the obvious and unavoidable service pressures.
- The Additional Learning Needs grant of £7.2 million across Wales which was introduced last year has been continued. This

continuation is welcome as it can be applied to the department's recurrent need of £400k

- A reduction of £1.0 million to the Sustainable Waste Management Grant, which will reduce the support from Carmarthenshire's core waste budgets by around £55k.

There are a number of grant changes referred to in narrative to the main WG budget narrative which are not reflected in the local government provisional grant tables, which we understand are due to be updated for the final settlement.

3. BUDGET REQUIREMENT 2021/22

3.1. Current Years performance (2020/21)

3.1.1. As the Authority's core spending requirements remains constant year on year, a review of current year's performance is important in identifying whether there are any underlying problems within the base budget

3.1.2. The current projection for the Revenue Outturn for 2020/21 (based on the October 2020 monitoring) is as follows

Service	Approved Budget £'000	Total Expenditure Forecast £'000	Variance Forecast For Year £'000
Chief Executive	12,994	12,436	-558
Communities	102,882	103,794	912
Corporate Services	27,637	27,186	-452
Education and Children's Services	178,291	179,798	1,506
Environment	59,190	60,207	1,017
Departmental Expenditure	380,995	383,420	2,426
Cont from Dept/Earmarked Reserves			0
Capital Charges	-19,940	-21,140	-1,200
Levies and Contributions	10,538	10,538	0
Transfer to/ from Reserves	0	0	0
Net Expenditure	371,593	372,818	1,226

The main reasons for the departmental overspends are as follows:

- o Communities Department: overspends against budget in the areas of Physical Disabilities, Learning Disabilities and Mental Health.

- Education and Children’s Services: overspend is due mainly to the forecast increase in school deficit balances.
- Environment Department: overspends are due to a shortfall in income across parking and property maintenance, together with additional costs within Waste Services.

The Authority is currently forecasting a variance of £1.2 million at the year-end that will have to be met from Reserves

3.2. Validation

3.2.1. Validation reflects the changes in expenditure requirements to deliver the **current level** of services in future years. Primarily this is inflation, but also includes some service specific changes. The key validation factors are as follows:

	<u>2021/22</u> <u>Original</u>	2021/22 Proposed	<u>2022/23</u>	<u>2023/24</u>
General inflation	2.0%	2.0%	2.0%	2.0%
Electricity	5.0%	5.0%	5.0%	5.0%
Gas	5.0%	5.0%	5.0%	5.0%
Fuel	5.0%	5.0%	5.0%	5.0%
Pay Inflation - non teaching	2.75%	2.75%	2.75%	2.75%
Pay Inflation - Teaching	2.75%	2.75%	2.75%	2.75%
Levies	2.9%	2.4%	2.5%	2.5%
Pension Contributions	nil	nil	nil	nil
Capital Charges	£500k	£500k	£500k	£500k

3.2.2. Our previous planning assumptions include future annual pay awards of 2.75% for all staff. Since then, the Chancellor’s Autumn Budget statement included a pay freeze for public sector workers, with the exception of NHS staff and other public sector workers earning below £24,000 who would receive “at least £250”. Without any detail beyond this, it is impossible to accurately estimate the cost of this. Teachers pay is similarly uncertain - the additional part year effect of the September 2020 pay award adds around £1 million to schools expenditure above 2020/21 levels.

The Chancellor’s proposal is in effect an opening employer’s position – our staff remuneration levels are subject to national pay bargaining, further complicated by WG assuming responsibility for Welsh Teachers pay decisions in 2019. The minister’s letter which accompanied the provisional settlement stated that WG itself had received no Barnett consequential in respect of pay and therefore authorities should provide for this in their budgets.

Given the current scale of uncertainty and that pay represents the single largest expenditure item in our budgets, it is deemed prudent to retain the pay award assumption in our draft budget at this time. This will also enable Carmarthenshire to uphold its commitment to being a living wage employer.

3.2.3. We have received confirmation from the fire authority that their indicative budget assumes a levy increase of 2.43%. This is based on the explicit understanding that firefighters pension cost increases continue to be met through direct grant award.

3.2.4. As a result of these factors, validation is at a similar level to last year and adds £11.1 million to the current year’s budget.

3.3. Cost Reduction Programme

3.3.1. In anticipation of the settlement challenges, significant work to review service efficiencies/rationalisation proposals has been undertaken.

In ordinary times, delivery of current savings proposals and development/preparation for future years forms a significant proportion of services activity and in particular, senior management capacity. The impact of the pandemic, and our response to it, has severely curtailed our ability to make normal levels of progress in this area.

Officers have reviewed savings and deferred delivery of a total of £3.043m from 2020/21 and 2021/22 to the outer two years of the plan.

3.3.2. The savings targets set for each financial year are as follows:

	2021/22 £m	2022/23 £m	2023/24 £m
Original targets (November Budget Outlook report)	5.930	5.209	5.208
Updated targets (following Provisional Settlement)	2.511	5.209	5.208

3.3.3. Accordingly, departments have developed a range of proposals, and these efficiencies are included in **Appendix A** of this report.

- The efficiency proposals are categorised as follows:
 Managerial – Efficiencies that result in no perceivable change to the overall level of service delivery.
 Policy – Efficiency or service rationalisation proposals that will directly affect service delivery.

	2021/22 £m	2022/23 £m	2023/24 £m
Managerial	2.438	4.346	2.429
Existing Policy	0.073	0.565	1.115
New Policy	Nil	Nil	Nil
Total	2.511	4.911	3.544
Shortfall	Nil	0.298	1.664

(Detail at **Appendix A**)

3.3.4. The summary sheet at Appendix A sets out the savings targets set for individual departments and the value of savings currently identified.

3.4. New Expenditure Pressures

3.4.1. New expenditure pressures are the combination of additional cost to meet existing service needs e.g. increased client base/greater service take up and the costs of meeting change in service provision e.g. policy changes.

3.4.2. The original budget outlook report included £6 million in 2021/22 per annum to meet growth pressures.

Initial growth bids in excess of £11 million have been submitted by departments for 2021/22. This figure does NOT include any continuing Covid-19 response and/or income loss. Based on an evaluation of the value and unavoidable nature of pressures submitted as well as additional funding identified through grants as explained in paragraph 2.5 above, core funding for specific pressures totalling £4.689 million have been funded.

For this budget round, social care pressures are particularly difficult to quantify, for the following reasons:

- Funding required for the National Living Wage increase is less than expected, as the Chancellor's announcement of £8.91/hour was much less than the figure forecast by the Office of Budget Responsibility. However, the sector has been through unprecedented turmoil over the last year, and

cost pressures may persist even as Covid-19 hopefully recedes.

- The social care workforce impact of the new trading arrangements with Europe post Brexit could be significant
- There is a clear and unprecedented increase in need for Mental Health services. Whilst £500k has been provided for in the budget, it is hard to predict how demand will evolve.

Based on this assessment, a contingency sum of £500k has been set aside specifically against Social care. Members should further note that the budget figures contained within this report do not allow for any future funding pressures in respect of waste. To achieve increasingly challenging statutory Welsh Government recycling targets, it is likely that changes will need to be made to the waste collection methodology in the coming years which will require significant one off capital funding as well as increases to recurrent revenue budgets.

Information will continue to be reviewed and updated between draft and final budgets, and where grant funding can be identified to meet any of these pressures in part or full, this will be adjusted.

- 3.4.3 Covid-19 has led not just to unprecedented additional costs, but also a collapse of important income, particularly during periods of lockdown. Taken together, it is anticipated that the combination of additional expenditure and income loss will have a £30 million impact on Carmarthenshire’s current year budgets. Authorities have submitted monthly claims, which have been assessed, and to a very significant extent, fully refunded by WG. Looking ahead to next year, continued WG funding in this way has not been committed at this stage, not least because WG itself does not yet have funding confirmed as a consequence of Westminster Covid-19 related expenditure.

At the time of writing, the national picture appears bleak with the highest ever reported daily cases and daily deaths at the same peak as the first wave. Whilst the rollout of both approved vaccines is clearly the “way out”, the speed of vaccination is highly ambitious, and it has already been suggested that restrictions may continue to be needed next Winter. In this context, an additional £1 million corporate contingency is set aside in our budget.

In total, pressures funding adds £6.189 million to the budget. The detail is provided at **Appendix B**.

- 3.4.4 In addition to the authority’s own expenditure pressures, there is an urgent need to expand support to local businesses to support

economic recovery. This is primarily capital grant expenditure and is discussed in the separate capital programme report to be considered on the agenda today. However, as there is insufficient additional capital funding available, the draft revenue budget includes a £1 million one-off allocation to support this expenditure.

3.5. Schools Delegated Budgets

3.5.1 The last two budgets have provided in full for known pressures to school budgets including inflationary costs and pay awards. Over that time, school balances have continued to worsen. Prior to the pandemic, there was a significant focus on addressing the root causes of this, and to support individual schools to return to financial sustainability. It was recognised this would inevitably take some time to see the full effect of the changes being made. The unrelenting pressure on schools which the pandemic has caused has delayed this significantly. During the spring and summer, there was a moratorium on school redundancies, and the Autumn term has seen TTP activity for school staff grow to an unimagined scale. In recognition of this, next year's budget provides funding for known pressures in full. This includes the full year effect of the September 2020 pay award, and funding will be retained centrally against the any unfunded award in September 2021.

Members should however note that schools funding in 2020/21 received additional one-off support from the "Accelerated Learning Programme" in response to Covid-19 of £16.6m across Wales. WG have been able to continue this grant, though the value drops by around 30%. No information is yet available for the equivalent sixth form funding.

3.6. Internal Funding

3.6.1. Generally speaking whilst the use of reserves to support annual budgets should not be summarily discounted, it must be treated with caution. Funding on-going expenditure from such funds merely defers and compounds difficult financial problems to the following year. One-off items of expenditure within any budget proposal lend themselves better for such funding support.

3.6.2. In deliberating this point however, members must bear in mind any **inherent risks** that may be built into the budget strategy. These include:

- Uncertainty around the true economic impact of the new trading arrangements with Europe
- The pace of deployment and efficacy of Covid-19 vaccine upon the need for continuing public health restrictions
- Future inflation/interest rates
- The timing and severity of fiscal or expenditure measures brought in by Westminster Government to balance public sector finances.
- Additional pressure on demand lead Services

In addition as mentioned previously Welsh Government have only been able to provide a one year settlement and we have no knowledge of future settlement, which therefore means it is difficult to construct multi-year budgets in the absence of any clear forecasts.

3.6.3. The following table summarises the main categories of reserves held by the Authority.

	1 st Apr 2020 £'000	31 st Mch 2021 £'000	31 st Mch 2022 £'000	31 st Mch 2023 £'000
Schools Reserves	-2,001	-3,496	-2,496	-1,496
General Reserves	11,221	11,490	11,490	11,490
Earmarked Reserves	91,617	75,887	37,028	29,369

3.6.4. School Reserves

- Schools have delegated responsibility for the management of their own finances. The level of reserves held by an individual school at any point in time will depend on a number of factors including the level of contingency fund that the school governing body considers appropriate, and the particular plans each school has for expenditure. Officers have yet to be informed of any transfers to/from these reserves by individual schools for future years.
- Legislation allows schools to carry forward reserves from one financial period to another. The School Funding (Wales) Regulations 2010 requires schools to limit their accumulated reserves at year end to £50,000 for Primary Schools and £100,000 for Secondary and Special Schools or 5% of their budget dependant

on what is greater. School Improvement officers are currently working with schools to ensure they comply with the guidance. As at 31st March 2020, 45 primary, 6 secondary and 1 special schools were in deficit.

3.6.5. General Reserves

- In the changeable and challenging environment currently facing Local Government the Authority is committed to maintaining a reasonable level of General reserves or Balances. Whilst there is no prescribed minimum level for Balances, Council has previously deemed 3% of net expenditure as being a prudent level, which has been accepted by our Auditors as being reasonable
- The overall level of balances is taken into consideration each year when the annual budget is set and has on occasions been utilised to augment expenditure/reduce council tax. The 2020/21 budget was set on the basis of no transfers from the General Reserves. Based upon the October Budget monitoring (outlined in paragraph 3.1.2 above) there could be a small increase of £269k to General Reserves and a worsening of £1.5m on school deficit balances at the end of the current financial year.
- Given ongoing impact of the pandemic response on our budgets and the uncertainty of continued WG support into next year, therefore it is deemed imprudent at this stage to assume any further support for future years budgets from the current General Reserves.
- Taking account of reduction in overall reserves forecasted, consideration needs to be given to how these balances are built back up over future years.

3.6.6. Earmarked Reserves

- The Authority holds earmarked reserves which have been set up to finance the delivery of specific projects, or in protecting the authority

against future liabilities or issues. The reserves can be summarised as follows:

Reserve	31 March 2020 £'000	31 March 2021 £'000	31 March 2022 £'000	31 March 2023 £'000
Insurance	12,194	12,944	13,694	14,944
Capital Funds	47,234	41,285	8,449	2,241
Development Fund (inc. Schools Dev Fund)	1,637	440	815	2,090
Corporate Retirement Fund	4,299	4,299	3,299	2,299
Joint Ventures	1,306	418	350	316
Other	24,947	16,501	10,421	7,479
TOTAL	91,617	75,887	37,028	29,369

- As can be seen from the table above the level of earmarked reserves fluctuates greatly year on year, and whilst the level in each fund is not an exact science it is based on an informed estimate and past experience of the likely call on the authority in future years in line with the intended purpose of each reserve. Great care must therefore be taken when considering utilising such funds for purposes other than those which they were created as this could lead to the authority being faced with substantial unfunded liabilities in the future
- The budget proposals therefore assume nil contribution from reserves in support of the revenue budget in 2021/22 and a further analysis of the reserves held will be undertaken over the coming months with any further proposed utilisation being considered at the budget finalisation stage.
- Taking account of the proposals within this report, the Director of Corporate Services confirms that overall the estimated level of financial reserves (as indicated above) is adequate for the financial year 2021/22, with the General Reserves being at the minimum that could be supported. However the Director is very conscious of the ongoing commitment to capital projects and of the demand on future services

and therefore feels the reserves will need to be monitored closely going forward.

4. IMPACT ON THE AUTHORITY'S BUDGET STRATEGY

The table below provides an updated position on the current financial outlook taking account of the provisional settlement and also other recent validation changes.

4.1. The Current Financial Outlook (updated for the Provisional Settlement) is set out in the table below:

	Current MTFP		Proposed Financial Model		
	2021/22 £'000	2022/23 £'000	2021/22 £'000	2022/23 £'000	2023/24 £'000
Previous Year's Budget	371,593	382,147	371,593	387,328	398,356
General Inflation	2,462	2,462	2,451	2,534	2,728
Pay Inflation	6,688	6,849	6,512	6,848	7,035
Transfers in & other*	1,334	1,326	3,094	1,355	1,367
Growth	6,000	5,500	6,189	5,500	5,500
Savings proposals	-5,297	-4,694	-2,511	-4,911	-3,544
Further savings to be identified	-633	-515	0	-298	-1,664
Net Expenditure	382,147	393,075	387,328	398,356	409,778
Funded by:					
Revenue Settlement	279,643	285,235	284,820	290,517	296,327
Council Tax Receipts	102,505	107,840	102,507	107,839	113,451
Council Tax Increase:	4.89%	4.89%	4.89%	4.89%	4.89%

*includes funding allocation to Economy Recovery capital (paragraph 3.4.4)

4.2. The total of cost reductions now required for 2021/22 is £2.5m and for the 3 year period are estimated at £13m.

4.3. The 2021/22 draft budget currently includes a contingency sum of £1.5m in respect of risks around Brexit, Covid-19 and further pressures. Should the level of risk or uncertainty reduce before the final budget setting, it may allow members scope to consider additional information forthcoming in respect of:

4.3.1. Responses to the consultation process

4.3.2. Clarification of specific grants

4.3.3. Further growth pressures not currently addressed

5. CONSULTATION

Budget consultation has been planned for the coming month and a summary of the individual approaches are as follows:

5.1. Members seminars. (18-22 January 2021)

5.2. The consultation process will commence online from 18 January 2021.

5.3. Town & Community Councils and commercial ratepayers consultation in January 2021.

5.4. Consultation with Scrutiny Committees during January 2020.

5.5. Consultation with the Schools Budget Forum on 11 February 2021.

5.6. Trade Union Consultation meeting on 22 January 2021

6. WELLBEING OF FUTURE GENERATIONS (WALES) ACT 2015

6.1. In considering the budget proposals, members need to take into consideration the requirements of the Wellbeing of Future Generations (Wales) Act 2015. The Act requires that we must carry out sustainable development, improving the economic, social environmental and cultural well-being of Wales.

‘... the public body must act in a manner which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs’

6.2. In doing so, we must demonstrate the following 5 ways of working:

- Looking at the long-term so that we do not compromise the ability of future generations to meet their own needs

- Understanding the root causes of the issues to prevent them recurring
- Taking an integrated approach so that we look at all well-being goals and objectives of other services and partners
- Collaboration – Working with others in a collaborative way to find shared sustainable solutions
- Involving a diversity of population in decisions that affect them

6.3. Carmarthenshire's Well Being objectives:

Start Well

1. Help to give every child the best start in life and improve their early life experiences
2. Help children live healthy lifestyles
3. Continue to improve learner attainment for all
4. Reduce the number of young adults that are Not in Education, Employment or Training

Live Well

5. Tackle poverty by doing all we can to prevent it, help people into work and improve the lives of those living in poverty
6. Create more jobs and growth throughout the county
7. Increase the availability of rented and affordable homes
8. Help people live healthy lives (tackling risky behaviour and obesity)
9. Support good connections with friends, family and safer communities

Age Well

10. Support the growing numbers of older people to maintain dignity and independence in their later years
11. A Council wide approach to support Ageing Well in Carmarthenshire

In a Healthy and Safe Environment

12. Look after the environment now and for the future
13. Improve the highway and transport infrastructure and connectivity
14. Promote Welsh Language and Culture

Governance

15. Building a Better Council and Making Better Use of Resources

7. CONCLUSION

- 7.1.** Currently the budget proposals assume the full delivery of all of the savings proposals submitted, together with the identification and delivery of the shortfall in savings proposals 2022/23 and 2023/24.
- 7.2.** Further cost reductions need to be identified for years 2022/23 and 2023/24 to be able to maintain the current Budget Strategy and level of council tax. The savings to be identified in years 2 and 3 of this Strategy amounts to £1.96 million and departments will be working over the forthcoming year to identify these savings.
- 7.3.** It is recognised the critical importance of minimising the Council Tax increase for our residents whilst maintaining a balanced budget in these unprecedented and challenging times.
- 7.4.** Given the scale of the current budget gap forecast, Council Tax increases have been maintained at the previous MTFP levels of 4.89% in each of the three financial years. This provides at least some mitigation to the savings proposals which the council needs to consider deferring to future years of the Medium Term Financial Plan.
- 7.5.** Over the coming weeks and part of the refining of the Medium Term Financial where the Authority gets further clarification on costs and grant funding and feedback on the consultation, the Authority will aim to limit the Council Tax increase as far as possible.

8. RECOMMENDATION

- 8.1.** That Executive Board:
- 8.2.** Note the contents of the report and approve the three year Budget Strategy as a basis for consultation. Specifically seek comments from consultees on the efficiency proposals in Appendix A.
- 8.3.** Give consideration as to what additional savings proposals can be identified to deliver a balanced budget over the full 3 year financial planning period.

EDUCATION & CHILDREN SCRUTINY COMMITTEE

28th January 2021

Efficiency Summary

	PREVIOUS TARGETS			
	2021/22	2022/23	2023/24	Total
	£'000	£'000	£'000	£'000
Chief Executive	492	432	432	1,356
Education & Children	1,029	904	904	2,837
Schools Delegated	-	-	-	0
Corporate Services	205	180	180	565
Communities	2,813	2,471	2,470	7,754
Environment	1,391	1,222	1,222	3,835
	5,930	5,209	5,208	16,347

	REVISED TARGETS			
	2021/22	2022/23	2023/24	Total
	£'000	£'000	£'000	£'000
Chief Executive	451	432	432	1,315
Education & Children	50	904	904	1,858
Schools Delegated	-	-	-	0
Corporate Services	-	180	180	360
Communities	1,318	2,471	2,470	6,259
Environment	692	1,222	1,222	3,136
	2,511	5,209	5,208	12,928

Proposals

	MANAGERIAL				EXISTING POLICY PROPOSALS				NEW POLICY PROPOSALS				TOTAL PROPOSALS			
	2021/22	2022/23	2023/24	Total	2021/22	2022/23	2023/24	Total	2021/22	2022/23	2023/24	Total	2021/22	2022/23	2023/24	Total
	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000
Chief Executive	451	434	0	885	0	0	0	0	0	0	0	0	451	434	0	885
Education	50	350	140	540	0	520	960	1,480	0	0	0	0	50	870	1,100	2,020
Schools Delegated	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Corporate Services	0	210	212	422	0	0	0	0	0	0	0	0	0	210	212	422
Communities	1,268	2,304	1,497	5,069	50	45	95	190	0	0	0	0	1,318	2,349	1,592	5,259
Environment	669	1,049	580	2,298	23	0	60	83	0	0	0	0	692	1,049	640	2,381
	2,438	4,346	2,429	9,214	73	565	1,115	1,753	0	0	0	0	2,511	4,911	3,544	10,967

	SHORTFALL - to be identified			
	2021/22	2022/23	2023/24	Total
	£'000	£'000	£'000	£'000
Chief Executive	0	-2	432	430
Education & Children	0	34	-196	-162
Schools Delegated	0	0	0	0
Corporate Services	0	-30	-32	-62
Communities	0	122	878	1,000
Environment	0	173	582	755
	0	298	1,664	1,961

DEPARTMENT	2020/21 Budget	FACT FILE	2021/22 Proposed	2022/23 Proposed	2023/24 Proposed	Total	EFFICIENCY DESCRIPTION
	£'000		£'000	£'000	£'000	£'000	

Education & Children

Director & Management Team

Departmental - cross cutting	various across the dept	Cross-departmental support costs including administration, financial processing, & premises management		100		100	Reprofiled to allow implementation of programme due to link with school rationalisation. Root & branch review of support services across the Department in order to realise savings and increase flexibility
Total Director & Management Team			0	100	0	100	

Access to Education

Catering Services	1,643	The school meals service currently has a production kitchen (full kitchen facilities) in almost every school with a few having meals brought in from another school, where the receiving school has a dining centre arrangement.		100	140	240	Reduced number of school kitchens subject to the progress of school rationalisation and review the need for full kitchen facilities at school sites.
Total Access to Education			0	100	140	240	

Education Services & Inclusion

School based Early Voluntary Retirement / redundancy (funded centrally)	233	Schools are currently provided with budget to fund Teaching Assistants (TAs) for pupils with a statement of educational need. If the pupil moves school, the TA can be redundant as they have been employed by a specific school. Development of centrally employed TA's and managed redeployment will reduce pressure on the EVR budget.	50	50	0	100	Currently Teaching Assistants are directly recruited by schools if the Local Authority decides that a child with ALN requires additional support. As these children move from the primary to secondary sector or a specialist provision the staff are no longer required and this results in a redundancy which costs the Education Service. The proposal is to develop a Pool of centrally employed Teaching Assistants to support ALN who would be trained and upskilled. When a child with ALN is identified the school would be provided with the Teaching Assistant rather than be expected to recruit their own. When the support is no longer required the TA will revert to the Pool to be allocated to another school. This should result in a reduction in redundancy costs.
Total Education Services & Inclusion			50	50	0	100	

Children's Services

Children's Services	17,471	Children's Services encompasses the Social Worker teams, Fostering, Adoption, Early Years, Family Support Services and specialist care provision	0	100	0	100	Continual review of services, maximising grant opportunities and managing vacant posts without putting the service at risk of not meeting its statutory function.
Total Children's Services			0	100	0	100	

Education & Children Total

50 350 140 540

DEPARTMENT	2020/21 Budget	FACT FILE	2021/22 Proposed	2022/23 Proposed	2023/24 Proposed	Total	EFFICIENCY DESCRIPTION
	£'000		£'000	£'000	£'000	£'000	

Education & Children

School Improvement	1,261	The Council is obliged to employ a notional number of officers to provide a School Improvement Service to meet the needs of our schools. With a reduced number of schools it is possible to review this notional figure.		0	130	130	Reprofiled to post election to allow implementation of programme. Reduction in School Challenge Advisor levels equivalent to 1 FTE on the basis that the school rationalisation programme has progressed.
Education Otherwise than at School	1,866	This service meets the needs of learners who, due to a wide range of often complex behaviour and engagement issues, cannot access education in mainstream schools. These learners require a bespoke and specialist package of support.	0	50	0	50	Under this proposal, the council will increase the partial recoupment from schools (to consider more elements of the placement e.g. officer time, administration, monitoring, progress reviews etc). Currently, the Council only recoups the pupil funding element from the pupil's main school.
Children's Services- Education and Child Psychology	894	The Educational and Child Psychology Service use the psychology of how people learn, behave, think and feel to help support children and young people to reach their potential. They work mostly in schools but also in preschool settings, at home, in foster homes and in respite care settings.		100	0	100	This has been delayed from 2020-21 due to Covid pressures and will now be actioned from April 2022. Reduce the number of Education and Child Psychologists and reconsider structure utilising grant funding where possible to maintain sufficient support.
Catering Services - primary school breakfasts	827	The Catering Service delivers the Welsh Government's free primary breakfast initiative to all those primary schools in Carmarthenshire that request it. Savings have been delivered in the last 2 financial years by remodelling the staffing level.	0	50	0	50	This has been delayed from 2020-21 due to the implications of Covid and reprofiled allowing time for schools to get back to normal. Review Breakfast Club provision to distinguish between catering and care element of the service & introduce a voluntary parental contribution towards the care element (20 families paying £1 per day in 30 schools would be £114k per annum). The LA is responsible for providing a free breakfast for which supervision is required for approximately 20-30 minutes on average. However, the catering service currently provides the supervision for an extra 15-40 minutes, for which a voluntary contribution has just been introduced to help sustain this facility, which allows for earlier pupil drop off in the mornings. Parents / Guardians in receipt of Free School Meals or struggling financially need not make a voluntary contribution.
Additional Learning Needs	650	A review of all specialist settings and provision in light of the impending ALN Transformation and our Behaviour Services Review with the aim of upskilling school staff to deal with a range of ALN and implement our Inclusion Policy	0	70	30	100	This has been reprofiled from 2021-22 to allow for implementation post Covid recovery with an intended commencement of Sept 2020. Maintain the Teaching complement to work on an outreach basis so that the pupils attend their local school and benefit from the additional support which could therefore become more widespread. It is expected that the TAs could be redeployed as part of the development of the centrally coordinated SEN support pool releasing part of this specific budget area.
Departmental - across Education Services	14,596	The majority of the Services' budgets are for the support, administration and management of the schools - School improvement, Grant support, Data, Admissions, School Meals, Music Service, ALN, safeguarding to name a few	0	0	300	300	Reprofiled to post election to allow implementation of programme. Rationalising of Primary Schools will enable a reduced level of support to function appropriately with fewer sites. The savings would actually be managerial as service provision would not be reduced, however it is a policy decision that would enable this efficiency to be delivered

Education & Children Total			0	270	460	730	
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Schools Delegated Budget

Primary School Delegated Budget	61,222	<ul style="list-style-type: none"> This is the budget delegated to every school under the Fair Funding formula. The budget is to meet all the costs associated with running a school e.g. staff costs, premises costs, SEN specialist support, Service Level Agreements for specific services such as HR, IT, Legal, Grounds Maintenance, Music. 		250	500	750	Reprofiled to post election to allow implementation of programme. It is proposed that we review our primary schools footprint identifying schools that are disproportionately expensive to operate and finding it challenging to sustain educationally effective teaching and learning structures due to low pupil numbers. Through carefully selected decommissioning and strategically driven school federations the primary school estate could be reduced. Rationalising the number of schools will improve the financial stability of the remaining schools and reduce demands on a range of County Council services e.g. Finance, HR, catering, cleaning.
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Schools Delegated Budget Total			0	250	500	750	
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Mae'r dudalen hon yn wag yn fwriadol

Demographic, Legislative or continuing pressures

APPENDIX A(ii)

	Description	2021/22 £'000
Modernising Education Team	Provide core funding for team which has been reserve funded historically	50
Transforming 14-16 Learning pathways & Young Apprentices	Continuing work previously grant funded - partnership working, curriculum choice, developing links, helping to reduce NEETs.	100
WESP Strategy implementation	Revenue funding to staff 4 Welsh language immersion centres (WG capital grant) - 3 on line Sept 2020, 4th from Sept 2021 (£100k). Training & development if Welsh within schools moving along the continuum (£50k)	150
Total for the Education & Children Department		300
TOTAL EDUCATION & CHILDREN		300

Mae'r dudalen hon yn wag yn fwiadol

Education & Children's Services Scrutiny Report

Budget Monitoring as at 31st October 2020 - Summary

Division	Working Budget				Forecasted				Oct 2020 Forecasted Variance for Year £'000
	Expenditure £'000	Income £'000	Net non- controllable £'000	Net £'000	Expenditure £'000	Income £'000	Net non- controllable £'000	Net £'000	
Schools Delegated Budgets	132,231	-13,543	0	118,687	133,726	-13,543	0	120,182	1,495
Director & Strategic Management	1,480	0	-109	1,371	1,501	-0	-109	1,391	21
Education Services Division	7,259	-2,716	21,134	25,676	6,724	-2,148	21,134	25,710	34
Access to Education	9,046	-6,201	1,584	4,429	9,979	-6,901	1,584	4,662	233
School Improvement	3,467	-1,526	427	2,368	3,549	-1,725	427	2,251	-117
Curriculum & Wellbeing	8,570	-4,781	886	4,674	8,803	-4,994	886	4,694	20
Children's Services	24,451	-6,087	2,721	21,086	26,504	-8,518	2,721	20,708	-378
Additional resources for reopening of schools	0	0	0	0	1,049	-850	0	199	199
TOTAL excluding schools	54,272	-21,311	26,643	59,604	58,109	-25,136	26,643	59,616	12
GRAND TOTAL	186,503	-34,854	26,643	178,291	191,834	-38,679	26,643	179,798	1,507

Education & Children's Services Scrutiny Report
Budget Monitoring as at 31st October 2020 - Detail Monitoring

Division	Working Budget				Forecasted				Oct 2020 Forecasted Variance for Year £'000	Notes
	Expenditure £'000	Income £'000	Net non- controllable £'000	Net £'000	Expenditure £'000	Income £'000	Net non- controllable £'000	Net £'000		
Primary Schools	69,767	-8,545	0	61,222	69,932	-8,545	0	61,387	165	Based on schools' working budgets received for 2020/21 & updated for 2nd quarter monitoring returns which reflect reduced actuals during summer term and the application of ALP grant against teacher posts where redundancies have been postponed due to Covid-19.
Secondary Schools	58,331	-4,958	0	53,373	59,231	-4,958	0	54,273	900	
Special Schools	4,132	-40	0	4,092	4,562	-40	0	4,522	430	
Total Schools Delegated Budget	132,231	-13,543	0	118,687	133,726	-13,543	0	120,182	1,495	
Director & Management Team	1,082	0	-180	901	1,076	0	-180	896	-6	
Business Support	398	0	71	469	424	-0	71	495	26	Pool cars fleet costs (£9k) and Dept central mailing costs
Total Director & Strategic Management	1,480	0	-109	1,371	1,501	-0	-109	1,391	21	
School Expenditure not currently delegated	295	0	20,932	21,227	283	-1	20,932	21,214	-13	
School Redundancy & EVR	2,017	0	20	2,036	1,904	0	20	1,924	-113	Part year moratorium on redundancy processes due to Covid-19
Early Years Non-Maintained Provision	1,704	-1,337	9	376	861	-549	9	320	-55	Fewer children taking up places in non-maintained settings
Special Educational Needs	2,844	-1,379	149	1,614	3,288	-1,597	149	1,840	226	Increase in existing out of county placement costs.
Sensory Impairment	398	0	24	422	387	-0	24	411	-11	
Total Education Services Division	7,259	-2,716	21,134	25,676	6,724	-2,148	21,134	25,710	34	
School Admissions	345	-84	29	291	314	-84	29	259	-32	Part year staff vacancy & staff budget saving as not all staff at top of grade
School Modernisation	114	-1	1,056	1,170	201	-33	1,056	1,224	55	Premises costs relating to closed schools
School Meals & Primary Free Breakfast Services	8,586	-6,116	499	2,968	9,464	-6,784	499	3,179	210	Income target of £100k for breakfast club contributions not achievable due to summer term closure and reduced take up due to Covid-19. £100k additional cost of FSM due to Covid-19 that are not eligible for WG hardship
Total Access to Education	9,046	-6,201	1,584	4,429	9,979	-6,901	1,584	4,662	233	
School Effectiveness Support Services	265	-43	208	431	213	-37	208	384	-47	Delayed recruitment to school support due to Covid-19
National Model for School Improvement	1,139	-60	66	1,146	1,035	-26	66	1,075	-70	Reduced travelling due to Covid-19 and maximising Education Improvement Grant to release core budget
Education Improvement Grant	1,489	-821	0	669	1,706	-1,038	0	669	0	
Other School Grants incl PDG	573	-603	153	123	594	-624	153	123	0	
Total School Improvement	3,467	-1,526	427	2,368	3,549	-1,725	427	2,251	-117	
Post-16 Funding	246	-245	0	1	246	-245	0	1	0	
Music Services for Schools	1,038	-737	46	348	1,100	-762	46	385	37	Delay with staff restructuring which has been further affected by Covid-19
Behaviour Management	95	0	15	110	408	-313	15	110	0	
Welsh Language Support	337	-10	76	403	511	-176	76	411	8	
Education Other Than At School (EOTAS)	2,205	-339	187	2,053	2,380	-445	187	2,122	70	Increasing number of placements from schools for alternative provision requiring increased staffing due to both complexity and numbers

Education & Children's Services Scrutiny Report
Budget Monitoring as at 31st October 2020 - Detail Monitoring

Division	Working Budget				Forecasted				Oct 2020 Forecasted Variance for Year £'000	Notes
	Expenditure £'000	Income £'000	Net non- controllable £'000	Net £'000	Expenditure £'000	Income £'000	Net non- controllable £'000	Net £'000		
CCG - Families First Grant (Youth)	613	-611	0	3	613	-611	0	3	-0	
Participation	85	0	44	129	78	0	44	122	-7	
Youth Offending & Prevention Service	1,979	-1,116	310	1,173	1,882	-1,084	310	1,108	-65	Reduced travelling, staff vacancies and maximising grants to release core budget
Adult & Community Learning	574	-571	88	92	536	-540	88	84	-8	
European Funded Projects	1,126	-1,125	72	74	791	-790	72	74	-0	
School Information Systems	270	-28	47	289	256	-28	47	276	-14	
Total Curriculum and Wellbeing	8,570	-4,781	886	4,674	8,803	-4,994	886	4,694	20	
Commissioning and Social Work	6,916	-81	1,682	8,517	7,042	-202	1,682	8,523	6	
Corporate Parenting & Leaving Care	1,173	-211	71	1,033	1,261	-288	71	1,045	12	
Fostering Services & Support	3,941	0	44	3,986	3,990	-45	44	3,989	3	
Adoption Services	532	0	37	569	1,093	-489	37	641	72	One off payment committed for adoption of sibling group £125k, partially offset by maximising grant income in other areas of the service
Out of County Placements (CS)	670	0	4	675	489	-29	4	464	-211	Reduction in Out of County placements and no current remand placements
Garreglwyd Residential Unit	602	-170	109	541	760	-328	109	541	-0	
Respite Units	987	0	116	1,102	985	-0	116	1,101	-2	
Childcare	901	-345	342	897	880	-351	342	870	-27	Additional in year grants awarded from Welsh Government supporting priorities the service had already identified and have staff working on
Short Breaks and Direct Payments	535	0	16	551	674	-142	16	548	-3	Revised projections in October returns resulting in improved net budget position in this area
Children's/Family Centres and Playgroups	734	-473	92	352	778	-515	92	355	2	
CCG - Flying Start Grant	3,353	-3,347	14	20	3,376	-3,370	14	20	-0	
CCG - Families First Grant	1,040	-1,038	2	4	1,081	-1,080	2	4	-0	
Family Aide Services	172	0	0	173	305	-191	0	114	-58	Part year vacant posts and maximisation of grant income
Other Family Services incl Young Carers and ASD	540	-300	24	264	697	-507	24	214	-50	Part year vacant post (currently out for recruitment) and maximisation of grant income
Out of Hours Service	175	0	1	176	175	0	1	176	0	
Children's Services Mgt & Support (incl Care First)	992	-76	31	946	1,120	-275	31	875	-71	Further utilisation of grants - £45k, staff budget saving as not all staff at top of grade & purchase of extra leave - £12k, staff recruitment savings with most posts advertised on our website - £14k
School Safeguarding & Attendance	296	-45	75	325	552	-353	75	274	-52	Part year vacant posts and maximisation of grant income
Educational Psychology	894	0	60	954	1,246	-352	60	954	0	
Total Children's Services	24,451	-6,087	2,721	21,086	26,504	-8,518	2,721	20,708	-378	

Education & Children's Services Scrutiny Report
Budget Monitoring as at 31st October 2020 - Detail Monitoring

Division	Working Budget				Forecasted				Oct 2020	Notes
	Expenditure £'000	Income £'000	Net non- controllable £'000	Net £'000	Expenditure £'000	Income £'000	Net non- controllable £'000	Net £'000	Forecasted Variance for Year £'000	
Additional Cleaning for schools re-opening	0	0	0	0	850	-850	0	0	0	Assumes additional cleaning costs will be fully recovered from Welsh Government. Expectation that additional cleaning costs in other establishments will be recovered from the user departments.
Face coverings & PPE	0	0	0	0	199	0	0	199	199	Expenditure incurred in August to procure Face Coverings & PPE for Schools at short notice expected to exceed WG grant by £199k
Total Additional Resources for Reopening of Schools	0	0	0	0	1,049	-850	0	199	199	
TOTAL FOR EDUCATION & CHILDREN'S SERVICES DEPARTMENT	54,272	-21,311	26,643	59,604	58,109	-25,136	26,643	59,616	12	
TOTAL FOR EDUCATION & CHILDREN'S SERVICES DEPARTMENT INCLUDING SCHOOLS	186,503	-34,854	26,643	178,291	191,834	-38,679	26,643	179,798	1,507	

APPENDIX C

CHARGING DIGEST - Education & Children

2019/20 Actual £	2020/21 Budget £	2021/22 Budget £	Business Unit	Service Provided	2020/21 Charge Levied £	2021/22 Proposed Charge £	Comments
23,115	13,800	14,000	Curriculum and Wellbeing	Community Centres Room Hire Hourly - No Refreshments - minimum 1 hour	£11.22	£11.44	2% increase.
28,518	13,028	15,300	Curriculum and Wellbeing	Welsh for Adults Welsh for Adults charge for courses provided on behalf of the National Learning Welsh Centre (Full/Concessionary) Welsh for the family course (15 hours over 10 weeks) Early Bird Discount - if paid by end of September	Full price - £90; Concessionary - £54 Reduced price as main target group - £5. No concessions 50% discount on full fee to £45	To be confirmed by NCLW as per comment	Charges reviewed and amended by the National Centre for Learning Welsh. Charges for 2021-2022 will depend on fees set by the NCLW. Early Bird % discount applied against full price only. No further discount on concessionary rate. New courses offered in January 2021 will also have this discount applied.
3,219	645	274	Curriculum and Wellbeing	Room Hire Hourly - Llandeilo Community Centre	£11.22	£11.44	As per Community Centres Charges
9,187	9,380	9,570	Curriculum and Wellbeing	Adult Community Learning LA courses - Full fee per course term Basic Skills & ESOL - ESOL – Full Cost Recovery (not eligible for Welsh Government funding) - per term One off registration fee at Basic Skills Centre Dyslexia Screening - 2.5 hours & resources ESOL City & Guilds examination fee GCSE Maths and English (Initial paper/second maths paper)	£85 (£75 + £10 Accreditation Fee) £200 £10 £75 £50 £60 / £30	£85 (£75 + £10 Accreditation Fee) £200 £10 £75 £50 £60 / £30	No increase appropriate for client group No increase appropriate for client group No increase appropriate for client group No increase appropriate for client group No increase appropriate for client group

APPENDIX C

CHARGING DIGEST - Education & Children

2019/20 Actual £	2020/21 Budget £	2021/22 Budget £	Business Unit	Service Provided	2020/21 Charge Levied £	2021/22 Proposed Charge £	Comments
20,398	0	5,000	Curriculum and Wellbeing	<u>Carmarthenshire Music Service</u> Concert Ticket Charges for concerts, including the Lyric & Ffrwnes Theatres	Adult £9.00 Concession £7.00	Adult £9.00 Concession £7.00	The proposed charges for the 2020/2021 academic year will be carried forward to the 2021/2022 academic year. Additional performing opportunities will be sought to increase income. Activities have not been able to take place in 2020-2021 to generate income due to COVID-19. Any proposals for 2021-2022 will depend on the pandemic and national / CCC Health & Safety measures. Charges will be kept at this level to try to encourage attendance following the pandemic.
7,594	0	10,000		Parental charge for Intermediate and Senior Ensemble pupils attending weekly rehearsals.	£70 per pupil for the academic year	£70 per pupil for the academic year	
0	0	200		Administrative charge added to all examinations fees collected for ABRSM and Trinity Guildhall Examinations	£2 administration fee to be added to the cost of each graded exam	£2 administration fee to be added to the cost of each graded exam	
0	0	500	Curriculum and Wellbeing	<u>Youth Support Service</u> Room Hire Hire per hour - Bwlch Youth & Community Centre and Streets Youth Club.	£0.00	£11.44	New 2021-22
100	817	500	Education Services	<u>In Service Training (INSET) -</u> <u>Course/Consultancy Fees</u> Inspection Duties / Advisory Services	As per contract/tender	As per contract/tender	Dependant on Estyn requests
1,547	41,769	41,907	Education Services	<u>Griffith Jones Training Centre</u> Lettings Griffith Jones Centre - Half Day/Full day	£57.65 / £93.00	£58.80 / £94.90	2% increase

APPENDIX C
CHARGING DIGEST - Education & Children

2019/20 Actual £	2020/21 Budget £	2021/22 Budget £	Business Unit	Service Provided	2020/21 Charge Levied £	2021/22 Proposed Charge £	Comments
9,828	0	0	Education Services	<u>Neuadd y Gwendraeth</u>			
				Hall - Half Day / Full Day / Evening	£104 / £156 / £135	£106 / £160 / £138	
				Sound & Light - System only / System & Technician	£21 / £42	£21.50 / £43	
				Training Room - Half Day / Full Day / Evening	£57.65 / £93.00 / £77.00	£58.80 / £94.90 / £78.60	
				Meeting Room - Half Day / Full Day / Evening	£57.65 / £93.00 / £77.00	£58.80 / £94.90 / £78.60	2% increase
				Full building - Half Day / Full Day / Evening	£156 / £208 / £187	£160 / £212 / £190	
				Performance package (practice & show) - full building	£188	£192	
				Half day practice - full building	£52	£53	

APPENDIX C
CHARGING DIGEST - Education & Children

2019/20 Actual	2020/21 Budget £	2021/22 Budget £	Business Unit	Service Provided	2020/21 Charge Levied £	2021/22 Proposed Charge £	Comments
4,910,549	5,383,560	5,491,231	School Meals	Primary Schools			
				Pupil Meal	2.55	2.60	5p increase inflation
				Adult Meal	3.98	4.06	2% increase. Charge inclusive of VAT
				Secondary Schools			
				Free Meal Token - Pupil	2.55	2.60	Inflation increase to be applied (5p)
				Free Meal Token - Adult	2.55	2.60	Inflation increase to be applied (5p)

APPENDIX C
CHARGING DIGEST - Education & Children

2019/20 Actual £	2020/21 Budget £	2021/22 Budget £	Business Unit	Service Provided	2020/21 Charge Levied £	2021/22 Proposed Charge £	Comments
7,668	7,953	8,112	Children's Services	Childcare			
				Paediatric First Aid Course	£25 + VAT	£25 +VAT	
				Child Protection Course	£10 + VAT	£10 + VAT	
				Basic Food Hygiene Course	£25 + VAT	£25 + VAT	
				Basic Food Hygiene - Refresher	£20 + VAT	£20 + VAT	
				Playwork Training Level 1	£35 + VAT	£35 + VAT	
				Playwork Training Level 2	£40 + VAT	£40 + VAT	Training provided to registered childcare workers with the County.
				Child/Family-Playgroups			
			Room Hire				
0	0	0		Hire per hour - Carmarthen Playgroup - Argel	£11.22	£11.44	New charge proposed to start in 20/21 - charging Crossroads for using the venue on weekends for contact. 2% increase built in for 21/22

Mae'r dudalen hon yn wag yn fwiadol

Cyfarfod y Pwyllgor Craffu Addysg a Phlant 28ain Ionawr, 2021

Y Pwnc: Gwerthusiad o Sut yr Ymatebodd Adran Addysg a Gwasanaethau Plant Sir Gaerfyrddin i COVID-19

Y Pwrpas: Rhoi sicrwydd bod yr Adran yn dysgu o'r profiad ac yn mynd i'r afael ag unrhyw ddiffygion

Yr Argymhellion / Penderfyniadau Allweddol Sydd Eu Hangen: Ymateb i'r diffygion ac adrodd ar y cynnydd a wnaed o ran mynd i'r afael â nhw.

Y Rhesymau: Fel 'sefydliad sy'n dysgu'* mae angen i'r Adran Addysg a Gwasanaethau Plant adolygu perfformiad yn rheolaidd a mynd i'r afael ag unrhyw ddiffygion.

** Mae gan Sefydliad sy'n Dysgu'r gallu i newid ac addasu'n rheolaidd i amgylcheddau ac amgylchiadau newydd wrth i'w aelodau, yn unigol a gyda'i gilydd, ddysgu eu ffordd i wireddu eu gweledigaeth.*

Mae'r adroddiad yn rhoi trosolwg o sut mae'r awdurdod lleol a'r rhanbarthol wedi gweithio gydag ysgolion ac unedau cyfeirio disgyblion i hyrwyddo dysgu a chefnogi disgyblion sy'n agored i niwed yn ystod cyfnod COVID-19 rhwng mis Mehefin a mis Tachwedd 2020, y cyfnod ar ôl y cyfyngiadau clo cychwynnol pan oedd ysgolion yn ailagor.

Mae'n dangos y ffordd y mae'r awdurdod lleol wedi addasu ei waith i ymateb i'r heriau sy'n deillio o COVID-19. Cafodd y gwaith ei wneud cyn i bob ysgol ddychwelyd i ddysgu o bell ym mis Ionawr 2021 ond bydd yn helpu'r ALI i lywio ffyrdd presennol o weithio.

Ymgynghorwyd â'r pwyllgor craffu perthnasol DO

- Y Pwyllgor Addysg a Phlant - Ionawr 28ain, 2021.
- Angen i'r Bwrdd Gweithredol wneud penderfyniad- NAC OES
- Angen i'r Cyngor wneud penderfyniad- NAC OES

YR AELOD O'R BWRDD GWEITHREDOL SY'N GYFRIFOL AM Y PORTFFOLIO:-
Cyng. Glynog Davies

Y Gyfarwyddiaeth: Yr Adran Addysg a Phlant

Enw Pennaeth y Gwasanaeth: Gareth Morgans

Awdur yr Adroddiad: ESTYN

Swyddi:

Cyfarwyddwyr

Rhifau ffôn:

Cyfeiriadau E-bost: EDGMorgans@sirgar.gov.uk

EXECUTIVE SUMMARY
Education and Children Scrutiny Committee
28th January, 2021.

SUBJECT: An Evaluation Into How Carmarthenshire's Education and Children's Services Department Responded to COVID-19

CHRONOLOGY

28th February, 2020- The first case of COVID-19 in Wales was confirmed in a person who had returned from Northern Italy, and then transferred to a specialist NHS infection centre at the Royal Free Hospital in London. The Chief Medical Officer for Wales, Frank Atherton, said that the Government would be taking "all appropriate measures" to reduce the risk of transmission.

10th March, 2020- 9 more cases were discovered in Wales bringing the total to 15, the first significant jump in cases.

11th March, 2020- the World Health Organization declared the outbreak a pandemic.

16th March, 2020- the first death in Wales was reported in Wrexham.

18th March, 2020- the Welsh Government announced that all schools and nurseries in Wales would be closing by the 20th March, initially for a period of four weeks, and Education Minister Kirsty Williams said that it would very likely be for a "considerable period of time". A limited number of schools were to remain open to provide support for key workers and children with additional needs. It was further announced in the following days that all exams, including GCSEs and A-Levels, would be cancelled, with grades being based on existing work and predicted grades.

23rd March, 2020- UK Prime Minister Boris Johnson, having the agreement of all devolved governments, announced a lockdown of the United Kingdom, with only essential services remaining open. This announcement was followed by the Welsh First Minister Mark Drakeford announcing that the measures would also cover Wales and would come into effect from that evening.

3rd June, 2020- it was announced that schools in Wales would reopen on the 29th June. It was advised that in each school there would be a phased approach with Year groups split into small groups with staggered starts and breaks. It was expected that a third of pupils would be present at any one time.

COVID-19 Pandemic in Wales from Wikipedia

Since March 20th, 2020 Education and Children's Services Department officers had to radically adapt the way they had traditionally worked to focus primarily on supporting schools and services in order that the children and young people in our care were accessing all the support and interventions they required. It was an unprecedented period of time and decisions had to be taken by the Director, the Departmental Management Team and Service Managers based on the information available at that time.

In the Autumn term all schools and services re-opened fully however at the end of December and into January 2021 schools moved to remote learning.

Over the Autumn Term, 2020 ESTYN undertook a thematic survey to reflect on local authorities, regional consortia and schools' approaches to teaching and learning and pupil wellbeing.

Part 1 of the review was to support the Welsh Government and local authorities/regional consortia by achieving the following objectives:

- provide Welsh Government and individual local authorities and regional consortia with a report reflecting their work and approaches during the lockdown period and at the start of the period when schools return to full operation. The reports will enable Welsh Government to understand the broad strengths and lesson learnt in the way local authorities and regions are operating during this period. It will also enable us to celebrate effective practice as well as sign-posting local authorities and regional consortia to consider other ways of approaching these new challenges. The national report will look at learning and remaining challenges for the education system as a whole.
- Identify how learning from before the summer is being used to support planning for and delivery of blended learning approaches and support for vulnerable learners in the Autumn term.
- learn lessons from the most effective practice about capacity, collaboration, future planning and change management. This will support planned reforms in education and local government over the next few years.

Part 2 of the work focussed on two aspects:

1. **Promoting learning-** what quality assurance work has been done to improve the quality of the learning offer and how has this been used to develop further guidance and professional learning?
2. **Supporting vulnerable learners-** how has the local authority targeted services and support to vulnerable learners to support them to engage in learning, what barriers still exist?

Key themes that were explored- Promoting learning

- **Learning from September-** support for schools to plan learning
- **Planning for progress-** support for school leaders to identify specific groups or cohorts of learners that have been disproportionately affected by school closures
- **Recruit, Recover, Raise standards- accelerated learning programme-** work with schools to plan work under the Recruit, Recover and Raise standards grant funding.
- **Professional learning-** developing the expertise of practitioners in pedagogies/ approaches that maximise the potential of blended learning

Key themes that were explored- Vulnerable learners

- **Promoting wellbeing-**work to identify and respond to the wellbeing needs of vulnerable learners.
- **Curriculum-** work to ensure that all vulnerable learners have access to a curriculum that is appropriate to their learning needs.
- **Health and Safety-** support for schools to implement relevant guidance in relation to health and safety.

- **Specialist services and multi-agency working-** engagement with partners and how will this inform and strengthen future collaborative working.
- **Statutory processes and referrals-** meeting statutory duties and responding to any changes in demand for services.
- **Professional learning-** support for the professional learning of staff to support vulnerable learners.

The findings of these reports were positive reflecting effective partnership working between all involved in the education system. However, a few areas need further consideration and will be incorporated into our 2021/22 Departmental Business Planning.

DETAILED REPORT ATTACHED?

YES

IMPLICATIONS

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report:



Signed:

Director of Education and Children's Services.

Policy, Crime & Disorder and Equalities	Legal	Finance	ICT	Risk Management Issues	Staffing Implications	Physical Assets
YES	YES	YES	YES	YES	YES	YES

Policy, Crime & Disorder and Equalities

Officers had to consider and respond to Welsh Government policy and guidance and implement changes at a pace which was often challenging. In addition the lack of policy and appropriate guidance from Welsh Government impeded progress on occasion and local decisions had to be taken based on the information available. There has been a clear focus on vulnerable children and young people throughout this pandemic.

Legal

The Local Authority has had to ensure compliance with COVID related legislation ensuring that it continues to deliver a high quality service to all children and young people.

Finance

The Department has supported schools with all financial management issues during this period including provision for learners eligible for free school meals, early years childcare funding, utilising grants and ensuring schools have access to all required resources.

ICT

Access to suitable ICT has been a priority ensuring that learners had suitable hardware and connectivity in order to engage in remote learning. This was a challenging task with the County Council providing 1600+ pieces of hardware and 255+ MIFI connections. It is an ongoing piece of work as many learners are required to self-isolate due to being contacts to a positive COVID case.

Risk Management Issues

A robust and comprehensive Risk Assessment Template was provided to all schools prior to the June re-opening. This template is reviewed on a regular basis reflecting changes in guidance and advice from Welsh Government, Public Health Wales and other organisations. In regard to vulnerable learners and staff schools were advised to undertake individual risk assessments and implement appropriate actions to mitigate the identified risks.

Staffing Implications

Appropriate advice and guidance have been issued to staff by the HR Department throughout this period. Regular and constructive meetings have been held with Trade Unions to address any issues and challenges.

Physical Assets

Schools were effectively supported in planning and preparing Covid safe learning environments for the safe return to school in June. This included a range of resources including signage, hand washing stations, hand sanitising units in every classroom and suitable PPE.

CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below

Signed: 

Director of Education and Children's Services

- 1. Scrutiny Committee-** during the initial months of the pandemic this Committee did not meet. We have however taken a report to the November meeting outlining our response to Covid.
- 2. Local Member(s)-** regular communication was shared with local members in regard to schools.
- 3. Relevant Partners-** regular communication was shared with school Governors.
- 4. Staff Side Representatives and other Organisations-** regular meetings were held with the Department's Employee Relations Forum.

EXECUTIVE BOARD PORTFOLIO HOLDER(S)
AWARE/CONSULTED

YES

Include any observations here

Section 100D Local Government Act, 1972 – Access to Information

List of Background Papers used in the preparation of this report:

Title of Document	File Ref No.	Locations that the papers are available for public inspection
ESTYN Letter	Appendix 1	Attached to this document
ESTYN Thematic Report	Appendix 2	Attached to this document

Mae'r dudalen hon yn wag yn fwriadol

Annwyl Wendy Walters,

Yn gynnar yn ystod tymor yr hydref, gofynnodd Llywodraeth Cymru i ni gynnal adolygiad o waith awdurdodau lleol i gefnogi'u cymunedau dysgu mewn ysgolion ac unedau cyfeirio disgyblion (UCDau) yn ystod y cyfnod o fis Mawrth i fis Hydref 2020.

Mae'r llythyr hwn yn amlinellu deilliant y gwaith hwn yn awdurdod lleol Sir Gaerfyrddin. Mae cynnwys y llythyr wedi'i seilio ar gyfarfodydd rhithwir gyda swyddogion, aelod arweiniol y cabinet dros addysg a sampl o ysgolion ac UCDau. Rydym hefyd wedi ystyried y ddogfennaeth ategol a ddarparwyd gan yr awdurdod lleol, a'r adborth o arolygon o arweinwyr ysgol/UCD, llywodraethwyr, athrawon a staff cymorth, rhieni a disgyblion. Rydym wedi cyfeirio at y deilliannau o'r arolygon lle bo'n berthnasol, er y defnyddiwyd yr arolygon yn bennaf i lywio'r adroddiad cenedlaethol a gyhoeddwyd ar ein gwefan ar 15 Ionawr. Dyma ddolen i'r adroddiad hwnnw.

Hoffem ddiolch i'ch staff am roi o'u hamser i drafod eu gwaith gyda ni ac am ddarparu gwybodaeth ychwanegol pan ofynnwyd amdani.

Yn gywir



Meilyr Rowlands

Prif Arolygydd Ei Mawrhydi

Arweinyddiaeth a chydweithio

Bu awdurdod lleol Sir Gâr yn rhagweithiol ac yn ddiwyd yn ei ymdrechion i gynnig cefnogaeth briodol i ysgolion ac UC Dau mewn modd amserol yn ystod y cyfnod hwn. Dywed swyddogion y bu'r misoedd pan roedd yr ysgolion ar gau, heblaw ar gyfer gofal plant targedig, yn gyfnod heriol dros ben. Roedd cydweithio effeithiol ar draws adrannau gwahanol yn yr awdurdod lleol yn nodweddiadol gref o waith yr awdurdod lleol.

Ar hyd y cyfnod hwn, cyfathrebodd swyddogion yr awdurdod lleol yn helaeth o fewn ac ar draws adrannau, gydag ysgolion, UC Dau a rhanddeiliaid eraill. Er enghraifft, lluniodd uwch swyddogion gylchlythyrau wythnosol, a anfonwyd yn uniongyrchol at benaethiaid a chadeiryddion byrddau llywodraethol i roi'r wybodaeth allweddol ddiweddaraf iddynt. Gwnaethant gynnal cyfarfodydd rhithiol rheolaidd â phenaethiaid a chadeiryddion cyrff llywodraethol hefyd i drafod materion a oedd yn dod i'r amlwg a mynd i'r afael â phryderon. Rhannodd uwch swyddogion wybodaeth â rhieni hefyd drwy wefan y cyngor a chyfryngau cymdeithasol.

Trwy eu cyfarfodydd rhithiol wythnosol â phenaethiaid, a bwletinâu, amlinellodd uwch swyddogion eu disgwyliau ar gyfer ysgolion ac UC Dau. Cynlluniodd swyddogion ar gyfer parhad dysgu disgyblion, a chynnig cefnogaeth ddefnyddiol i rieni a staff mewn ysgolion drwy wefan yr awdurdod lleol. Sicrhodd hyn fod cyfathrebu â rhanddeiliaid yn glir.

Yn ystod y cyfnod clo, darparodd swyddogion gyfeiriadau e-bost Hwb i'r holl lywodraethwyr i wella cyfathrebu a rhannu adnoddau. Gwnaethant ad-drefnu hyfforddiant i helpu llywodraethwyr i gefnogi eu hysgolion. Cynhaliwyd yr holl hyfforddiant yn rhithiol ac roedd yn cynnwys agweddau fel cefnogi lles penaethiaid, defnyddio'r 'Offeryn Archwilio Lles', defnyddio'r grant Recriwtio, adfer, a chodi safonau: y rhaglen dysgu carlam yn effeithiol, a chynnig arweiniad ar recriwtio'n ddiogel. Daeth gwerthusiad yr awdurdod lleol o'r rhaglen hyfforddiant i'r casgliad bod llywodraethwyr wedi gweld yr hyfforddiant yn fuddiol, a bod mwy o lywodraethwyr wedi cymryd rhan mewn hyfforddiant rhithiol nag a oedd wedi mynychu digwyddiadau hyfforddiant tebyg wyneb-yn-wyneb yn flaenorol. Mae'n bwriadu parhau â'r ymagwedd hon tuag at hyfforddiant i lywodraethwyr yn y dyfodol.

Ymgynghorwyd â'r deiliad portffolio ar gyfer addysg a'r aelodau etholedig ar y bwrdd gweithredol ar gyfer addysg a phlant, a gwnaethant graffu ar yr holl benderfyniadau allweddol yn ymwneud ag ysgolion ac UC Dau. Ataliodd yr awdurdod lleol gyfarfodydd y Pwyllgor Archwilio Addysg a Phlant yn ystod y cyfnod clo. Mae'r rhain wedi'u trefnu i aildechrau ym mis Tachwedd 2020.

Defnyddiodd uwch swyddogion gynnwys yr arweiniad a ddarparwyd gan Lywodraeth Cymru i baratoi crynodebau gweithredol i ysgolion, er mwyn sicrhau bod y wybodaeth yn hylaw ac yn hygyrch.

Hyrwyddo dysgu

Mae'r awdurdod lleol wedi cydweithio'n dda â'i ysgolion a'r consortiwm rhanbarthol (ERW) i oruchwylio ei ymagweddau tuag at ddysgu o bell. Yn ogystal â chanolbwyntio ar gefnogaeth i ddarparwyr yn yr awdurdod lleol, cyfrannodd swyddogion yn bwrpasol at gynllun Parhad Dysgu Llywodraeth Cymru hefyd. O ddechrau'r cyfnod clo, roedd ymgynghorwyr cefnogi addysg mewn cysylltiad ag ysgolion yn rheolaidd i'w cyfeirio at gefnogaeth ar gyfer lles, cynnig cyngor yn ôl yr angen, a chyfeirio ysgolion at adnoddau y gallant eu defnyddio i gefnogi dysgu.

Trwy gysylltu ag ysgolion, UC'Dau a gwybodaeth arall a gasglwyd, nododd swyddogion yn gyflym anghysondebau yn ansawdd y profiadau dysgu roedd ysgolion ac UC'Dau yn eu rhoi i ddisgyblion a'r gefnogaeth roeddent yn ei chynnig. Er mwyn helpu i hyrwyddo ymagweddau mwy cyson, lluniodd yr awdurdod lleol becynnau dysgu a rhestrau chwarae i ymarferwyr ac athrawon ym mhob cyfnod allweddol. Er enghraifft, rhoddodd yr awdurdod lleol arweiniad i leoliadau nas cynhelir ar y mathau o weithgareddau y gallent eu rhannu â rhieni i gefnogi dysgu plant, ac roedd ffocws clir ar weithgareddau ymarferol a gweithgareddau yn yr awyr agored. Cyhoeddodd y tîm gwella ysgolion arolwg i geisio barn rhieni am brofiadau dysgu eu plant a materion cysylltiedig eraill. Cafwyd cyfradd ymateb uchel, ac roedd yr adborth yn awgrymu bod y rhan fwyaf o rieni'n hapus â darpariaeth eu hysgol ar gyfer dysgu o bell, yn gyffredinol.

Yn ystod ein galwadau ffôn ymgysylltu ag arweinwyr ysgolion, bu i lawer ohonynt ganmol y gefnogaeth, cyngor ac adnoddau ar gyfer materion ysgolion iach y gallai ysgolion eu defnyddio i gynllunio gweithgareddau i ddisgyblion. Darparodd yr awdurdod lleol sesiynau hyfforddiant hefyd ar ddefnyddio platfformau digidol ar-lein i gefnogi dysgu, fel Microsoft Teams. Manteisiodd llawer o ysgolion ar draws yr awdurdod lleol ar y sesiynau hyn.

Tua dechrau'r cyfnod clo, roedd ychydig o ysgolion wedi dechrau cynllunio i ddarparu dysgu cydamserol i ddisgyblion. Gohiriwyd y gwaith hwn dros dro gan yr awdurdod lleol, yn dilyn arweiniad gan Lywodraeth Cymru yn ymwneud â phryderon diogelu yn ymwneud â dysgu cydamserol. Roedd ychydig o ysgolion yn teimlo'n rhwystredig, gan eu bod yn teimlo bod ganddynt gynlluniau cadarn i gyflwyno'r gwaith hwn yn ddiogel. Yn dilyn arweiniad diweddarach a ddarparwyd gan Lywodraeth Cymru, anogodd swyddogion ysgolion i ddefnyddio dysgu cydamserol, lle bo hynny'n berthnasol, a rhoesant arweiniad penodol a phrotocol clir i ysgolion i'w cynorthwyo â materion diogelu posibl ar sail yr arweiniad hwn.

Cydweithiodd yr awdurdod lleol ag ysgolion i geisio sicrhau y gallai pob un o'u disgyblion fanteisio'n briodol ar offer TGCh yn ystod y cyfnod roedd ysgolion ac UC'Dau ar gau. Rhoddodd yr awdurdod lleol fenthyg offer TGCh i dros 1,600 o ddisgyblion i gefnogi eu dysgu digidol yn ystod y cyfnod clo. Cefnogodd 300 o ddisgyblion nad oedd ganddynt fynediad at y rhyngwyd hefyd. Roedd pob ysgol neu UC'D yn gyfrifol am gasglu'r wybodaeth roedd ei hangen i roi gwybod i'r awdurdod lleol am anghenion TCGH eu disgyblion. Er gwaethaf ymdrechion yr awdurdod lleol a'r ysgolion, crybwyllodd ychydig o ysgolion fod rhai teuluoedd yn aros am offer o hyd tua diwedd tymor yr haf.

Aliniodd yr awdurdod lleol ei gynlluniau dysgu proffesiynol ag amserlen hyfforddiant ERW i gynnig hyfforddiant ar-lein i ysgolion yn ystod y cyfnod clo. Trefnodd yr awdurdod lleol fodiwlau hyfforddiant statudol i bob ysgol ar agweddau fel diogelu, diogelu data, a chodi a chario. Roedd staff yn gallu manteisio ar ystod o weminarau hefyd, a ddarparwyd gan y consortia rhanbarthol ledled Cymru, ac roedd y fideos ar sut i ddefnyddio meddalwedd wahanol i gefnogi dysgu o bell yn fuddiol i'r rhan fwyaf ohonynt. Datblygodd yr awdurdod lleol gwrs ar-lein ar ddysgu cyfunol a dysgu cydamserol hefyd ar gyfer un cynrychiolydd o bob ysgol ac UCD. Manteisiodd nifer dda o ysgolion ac UCDAu ar y cwrs hwn, ac fe'i defnyddiwyd yn rhan o'r sail ar gyfer datblygu'r cwricwlwm adfer ym mis Medi. Cynigiodd yr awdurdod lleol gyfle i uwch arweinwyr ysgolion fanteisio ar ddatblygiad proffesiynol ar reoli straen a gwella lles staff hefyd.

Cameo: Hyfforddiant Cymraeg

Yn ystod y cyfnod clo, darparodd yr awdurdod lleol gwrs dysgu Cymraeg gwahaniaethol i athrawon a staff cymorth i wella eu medrau Cymraeg. Trwy gydweithio â thiworiaid Cymraeg i Oedolion, cyflwynwyd gwersi rhithiol a'u teilwra i fodloni anghenion dysgwyr. Bu'r ymrwymiad a'r ymgysylltiad â'r cyrsiau hyn yn uchel. Cymerodd tua 125 o aelodau staff ran yn yr hyfforddiant hwn, a chwblhaodd lawer ohonynt y cwrs yn llwyddiannus.

Parhaodd yr awdurdod lleol i ariannu lleoliadau nas cynhelir a oedd ar agor yn ystod y cyfnod hwn. Gweithiodd swyddogion â sefydliadau ambarél, fel Mudiad Meithrin, i'w galluogi i roi eu staff ar ffyrlo, yn ôl yr angen. Lluniodd athrawon ymgynghorol y blynyddoedd cynnar arweiniad defnyddiol i staff sy'n gweithio yn y cyfnod sylfaen mewn ysgolion a lleoliadau nas cynhelir, i gefnogi plant ifanc yn ystod y cyfnod clo ac ar ôl iddynt ailagor. Er enghraifft, roedd yr arweiniad yn cynnwys gweithgareddau gwerthfawr i staff eu defnyddio i ddatblygu medrau creadigol a chorfforol disgyblion yn yr ardal awyr agored.

Gweithiodd staff yn yr awdurdod lleol yn benderfynol i sicrhau y gallai ysgolion ailagor ar 29 Mehefin. Yn unol â'r rhan fwyaf o awdurdodau lleol eraill yng Nghymru, penderfynwyd y byddai ysgolion yn Sir Gâr yn agor am dair wythnos ac yn cau ar 17 Gorffennaf, yn hytrach nag ymestyn y tymor am wythnos ychwanegol. Derbyniodd y rhan fwyaf o ysgolion uwchradd eu disgyblion am un diwrnod yr wythnos am dair wythnos, a mabwysiadodd ysgolion cynradd ymagweddau hyblyg wedi'u seilio ar eu hamgylchiadau penodol. Roedd angen i ychydig o ysgolion osod terfyn ar nifer y plant a oedd yn mynychu eu hybiau gofal plant wedi i'r ysgolion ailagor, er mwyn derbyn disgyblion eraill o fewn capasiti diwygiedig yr ysgol, ar ôl ystyried cadw pellter cymdeithasol.

Cameo: Cefnogi pryderon iechyd a diogelwch mewn ysgolion

Canmolodd bron pob ysgol gefnogaeth yr awdurdod lleol o ran iechyd a diogelwch. Darparodd swyddogion yr awdurdod lleol gynllun clir i ysgolion ar gyfer ailagor ddiwedd Mehefin ac ym mis Medi. Ymwelodd swyddogion ag ysgolion ac UC Dau i gynnal ymweliadau safle ochr yn ochr â phenaethiaid, cadeiryddion llywodraethwyr a chynghorwyr lleol. Gwnaethant gefnogi staff i sicrhau bod yr adeiladau'n ddiogel er mwyn i ddisgyblion ddychwelyd. Roedd hyn yn cynnwys darparu arwyddion ac offer golchi dwylo.

Roedd sesiynau 'galw heibio' rheolaidd ar-lein, a gynigiwyd gan swyddogion, yn un o gryfderau arbennig gwaith yr awdurdod i gefnogi iechyd a diogelwch. Roedd staff mewn ysgolion ac UC Dau yn gallu manteisio ar y sesiynau hyn i ofyn am gyngor a chymorth ar unrhyw beth a oedd yn peri pryder, er enghraifft 'Profi, Olrhain, Diogelu' neu gyngor ar ddarparu gweithgareddau dysgu penodol. Parhaodd y gefnogaeth hon ar hyd y cyfnod clo ac yn nhymor yr hydref.

Lluniodd staff yr awdurdod lleol becyn croeso i athrawon ei ddefnyddio â'u disgyblion yn ystod y tair wythnos ar ddiwedd tymor yr haf. Prif ffocws y pecyn hwn oedd lles disgyblion.

Er ei bod yn dasg heriol, llwyddodd yr awdurdod lleol i sicrhau cludiant ysgol i'r holl ddisgyblion a oedd ei angen ar gyfer y cyfnod o dair wythnos ar ddiwedd tymor yr haf – sef tua 450 mewn ysgolion prif ffrwd a 100 mewn darpariaeth arbenigol.

Sicrhaodd yr awdurdod lleol fod digon o staff glanhau ar gael ar gyfer pob ysgol ac UC, a oedd yn cynnwys rhywun ar y safle drwy gydol y dydd, yn ogystal â'r staff glanhau arferol ar ddiwedd y dydd.

Mae swyddogion yr awdurdod lleol wedi gwerthuso'n anffurfiol effeithiolrwydd ei ymagwedd tuag at ailagor ysgolion ac UC Dau. Roedd holiaduron i benaethiaid ar ddiwedd yr wythnos gyntaf ar ôl ailagor ym mis Mehefin yn dangos bod y rhan fwyaf ohonynt yn fodlon â'r gefnogaeth a gawsant, a bod y cynlluniau ar gyfer ailagor yn llwyddiannus, yn gyffredinol. Er bod ychydig o aelodau staff mewn ysgolion yn parhau i warchod eu hunain yn ystod y tair wythnos cyn gwyliau'r haf, roedd digon yn y gwaith i fodloni anghenion nifer y disgyblion a oedd yn bresennol.

Ni chynhaliodd yr awdurdod lleol hybiau gofal plant i blant gweithwyr allweddol yn ystod gwyliau'r haf. Fodd bynnag, cynhaliodd sesiynau i ddysgwyr bregus a disgyblion ag anghenion cymhleth. Brocerodd yr awdurdod lleol gefnogaeth gan y sector preifat hefyd i gynnal tua hanner ei glybiau chwarae arferol dros yr haf. Mynychodd dros 160 o bobl ifanc y chwe diwrnod dysgu i deuluoedd a drefnwyd gan yr awdurdod lleol, a mynychodd tua 100 ohonynt y tair wythnos o weithgareddau ymgysylltu â dysgu dros yr haf.

Roedd swyddogion yn rhagweithiol o ran cefnogi ysgolion ac UC Dau i gynllunio ar gyfer ailagor ysgolion yn llawn ym mis Medi, cyn gynted ag y gwnaeth Llywodraeth Cymru y penderfyniad ynghylch hynny.

Cefnogi dysgwyr bregus

Rhoddodd yr awdurdod lleol ffocws clir ar les disgyblion, staff yr ysgol a'i weithlu, a pharhaodd hyn yn rhan flaenllaw o'i ymagwedd yn ystod y cyfnod hwn. Ymatebodd yr awdurdod lleol yn gyflym i symud ei adnoddau a'i arbenigedd ar draws adrannau gwahanol i gefnogi ysgolion, UC Dau, disgyblion a rhieni.

O'r cychwyn cyntaf, mae'r awdurdod lleol wedi cynnig cefnogaeth a chyngor i ysgolion ac UC Dau i helpu i ddiogelu lles ac iechyd meddwl disgyblion a staff. Er enghraifft, cynigiodd y Gwasanaeth Seicoleg Addysg gefnogaeth deilwredig i ysgolion, a chyfeirio ysgolion a theuluoedd at wybodaeth berthnasol, fel ymdrin â phrofedigaeth a cholled.

Cydweithiodd adrannau gwahanol ar draws yr awdurdod lleol â'i gilydd yn rheolaidd yn ystod y cyfnod clo i gefnogi lles disgyblion a staff. Datblygodd staff ar draws adrannau systemau i flaenoriaethu cefnogaeth i ddisgyblion bregus. Er enghraifft, nododd yr awdurdod lleol mai gofawyr ifanc oedd un o'r grwpiau cyntaf o blant i ddangos lefelau uchel o orbryder. O ganlyniad, sefydlodd staff grwpiau 'WhatsApp' i gyfathrebu â gofawyr ifanc a'u cefnogi drwy ddarparu pecynnau lles a thalebau bwyd. Gwnaethant ymweld â'r bobl ifanc hyn, yn ôl yr angen, a threfnu teithiau cerdded iddynt wrth gadw pellter cymdeithasol, er mwyn iddynt gael amser o ffwrdd o'r cartref a siarad â rhywun am unrhyw broblemau neu bryderon.

Nododd swyddogion yr awdurdod lleol, ynghyd ag ysgolion a disgyblion, yr angen parhaus am wasanaethau cwnsela yn ystod y cyfnod clo. Cydweithiodd staff yn agos â gwasanaeth cwnsela Area 43 i gynnig cwnsela dros y ffôn neu drwy gyfarfodydd rhithiol â disgyblion o Flwyddyn 5 ac uwch a ofynnodd am y gefnogaeth hon. Canfu arweinwyr mewn ysgolion fod y gwaith hwn yn werthfawr iawn i ddisgyblion, a chyfeiriodd ychydig o ddisgyblion eu hunain i'r gwasanaeth.

Defnyddiodd yr awdurdod lleol ystod eang o wybodaeth i nodi disgyblion bregus. Cydweithiodd swyddogion cyswllt â theuluoedd ag ysgolion a rhieni i ganfod anghenion disgyblion bregus, a thrafod sut y gellid eu cefnogi. Lle bo hynny'n bosibl, trefnodd swyddogion ddarpariaeth i gefnogi disgyblion ag anghenion dysgu ychwanegol mewn hybiau gofal plant prif ffrwd neu arbenigol. Cynigiodd rheolwyr anghenion dysgu ychwanegol gefnogaeth a gwybodaeth reolaidd i staff yn yr hybiau, a rhoi arweiniad ar y ffordd orau i gefnogi dysgwyr bregus.

O'r cyfnod pan gaeodd ysgolion yn wreiddiol, datblygodd yr awdurdod lleol brotocol a oedd yn datgan yn glir y disgwyliad y dylai ysgolion a darparwyr eraill gysylltu â dysgwyr bregus o leiaf bob wythnos. Lle nad oedd hyn yn bosibl i ysgolion neu UC Dau, roeddent yn gallu gwneud atgyfeiriadau i'r gwasanaeth lles addysg, a fyddai'n cynnig cymorth i'w helpu i ymgysylltu â theuluoedd.

Yn rhan o'r strategaeth i gefnogi disgyblion, datblygodd adrannau'r awdurdod lleol ffyrdd creadigol i ddefnyddio medrau staff. Er enghraifft, defnyddiodd y Gwasanaeth Cyflawniad Lleiafrifoedd Ethnig fedrau dwyieithog ei gynorthwywyr addysgu i wneud galwadau lles i deuluoedd. Cynorthwyodd y cynorthwywyr addysgu iddynt ddod o hyd i arweiniad Llywodraeth Cymru a'r awdurdod lleol, a'i ddeall. Gwnaethant

gynnig cymorth ymarferol hefyd, er enghraifft i wneud ceisiadau am brydau ysgol am ddim.

Wrth i'r ysgolion gau tua diwedd mis Mawrth, darparodd yr awdurdod lleol wasanaethau gofal plant i blant gweithwyr allweddol a dysgwyr bregus mewn hybiau a oedd wedi'u lleoli mewn sawl ysgol ar draws y sir. Adolygwyd y trefniant hwn yn rheolaidd a'i ddiwygio yn ôl yr angen. Cefnogodd yr awdurdod lleol Gynllun Cymorth Gofal Plant Llywodraeth Cymru hefyd, i gynnig gofal i blant hyd at dair oed. Wrth i amser fynd ei flaen, a'r galw am leoedd gofal plant gynyddu, agorwyd mwy o hybiau nes i bron bob ysgol gynnig gofal plant yn eu hadeiladu yn ystod yr wythnos cyn iddynt ailagor ar 29 Mehefin.

Gwaith yr awdurdod lleol i gefnogi ei ysgolion ac UC Dau o Fedi 2020

Arweinyddiaeth a chydweithio

Mae arweinwyr ar draws yr awdurdod lleol wedi parhau i addasu eu prosesau a'u gweithdrefnau i gefnogi ysgolion ac UC Dau i ailagor i ddisgyblion ym mis Medi. Mae swyddogion yn addasu ac yn gwella eu hymagweddau wrth iddynt ddysgu mwy am yr hyn sy'n gweithio'n dda a'r hyn nad yw'n gweithio, ac wrth ystyried y cyngor ac arweiniad cenedlaethol diweddaraf. Mae gwaith trawsadrannol ar draws yr awdurdod lleol, wedi'i seilio'n gadarn ar werth craidd y Cyngor o weithio fel 'Un Tîm', wedi dod â chydlyniad i'w gwaith ac wedi helpu swyddogion i gefnogi ysgolion ac UC Dau yn effeithiol.

Mae cynlluniau strategol yr adran addysg a gwasanaethau cymdeithasol yn cynnwys blaenoriaethau i gefnogi lles staff, disgyblion a theuluoedd, a chefnogaeth i ysgolion ac UC Dau wrth iddynt gynllunio ar gyfer dysgu yn y dyfodol. Mae cynlluniau adrannol, fel y cynllun 'Dysgwyr Bregus a Dan Anfantis', yn amlinellu'n glir sut mae'r awdurdod yn gweithio i gefnogi ei ysgolion ac UC Dau a dysgwyr. Mae'r awdurdod lleol wedi dechrau gwerthuso effaith ei gynlluniau a chymryd unrhyw ddysgu o'r rhain i addasu a gwella ei ffyrdd o weithio. Er enghraifft, mae wedi gweld manteision cefnogi ysgolion ac UC Dau yn rhithiol, yn enwedig o ran gweithio'n fwy effeithlon ac yn fwy ystwyth. Ar hyn o bryd, mae'r awdurdod lleol yn ystyried pa agweddau ar ei waith ag ysgolion ac UC Dau y gellir eu cyflawni'n fwy effeithlon ac effeithiol drwy ddulliau rhithiol, a pha rai a fyddai'n cael eu cyflawni'n fwy effeithiol mewn cyfarfodydd wyneb-yn-wyneb o hyd, lle bo hynny'n bosibl.

Mae arweinwyr wedi ceisio sicrhau cyfathrebu clir a chyson â'u holl randdeiliaid. Er enghraifft, drwy gyfarfodydd rheolaidd â phenaethiaid, mae'r cyfarwyddwr a swyddogion eraill wedi gallu lledaenu gwybodaeth a rhannu'r sail resymol ar gyfer penderfyniadau. Maent wedi gwrandao ar adborth gan bennaethiaid ar y trefniadau ar gyfer y cyfarfodydd hyn ac wedi'u haddasu, yn ôl yr angen. Mae timau gwella ysgolion yn rhannu gwybodaeth am unrhyw benderfyniadau ag ysgolion drwy'r ymgynghorwyr cefnogi addysg, ac yn bwydo negeseuon allweddol o ysgolion yn ôl i

uwch swyddogion. Yn ogystal â hyn, mae'r awdurdod lleol wedi defnyddio grwpiau rhanddeiliaid, fel y grŵp cefnogi dysgwyr bregus a'r grŵp tegwch, i lywio ei benderfyniadau a gwerthuso ei waith.

Hyrwyddo dysgu

Er mis Medi, bu'r awdurdod lleol yn cydweithio â'i ysgolion ac UC'Dau i gyflwyno cwricwlwm adfer, sydd â ffocws penodol ar ddatblygu ymagwedd dysgu cyfunol rhag ofn y bydd tarfu yn y dyfodol. Mae swyddogion wedi ystyried ymchwil gan Michael Fullan, 'Education Reimagined: The future of learning', yn sail ar gyfer symud dysgu o'r model dysgu o bell a ddefnyddiwyd yn ystod y cyfnod clo i fodel y gellid ei ddefnyddio i ailagor ysgolion yn ddiogel. Mae rhan o'r ymagwedd hon wedi cynnwys ail-greu dysgu ar gyfer y dyfodol, ac ystyried goblygiadau posibl y Cwricwlwm i Gymru.

Er mwyn sicrhau parhad dysgu, symleiddiodd swyddogion gynllun parhad dysgu 15 pwynt Llywodraeth Cymru i roi ffocws ar bedwar maes blaenoriaeth yn cwmpasu dysgu o bell, gyda phwyslais ar 'gwricwlwm ac addysgeg', 'cydraddoldeb digidol', 'lles, cydraddoldeb a chynhwysiant' ac 'arweinyddiaeth a chyfathrebu'.

Parhaodd yr awdurdod lleol i gynnal cyfarfodydd rhithiol rheolaidd â phenaethiaid o fis Medi. Ar ôl cael adborth gan benaethiaid, addasodd yr awdurdod y modd yr oedd yn cyfathrebu â nhw drwy leihau nifer y bobl a oedd yn bresennol ym mhob cyfarfod a darparu mwy o gyfarfodydd ar gyfer sectorau penodol. Bu'r cyfarfodydd yn fforwm i swyddogion fynd i'r afael ag unrhyw bryderon, egluro ymagwedd yr awdurdod a thrafod y camau nesaf. Roedd y system 'sgwrsio' ar gael y tu mewn a'r tu allan i'r cyfarfodydd, er mwyn sicrhau bod gwybodaeth o'r cyfarfod ar gael i arweinwyr hyd yn oed os nad oeddent yn gallu bod yn bresennol. Roedd penaethiaid yn gwerthfawrogi'r ymagwedd hon a pharodrwydd yr awdurdod lleol i addasu gweithdrefnau i'w cynorthwyo. Wrth i'r tymor symud yn ei flaen, mae mwy o gydbwysedd bellach rhwng mynd i'r afael â materion gweithredol a ffocws ar addysgu a dysgu.

Roedd llawer o ysgolion ac UC'Dau yn ei chael hi'n anodd rheoli faint o wybodaeth a oedd yn cael ei hanfon atynt o ffynonellau gwahanol, gan gynnwys arweiniad gan Lywodraeth Cymru a'r awdurdod lleol. Er mwyn ymateb i'r mater hwn, sefydlodd swyddogion yr awdurdod lleol 'Y Porth', sef siop un stop â gwybodaeth ddwyieithog i benaethiaid a rheolwyr mewn ysgolion ac UC'Dau. Mae'r Porth yn cadw'r holl wybodaeth berthnasol a chyfredol mewn un lle, er enghraifft yr holl fwletinau a diweddariadau wythnosol, gwybodaeth am ddatblygiad proffesiynol parhaus i staff a llywodraethwyr, lle ar gyfer bwcio hyfforddiant a chyflwyniadau dysgu proffesiynol a gynhaliwyd eisoes. Caiff ei ddiweddaru'n gyson, ac mae ysgolion yn gweld yr adnodd yn ddefnyddiol iawn. Mae'r system yn parhau i esblygu, a'i bwriad yw cefnogi'r awdurdod lleol â gwaith yn y dyfodol ac i gyfathrebu ag ysgolion.

O ran ailagor ysgolion ym mis Medi, crëwyd dogfennau arweiniad dwyieithog a'u rhannu ag ysgolion ac UC'Dau, gan gynnwys pecynnau croeso i rieni a staff, ac arweiniad ar ddysgu cyfunol a chefnogi dysgu diogel ar-lein.

Darparodd yr awdurdod lleol gymorth i ysgolion ac UC'Dau i ddatblygu'r amgylchedd dysgu awyr agored, a darparu gweithgareddau sy'n hybu gwydnwch a dyfalbarhad wrth ddatrys problemau. Ar hyn o bryd, darparwyd hyfforddiant ar ddysgu awyr agored i'r sector nas cynhelir, ysgolion meithrin, ysgolion cynradd ac UC'Dau sydd â disgyblion o ysgolion cynradd. Gohiriwyd yr hyfforddiant i ysgolion uwchradd oherwydd prinder y niferoedd a oedd am fanteisio yr hyfforddiant, er bod yr awdurdod lleol yn bwriadu ei gynnal eto yn ystod y flwyddyn academaidd gyfredol.

Mae ysgolion, UC'Dau a swyddogion yr awdurdod lleol wedi cydweithio â'i gilydd i gydbwysu dysgu â chefnogi lles. Mae swyddogion yn gweithio i arbrofi ag amrywiaeth o ddulliau dysgu cyfunol â nifer ddethol o ysgolion. Er enghraifft, maent wedi cydweithio ag ychydig o ysgolion uwchradd i lunio fideos o wersi a recordiwyd ymlaen llaw, ac wedi rhannu'r arfer dda hon ag ysgolion ac UC'Dau eraill. Mae swyddogion yn sicrhau bod dysgu cyfunol ar agenda cyfarfodydd penaethiaid yr awdurdod lleol bob amser.

Cameo – cefnogi datblygiad Cymraeg disgyblion

Nododd yr awdurdod lleol yr angen i gefnogi disgyblion er mwyn cynnal eu hymgysylltiad â'r Gymraeg yn gynnar yn y pandemig. Addasodd a mireiniodd tîm ymgynghorol y Gymraeg ei adnoddau presennol i ddarparu gweithgareddau buddiol i ysgolion ac UC'Dau i'w rhannu â disgyblion a rhieni. Yn ogystal, gwnaethant greu gweithgareddau allgyrsiol a microwersi i ddisgyblion er mwyn iddynt alw dysgu blaenorol i gof, adolygu gramadeg a datblygu eu medrau darllen a'u medrau rhifedd. Gwnaethant ddarparu tasgau gwerthfawr wedi'u seilio ar farddoniaeth Gymraeg fel sbardun ar gyfer dysgu, yn ogystal â darparu gweithgareddau i ddatblygu medrau Cymraeg llafar disgyblion drwy 'Cynllun Clonc' a gweithgareddau Flipgrid.

Defnyddiwyd cyfryngau cymdeithasol yn dda i hyrwyddo gweithgareddau Cymraeg, er enghraifft gweithgareddau gwyddonol ar gyfer yr awyr agored, a gweithgareddau ar hanes yr ardal leol. Dosbarthwyd llyfrynnau gwaith cartref hefyd i alluogi rhieni i gefnogi eu plant â'u gwaith drwy gyfrwng y Gymraeg.

Cydweithiodd swyddogion yr awdurdod lleol ac athrawon mewn nifer o'i ysgolion uwchradd â'r consortiwm rhanbarthol i greu ystod eang o adnoddau Cymraeg gwerthfawr i gefnogi dysgwyr mewn ysgolion cyfrwng Cymraeg a chyfrwng Saesneg.

Parhaodd swyddogion i ddatblygu adnoddau i ysgolion ar hyd tymor yr hydref i gefnogi ysgolion i wella datblygiad Cymraeg disgyblion.

Mae'r awdurdod lleol wedi defnyddio ystod o gyfryngau cymdeithasol yn llwyddiannus i ymgysylltu â disgyblion, a sicrhau bod rhieni'n cael llif cyson a defnyddiol o wybodaeth i'w helpu i gefnogi lles a dysgu eu plentyn. Mae swyddogion wedi cael adborth defnyddiol o holiaduron rhieni, yn ogystal â gwybodaeth am sut y bu rhieni'n llwyddiannus o ran cefnogi dysgu eu plant yn ystod y pandemig.

Mae swyddogion yr awdurdod lleol wedi defnyddio ymchwil i ddarparu cyngor a chefnogaeth ymarferol i ysgolion i ddatblygu technegau dysgu carlam. Maent wedi edrych ar sut gall ysgolion gefnogi dysgu disgyblion drwy wella meysydd fel metawybyddiaeth, dysgu cydweithredol, rhoi adborth effeithiol, ymagweddau tuag at waith cartref, tiwtora a thiwora cymheiriaid. Mae swyddogion hefyd yn hybu strategaeth llafaredd Voice 21 mewn ysgolion ac UC Dau i wella hyder disgyblion, eu llafaredd a'u gallu i ddysgu. Mae'r awdurdod lleol yn amlygu enghreifftiau o arfer dda sy'n deillio o'r gwaith hwn i'w rhannu ag ysgolion ac UC Dau eraill ar draws yr awdurdod lleol.

Mae'r awdurdod lleol wedi cynnig cefnogaeth ac arweiniad i ysgolion ac UC Dau, gan gynnwys templed o gynllun gwario, er mwyn defnyddio cyllid grant yn effeithiol ar gyfer 'Recriwtio, adfer a chodi safonau: y rhaglen dysgu carlam'. Bydd y disgwyliad i ysgolion ddefnyddio'r cynllun yn galluogi swyddogion i fonitro pa mor dda mae ysgolion yn defnyddio'r grant, a'i effaith. Bu cydweithio da rhwng yr awdurdod lleol ac ysgolion o ran gwario'r grant hwn, ac mae un ysgol uwchradd wedi rhannu ei chynlluniau ar gyfer defnyddio'r grant gyda Llywodraeth Cymru fel arfer dda.

Mae'r awdurdod lleol ac ERW wedi alinio eu cynlluniau strategol i ddarparu rhaglen o gyfleoedd datblygu ac amrywiaeth o ddigwyddiadau hyfforddiant i ysgolion ac UC Dau. Er enghraifft, mae'r awdurdod wedi cydweithio ag ERW i ddarparu dysgu proffesiynol ar gyfer meysydd pwnc penodol mewn ysgolion uwchradd, a fu'n ddefnyddiol i staff. Mae llawer o ysgolion ac UC Dau yn teimlo bod y cyfleoedd hyn yn fwy hygyrch ar-lein, a bod llai o amser addysgu yn cael ei golli ar gyfer hyfforddiant.

Mae swyddogion yr awdurdod lleol wedi darparu arweiniad defnyddiol i leoliadau nas cynhelir ac ysgolion ar ddatblygu gweithgareddau dysgu yn y cyfnod sylfaen. Mae hyn wedi cynnwys syniadau a gweithgareddau i ddatblygu medrau disgyblion yn yr amgylchedd awyr agored, yn ogystal â sut i drefnu arfer yn yr ystafell ddosbarth i fodloni egwyddorion y cyfnod sylfaen er mwyn ymateb i COVID-19.

Cameo: gweithgareddau dysgu proffesiynol

Mae'r awdurdod lleol wedi cydweithio'n effeithiol ag ERW i ddarparu rhaglen gynhwysfawr o weithgareddau dysgu proffesiynol yn ystod tymor yr hydref.

Mae'r awdurdod lleol yn darparu cyfres o gyfleoedd datblygiad proffesiynol rhithiol i ysgolion ac UC Dau, gan gynnwys hyfforddiant ar gyfer ADY a lles emosiynol. Mae'r awdurdod lleol yn cydweithio'n agos â Barry a Matthew Carpenter i helpu i ddatblygu cwricwlwm adfer i ailymgysylltu disgyblion â dysgu. Mae eu methodoleg yn canolbwyntio'n glir ar hybu lles ac iechyd meddwl disgyblion drwy ymagwedd yn seiliedig ar berthnasoedd, y mae rhyngweithio cymdeithasol ac arweinyddiaeth drugarog yn elfennau allweddol ohoni.

Mae'r awdurdod wedi darparu gweithdai i ysgolion â'r Athro Lee Elliot Major hefyd, i rannu syniadau ar sut i wella ymgysylltiad a deilliannau dysgwyr difreintiedig.

Yn ogystal â gwaith gyda ffynonellau allanol, nod yr awdurdod lleol yw cynnig ysbrydoliaeth ac arweiniad i ysgolion wrth baratoi ar gyfer y Cwricwlwm i Gymru drwy 'Gyfres yr Hydref' o ddysgu proffesiynol.

Cefnogi dysgwyr bregus

Mae'r gwasanaeth addysg a lles wedi parhau i weithio ag ysgolion i ymgysylltu â theuluoedd bregus i helpu disgyblion i ddychwelyd i'w hysgol neu UCD. Mae defnyddio system sgorio risg wedi galluogi'r gwasanaeth i dargedu'r teuluoedd sydd angen y gefnogaeth fwyaf. Mae'r gwasanaeth wedi datblygu cynllun ac arweiniad ymgysylltu defnyddiol i ysgolion, ac mae'n eu cefnogi i gynllunio ymyriadau i helpu disgyblion i ddychwelyd i ysgolion ac UCDAu yn ddiogel.

Cameo: Pecynnau lles i gefnogi dychwelyd i'r ysgol neu UCD yn ddiogel

Creodd yr awdurdod lleol becynnau lles i rieni, disgyblion a staff i'w cefnogi i ddychwelyd i'r ysgol yn ddiogel ym mis Mehefin, ac ar gyfer y tymor newydd ym mis Medi. Seiliodd swyddogion y pecynnau ar ymchwil, a defnyddio'r wybodaeth hon i gynnig syniadau, gweithgareddau a chyngor ymarferol. Mae'r pecyn 'Croeso'n ôl' i rieni yn cynnig cyngor ar sut gall rhieni helpu eu plentyn i baratoi ar gyfer dychwelyd i'r ysgol. Mae'r pecyn i ddisgyblion yn cynnwys cyngor ar yr hyn y gallant gael profiad ohono, er enghraifft wrth ddefnyddio cludiant ysgol, yn ogystal ag awgrymiadau i helpu eu lles.

Mae'r rhaglen 'lechyd a Hapusrwydd' yn cynnig cefnogaeth deilwredig i bob darparwr ar gefnogi lles disgyblion. Mae swyddogion wedi defnyddio ystod o ymchwil, gan gynnwys model y Sefydliad Economeg Newydd (NEF) ar y pum nodwedd lles i danategu'r gweithgareddau hyn. Mae'r model lles hwn yn canolbwyntio ar gefnogi disgyblion i gysylltu â'r bobl o'u cwmpas, cadw'n heini, sylwi ar eu hamgylchedd, dal ati i ddysgu a rhoi rhywbeth yn ôl i'r gymuned neu ffrind.

Pan na all ysgolion ac UCDAu gynnal cysylltiad â theuluoedd, maent yn atgyfeirio disgyblion at y tîm Diogelu a Phresenoldeb Ysgolion er mwyn iddynt allu helpu i geisio ailymgysylltu â theuluoedd. Bu'r broses hon yn llwyddiannus o ran naill ai ailymgysylltu teuluoedd bregus â'r ysgol, cynnig ymateb mwy teilwredig fel ymweliadau lles â'r cartref, neu atgyfeirio at brosesau amddiffyn plant. Cyn defnyddio cynlluniau ymgysylltu, nifer y plant a oedd yn cael eu haddysgu gartref yn ddewisol oedd 25 o blant yr wythnos, ar gyfartaledd. Ers rhoi'r cynlluniau hyn ar waith, mae'r niferoedd wedi gostwng oherwydd i'r disgyblion ddychwelyd i'r ysgol. Mae defnyddio'r cynlluniau hyn wedi cael effaith gadarnhaol ar bresenoldeb ysgol hefyd. Bu presenoldeb ysgol yn Sir Gâr uwchlaw cyfartaledd cenedlaethol Cymru yn gyson ers i'r ysgolion ailagor ym mis Medi.

Mae gwasanaethau fel y Gwasanaeth Sipsiwn, Roma a Theithwyr wedi parhau i gefnogi disgyblion a theuluoedd ers dechrau mis Medi. Er enghraifft, maent wedi parhau i ymgysylltu â theuluoedd drwy'r grŵp WhatsApp sefydledig i'w cefnogi wrth i'w plant ddychwelyd i addysg.

Mae'r adran Anghenion Dysgu Ychwanegol wedi parhau i gynnig cefnogaeth i ysgolion ac UCDAu yn ymwneud â chynllunio'r cwricwlwm i ddisgyblion ag ADY er mis Medi. Er enghraifft, cynhaliodd hyfforddiant pwrpasol i UCDAu a lleoliadau

arbenigol ym mis Medi ar sut i fynd i'r afael â dysgu cyfunol, a rhannu enghreifftiau o arfer o leoliadau arbenigol gwahanol yn yr awdurdod lleol.

Trwy baneli Cydlynwyr ADY, mae'r gwasanaeth wedi parhau i gydweithio ag ysgolion ac UC'Dau i gefnogi lles disgyblion wrth iddynt ddychwelyd i'r ysgol, yn ogystal â chynorthwyo ysgolion ac UC'Dau ag asesiadau a chynllunio'r cwricwlwm. Er enghraifft, mae Gwasanaeth Cymorth Cyfathrebu Sir Gâr wedi cynnig cefnogaeth ddefnyddiol drwy fideos i ysgolion ac UC'Dau ar sut i ddefnyddio Offeryn Sgrinio Lleferydd manwl ChATT ac Aseiad Ymwybyddiaeth Ffonolegol i nodi bylchau mewn dysgu, ochr yn ochr ag adnoddau i gefnogi cynllunio'r cwricwlwm.

Mae'r Gwasanaeth Cyflawniad Lleiafrifoedd Ethnig a'r Gwasanaeth Sipsiwn, Roma a Theithwyr wedi nodi bod medrau iaith nifer o ddisgyblion sy'n defnyddio'r gwasanaethau wedi cymryd cam yn ôl. Er mwyn helpu i fynd i'r afael â hyn, gwnaethant nodi platfform dysgu rhithiol, y maent yn ei gyflwyno i ysgolion ac UC'Dau ar hyn o bryd, a fydd yn galluogi'r disgyblion hyn i fanteisio ar becyn teilwredig o weithgareddau i'w cefnogi i gaffael Saesneg.

Mae nifer o ysgolion ar draws yr awdurdod lleol wedi cael profiad o gynnydd yn nifer y teuluoedd o'r tu allan i Gymru yn symud i'r ardal ac yn rhoi eu plant mewn darpariaeth cyfrwng Cymraeg. Mae gwasanaeth ymgynghorol y Gymraeg wedi parhau i gynnig cefnogaeth ieithyddol o bell i hwyrdyfodiaid i'r Gymraeg, gan ddefnyddio Microsoft Teams. Mae ysgolion sy'n manteisio ar y gefnogaeth hon wedi'i gweld yn fuddiol o ran cynorthwyo'r disgyblion hyn i gaffael medrau Cymraeg newydd.

Mae cefnogaeth yr adran iechyd a diogelwch wedi parhau i fod yn werthfawr i ddarparwyr ers iddynt ailagor ym mis Medi. Mae'r awdurdod lleol wedi darparu templedi o asesiadau risg i ysgolion ac UC'Dau sy'n ystyried anghenion pob dysgwr, gan gynnwys dysgwyr bregus. Parhaodd swyddogion i gynnig sesiynau 'galw heibio' rhithiol. Gall arweinwyr ysgolion fanteisio ar y cyfleuster sgwrsio, hyd yn oed os na allant fynychu'r sesiwn, i weld a oes unrhyw gwestiynau ac atebion sy'n berthnasol i'w hysgolion. Bu'r gwasanaeth hwn yn ddefnyddiol iawn i ysgolion ac UC'Dau, ac maent yn gwerthfawrogi'r gefnogaeth a ddarperir.

Mae'r awdurdod lleol wedi cydweithio ag ysgolion ac UC'Dau ar hyd y cyfnod clo ac yn ystod y tymor newydd i sicrhau eu bod yn parhau i ddiogelu dysgwyr yn ystod y cyfnod hwn. Er enghraifft, mae wedi parhau i gydweithio â Heddlu Dyfed Powys i rannu hysbysiadau Ymgyrch *Encompass* ag ysgolion a chynnig cyngor dilynol, yn ôl yr angen. Cynyddodd nifer yr hysbysiadau'n sylweddol yn ystod y cyfnod clo, a chydweithiodd yr awdurdod lleol ag ysgolion ac UC'Dau i gynnig arweiniad i rieni ar faterion fel cefnogaeth cam-drin domestig drwy wefannau ysgolion ac UC'Dau, a thrwy roi mwy o gyngor i ysgolion ac UC'Dau wrth atgyfeirio disgyblion a theuluoedd a oedd yn peri pryder.

Mae ysgolion arbennig ac ysgolion â darpariaeth arbenigol wedi crybwyll y bu'r awdurdod lleol yn gyflym wrth ymateb i geisiadau a anfonwyd ato. Er enghraifft, mae gwaith amlasiantaeth â nyrsys arbenigol a ffisiotherapyddion wedi parhau i gefnogi darpariaeth arbenigol i fodloni anghenion disgyblion unigol.

Bu'r gefnogaeth gan y gwasanaeth cymorth ieuencid yn ddefnyddiol i ysgolion ac UC'Dau o ran ymgysylltu ag unigolion a'u cefnogi. Er i'r cyfyngiadau newid y ffordd y mae rhai gweithwyr ieuencid yn ymgymryd â'u rôl, gwnaeth arweinwyr ysgolion ac UC'Dau eu canmol am eu hatebion creadigol i helpu disgyblion bregus i ymgysylltu â'u dysgu.

Mae'r tîm ymddygiad a chymorth wedi parhau i ddatblygu a gweithredu ymagwedd newydd Tîm o Amgylch y Disgybl, y Rhiant a'r Lleoliad (TaPPaS) gydag ysgolion uwchradd. Cynhaliwyd prosiect peilot ag ysgolion yn ardal Llanelli cyn y cyfnod clo, a oedd yn llwyddiannus. Ar ôl ei werthuso, penderfynodd swyddogion barhau â'r ymagwedd amlasiantaeth yn rhithiol o fis Medi ymlaen. Mae grŵp craidd o weithwyr proffesiynol amlasiantaeth, gan gynnwys cynrychiolydd o'r ysgol, Cydlynedd ADY yr ysgol ac aelodau o'r Tîm Seicolegwyr Addysg a Phlant, y Tîm Cymorth Ymddygiad Cymunedol, y Tîm Diogelu a Phresenoldeb Ysgolion a'r Tîm o Amgylch y Plentyn mewn ysgolion yn cefnogi disgyblion, teuluoedd ac ysgolion i fodloni anghenion lles emosiynol plant a phobl ifanc. Mae'r gwaith yn gwahodd mewnbwn gan asiantaethau eraill hefyd, yn ôl yr angen, fel y gwasanaeth cymorth ieuencid, nyrs yr ysgol a swyddogion ADY. Mae'r ymagwedd hon, sy'n canolbwyntio ar y dysgwyr, yn galluogi gwasanaethau amlasiantaeth i gynllunio'n gyfannol ar gyfer anghenion disgyblion, ac yn lleihau'r baich ar rieni o ran yr angen i gysylltu â gwasanaethau ar wahân i gefnogi anghenion eu plentyn.

Mae'r awdurdod lleol wedi datblygu arweiniad defnyddiol i ysgolion ac UC'Dau ar gynnal prosesau statudol er mwyn sicrhau y gall yr holl brosesau barhau o bell. Mae swyddogion wedi cynorthwyo ysgolion ac UC'Dau i addasu'r broses adolygu blynyddol a cheisiadau statudol, ac wedi cynnig cymorth technegol i hwyluso gweithio o bell, yn ôl yr angen. Mae'r awdurdod lleol wedi gwerthuso'r prosesau hyn ac wedi eu gweld yn fuddiol o ran ymgysylltu â rhanddeiliaid, fel gwasanaethau amlasiantaeth a rhieni. O ganlyniad, mae'n bwriadu cynnal fersiwn o weithio o bell yn y dyfodol. Yn gyffredinol, aeth prosesau statudol rhagddynt o hyd heb unrhyw oedi.

At ei gilydd, mae'r prosesau atgyfeirio anghenion dysgu ychwanegol i ysgolion ac UC'Dau wedi parhau yn ôl yr arfer er mis Medi, ac mae bron pob ysgol yn parhau i atgyfeirio disgyblion, yn ôl yr angen, ac mae prosesau'r atgyfeiriadau hyn wedi dilyn y drefn arferol. Fel rhan o'r broses hon, mae ychydig o ysgolion ac UC'Dau wedi mynegi pryder ynghylch arsylwi disgyblion yn electronig, ac yn teimlo bod hyn yn rhoi baich ychwanegol ar staff.

Mae'r awdurdod lleol wedi parhau i gynnal ystod eang o gyrsiau i gynorthwyo ysgolion, UC'Dau a lleoliadau i nodi ac ymateb i anghenion dysgwyr bregus. Mae swyddogion wedi gweithio'n greadigol i gyflwyno hyfforddiant a chefnogaeth i ddarparwyr yn rhithiol. Er enghraifft, mae Pecyn Cymorth Hyfforddiant Lles Sir Gâr yn galluogi ysgolion i fanteisio ar hyfforddiant yn ymwneud â materion fel cymorth cyntaf iechyd meddwl, arfer wedi'i llywio gan drawma, a meddylgarwch. Gall ysgolion fanteisio ar yr hyfforddiant hwn yn ôl eu hanghenion dysgu proffesiynol eu hunain.

Mae'r gwasanaeth ADY wedi addasu ei rhaglen hyfforddiant hefyd i'w chyflwyno o bell, er enghraifft drwy ddarparu pecyn hyfforddiant hunangyfeiriedig ar gyfer anghenion fel nam ar y clyw, wedi'i ddilyn gan grwpiau trafod a hyfforddiant pwrpasol ar Microsoft Teams.

Cymorth awdurdodau lleol a chonsortia rhanbarthol i ysgolion ac UC Dau i ymateb i COVID-19

Adroddiad diweddarau o Fehefin i Dachwedd 2020

Ionawr 2021



Diben Estyn yw arolygu ansawdd a safonau mewn addysg a hyfforddiant yng Nghymru. Mae Estyn yn gyfrifol am arolygu:

- ▲ ysgolion a lleoliadau meithrin a gynhelir gan, neu sy'n cael arian gan awdurdodau lleol
- ▲ ysgolion cynradd
- ▲ ysgolion uwchradd
- ▲ ysgolion arbennig
- ▲ unedau cyfeirio disgyblion
- ▲ ysgolion pob oed
- ▲ ysgolion annibynnol
- ▲ addysg bellach
- ▲ colegau arbenigol annibynnol
- ▲ dysgu oedolion yn y gymuned
- ▲ gwasanaethau addysg awdurdodau lleol ar gyfer plant a phobl ifanc
- ▲ addysg a hyfforddiant athrawon
- ▲ Cymraeg i oedolion
- ▲ dysgu yn y gwaith
- ▲ dysgu yn y sector cyfiawnder

Mae Estyn hefyd:

- ▲ yn adrodd i Senedd Cymru ac yn darparu cyngor ar ansawdd a safonau mewn addysg a hyfforddiant yng Nghymru i Lywodraeth Cymru ac eraill
- ▲ yn cyhoeddi achosion o arfer dda yn seiliedig ar dystiolaeth arolygu

Cymerwyd pob rhagofal posibl i sicrhau bod y wybodaeth yn y ddogfen hon yn gywir adeg ei chyhoeddi. Dylid cyfeirio unrhyw ymholiadau neu sylwadau ynglŷn â'r ddogfen hon/cyhoeddiad hwn at:

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Estyn

Llys Angor

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Mae'r cyhoeddiad hwn a chyhoeddiadau eraill gan Estyn ar gael ar ein gwefan:

www.estyn.llyw.cymru

Cyfieithwyd y ddogfen hon gan Trosol (Saesneg i Gymraeg).

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Cyflwyniad

Ysgrifennir yr adroddiad hwn i ymateb i gais gan y Gweinidog Addysg am gyngor yng Ngorffennaf 2020. Mae'n cynnig trosolwg o'r ffordd y mae awdurdodau lleol a chonsortia rhanbarthol wedi gweithio gydag ysgolion ac unedau cyfeirio disgyblion (UC'Dau) i hyrwyddo dysgu a chefnogi disgyblion bregus yn ystod cyfnod COVID-19 rhwng Mehefin a Thachwedd 2020, sef y cyfnod pan oedd ysgolion yn ailagor yn dilyn y cyfnod clo. Mae'n cofnodi'r ffyrdd y mae awdurdodau lleol a chonsortia rhanbarthol wedi addasu'u gwaith i ymateb i'r heriau yn deillio o COVID-19. Gwnaed y gwaith cyn i'r holl ysgolion ddychwelyd at ddysgu o bell ym mis Ionawr 2021, ond bydd yn fuddiol i lywio ffyrdd presennol o weithio.

Cynulleidfa fwriadedig yr adroddiad hwn yw swyddogion Llywodraeth Cymru, awdurdodau lleol a chonsortia rhanbarthol, a staff mewn ysgolion ac UC'Dau. Mae'n manteisio ar y sail dystiolaeth yn atodiad 1, gan gynnwys cyfweiliadau, adborth arolygon a thystiolaeth ddogfennol. O ganlyniad i gyfyngiadau yn gysylltiedig â COVID-19, nid oeddem yn gallu ymweld ag ysgolion ac UC'Dau i gasglu tystiolaeth uniongyrchol am ansawdd y ddarpariaeth. Gellir gweld yr adborth meintiol o'r arolygon a gyhoeddwyd yn Atodiad 2. Hefyd, rhoddom adborth manwl i awdurdodau lleol a chonsortia rhanbarthol unigol i ategu'u hunanwerthusiad nhw ar gyfer gwella. Mae'r adroddiad yn rhan o gyfres o gyhoeddiadau gan Estyn i rannu dysgu a chefnogi ymateb ac adferiad parhaus y system addysg (Atodiad 3).

Mae'r adroddiad yn cynnwys 'cameos' o awdurdodau lleol a chonsortia rhanbarthol. Nid astudiaethau achos yw'r rhain, gan na allwn werthuso effaith y gwaith oherwydd y cyfyngiadau ar ein gweithgareddau o ganlyniad i COVID-19. Mae'r cameos wedi eu cynnwys i ddangos enghreifftiau o bwyntiau a godwyd yn yr adroddiad, gan roi blas o'r gwaith sydd wedi digwydd ledled Cymru.

Cefndir

Yn ei ragair i Adroddiad Blynyddol 2019-2020, dywedodd Meilyr Rowlands PAEM (Estyn, 2020, t.4), 'daeth misoedd olaf blwyddyn academiaidd 2019-2020 â heriau i addysg yng Nghymru nas gwelom mo'u tebyg mewn cenedlaethau. Cafwyd nifer o heriau, a'r rheiny'n rhai cymhleth ac annisgwyl. Newidiodd pandemig y COVID-19 fywydau pobl, cafodd effaith aruthrol ar economïau, ac amharwyd yn fawr ar systemau addysg ledled y byd ac yng Nghymru'. Mae ei ragair yn cynnig disgrifiad cychwynnol o'r modd y gwnaeth ysgolion a darparwyr addysg a hyfforddiant eraill ymdopi â'r cyfnod clo cychwynnol ac ymdrechu i gefnogi disgyblion a myfyrwyr a darparu parhad dysgu ar eu cyfer o bell. I gael rhagor o wybodaeth am y cyfnod clo cychwynnol hwn, gweler [Adroddiad Blynyddol 2019-2020](#).

Mae'r adroddiad thematig hwn yn canolbwyntio ar y cyfnod o ddiwedd tymor yr haf i ddiwedd yr hydref. Gellir gweld y llinell amser o ddiwyddiadau arwyddocaol yn ystod y cyfnod hwn yn Atodiad 4.

Ddiwedd Mehefin, roedd bron pob ysgol wedi ailagor i ddisgyblion er mwyn rhoi cyfle iddynt 'Ailgydio, dal i fyny a pharatoi ar gyfer yr haf, a mis Medi'. Yng Ngorffennaf ac Awst, cyhoeddodd Llywodraeth Cymru ganllawiau i gynorthwyo ysgolion ag ailagor, ar gefnogi dysgwyr ac ar gefnogi dysgwyr agored i niwed (Llywodraeth Cymru 2020a, 2020b, 2020c). Ail-agorodd pob ysgol eu safleoedd ar gyfer eu holl ddisgyblion ym Medi, gyda chyfnod pontio cyn i'r holl ddisgyblion fod yn bresennol o 14 Medi 2020. Bron yn syth, dechreuodd ysgolion weld eu hachosion positif cyntaf o COVID-19 ymhlith disgyblion a staff oedd yn adlewyrch y cynnydd mewn achosion yn y cymunedau a chyhoeddwyd y cyntaf mewn cyfres o gyfyngiadau lleol i leihau ei drosglwyddiad. Bu'r cyfnodau hunanynysu yn amrywio o ddiwrnod i 14 diwrnod, yn dibynnu ar y rheswm a'r cyd-destunau unigol. Yn ystod y cyfnod hwn, bu'n ofynnol i ddisgyblion unigol, dosbarthiadau neu grwpiau blwyddyn cyfan hunanynysu ar adegau, gan arwain at yr angen am ddarpariaeth dysgu o bell. Fe wnaeth achosion positif o COVID-19 barhau i gynyddu a chyhoeddodd Llywodraeth Cymru gyfnod clo byr am bythefnos, o 23 Hydref 2020 ymlaen. Cafodd ysgolion ac UC Dau eu cau dros hanner tymor yn ystod wythnos gyntaf y cyfnod clo byr ac, yn ystod yr ail wythnos, aeth llawer o ddisgyblion oed uwchradd yn ôl i ddysgu o bell, gydag ysgolion cynradd yn ailagor ar gyfer dysgu wyneb yn wyneb.

Ddechrau Tachwedd, roedd tua 90% o ddisgyblion yn yr ysgol. Fe wnaeth cyfran y disgyblion yn yr ysgol ostwng i ryw 80% erbyn diwedd Tachwedd ac i ryw 70% erbyn canol Rhagfyr, gan fod gofyn i niferoedd cynyddol o ddisgyblion hunanynysu neu roedd eu hysgol ar gau oherwydd prinder staff. Tua diwedd y tymor, roedd mwy o rieni yn dewis peidio danfon eu plant i'r ysgol, er bod yr ysgol ar agor a bod 'na ddim angen i'w plentyn hunanynysu. Mae'r ffigurau cenedlaethol hyn yn cuddio amrywio sylweddol rhwng ysgolion ac ardaloedd awdurdodau lleol, oherwydd yn yr awdurdodau lleol yr effeithiwyd arnynt waethaf gan COVID-19, dim ond rhyw 50% o ddisgyblion oedd yn yr ysgol tua diwedd y tymor. Hefyd, mae'r ffigurau cenedlaethol yn cuddio amrywio sylweddol ar draws grwpiau oedran, gyda disgyblion oed ysgol uwchradd â'r presenoldeb isaf yn yr ysgol.

Mae cwmpas yr adroddiad thematig hwn yn cynnwys graddau'r cymorth a ddarparodd awdurdodau lleol a chonsortia rhanbarthol i ysgolion ac UC Dau yn ystod y cyfnod hwn. Er nad yw'r cwmpas yn cynnwys darparwyr ôl-16 na darparwyr cyn-ysgol, cyfeiriwn at agweddau ar waith y sectorau hyn lle y bo hynny'n ddefnyddiol. Canolbwyntiodd yr adroddiad ar ddwy agwedd yn benodol:

- Hyrwyddo dysgu – ansawdd y cynnig dysgu a sut mae canllawiau pellach a dysgu proffesiynol wedi ategu hyn?
- Cefnogi disgyblion bregus – sut gwnaeth yr awdurdod lleol dargedu gwasanaethau a chymorth at ddisgyblion bregus i'w helpu i ymhél â dysgu? Pa rwystrau sy'n bodoli o hyd?

Hefyd, ystyriom y gwaith cynllunio cynnar a gweithredu ar gyfer y grant 'Recriwtio, adfer, a chodi safonau: y rhaglen dysgu carlam' ar draws ysgolion ac UC Dau, a'r camau nesaf ar gyfer y gwaith hwn.

Ar adeg ein hymgysylltiadau gydag ysgolion ym mis Hydref, ychydig bach iawn o ddisgyblion oedd angen derbyn dysgu cyfunol. Roedd rhan fwyaf o ddisgyblion yn gallu mynd i'r ysgol ac elwa o addysgu wyneb yn wyneb. Lle y bo angen i ddisgyblion ynysu neu warchod, roedd ysgolion yn darparu dysgu o bell tan eu bod yn dychwelyd. Byddai dull dysgu cyfunol yn cynnwys cynllun cydlynol, bwriadol ar gyfer dysgu'r disgyblion, gyda chyfuniad o ddysgu yn yr ysgol a gartref nad oedd ei angen yn y rhan fwyaf o ysgolion yn ystod tymor yr hydref.

Y prif ganfyddiadau

- 1 Mae awdurdodau lleol a chonsortia rhanbarthol wedi gweithio'n agos gyda'i gilydd a Llywodraeth Cymru i ymateb i'r cyd-destun sy'n datblygu, a achoswyd gan y pandemig. Trwy Gymdeithas Cyfarwyddwyr Addysg Cymru (ADEW), mae uwch arweinwyr wedi cynnig cymorth da i'w gilydd ac wedi cydweithredu i greu dulliau ac adnoddau ar y cyd.
- 2 Rhoddodd awdurdodau lleol gymorth gwerthfawr i alluogi i'w hysgolion a'u UC Dau ailagor i'w holl ddisgyblion yn llwyddiannus ym mis Medi. Cryfderau penodol oedd y cymorth ymarferol o ran iechyd a diogelwch a chyfathrebu â rhieni a dysgwyr. Er enghraifft, pan yn briodol, gweithiodd awdurdodau lleol gyda phartneriaid iechyd a gofal i gefnogi asesiadau risg, gan gynnwys i ddisgyblion bregus, a datblygu pecynnau croeso oedd yn darparu gwybodaeth i rieni, gofalwyr a disgyblion. Croesawodd arweinwyr ysgol y cyfarwyddyd gan awdurdodau lleol a chonsortia rhanbarthol i ganolbwyntio ar les disgyblion, a theimlont fod hyn yn briodol.
- 3 Yn ystod y cyfnod clo a thymor yr hydref, bu'n rhaid i wasanaethau awdurdodau lleol ymateb yn gyflym i gefnogi lles yr holl ddisgyblion, yn enwedig y disgyblion y gwyddant eu bod yn fregus. Lle'r oedd awdurdodau lleol eisoes yn cydweithio'n effeithiol ar draws gwasanaethau ac asiantaethau allanol, roedd hyn yn amlwg yn effeithlonrwydd eu hymateb i'r anghenion hyn. Mewn awdurdodau lleol eraill lle nad yw'r cydweithio wedi'i sefydlu cystal, mae'r pandemig wedi bod yn gatalydd i gryfhau gweithio ar y cyd. Hefyd, cyfrannodd y defnydd estynedig ar gyfathrebu digidol at weithio amlasiantaeth mwy effeithlon mewn awdurdodau lleol.
- 4 Yn ystod cyfnod clo tymor y gwanwyn a'r haf, bu'n rhaid i athrawon ymateb yn gyflym i'r angen i ddarparu deunyddiau dysgu o bell i ddisgyblion. Fe wnaeth y ddarpariaeth hon wella yn ystod tymor yr haf. Oherwydd bod angen o hyd i nifer o ddisgyblion ddysgu i ffwrdd o'r ystafell ddosbarth yn ystod tymor yr hydref, mae gwella ymhellach a gwreiddio ddarpariaeth dysgu o bell a chyfunol yn parhau'n flaenoriaeth. Mae consortia rhanbarthol ac awdurdodau lleol wedi datblygu canllawiau defnyddiol, rhestrï arfer dda ac amrywiaeth o ddysgu proffesiynol. Fodd bynnag, mae goruchwyliaeth ysgolion, awdurdodau lleol a chonsortia rhanbarthol o ansawdd y ddarpariaeth wedi'i thanddatblygu. Nid yw 22 y cant o'r athrawon a ymatebodd i'r arolwg o'r farn eu bod wedi cael digon o ddysgu proffesiynol i ategu'u dealltwriaeth o ddysgu o bell a dysgu cyfunol.
- 5 Mae profiadau dysgu'r disgyblion wedi amrywio'n helaeth ar draws ac o fewn ysgolion ers ailagor. Mae hyn yn rhannol oherwydd effaith amrywiol y pandemig mewn ardaloedd gwahanol a, hefyd, o ganlyniad i'r polisïau a'r arferion gwahanol y mae awdurdodau lleol wedi'u mabwysiadu o ran cysylltiadau agos, a'r ffyrdd gwahanol y mae ysgolion wedi trefnu grwpiau a charfannau o ddisgyblion. Mae'r ffactorau hyn wedi arwain at brofiadau dysgu anghyfartal i ddisgyblion sydd wedi cael y rhan fwyaf o'u haddysg yn nhymor yr hydref yn yr ysgol ac i'r disgyblion hynny sydd wedi cael eu haddysgu o bell am gyfnodau estynedig. Mae'r rhwystrau rhag dysgu gartref, a amlygwyd yn nhymor yr haf, gan gynnwys mynediad at dechnoleg ddigidol, yn parhau.

- 6 Yn ei Adroddiad Blynyddol diweddar, nododd y Prif Arolygydd 'er ymdrechion sylweddol gan ysgolion, awdurdodau lleol a'r llywodraeth ganolog i ddarparu cyfarpar a chymorth ychwanegol, roedd lleiafrif o ddygwyr dan anfantais oherwydd diffyg mynediad at gyfarpar cyfrifiadurol addas neu ddiffyg cysylltedd digonol'. Mae'r rhwystrau dysgu yn y cartref a nodwyd yn nhymor yr Haf, gan gynnwys mynediad i dechnoleg ddigidol yn parhau.
- 7 Mae'r pandemig eisoes wedi cael mwy o effaith ar rai grwpiau o ddisgyblion ac wedi mwyhau heriau a fodolai eisoes. Er enghraifft, mae arweinwyr ysgol wedi dweud wrthym fod disgyblion sy'n gymwys i gael prydau ysgol am ddim wedi gwneud cynnydd arafach yn eu dysgu na'u cymheiriaid yn ystod y cyfnod clo, gyda rhai disgyblion yn dychwelyd i'r ysgol â'u medrau iaith a rhifedd yn wannach nag yr oeddent cyn i'r cyfnod clo ddechrau.
- 8 Mae'r pandemig wedi gwaethygu rhai heriau yr oedd awdurdodau lleol a chonsortia eisoes wedi bod yn gweithio gydag ysgolion i fynd i'r afael â nhw. Mae profiad disgyblion ledled Cymru o'r pandemig wedi bod yn wahanol iawn o ganlyniad i'w hamgylchiadau gartref. Mae'r cyfnod cau ysgolion a'r angen i ddisgyblion weithio gartref am gyfnodau yn ystod tymor yr hydref wedi amlygu'r angen i ddisgyblion allu gweithio'n annibynnol yn llwyddiannus ac i ysgolion ganolbwyntio ar gynorthwyo disgyblion i wella gwydnwch dysgu.
- 9 Mae awdurdodau lleol a chonsortia wedi cydnabod effaith tymor hwy bosibl y pandemig ar les plant a phobl ifanc. Mae pob un ohonynt wedi cynnig dysgu proffesiynol estynedig i staff ysgolion ac UC Dau ar gefnogi lles, gan gynnwys, profedigaeth a phrofiadau niweidiol yn ystod plentyndod. Mae plant a phobl ifanc sydd eisoes yn wynebu heriau oherwydd profiadau niweidiol yn ystod plentyndod cyn y pandemig wedi wynebu heriau pellach. Efallai hefyd fod y pandemig wedi effeithio ar blant a phobl ifanc mewn amgylchedd teuluol sefydlog, gydag ychydig neu ddim profiadau niweidiol yn ystod plentyndod. Er enghraifft, gall amser i fwrdd oddi wrth ffrindiau oherwydd cyfnodau clo, cyfnodau o ynysu neu orfod aros mewn swigod caeth yn yr ysgol gael effaith niweidiol ar ddatblygiad cymdeithasol disgyblion ac ar eu hiechyd meddwl.
- 10 Gan amlaf, mae awdurdodau lleol wedi sicrhau bod prosesau statudol i ddisgyblion yn gysylltiedig ag anghenion addysgol arbennig (AAA), gan gynnwys asesiadau ac adolygiadau blynyddol, wedi parhau yn ystod tymor yr hydref. Lle y bu oedi, y rheswm fwyaf cyffredin oedd prinder yng nghapasiti gwasanaethau seicoleg addysg a gwasanaethau arbenigol eraill oherwydd absenoldeb staff neu oblegid yr heriau o ddarparu'r gwasanaeth o bell.
- 11 Mae swyddogion consortia rhanbarthol ac awdurdodau lleol wedi parhau i gefnogi cymhwysedd digidol athrawon ac arweinwyr ysgol yn ystod tymor yr hydref. Mae'r defnydd effeithiol cynyddol o gyfathrebu digidol wedi cael canlyniadau cadarnhaol o ran hwyluso rhyngweithiadau mwy chwim, effeithlon a chyson rhwng ac o fewn cymunedau dysgu ledled Cymru. Mae ysgolion ac arweinwyr UC Dau wedi gwerthfawrogi hyblygrwydd cyfleoedd dysgu proffesiynol ar-lein a ddarparwyd gan awdurdodau lleol a chonsortia rhanbarthol.

- 12 Mae barn gymysg ymhlith arweinwyr ysgol ledled Cymru am effeithiolrwydd y cymorth a gawsant gan eu hawdurdod lleol a'u consortiwm gwella addysg rhanbarthol yn ystod y pandemig. Arweinwyr ysgol yn ne-orllewin Cymru sy'n fwyaf bodlon â'r cymorth a gawsant gan eu hawdurdod lleol ac arweinwyr ysgol yng ngogledd Cymru sy'n fwyaf bodlon â'r cymorth a gawsant gan eu consortiwm rhanbarthol.
- 13 Gwnaeth awdurdodau lleol addasiadau cynnar priodol i'r trefniadau llywodraethu, ond roedd ychydig awdurdodau lleol yn rhy araf yn ailddechrau eu swyddogaethau craffu. Erbyn canol Gorffennaf, roedd y rhan fwyaf o gynghorau wedi dechrau cynnal cyfarfodydd Cabinet ar-lein, ond dim ond hanner y cynghorau a oedd wedi cynnal cyfarfodydd rhithwir o'u pwyllgorau craffu. O ganlyniad, nid oedd hanner y cynghorau wedi craffu ar benderfyniadau ynghylch ailagor ysgolion a darparu cymorth i ddysgwyr yn yr haf. Erbyn yr hydref, roedd Cabinetau pob cyngor yn cwrdd ar-lein ac roedd pwyllgorau craffu yn y rhan fwyaf o gynghorau yn cwrdd ar-lein hefyd.

Argymhellion

Argymhellion i Lywodraeth Cymru weithio gyda chonsortia rhanbarthol, awdurdodau lleol, a phartneriaid a darparwyr eraill i:

- A1 Ymateb ar frys i fynd i'r afael a'r rhwystrau i ddysgu o adre, yn enwedig lle mae'r rhain yn ymwneud a diffyg mynediad i gyfrifiaduron neu gyswllt a'r we
- A2 Gwella ansawdd y profiadau dysgu o bell a dysgu cyfunol i ddisgyblion trwy gefnogi addysgu mwy effeithiol ar draws ac o fewn ysgolion ac UC'Dau
- A3 Datblygu dulliau cydlynol i wella cynnydd ym medrau llythrennedd, rhifedd a medrau personol a chymdeithasol disgyblion bregus y mae'r pandemig wedi effeithio'n anghymesur arnynt, er enghraifft disgyblion sy'n gymwys i gael prydau ysgol am ddim
- A4 Sefydlu strategaeth i fonitro ac i fynd i'r afael ar effaith hirdymor y pandemig ar iechyd corfforol ac iechyd meddwl disgyblion
- A5 Creu cyfleoedd i bwysu a mesur a gwerthuso effaith polisiau ac arferion a ddatblygwyd yn ystod y cyfnod hwn i lywio ffyrdd o weithio yn y dyfodol a dylunio'r cwricwlwm

Arweinyddiaeth

Gwneud penderfyniadau a llywodraethu

- 14 Mae awdurdodau lleol a chonsortia rhanbarthol wedi gweithio'n agos gyda'i gilydd a Llywodraeth Cymru i ymateb i'r cyd-destun sy'n datblygu, a achoswyd gan y pandemig. Trwy Gymdeithas Cyfarwyddwyr Addysg Cymru - ADEW - mae cyfarwyddwyr addysg wedi gweithio ar y cyd i gefnogi'i gilydd yn ystod y pandemig. Mae cyfarwyddwyr wedi lleihau'r baich arnyn nhw'u hunain, eu swyddogion a'u staff yn y consortia rhanbarthol trwy amlygu agweddau ar waith y gallant gytuno i gydweithio arnynt neu weithio arnynt ar ran ei gilydd. Mae ADEW wedi ategu gwaith cenedlaethol gyda Llywodraeth Cymru, er enghraifft canllawiau ar barhad dysgu.
- 15 Mae Archwilio Cymru wedi cyhoeddi sawl adroddiad ar y modd y mae'r pandemig wedi effeithio ar drefniadau llywodraethu cynghorau. Yn gynnar yn ystod y cyfnod clo cyntaf, bu'n rhaid i gynghorau ddefnyddio trefniadau llywodraethu brys, gan olygu, gan amlaf, mai 'uwch swyddogion y cyngor fyddai'n gyfrifol am benderfyniadau ynghylch sut y byddai cynghorau'n defnyddio arian cyhoeddus ac yn darparu gwasanaethau, mewn ymgynghoriad â nifer lawer llai o uwch gynghorwyr nag y byddai fel arfer yn ymwneud â gwneud penderfyniadau – a dim ond arweinydd y cyngor weithiau.' (Archwilio Cymru, 2020).
- 16 Roedd rhai cynghorau'n araf i ddefnyddio rheoliadau newydd a ddaeth i rym yn Ebrill 2020 a'i gwnaeth hi'n haws i gynghorau gyfarfod yn rhithwir. Fel y nododd Archwilio Cymru, 'Yn achos rhai o'r cynghorau hynny, nid oes cofnod cynhwysfawr ar gael ar-lein o'r penderfyniadau a wnaethpwyd ers dechrau'r cyfyngiadau. Mae hyn yn ei gwneud hi'n anodd i'r cyhoedd weld a deall y penderfyniadau a wnaethpwyd gan eu cyngor yn ystod y cyfyngiadau, a phwy sy'n atebol amdanynt' (Archwilio Cymru, 2020).
- 17 Erbyn canol Gorffennaf 2020, roedd y rhan fwyaf o gynghorau wedi dechrau cynnal cyfarfodydd y Cabinet ar-lein, ond dim ond hanner y cynghorau oedd wedi cynnal cyfarfodydd rhithwir o'u pwyllgorau craffu. O ganlyniad, nid oedd hanner y cynghorau wedi craffu ar benderfyniadau ynghylch ailagor ysgolion i'r holl ddisgyblion a darparu cymorth i ddysgwyr yn yr haf. Erbyn yr hydref, roedd Cabinetau pob cyngor yn cyfarfod ar-lein ac roedd pwyllgorau craffu yn y rhan fwyaf o gynghorau'n cyfarfod ar-lein hefyd.
- 18 Pan fydd penderfyniadau pwysig yn cael eu gwneud am wasanaethau addysg, dylai awdurdodau lleol fel arfer ystyried barn arweinwyr ysgol, ynghyd â rhanddeiliaid eraill, lle y bo'n berthnasol. Darganfu ein harolwg o arweinwyr ysgol ledled Cymru ym mis Hydref 2020 fod y mwyafrif ohonynt yn cytuno bod eu hawdurdod lleol yn eu cynnwys yn effeithiol mewn penderfyniadau am wasanaethau addysg lleol. Fodd bynnag, nid yw ychydig arweinwyr ysgol o'r farn eu bod yn cael eu cynnwys ddigon. Mae awdurdodau lleol wedi parhau i adeiladu ar yr amrywiaeth o fforymau sydd ganddynt gydag arweinwyr ysgol ac UCD i gyfathrebu, ymgynghori ac, mewn ychydig achosion, datblygu dulliau ar y cyd.

Gweithio gyda'i gilydd i gefnogi ysgolion ac UCDAu

- 19 Roedd arweinwyr ysgolion ac UCDAu yn ne orllewin Cymru yn fwy cadarnhaol o lawer am waith eu hawdurdod lleol nag yr oedd arweinwyr yn y tri rhanbarth arall am eu hawdurdod lleol. Er enghraifft, roeddent yn fwy cadarnhaol am amseroldeb cyngor ac arweiniad gan yr awdurdod lleol, pa mor dda roedd eu hawdurdod lleol yn cyfathrebu â nhw, a'r cymorth a roddwyd i alluogi'u hysgol neu UCD i ailagor yn llwyddiannus ym Medi. Hefyd, roeddent yn fwy cadarnhaol ynghylch pa mor dda roedd eu hawdurdod lleol yn eu cynnwys nhw mewn trafodaethau am wasanaethau addysg. De orllewin Cymru yw'r unig ranbarth lle y mae ymgynghorwyr her yn cael eu cyflogi'n uniongyrchol gan awdurdodau lleol, yn hytrach na chonsortia rhanbarthol, a gall hyn, yn rhannol, esbonio pam mae arweinwyr yn fwy cadarnhaol yn y rhanbarth hwn.
- 20 Mae barn arweinwyr ysgol am y cymorth a gânt gan eu consortiwm rhanbarthol yn amrywio'n sylweddol. Cytunodd mwyafrif o arweinwyr fod GwE wedi rhoi cymorth ac arweiniad effeithiol i ategu dysgu yn eu hysgol neu UCD. Roedd bron i hanner o arweinwyr wedi cytuno mai dyma'r achos gydag EAS, ond lleiafrif yn unig gytunodd mai dyma'r achos gyda CSC ac ERW. Hefyd, cytunodd mwyafrif o arweinwyr fod GwE wedi darparu gwybodaeth ddefnyddiol am y gwahaniaethau rhwng dysgu o bell a dysgu cyfunol, ac ymagweddau atynt. Dim ond ychydig dros hanner o arweinwyr gytunodd mai dyma oedd yr achos gyda CSC ac EAS, a lleiafrif yn unig gytunodd mai dyma oedd yr achos gydag ERW.
- 21 Dywedodd ychydig dros hanner o arweinwyr ysgol wrthym eu bod o'r farn bod eu hawdurdod lleol yn poeni am eu lles. Mae hyn yn awgrymu bod lle i wella yn y berthynas rhwng rhai awdurdodau lleol a'u harweinwyr ysgol. Dywedodd mwyafrif o athrawon a'r rhan fwyaf o staff cymorth wrthym fod eu hysgol yn gofalu'n dda am les staff.
- 22 Yn ystod y cyfnod clo cyntaf, bu'n rhaid i wasanaethau awdurdodau lleol ymateb yn gyflym i gefnogi lles pob dysgwr, yn enwedig y dysgwyr hynny y gwyddant eu bod yn fregus. Lle'r oedd awdurdodau lleol eisoes yn cydweithio'n effeithiol ar draws gwasanaethau ac asiantaethau allanol, roedd hyn yn amlwg yn effeithlonrwydd eu hymateb i anghenion. Er enghraifft, ym Mhen-y-bont ar Ogwr, roedd 'model gwasanaeth cymorth cynnar bro' eisoes yn golygu bod timau amlddisgyblaeth yn gweithio o dair canolfan yn y sir, gan weithio'n integredig i gefnogi teuluoedd â phlant a phobl ifanc bregus. Roedd timau hyn mewn sefyllfa dda i weithio'n gydweithredol a chynnig cymorth yn ystod y pandemig. Mewn awdurdodau lleol lle nad yw cydweithredu wedi'i sefydlu cystal, mae'r pandemig wedi bod yn gatalydd i gryfhau gweithio ar y cyd. Er enghraifft, mae gwasanaeth seicoleg addysg Ynys Môn a Gwynedd wedi cydweithredu â'r Gwasanaeth Iechyd Meddwl Plant a'r Glasoed i ddatblygu ymagwedd newydd at gefnogi disgyblion sy'n absennol o'r ysgol oherwydd eu lles emosiynol.
- 23 Mae awdurdodau lleol wedi ceisio cynorthwyo arweinwyr ysgol i baratoi ar gyfer amrywiol senarios yn wyneb ansicrwydd ynghylch sut gallai'r pandemig effeithio ar ysgolion yn ystod yr hydref ac yn 2021. Yn ein harolwg, dywedodd mwyafrif o arweinwyr ysgolion ac UCDAu wrthym fod eu hawdurdod lleol yn darparu arweiniad effeithiol i'w cynorthwyo i ddatblygu cynlluniau hyblyg pe bai cynnydd sydyn pellach mewn heintiadau.

Cameo: Cynllunio Gwydnwch Busnes Ysgolion

Cyn i ysgolion weithredu'n fwy, gofynnodd Cyfarwyddwr Corfforaethol Addysg a Chymorth Teuluol Pen-y-bont ar Ogwr i bob ysgol, gan gynnwys yr UC'D, lunio cynllun gwydnwch busnes. Darparodd yr awdurdod lleol dempled ar gyfer y cynllun. Gofynnwyd i leoliadau ystyried amrywiaeth o senarios posibl a'r camau y byddent yn eu cymryd i sicrhau parhad dysgu. Fe wnaeth yr awdurdod lleol sicrhau ansawdd y cynlluniau a, lle bo angen, gofyn am eglurhad pellach. Roedd senarios posibl yn cynnwys: hunanynysu gan ddisgyblion, naill ai yn unigol neu fel grwpiau blwyddyn gyfan; hunanynysu gan staff; cynllunio i sicrhau parhad arweinyddiaeth. Gallai atebion posibl cynnwys cynllunio a mapio dysgu cyfunol yn strategol; datblygu gallu a chapasiti staff a disgyblion i ddefnyddio platfformau ar-lein i ategu dysgu cyfunol; llunio pecynnau dysgu brys a baratowyd ymlaen llaw i bob grŵp o ddisgyblion; defnyddio grant Recriwtio, adfer a chodi safonau Llywodraeth Cymru, a threfniadau cyflenwi.

Cyflawni blaenoriaethau cyfredol

- 24 Mae awdurdodau lleol wedi ceisio cynnal 'busnes yn ôl yr arfer' cymaint â phosibl wrth ddelio ag anghenion ychwanegol amrywiol ysgolion ac UC'Dau yn gysylltiedig â'r pandemig. Er enghraifft, lle bynnag y bo'n bosibl, mae gwaith wedi parhau i ad-drefnu ysgolion a gwella cyfleusterau ysgolion fel rhan o Raglen Ysgolion yr 21ain Ganrif Llywodraeth Cymru. Heb os, mae'r baich gwaith sy'n gysylltiedig ag ymateb i'r pandemig wedi arafu cynnydd mewn rhai ardaloedd. Er enghraifft, ar ddiwedd Mawrth 2020, gadawodd Castell-nedd Port Talbot y consortiwm gwella ysgolion rhanbarthol, ERW, a rhoddodd tri o'r pum awdurdod lleol arall rybudd o'u bwriad i adael ar ddiwedd Mawrth 2021. Mae'r diffyg cynllun clir ar gyfer gwasanaethau gwella ysgolion yn ne orllewin Cymru o Ebrill 2021 ymlaen yn bryder sylweddol. Mae aelodau etholedig ac uwch swyddogion o bob awdurdod lleol yn y rhanbarth wedi bod yn araf i sicrhau bod gweledigaeth a chynllun clir ar gyfer y modd y darperir gwasanaethau gwella ysgolion o ansawdd uchel, sy'n bodloni'u hanghenion, i ysgolion ac UC'Dau o Ebrill 2021 ymlaen.
- 25 Yn anochel, mae'r pandemig wedi tarfu ar y gweithgareddau cynllunio a dysgu proffesiynol, yn canolbwyntio ar baratoi ar gyfer y Cwricwlwm i Gymru, yr oedd ysgolion, awdurdodau lleol a chonsortia rhanbarthol wedi'u cynllunio ar gyfer eleni. O fis Medi, yn wreiddiol, roeddem wedi bwriadu dechrau trafodaethau gyda phob ysgol yng Nghymru am eu gwaith paratoi cynnar i weithredu'r Cwricwlwm i Gymru o Fedi 2022 ymlaen. Yn hytrach, fe wnaeth ein trafodaethau gydag ysgolion yn yr hydref ganolbwyntio'n bennaf ar sut maen nhw'n ymateb i'r pandemig. Er y tarfu ar ein gwaith paratoi ar gyfer y Cwricwlwm i Gymru, yn ein hadroddiad blynyddol diweddaraf, nododd ein Prif Arolygydd fod y pandemig 'wedi cyflwyno'r angen a'r cyfle i ddarparwyr ddatblygu ac arloesi ... Gellid dadlau bod yr elfen o ailfeddwl a fynnodd y cyfnod clo gan ysgolion, law yn llaw ag ymgysylltiad dyfnach â theuluoedd a gwasanaethau cymorth, wedi rhoi ysgolion mewn lle gwell i gyd-greu gweledigaeth gyffredin gyda'r rhanddeiliaid hyn ar gyfer gwireddu'r Cwricwlwm i Gymru' (Estyn, 2020, t.9).

Hyrwyddo dysgu

Cynorthwyo ysgolion ac UC Dau i ailagor i'r holl ddisgyblion

- 26 Cyn mis Medi, dim ond ychydig o ddiwrnodau roedd llawer o ddisgyblion wedi'u treulio yn yr ysgol ers dechrau pandemig COVID-19 ym Mawrth, ac nid oedd rhai wedi treulio unrhyw amser o gwbl yn yr ysgol. Ym mis Gorffennaf, cyhoeddodd Llywodraeth Cymru (2020c) ganllawiau i ysgolion a lleoliadau i gynorthwyo â dychwelyd i'r ysgol yn llawn ym mis Medi. Amlinellodd hyn flaenoriaethau ar gyfer dysgu, gan bwysleisio iechyd a lles disgyblion a phwysigrwydd dysgu yn yr awyr agored. Sicrhodd swyddogion o awdurdodau lleol eu bod yn mabwysiadu'r un blaenoriaethau yn eu gwaith gydag ysgolion ar ddechrau tymor yr hydref. Cydnabu swyddogion awdurdodau lleol y pwysau ar arweinwyr ysgol wrth iddynt gynllunio i ailagor ysgolion a faint o'u hamser roedd angen iddynt ei neilltuo i faterion gweithredol, gan gynnwys cadw staff a disgyblion yn ddiogel. Er mwyn cefnogi penaethiaid, roedd y rhan fwyaf o awdurdodau lleol a chonsortia rhanbarthol wedi cloriannu'r canllawiau ar ddysgu a dwyn gwybodaeth berthnasol ynghyd mewn un lle, fel yng Nghaerfyrddin, lle sefydlodd swyddogion wefan y Porth at y diben hwn. Dywedodd llawer o'r penaethiaid a ymatebodd i'n harolwg eu bod wedi cael digon o gymorth gan eu hawdurdod lleol i'w helpu i ailagor eu hysgol neu eu UC yn llwyddiannus. Cytunodd llawer ohonynt fod eu hawdurdod lleol wedi darparu arweiniad mewn da bryd. Mae hyn yn gwrthgyferbynnu â'r hyn y dywedodd arweinwyr ysgol wrthym am yr arweiniad yn nhymhorau'r gwanwyn a'r haf, pan deimlai llawer ohonynt fod yr arweiniad wedi cyrraedd yn rhy hwyr a'u bod wedi gorfod rhoi prosesau ar waith i ategu dysgu'r disgyblion cyn cael arweiniad.

Cameo: Cynorthwyo disgyblion i ddychwelyd i'r ysgol

Datblygodd GwE fodel rhanbarthol yn unol ag arweiniad Llywodraeth Cymru, gydag awdurdodau lleol ac ysgolion, i sicrhau bod anghenion unigol disgyblion yn cael eu bodloni, gan ystyried eu cyd-destun lleol. Roedd y model yn gwerthuso parodrwydd a dull yr ysgol i sicrhau bod dysgu'n parhau i bob disgybl. Canolbwyntiodd ar dair elfen gydberthynol sy'n asesu ffitrwydd disgyblion i ddysgu. Mae'r rhain yn cynnwys eu lles emosiynol a meddyliol; eu hiechyd a'u ffitrwydd corfforol; a'u medrau craidd, sef rhifedd, llythrennedd, annibyniaeth a pharodrwydd ar gyfer dysgu newydd.

Nod y model oedd cynorthwyo ysgolion i helpu disgyblion i ddychwelyd i 'ffitrwydd dysgu' a hybu dysgu sy'n caniatáu i ddisgyblion barhau i wneud cynnydd. Mae sicrhau cydlynid i ddisgyblion rhwng dysgu yn yr ysgol a dysgu o bell yn elfen allweddol arall o'r model, gan gynnwys datblygu dysgu priodol wrth ddatgymhwyso gofynion presennol y cwricwlwm dros dro.

- 27 Yn ystod gwyliau haf yr ysgol ac i mewn i dymor yr hydref, adeiladodd consortia rhanbarthol ac awdurdodau lleol ar waith a ddechreuwyd yn ystod y cyfnod clo cyntaf i ddarparu cymorth ac arweiniad i ysgolion i sicrhau parhad dysgu'r disgyblion.

Mewn rhai achosion, cafodd adnoddau a ddarparwyd yn gynt yn ystod y pandemig eu diwygio a'u diweddarau i'w gwneud hi'n haws i arweinwyr ac athrawon ysgol eu defnyddio nhw. Er enghraifft, yn EAS, gwrandawodd swyddogion yn ofalus ar farn penaethiaid am y rhestr o fideos yn enghreifftio arfer effeithiol roedd swyddogion wedi dechrau ei llunio ar ddechrau'r pandemig. Yn nhymor yr haf, roedd y rhestr yn ddefnyddiol i ysgolion gan ei fod yn dwyn ynghyd y canllawiau cenedlaethol a lleol ar ddysgu o bell mewn un lle. Wrth i lefel y deunyddiau gynyddu, roedd hi'n fwy anodd ac yn cymryd mwy o amser i staff ysgolion ddefnyddio'r adnodd, ac ymatebodd swyddogion yn dda i hyn trwy symleiddio'r cynnwys mewn adnodd haws ei ddefnyddio ar y we.

Cameo: Gwefan 'Cefnogi ein Hysgolion'

I ymateb i adborth gan randdeiliaid, mae EAS wedi creu gwefan newydd sy'n gartref i'w hadnoddau cymorth i ysgolion. Mae'n haws mynd o gwmpas y wefan newydd na'r rhestr a ddefnyddiodd y gwasanaeth yn flaenorol. Caiff adnoddau eu labelu'n glir ac mae'n hawdd pori drwyddynt. Mae'r wefan yn cynnwys adrannau ar bynciau gwahanol, fel llywodraethu, gwella'r ysgol, arweiniad ar ddefnyddio cyllid y grant dysgu carlam a chymorth â'r cwricwlwm. Hefyd, mae'r wefan yn cynnwys dolen i wefan newydd sy'n gartref i'r holl adnoddau'n ymwneud â dysgu o bell a dysgu cyfunol. Mae'r adnoddau hyn hefyd wedi'u trefnu'n glir o dan themâu ac mae nifer o enghreifftiau o astudiaethau achos a chyflwyniadau addysgiadol gan ysgolion, ynghyd â dolenni i adnoddau allanol defnyddiol. Er mwyn ei gwneud hi'n hawdd i arweinwyr ganfod unrhyw anodau newydd, caiff y rhain eu hamlygu bob wythnos mewn adran ar wahân, cyn cael eu symud i'r adran â'r thema berthnasol. Mae staff EAS yn darparu sesiynau rhagarweiniol ar-lein i'r gwefannau newydd. Mae'r sesiynau addysgiadol hyn, sy'n boblogaidd, yn benodol i sector ac ar gael yn y Gymraeg a'r Saesneg. Yn ogystal ag arddangos y gwefannau, mae'r sesiynau hyn hefyd yn cynnwys dewis o sesiynau grŵp gyda chyflwyniadau gan ysgolion a chyfle i drafod mewn grwpiau bach.

Nodi llithro yn ôl mewn dysgu a mynd i'r afael â hynny

- 28 Yn gynnar yn nhymor yr hydref, dechreuodd arweinwyr ysgol gynllunio'r ffordd orau y gallent ddefnyddio cyllid gan Lywodraeth Cymru ar gyfer y rhaglen 'Recriwtio, Adfer a Chodi Safonau'. Cyhoeddodd Llywodraeth Cymru (2020e) ganllawiau ar gyfer ysgolion i gynorthwyo â defnyddio'r grant, gan ddefnyddio gwaith sefydliadau cenedlaethol a rhyngwladol, gan gynnwys y Comisiynydd Plant a'r OECD, i nodi effaith y pandemig ar gynnydd disgyblion mewn dysgu. Er bod llawer o ddisgyblion heb wneud cymaint o gynnydd ag y gallent, roedd y llywodraeth yn cydnabod bod effaith y pandemig yn fwy ar rai grwpiau o ddisgyblion. Roedd y rhain yn cynnwys disgyblion mewn grwpiau blwyddyn sy'n paratoi ar gyfer arholiadau, disgyblion a oedd wedi pontio o'r ysgol gynradd i'r ysgol uwchradd, a disgyblion bregus a difreintiedig. Fe wnaeth awdurdodau lleol a rhanbarthau gynorthwyo ysgolion i gynllunio ar gyfer defnyddio'r grant. Er enghraifft, yn GwE, fe wnaeth swyddogion weithio gydag ysgolion i geisio sicrhau bod penaethiaid yn defnyddio'r cyllid mewn ffordd gynaliadwy a chysoni ei ddefnydd â blaenoriaethau lleol, gan gynnwys strategaeth y Gymraeg, er budd disgyblion yn y tymor hwy. Ledled Cymru, bu'n anodd i lawer o ysgolion recriwtio staff gan ddefnyddio'r grant gan eu bod yn ceisio

denu nifer gyfyngedig o bobl a oedd ar gael. Fe wnaeth ychydig ysgolion gyflogi athro neu gynorthwydd addysg ar y cyd a defnyddiodd llawer o ysgolion y cyllid i gynyddu oriau staff presennol. Mewn ysgolion llai, nid oedd y cyllid yn ddigon yn aml i allu helpu gyda recriwtio. Er ei bod hi'n rhy gynnar i ysgolion ac awdurdodau lleol fonitro effaith y grant ar fynd i'r afael â diffyg medrau disgyblion, mae gan swyddogion awdurdodau lleol a chonsortia gynlluniau ar waith i wneud hyn. Darparodd swyddogion yn awdurdod lleol Powys gyngor defnyddiol i lywodraethwyr ar sut i werthuso defnydd ysgolion o gyllid ar gynnydd disgyblion.

- 29 Mae effaith y cyfnod clo cyntaf ar ddysgu a medrau disgyblion yn amrywio'n helaeth ledled Cymru. Yn eu hastudiaeth ar Waith Ysgol yn ystod y Cyfnod Clo, canfu ymchwilyr o UCL (Green, 2020) fod plant ledled y Deyrnas Unedig wedi treulio 2.5 awr y dydd, ar gyfartaledd, yn cymryd rhan mewn dysgu. Mae eu hymchwil yn dangos bod 20% o ddisgyblion wedi cymryd rhan mewn dysgu am lai nag awr bob dydd a dim ond 17% weithiodd am fwy na phedair awr (Green, 2020, t.2). Mae hyn yn golygu bod bron pob disgybl ar draws y DU, rhwng Mawrth a Medi 2020, wedi treulio llawer llai o amser na'r arfer yn dysgu yn ystod y pandemig. Yng Nghymru, roedd nifer y disgyblion a wnaeth gymryd rhan mewn dysgu yn is na'r cyfartaleddau ar gyfer y DU. Canfu'r astudiaeth nad oedd 20% o ddisgyblion yn gwneud unrhyw waith ysgol gartref, neu eu bod yn gwneud llai nag awr y dydd (Green, 2020, t.19). Dim ond 15% o ddisgyblion oedd yn dysgu am bedair awr bob dydd (Green, 2020, t.19). Mae'r adroddiad yn amlygu anghydraddoldeb sylweddol yn gysylltiedig ag amddifadedd a grwpiau cymdeithasol. Mae ein canfyddiadau o alwadau ymgysylltu ag ysgolion yn ystod Hydref 2020 yn adlewyrchu'r canfyddiadau hyn. Dywed penaethiaid o ysgolion mewn ardaloedd o amddifadedd cymdeithasol fod athrawon wedi'i chael yn anos cael disgyblion a theuluoedd i ymgysylltu â dysgu yn ystod tymor yr haf. Adroddom ar y rhesymau dros hyn, gan gynnwys mynediad at dechnoleg ar gyfer dysgu a chymorth gan rieni, yn adran thematig Adroddiad Blynyddol 2019-2020 (Estyn, 2020).

Cameo: Asesu lefel ymgysylltiad dysgwyr ym Mro Morgannwg

Cyn ailagor i'r holl ddisgyblion, datblygodd swyddogion yr awdurdod lleol, ar y cyd ag CSC ac ysgolion, fatrics i asesu lefel ymgysylltiad disgyblion a'u lles. Trwy sgysrsiau a gynhaliwyd rhwng partneriaid gwella a phenaethiaid, casglwyd gwybodaeth gan 55 o 56 ysgol ym Mro Morgannwg. Fe wnaeth yr adroddiad defnyddiol grynhoi canfyddiadau allweddol, rhwystrau a heriau ysgolion, ac arfer effeithiol ar draws y rhanbarth, a gorffennodd drwy amlygu ffyrdd ymlaen. Mae'r wybodaeth a gasglwyd wedi cael ei defnyddio i lywio polisi lleol a rhannu arfer effeithiol ar draws yr awdurdod lleol trwy gasgliad o astudiaethau achos. Yn ogystal, darparwyd cefnogaeth i ysgolion i helpu cryfhau meysydd fel cynyddu ymgysylltiad disgyblion bregus.

- 30 Wrth i ddisgyblion ddychwelyd i'r ysgol ym Medi 2020, rhoddodd arweinwyr ac athrawon brosesau ar waith i nodi effaith cyfnod cau'r ysgolion ar ddysgu a medrau disgyblion. Defnyddiodd llawer o ysgolion asesiadau personol ar-lein cenedlaethol ar gyfer darllen a rhifedd gyda disgyblion ym Mlynnyddoedd 2 i 9 i ategu asesiadau athrawon eu hunain o fedrau disgyblion. Roedd nodi lefelau medrau disgyblion yn dilyn cyfnod cau'r ysgolion yn her arbennig i ysgolion uwchradd wrth i ddisgyblion

symud o Flwyddyn 6 i Flwyddyn 7. I helpu ysgolion nodi gwaelodlin ar gyfer y disgyblion hyn mewn ysgolion uwchradd ar draws rhanbarth y de ddwyrain, darparodd EAS gyllid i ysgolion i gynorthwyo ag asesu disgyblion. Ar y cyfan, dywed awdurdodau lleol fod medrau darllen ac ysgrifennu disgyblion ar eu hól hi, ac yn gynnwys ym Mis Hydref dywed penaethiaid y bu effaith negyddol ar fedrau siarad a medrau cymdeithasol disgyblion iau yn y cyfnod sylfaen. Mae swyddogion awdurdodau lleol a chonsortia yn gweithio gydag ysgolion i fynd i'r afael â'r diffyg medrau hyn ac maent yn ymwybodol o'r angen i sicrhau nad yw ysgolion yn canolbwyntio ar y medrau craidd hyn ar draul y cwricwlwm ehangach.

Cefnogi sgiliau Cymraeg

- 31 Problem a nodwyd yn ystod tymor yr haf oedd dysgu disgyblion mewn ysgolion cyfrwng Cymraeg o gartrefi Saesneg eu hiaith, gan nad oedd llawer o'r disgyblion hyn wedi cael cyfle i glywed nac ymarfer yr iaith. Roedd mynd i'r afael a'r mater yma yn un o nodau rhaglen 'Recriwtio, adfer a chodi safonau' Llywodraeth Cymru. Wrth i'r disgyblion oedd wedi effeithio gan hyn ddychwelyd i'r ysgol ym mis Medi, roedd staff yn pryderu'n arbennig am lefelau medrau siarad disgyblion. Rhoddodd awdurdodau lleol nifer o fentrau ar waith i gefnogi ysgolion a disgyblion. Er enghraifft, yng Nghastell-nedd Port Talbot, datblygodd gwasanaeth ymgynghorol y Gymraeg adnoddau defnyddiol a chydweithio â'r Fenter Iaith a'r Urdd i ddarparu cymorth i ysgolion. Yn Wrecsam, sicrhodd swyddogion fod disgyblion ysgolion cyfrwng Cymraeg y bu'n rhaid iddynt hunanynysu ers Medi yn cael pecynnau adnoddau a sesiynau wyneb yn wyneb neu sesiynau ar-lein wythnosol, gan gynnwys podlediadau. Defnyddiodd sawl awdurdod lleol, gan gynnwys Conwy a Phen-y-bont ar Ogwr, eu cyfleusterau trochi i gynnig cymorth ychwanegol i'r disgyblion hyn ac fe wnaeth Caerdydd gynyddu ei ddarpariaeth yn y maes hwn i helpu ymdopi â'r galw. Hefyd, darparodd swyddogion yn y consortia rhanbarthol gymorth i ysgolion. Gosododd EAS aelodau o'i dîm cymorth Cymraeg mewn ysgolion cyfrwng Cymraeg ar draws y rhanbarth yn nhymor yr hydref i gynorthwyo staff a disgyblion i fynd i'r afael â'r diffyg ym medrau disgyblion. Yn ein trafodaethau â phenaethiaid o ysgolion cynradd cyfrwng Saesneg, dywedodd llawer ohonynt eu bod yn gwerthfawrogi'r cymorth gan awdurdodau lleol a chonsortia rhanbarthol ar gyfer addysgu'r Gymraeg, yn enwedig yr adnoddau a luniwyd gan staff tîm ymgynghorol y Gymraeg i gefnogi'r ddarpariaeth yn yr ysgol.

Cameo: Cefnogi disgyblion sy'n newydd i'r Gymraeg

Un enghraifft o alinio gwaith Gwynedd a GwE yn agos yw eu dull o gynorthwyo ysgolion i ddatblygu medrau Cymraeg disgyblion. Fe ddwysaodd her darparu ar gyfer eu hanghenion ieithyddol pan ail-agorodd ysgolion ar gyfer yr holl ddisgyblion ym mis Medi oherwydd anawsterau cynnal unedau Cymraeg yn eu ffurf draddodiadol. I gefnogi ysgolion cynradd, trefnodd yr awdurdod lleol i'r athrawon arbenigol gynnig gwasanaeth allgymorth ar sail clwstwr, gyda swyddog cymorth gwella'r clwstwr yn gweithio gyda'r ysgolion i greu ac addasu cynlluniau gwaith Cymraeg.

- 32 Ymatebodd tua 1,000 o rieni i gwestiwn ein harolwg am y cymorth i ddisgyblion mewn ysgolion cyfrwng Cymraeg. Dywedodd llawer o'r rhain eu bod yn hapus â'r

cymorth a ddarparodd yr ysgol i helpu eu plant i wneud cynnydd o ran eu Cymraeg. Ychydig bach iawn o rieni deimlodd nad dyma oedd yr achos, ond o'r rhai a oedd o'r farn honno, dywedont fod diffyg cymorth i rieni nad ydynt yn siarad Cymraeg a diffyg adnoddau dwyieithog i alluogi rhieni i roi cymorth i'w plant gartref. Cytunodd y rhan fwyaf o'r disgyblion a ymatebodd i'n harolwg eu bod yn cael cymorth da i'w helpu gyda'u medrau Cymraeg.

Cameo: Cefnogi datblygiad Cymraeg disgyblion

Yn Sir Gaerfyrddin, nododd swyddogion yn gynnar yn ystod y pandemig fod angen cefnogi disgyblion i barhau i ymwneud â'r Gymraeg. Fe wnaeth tîm ymgynghorol y Gymraeg addasu a mireinio'u hadnoddau presennol i ddarparu gweithgareddau i ysgolion ac UC'Dau eu rhannu gyda disgyblion a rhieni. Yn ogystal, aethant ati i greu gweithgareddau allgyrsiol a gwersi micro i ddisgyblion adalw dysgu blaenorol, adolygu gramadeg a datblygu'u medrau darllen a'u medrau rhifedd. Darparont dasgau buddiol yn seiliedig ar gerddi Cymraeg fel ysgogiad i ddysgu, ynghyd â darparu gweithgareddau i ddatblygu medrau Cymraeg disgyblion drwy'r 'Cynllun Clonc' a gweithgareddau Flipgrid.

Defnyddiwyd y cyfryngau cymdeithasol yn dda i hyrwyddo gweithgareddau Cymraeg, er enghraifft gweithgareddau gwyddonol yn yr awyr agored a gweithgareddau ar hanes yr ardal leol. Hefyd, dosbarthwyd llyfrynau gwaith cartref i alluogi rhieni i gynorthwyo'u plant â gwaith trwy gyfrwng y Gymraeg. Gweithiodd swyddogion yr awdurdod lleol ac athrawon nifer o'i ysgolion uwchradd gyda staff y consortiwm rhanbarthol i greu amrywiaeth eang o adnoddau Cymraeg gwerthfawr i gefnogi disgyblion mewn ysgolion cyfrwng Cymraeg a Saesneg. Fe wnaeth swyddogion barhau i ddatblygu adnoddau i ysgolion trwy gydol tymor yr hydref i gynorthwyo ysgolion i wella datblygiad Cymraeg disgyblion.

Hyrwyddo profiadau cwricwlwm eang

- 33 Trwy addasu'r hysbysiadau ynglŷn â'r gofynion cwricwlwm yng Nghymru, newidiodd Llywodraeth Cymru'r gofynion bod rheidrwydd ar ysgolion a lleoliadau meithrin nas gynhelir sy'n cael eu hariannu i ddarparu cwricwlwm sylfaenol a'r trefniadau asesu cysylltiol. Yn ymarferol, bu'r cwricwlwm gulhau mewn llawer o ysgolion yn ystod tymor yr hydref. Oherwydd eu hasesiadau risg unigol neu gam ddealltwriaeth o ofynion arweiniad gweithredol Llywodraeth Cymru, bu nifer o ysgolion yn gweld yr angen am ddiheintio adnoddau rhwng eu defnyddio. Yn yr ysgolion yma, roedd hyn wedi effeithio yn arbennig ar y disgyblion ieuengaf a'r hynaf. Er enghraifft, yn y cyfnod sylfaen, ystod gyfyngedig o adnoddau oedd ar gael i ddisgyblion y cyfnod sylfaen eu defnyddio yn eu darpariaeth barhaus ac estynedig. Mewn ysgolion uwchradd, roedd yn anos i athrawon reoli mynediad disgyblion at offer mewn pynciau ymarferol fel celf a gwyddoniaeth.

Cameo: Cefnogi addysgu gwyddoniaeth

Rhannodd timau pwnc ERW arweiniad clir a defnyddiol a roddodd sicrwydd i athrawon gwyddoniaeth yn y rhanbarth a'u cefnogi. Er enghraifft, rhoddodd tîm gwyddoniaeth ERW enghreifftiau o safleoedd ar-lein yn cynnwys fideos yn arddangos arbrofion, ac adnoddau defnyddiol a difyr y gallai athrawon eu defnyddio ar gyfer dysgu o bell.

- 34 Mewn ychydig awdurdodau lleol, daeth cyflwyno gwasanaethau a rennir i ysgolion i ben, er enghraifft hyfforddiant cerddoriaeth beripatetig i ddisgyblion. Mewn awdurdodau lleol, gan gynnwys Caerffili a Chaerdydd, daeth swyddogion o hyd i ffyrdd newydd o ddarparu'r gwasanaethau hyn. Yng Ngheredigion, darparodd tîm technoleg gwybodaeth yr awdurdod gymorth i'r gwasanaeth cerddoriaeth i'w galluogi i addysgu'n rhithiwr. Mae hyn wedi galluogi disgyblion i barhau i dderbyn gwersi offerynnol. Mae'r ffordd hon o weithio wedi dileu amser teithio tiwtoriaid ac wedi cyfrannu at gynnal safonau'r disgyblion.

Cameo: Gwasanaeth cerdd Caerffili

Mae swyddogion yr awdurdod lleol wedi gweithio i sicrhau bod y gwasanaeth cerdd i ysgolion wedi gallu ailgydio yn ei waith yn llawnach o Fedi ymlaen. Mae'r awdurdod lleol wedi darparu arweiniad clir i staff y gwasanaeth cerdd ac ysgolion ar sut gellir cyflwyno'r gwasanaeth hwn yn ddiogel mewn ysgolion. Hefyd, mae wedi rhoi arweiniad a phrotocolau manwl ar sut y gellir cyflwyno'r gwasanaeth o bell. Mae'r arweiniad yn cwmpasu amrywiaeth o faterion a senarios, gan gynnwys gwersi i unigolion a dosbarthiadau, sesiynau byw a sesiynau wedi'u recordio, ac ystyriaethau diogelu. Hefyd, mae'r arweiniad yn rhoi gwybodaeth glir ynghylch sut dylai canllawiau Llywodraeth Cymru gael eu dilyn yng nghyd-destun gwasanaeth cerdd Caerffili.

- 35 Ym mis Tachwedd 2020, cadarnhaodd y Gweinidog Addysg, ar gyfer cymwysterau yn 2021, na fydd arholiadau diwedd blwyddyn ar gyfer disgyblion sy'n sefyll arholiadau TGAU, UG neu Safon Uwch. Sefydlodd y Gweinidog Grŵp Dylunio a Chyflawni i roi cyngor ar y broses o ddyfarnu cymwysterau heb arholiadau. Roedd cynlluniau ar gyfer y broses hon unwaith eto'n cael eu hadolygu wrth i'r tymor ddechrau ym mis Ionawr gyda'r holl ddisgyblion yn dysgu o gartref oherwydd cyfyngiadau symud cenedlaethol arall. Er ei bod yn ddealladwy ac yn angenrheidiol bod cynlluniau ar gyfer dyfarnu cymwysterau wedi gorfod newid eto eleni, gall y newidiadau hyn, yn enwedig newidiadau yn ystod y flwyddyn, achosi straen a phryder mawr i ddisgyblion, yn ogystal ag athrawon.
- 36 Mae disgyblion yng nghyfnod allweddol 4 sy'n dilyn cyrsiau cwricwlwm amgen o bryder arbennig i lawer o ysgolion. Mae llawer iawn o amrywiaeth o ran pa mor hawdd y gall y disgyblion hyn fanteisio ar eu darpariaeth amgen ac oddi ar y safle, ac mae hyn wedi bod yn her sylweddol i ysgolion o ran amserlennu. Nid yw nifer fawr o gyrsiau mwy ymarferol, fel trin gwallt a harddwch, wedi gallu cael eu cynnal. O ganlyniad, mae ychydig ddisgyblion sydd fel arfer yn manteisio ar ddarpariaeth o'r fath, yn enwedig y rhai oedd gynt mewn perygl o gael eu gwahardd, yn dangos ymddygiad heriol neu'n ymddieithrio. Hyd yn oed pan mae'r cyrsiau hyn yn hygyrch, mae'r amserlen yn llai yn aml gan na all y darparwr ganiatáu i ddisgyblion o un ysgol

gymysgu ag ysgol arall. Ym Mhowys, fe wnaeth swyddogion ymgysylltu â'r holl ddisgyblion ôl-16 drwy wefan Llwybrau Dysgu Powys yn ystod gwyliau'r haf. Helpodd hyn i ddisgyblion deimlo'u bod yn cael eu cefnogi a theimlo'n gysylltiedig ar ôl cyfnod o darfu ar eu dysgu. Ar yr un pryd, darparodd swyddogion yr awdurdod lleol unedau pontio defnyddiol i ddisgyblion a oedd ar fin dechrau cyrsiau ôl-16. Mae'r unedau hyn, ynghyd â'r cyswllt, wedi helpu disgyblion i bontio i'w hastudiaethau ôl-16. Yn ystod tymor yr hydref, bu rhaid i ddisgyblion aros yn eu hysgol eu hunain ar gyfer pob dysgu gan nad oedd hi'n bosibl ymweld â champysau eraill, hyd yn oed os oedd eu hathrawon pwnc yn gweithio yn rhywle arall. Gyda chymorth swyddogion yr awdurdod lleol, mae athrawon pwnc wedi ffrydio gwersi'n fyw er mwyn galluogi pob disgybl fanteisio arnynt. Gan fod yr awdurdod lleol eisoes wedi defnyddio dysgu o bell drwy eu rhaglen 'e-sgol', roedd y pontio i ddysgu ar-lein yn gymharol ddi-dor ac mae ysgolion a disgyblion yn gyfarwydd â sut i wneud y defnydd gorau ohono.

- 37 Mae darparwyr addysg ôl-16 wedi datblygu cynlluniau wrth gefn ar gyfer cyfnodau clo lleol neu achosion o COVID-19 ac maent yn parhau i ddiwygio agweddau ar gyflwyno addysgu, hyfforddi ac asesu ar draws y sectorau. Lle y bu'n rhaid i leoliadau lle mae disgyblion yn cael addysg neu hyfforddiant wyneb yn wyneb gau, mae'r cyfyngiadau ar fynediad at weithleoedd disgyblion yn parhau'n rhwystr mawr rhag dysgu. Mae darparwyr yn cynnig gweithgareddau ar-lein i gynnal ymgysylltiad a diddordeb dysgwyr, ond her allweddol mewn rhaglenni a chyrsiau galwedigaethol yw cynnal ymgysylltiad a symbyliad disgyblion yn ystod cyfnodau clo neu hunanynysu. Fe wnaeth y disgyblion hyn ddewis cyrsiau ymarferol ac, oherwydd yr argyfwng presennol, mae'r agwedd hon yn aml wedi'i hatal neu ei lleihau yn sylweddol. Dywed darparwyr y gallai disgyblion lefelau uwch ar raglenni lefel uwch, hyd yn oed y rhai sy'n dilyn cyrsiau a rhaglenni academaidd, fethu gwneud y cynnydd a ddisgwyliwyd yn wreiddiol am resymau teuluol, er enghraifft oherwydd bod gofal plant yn cyfyngu ar eu hamser astudio.

Hyrwyddo dysgu o bell a dysgu cyfunol mwy effeithiol

- 38 Yn ei hymchwil a gomisiynwyd gan Bwyllgor Plant, Pobl Ifanc ac Addysg y Senedd, canfu Dr Sofya Lyakhove o Brifysgol Abertawe (2020) y gallai cyfran fach o ddisgyblion wneud cynnydd yn eu dysgu, yn enwedig mewn darllen, er bod llawer o ddisgyblion yn disgyn ar ei hôl hi yn eu dysgu academaidd heb fynediad at athrawon a chymorth gan eu rhieni. Dyma ddisgyblion sydd â'r gallu i hunanreoleiddio neu, fel y dywed John Hattie (2020), 'maent yn gwybod beth i'w wneud pan nad ydynt yn gwybod ac mae help prin ar gael'. Mae ymchwil Lyakhova yn pwysleisio bod angen i iechyd a lles emosiynol disgyblion fod yn iach er mwyn iddynt allu dysgu'n annibynnol. Mae ymgynghorwyr gwella ysgolion wedi nodi bod meithrin gwydnwch a datblygu medrau annibynnol wedi dod yn fwy amlwg fel blaenoriaethau i ysgolion ers i ddisgyblion ddychwelyd i'r ysgol yn yr hydref. Mae swyddogion awdurdodau lleol a chonsortia rhanbarthol yn ymwybodol o'r angen am fwy o ffocws ar strategaethau dysgu ac addysgu sy'n cyflymu datblygiad galluoedd disgyblion yn y meysydd hyn.
- 39 Daeth yr angen i ysgolion weithredu'n gyflym i fynd i'r afael â'r angen i ddisgyblion ddysgu gartref yn fwy argyfyngus wrth i dymor yr hydref fynd yn ei flaen. Ym mis Medi 2020, daeth hi'n glir y byddai achosion positif o COVID-19 yn effeithio ar ysgolion ac y byddai angen i ddisgyblion hunanynysu gartref am gyfnodau ar y tro. Yn ein harolwg, dywedodd llawer o lywodraethwyr fod gan eu hysgolion a'u UCDAu

gynlluniau cadarn ar waith i sicrhau y gallai addysgu barhau pe bai disgyblion i ffwrdd o'r ysgol oherwydd cyfnod clo arall neu'r angen i ynysu. Cytunodd mwyafrif o benaethiaid, gan ddweud bod awdurdodau lleol wedi darparu canllawiau effeithiol i gynorthwyo ysgolion ac UC Dau i ddatblygu cynlluniau hyblyg i ddelio ag achosion pellach o haint COVID-19. Yn ymarferol, mae profiadau disgyblion o ganlyniad i'r achosion hyn wedi amrywio'n helaeth ledled Cymru oherwydd effaith amrywiol y pandemig mewn ardaloedd gwahanol, a hefyd y polisiau a'r arferion gwahanol y mae awdurdodau lleol wedi'u mabwysiadu yn gysylltiedig â chysylltiadau agos a'r gwahanol ffyrdd y mae ysgolion wedi trefnu grwpiau a charfannau o ddisgyblion. Mae hyn wedi arwain at fwy o anghydraddoldeb yn y profiadau dysgu rhwng disgyblion a dderbyniodd eu haddysg yn nhymor yr hydref yn yr ysgol a'r rhai sydd wedi'u haddysgu o bell, am gyfran sylweddol o'r tymor mewn ambell achos. Lle mae hyn yn digwydd, mae'r rhwystrau rhag dysgu gartref a nodwyd yn nhymor yr haf, gan gynnwys mynediad at dechnoleg ddigidol a chymorth rhieni, yn parhau. Pan gynhaliom arolwg o arweinwyr ysgolion ym mis Hydref 2020, roedd llawer o benaethiaid o'r farn bod awdurdodau lleol wedi bod yn darparu adnoddau technoleg gwybodaeth a chysylltiadau â'r rhyngwrwyd yn rhagweithiol i'r disgyblion heb fynediad at y rhain gartref. Roedd barn athrawon a llywodraethwyr yn llai cadarnhaol am y cymorth hwn. Dywedodd tua hanner y llywodraethwyr fod awdurdodau lleol wedi darparu cymorth effeithiol yn y maes hwn. Er y dywedodd llawer o athrawon ysgolion cynradd ac UC Dau a mwyafrif o athrawon ysgolion arbennig fod ysgolion yn helpu disgyblion i oresgyn rhwystrau rhag dysgu gartref, dim ond rhyw hanner yr athrawon ysgol uwchradd a lleiafrif o athrawon ysgolion pob oed a ymatebodd i'n harolwg oedd yn cytuno.

- 40 Ym mis Tachwedd 2020, siaradodd Comisiynydd Plant Cymru (2020) â disgyblion o Flynyddoedd 9 i 13 i amlygu unrhyw wahaniaethau yn eu profiadau dysgu rhwng tymhorau'r haf a'r hydref, yn benodol y cyfnod pan roedd yr holl ddisgyblion yn y grwpiau blwyddyn hyn yn gweithio gartref oherwydd y cyfnod atal byr cenedlaethol. Dywedodd y disgyblion a gymerodd ran yn y gwaith hwn bod gwelliannau wedi bod i'w profiadau o ddysgu o bell. Roedd eu diwrnodau wedi'u strwythuro mewn modd tebyg i amserlen ysgol ac roedd athrawon wedi cadarnhau bod dyfeisiau digidol gan bob disgybl, a rhoddwyd adborth ar-lein amserol iddynt ar eu gwaith. Mewn rhai ysgolion, gofynnwyd i ddisgyblion ateb arolygon am eu profiadau dysgu ac, o ganlyniad, roedd athrawon wedi gwneud addasiadau yn addas i ddisgyblion. Er enghraifft, darparodd rhai ysgolion recordiadau o wersi i ddisgyblion eu defnyddio ar adeg oedd yn gyfleus iddynt. Roedd y problemau a godwyd gan ddisgyblion yn cynnwys faint o waith a ddarparwyd, a olygai eu bod yn gweithio oriau hir, ac anghysondeb y ddarpariaeth rhwng gwahanol feysydd pwnc. Hefyd, rhannont bryderon am y diffyg cymorth gan rieni sydd heb y medrau i'w cefnogi a diffyg medrau digidol rhai athrawon. Dywedodd llawer ohonynt eu bod yn gweld eisiau rhyngweithio ag athrawon a disgyblion eraill ac, er bod y dysgu o bell wedi gwella, nad yw'n cymharu'n dda o hyd â dysgu yn yr ysgol. Pwysigrwyd rhyngweithio o bell rhwng cymheiriaid oedd un o ganfyddiadau Asesiad Brys o Dystiolaeth yr EEF (2020). Ar draws yr astudiaethau a adolygwyd gan ymchwilyr EEF, darganfuont amrywiaeth o strategaethau i gefnogi rhyngweithio rhwng cymheiriaid, gan gynnwys marcio ac adborth gan gymheiriaid, rhannu modelau gwaith da, a chyfleoedd i ddisgyblion gymryd rhan mewn trafodaethau byw am gynnwys. Mae'r dystiolaeth gan ddisgyblion ac ysgolion yn dangos bod angen datblygu'r maes dysgu o bell hwn.

- 41 Ledled Cymru, mae swyddogion consortia rhanbarthol ac awdurdodau lleol wedi gweld pandemig COVID-19 yn gyfle i ganolbwyntio ar ddatblygu ethos ac egwyddorion y Cwricwlwm i Gymru, er enghraifft y ffocws ar iechyd a lles mewn ysgolion ar ddechrau tymor yr hydref. Ym Mhowys, mae ymgynghorwyr her yn hyrwyddo defnyddio egwyddorion addysgegol i gyfoethogi dysgu disgyblion. Yn Sir y Fflint, darparodd swyddogion hyfforddiant ar ddefnyddio amgylchedd yr awyr agored fel ffordd o ddatblygu gwydnwch a dyfalbarhad disgyblion wrth ddatrys problemau. Darparwyd yr hyfforddiant i leoliadau nas cynhelir, ysgolion meithrin a chynradd, ac UC Dau gyda disgyblion oed cynradd. Ar draws rhanbarth GwE, mae swyddogion yn cydnabod bod llawer o ysgolion uwchradd wedi gorfod newid eu dull a chynllunio gwersi fesul blociau thematig oherwydd bod disgyblion mewn 'swigod'. Mae swyddogion ac aelodau etholedig o'r farn bod hyn yn gryfder, gan ei fod yn cysylltu'n glir â gweledigaeth yr awdurdod ar gyfer gweithredu'r Cwricwlwm i Gymru. Mae llawer o ysgolion uwchradd wedi defnyddio'r adnoddau a ddarparwyd drwy 'ganolfan gymorth' ar-lein newydd GwE, gan gynnwys unedau gwaith amlddisgyblaeth sy'n cyd-fynd yn dda ag egwyddorion y Cwricwlwm i Gymru. Er y gwaith cadarnhaol hwn, mae cydnabyddiaeth hefyd fod y pandemig wedi arafu'r cynnydd a wnaed gan ysgolion wrth fynd i'r afael â gweithredu'r cwricwlwm newydd.

Dysgu proffesiynol

- 42 Fe wnaeth consortia rhanbarthol ac awdurdodau lleol gynyddu ystod y cyfleoedd dysgu proffesiynol i fynd i'r afael â'r angen ychwanegol a achoswyd gan y pandemig. Fe wnaeth llawer o'u gwaith yn nhymor yr hydref ganolbwyntio ar helpu ysgolion i ddeall a datblygu ymagweddau at ddysgu o bell a dysgu cyfunol, gan adeiladu ar y gwaith a ddechreuwyd ganddynt yn ystod y cyfnod clo. Wrth i ysgolion nodi anghenion disgyblion pan ddychwelsant i addysg amser llawn, ymatebodd swyddogion mewn awdurdodau lleol a chonsortia rhanbarthol trwy addasu'u cynnig dysgu er mwyn helpu athrawon i fynd i'r afael ag anghenion penodol disgyblion. Mae GwE yn cynnig amrywiaeth fawr o gyfleoedd i ysgolion gymryd rhan mewn cyfleoedd dysgu proffesiynol i wella llythrennedd, rhifedd a strategaethau dysgu carlam disgyblion. Yn Abertawe, addasodd swyddogion eu cynnig dysgu wrth i'w dealltwriaeth o effaith dysgu o bell ar ddisgyblion ddatblygu. Buont yn gweithio gydag ysgolion i gynnig y model ffit orau ar gyfer amgylchiadau unigol. Er enghraifft, fe wnaeth yr awdurdod lleol helpu athrawon i ddylunio deunyddiau papur ar gyfer dysgu o bell yn sgil tystiolaeth nad yw disgyblion yn dysgu cystal o flaen sgrin o gymharu â dysgu ar bapur. Hefyd, darparodd swyddogion yn Abertawe gymorth i ysgolion ddatblygu eu dull o asesu gwaith disgyblion drwy blatfformau rhithwir. Cynigiont hyfforddiant rhithwir ar ddulliau a oedd yn cynnwys defnyddio cwisiau mini, rhoi adborth trwy ddefnyddio'r cyfleuster sgwrsio byw ar blatfformau fel 'Microsoft Teams', defnyddio recordiadau fideo i esbonio tasgau newydd ac amlygu camsyniadau, a chynnig adborth i'r dosbarth cyfan ar gamsyniadau cyffredin. Bu ychydig awdurdodau lleol, gan gynnwys Caerdydd, yn cydweithio â sefydliadau fel y Brifysgol Agored i gefnogi dysgu proffesiynol mewn ysgolion. Yng Nghaerdydd, bu ysgolion a Choleg Caerdydd a'r Fro yn gweithio gyda'r Brifysgol Agored i gyflwyno rhaglen o weithdai ar-lein rhyngweithiol, yn canolbwyntio ar addysgeg a dylunio dysgu yn effeithiol.

Cameo: Defnyddio tystiolaeth o gyfathrebu ag ysgolion i lywio dysgu proffesiynol

Cynhaliodd swyddogion yn Abertawe arolwg gyda phenaethiaid cynradd, gan geisio gwybodaeth am anghenion hyfforddi penodol yn ystod y pandemig. Fe wnaethant ddadansoddi'r atebion a llunio rhestr o eitemau ar gyfer gweminarau yn y dyfodol. Roedd y rhain yn cynnwys datblygu'r defnydd o sesiynau byw, sut i ddefnyddio'r adnoddau sydd ar gael drwy Hwb a phlatfformau/apiau defnyddiol eraill, ac awgrymiadau am adnoddau hawdd eu defnyddio i athrawon, i'w helpu wrth ddyllunio gweithgareddau dysgu ar-lein/dysgu o bell. O ganlyniad, lluniodd yr awdurdod lleol raglen gynhwysfawr o weminarau i fynd i'r afael â'r rhain.

- 43 Defnyddiodd swyddogion o awdurdodau lleol a chonsortia rhanbarthol y cyfnod clo cychwynnol i droi at ymchwil genedlaethol a rhyngwladol, i amlygu arfer effeithiol i'w rhannu gydag ysgolion. Ym Mhen-y-bont ar Ogwr, casglodd partneriaid gwella ysgolion dystiolaeth am ddysgu gan y Sefydliad Gwaddol Addysg (2020); ymhlith eu canfyddiadau oedd bod ansawdd addysgu yn bwysicach na sut y caiff ei gyflwyno. Mae hyn wedi helpu ysgolion yn yr awdurdod lleol i feddwl am eu hymagweddau at ddysgu o bell a dysgu cyfunol. Yn Sir Gaerfyrddin, defnyddiodd swyddogion gwaith Michael Fullan yn sylfaen ar gyfer symud dysgu o fodel dysgu o bell a ddefnyddiwyd yn ystod y cyfnod pan oedd ysgolion ar gau i fodel y gellid ei ddefnyddio wrth i ysgolion ailagor yn llawn ar gyfer tymor yr hydref. Yn EAS, fe wnaeth swyddogion addasu dull Simon Brakespear i helpu arweinwyr ysgol i ystyried eu hymateb i'r pandemig fesul cam ac amlygu beth oedd yn bwysig ac yn wahanol ym mhob cam.
- 44 Mae swyddogion o awdurdodau lleol a chonsortia rhanbarthol wedi dechrau rhoi cynlluniau ar waith i werthuso effaith eu cymorth i ysgolion ar ddysgu disgyblion. Yng Ngwynedd, mae swyddogion yn cydnabod nad yw'n bosibl llunio casgliadau ystyrlon eto ynghylch ymagweddau ysgolion at ddysgu o bell. Fodd bynnag, yn dilyn yr achos cyntaf pan fu'n rhaid i ysgolion orfod anfon carfan sylweddol o ddisgyblion adref yn ystod tymor yr hydref, fe wnaeth swyddogion werthuso'r ddarpariaeth dysgu o bell. Creont astudiaeth achos i ysgolion eraill, yn amlinellu'r goblygiadau a'r ffactorau y mae angen i arweinwyr ac athrawon eu hystyried wrth gynllunio i ddisgyblion ddysgu o bell. Yn dilyn cyfarfodydd clwstwr gyda'r gwasanaeth gwella ysgolion rhanbarthol i drafod dysgu o bell a dysgu cyfunol, fe wnaeth un ysgol yn Wrecsam dreialu defnyddio dull dysgu o bell digidol tra roedd disgyblion yn y dosbarth. Cwblhaodd un grŵp o ddisgyblion weithgareddau a thasgau ar-lein wrth i'r athro ddefnyddio hyfforddiant uniongyrchol gyda disgyblion eraill. Caniataodd hyn i athrawon gynorthwyo disgyblion i ddefnyddio meddalwedd a llwytho gwaith i blatfform digidol pan roeddent yn yr ysgol. Hefyd, roedd yn caniatáu i'r ysgol fonitro a gwerthuso effeithiolrwydd y gweithgareddau a'r tasgau a osodwyd ar gyfer dysgu o bell. Mae'r ysgol yn addasu ei dull yn dilyn adborth o'r broses hon. Cynhaliodd EAS arolwg i gael amgyffredion arweinwyr am gynnig dysgu EAS. Mae awdurdodau lleol yn y rhanbarth yn defnyddio'r wybodaeth hon i'w helpu i ddatblygu trosolwg o ddarpariaeth eu hysgol. Ar draws Cymru, mae'n rhy gynnar eto i allu gwerthuso effaith y gwaith hwn yn llawn ar ysgolion a disgyblion, oherwydd megis dechrau cael eu datblygu y mae prosesau i werthuso ansawdd y cynigion dysgu, gan gynnwys dysgu o bell.

- 45 Bu hyfforddiant i gefnogi cymhwysedd digidol athrawon barhau yn nhymor yr hydref. Darparodd swyddogion ERW gyfres o webinarau i ysgolion cynradd, uwchradd ac arbennig, ac UC'Dau, yn rhoi trosolwg o'r adnoddau sydd ar gael drwy Hwb i gefnogi dysgu cyfunol a dysgu o bell, gan ategu'u gwaith cynharach. Fe wnaeth y sesiynau gynnwys themâu penodol i arweinwyr ysgol, fel beth i'w ystyried wrth i grwpiau blwyddyn unigol orfod ynysu. Hefyd, roedd y gweminarau hyn yn cynnwys recordiadau a thrafodaethau byw gydag arweinwyr ysgol o bob rhan o'r rhanbarth; rhoddodd y rhain dawlwech meddwl i arweinwyr ysgol wrth ystyried y ffordd orau o roi eu cynlluniau eu hunain ar waith. Yn ogystal, fe wnaeth y tîm rannu adnoddau diogelwch a hunanadolygu ar-lein, ynghyd â chymorth cwricwlaidd ar gyfer meysydd penodol, er enghraifft i ddatblygu arfer athrawon wrth godio. Mae Google Classroom a sefydlwyd yn benodol i gynorthwyyr addysgu ddatblygu'u medrau ar-lein, wedi denu dros 200 o bobl i gymryd rhan. Yn ein galwadau ymgysylltu ag ysgolion, nododd penaeithiaid fod y gwelliant ym medrau TGCh athrawon a'u hyder wrth ddefnyddio technoleg i gefnogi dysgu'r disgyblion yn effaith gadarnhaol y pandemig ar ysgolion. Roedd yr angen i athrawon roi eu dysgu ar waith yn gyflym wedi gwneud y dysgu proffesiynol yn uniongyrchol berthnasol i'w hanghenion.
- 46 Wrth i ddysgu proffesiynol symud ar-lein, canfu'r rhan fwyaf o gonsortia ac awdurdodau lleol fod mwy o ymarferwyr wedi ymgymryd â chyfluoedd dysgu gan nad oedd y rhain yn golygu diwrnodau cyfan i ffwrdd o'r ysgol mwyach a gellid troi at y deunyddiau unrhyw bryd. Dywedodd mwyafrif o staff cymorth a ymatebodd i'n harolwg eu bod wedi derbyn dysgu proffesiynol effeithiol i'w cynorthwyo i ddychwelyd i'r ysgol yn llwyddiannus. Er gwaetha'r cyfluoedd dysgu proffesiynol oedd ar gael, canfu ein harolwg hefyd nad oedd 22% o'r athrawon a ymatebodd yn teimlo'u bod wedi cael digon o gyfluoedd i gefnogi'u dealltwriaeth o ddysgu o bell a dysgu cyfunol.
- 47 Mae'r cyfnod er Mawrth 2020 wedi cyflwyno sawl her i awdurdodau lleol a chonsortia rhanbarthol o ran eu gwaith i gefnogi ysgolion. Hefyd, darparodd gyfluoedd i feddwl yn wahanol a gweithio mewn ffyrdd gwahanol. Mae swyddogion yn ymwybodol o'r angen i ddysgu o'r profiad ac maent yn awyddus i gynnal ac adeiladu ar y ffyrdd newydd o weithio sydd wedi cael effaith gadarnhaol. Mae defnyddio platfformau digidol i gynnal cyfarfodydd fel modd o gyflwyno dysgu proffesiynol wedi bod yn effeithiol o ran amser a chost, ac mae wedi galluogi mwy o staff addysg i gymryd rhan yn y rhain yn amlach. Yn nhymhorau'r gwanwyn a'r haf 2020, bu'n rhaid i athrawon ymateb yn gyflym i'r angen i ddarparu deunyddiau dysgu o bell i ddisgyblion. Fe wnaeth y ddarpariaeth hon wella yn ystod tymor yr haf ac, wrth i nifer y disgyblion yr oedd angen iddynt ddysgu i ffwrdd o'r ystafell ddosbarth gynyddu yn ystod yr hydref, mae'r angen i wella a gwreiddio dysgu o bell a dysgu cyfunol ymhellach wedi parhau'n flaenoriaeth. Mae'r pandemig wedi pwysleisio materion yr oedd awdurdodau lleol a chonsortia eisoes wedi bod yn gweithio gydag ysgolion i fynd i'r afael â nhw. Mae'r rhain yn cynnwys effaith tloedi ar deuluoedd ac, yn benodol, ar ddysgu plant. Mae profiad disgyblion ledled Cymru o'r pandemig wedi bod yn wahanol iawn o ganlyniad i'w hamgylchiadau lleol a'u hamgylchiadau gartref. Mae cyfnod clo cychwynnol a'r angen i ddisgyblion weithio gartref am gyfnodau yn ystod tymor yr hydref wedi amlygu'r angen i ddisgyblion allu gweithio'n annibynnol yn llwyddiannus ac i ysgolion ganolbwyntio ar gynorthwyo disgyblion i wella gwydnwch dysgu.

Cefnogi disgyblion bregus

Paratoi i ddisgyblion ddychwelyd ym mis Medi

- 48 Ar ôl croesawu disgyblion yn ôl i'w hysgol neu UCD am gyfnod byr ar ddiwedd tymor yr haf, trodd sylw arweinwyr at gefnogi disgyblion bregus yn ystod gwyliau'r haf, ynghyd â pharatoi ar gyfer tymor yr hydref. Trefnodd awdurdodau lleol amrywiol weithgareddau haf, wedi'u harwain gan weithwyr ieuencid yn aml. Fel arfer, roedd y rhain yn targedu'r disgyblion mwyaf bregus, fel plant sy'n derbyn gofal gan yr awdurdod lleol a phlant yr oedd eu hymddygiad yn eu cymuned yn bryder, a darparont amrywiaeth o weithgareddau defnyddiol i gefnogi medrau personol a chymdeithasol, ynghyd â'u lles.
- 49 Fe wnaeth llawer o wasanaethau cymorth i ddisgyblion bregus barhau yn ystod gwyliau'r haf hefyd, fel cwnsela ar-lein, ymweliadau lles â theuluoedd mewn angen, a llinellau cymorth i'r rhai yr oedd angen cymorth arnynt. Ym Merthyr Tudful, fe wnaeth swyddog yr awdurdod lleol gadw mewn cysylltiad gydol gwyliau'r haf gyda disgyblion a theuluoedd sy'n Sipsiwn, Roma neu Deithwyr, i'w cynorthwyo i ddal ati i ddysgu, a dywedodd ysgolion fod cyfran dda o'r disgyblion hyn wedi dychwelyd i'r ysgol ym mis Medi 2020. Yn Nhorfaen, fe wnaeth swyddogion lles addysg nodi disgyblion na wnaethant gymryd rhan mewn sesiynau 'Ailgydio, dal i fyny a pharatoi ar gyfer yr haf a mis Medi' mewn ysgolion ar ddiwedd tymor yr haf (Llywodraeth Cymru, 2020d). Yna, bu'r swyddogion yn gweithio'n agos gyda theuluoedd i gynorthwyo disgyblion i ddychwelyd i'r ysgol ym mis Medi.

Cameo: Ailgysylltu disgyblion trwy weithgareddau haf

Cydnabu swyddogion yn Sir Ddinbych y byddai rhai disgyblion bregus yn elwa o fewnbwn ychwanegol er mwyn eu hailgysylltu â dysgu yn llwyddiannus. Sicrhant arian grant i gyflwyno gweithgareddau difyr a chyfoethog i dargedu disgyblion ifanc bregus a disgyblion o ardaloedd dan anfantais yn economaidd. Bu'r Gwasanaethau Addysg a Phlant yn gweithio mewn partneriaeth â'r Gwasanaeth Ieuencid a phartneriaid allanol i ddarparu rhaglen o weithgareddau gwyliau'r haf dros 5 wythnos. Helpodd hyn i bontio'r bwlch rhwng y cyfnod clo ac ailagor ysgolion yn llawn i'r holl ddisgyblion ym mis Medi trwy ysbrydoli pobl ifanc trwy weithgareddau chwaraeon, cerddoriaeth, drama, meithrin tîm a chreffft. Fe wnaeth gweithgareddau gynnwys gwersi ar ddrymio Affricanaidd, gweithdy drama wedi'i arwain gan un o sêr y 'West End', a gemau tîm ar draeth. Cafodd pawb a gymerodd ran ginio a thocynnau bws am ddim er mwyn ei gwneud hi'n haws iddynt fynychu.

- 50 Er bod gwyddonwyr wedi rhybuddio am botensial 'ail don' o COVID-19, nid oedd modd rhagweld hwn o ran maint nac amseriad. Roedd Llywodraeth Cymru wedi ymrwymo y byddai pob disgybl yn dychwelyd ar sail amser llawn yn yr hydref, gyda'r posibilrwydd o ddechrau yn raddol ym mis Medi. Fe wnaeth swyddogion awdurdodau lleol ac, weithiau, swyddogion consortia rhanbarthol, weithio'n agos

gydag arweinwyr ysgol ac UC'D ledled Cymru i sicrhau bod safleoedd ysgolion yn ddiogel i ddisgyblion. Mewn rhai achosion, cynhaliodd swyddogion iechyd a diogelwch asesiadau risg ar y cyd ag arweinwyr ysgol ac UC'D. Mewn achosion eraill, cynhaliodd arweinwyr eu hasesiadau eu hunain ac anfonwyd y rhain at swyddogion i'w gwirio. Yn ddefnyddiol, mae llawer o awdurdodau lleol wedi cynnal cyfarfodydd galw heibio ar-lein neu wedi defnyddio fforwm digidol i benaethiaid drafod materion iechyd a diogelwch gyda swyddogion.

- 51 Lle bo'n berthnasol, cynhaliwyd asesiadau risg unigol ar gyfer disgyblion bregus ag anghenion addysgol arbennig a disgyblion y mae angen cymorth ychwanegol arnynt; yn aml, fe wnaeth swyddogion awdurdodau lleol gefnogi'r broses hon a chynorthwyo ag unrhyw bryderon o ganlyniad. Er enghraifft, gweithiodd swyddogion yng Nghaerffili gyda rhieni a staff ysgol i drafod y defnydd o gyfarpar diogelwch penodol pan fydd plentyn â chyflwr ar y sbectrwm awtistig yn poeri dan drallod. Mewn ysgol arall, darparodd swyddogion fygydau diogelu anadlol llawfeddygol i staff ar gyfer gweithio gyda disgyblion y mae angen gweithdrefnau aerosol neu sugno arnynt.
- 52 Rhoddodd ysgolion ac UC'Dau ledled Cymru flaenoriaeth i les disgyblion ar ddechrau tymor yr hydref. Darparodd consortia rhanbarthol ac awdurdodau lleol ddysgu proffesiynol, arweiniad ac adnoddau i helpu staff i ystyried y problemau posibl. Canolbwyntiodd llawer o'r dysgu proffesiynol a gynigiwyd i arweinwyr, athrawon a staff cymorth ledled Cymru ar ddeall sut gall trawma effeithio ar blant a phobl ifanc, a sut gall staff nodi'r rheiny sy'n cael trafferth a'u cefnogi. Er enghraifft, cynigiodd GwE 'Rhaglen dychwelyd i'r ysgol i ysgolion sy'n wybodus am drawma', a oedd yn cynnwys strategaethau ymarferol ac egwyddorion a modelau dysgu ac addysgu allweddol. Yn EAS, cynigiwyd hyfforddiant i gynorthwywyr addysgu ar gyflwyno rhaglen ymyrraeth chwe wythnos ar 'ymdopi a chysylltu' i gynorthwyo disgyblion bregus targedig ddod i'r arfer â bywyd ysgol eto. Ym Mhowys, fe wnaeth cymorth presennol rhwng ysgolion barhau, gyda staff yr UC'D yn hyfforddi staff ysgolion ledled yr awdurdod lleol ar gefnogi ymddygiad disgyblion a pharodrwydd disgyblion i ddysgu pan fyddent yn dychwelyd i'r ysgol.
- 53 Yn ogystal, fe wnaeth dysgu proffesiynol ganolbwyntio ar bwysigrwydd perthnasoedd, gydag ysgolion ac UC'Dau yn cael eu hannog i neilltuo amser i hyn ar ddechrau tymor yr hydref. Er enghraifft, prynodd CSC gysylltiad â'r Agweddau Cymdeithasol ac Emosiynol ar Ddysgu (SEAL) i bob ysgol, a chomisiynodd ERW gomisiynu yr Athro Robin Banerjee i gyflwyno dysgu proffesiynol er mwyn datblygu dealltwriaeth staff fod hunaneffeithlonrwydd a hunangysylltiad yn allweddol ar gyfer cefnogi lles.
- 54 Rhoddodd rhai awdurdodau lleol wybodaeth a chynghor i rieni a gofalwyr ar helpu disgyblion i dychwelyd i'r ysgol. Er enghraifft, creodd Sir Gaerfyrddin becyn 'Croeso'n ôl' a esboniodd brofiad posibl disgyblion wrth ddefnyddio cludiant ysgol ac awgrymiadau ymarferol ynghylch sut i gefnogi lles eu plentyn.

Cameo: Cefnogi anghenion lles disgyblion bregus yn barod ar gyfer dychwelyd i'r ysgol

Ar y cyd â'r tîm Seicoleg Addysg, darparodd arweinwyr ac athrawon yng Nghastell Nedd Port Talbot 'Broffil Un Dudalen' drwy Microsoft Forms i bob disgybl ei lenwi cyn y cyfnod 'Ailgydio, dal i fyny a pharatoi ar gyfer yr haf a mis Medi'. Roedd hwn yn ddull effeithiol o gael gwybodaeth unigol, uniongyrchol gan ddisgyblion am eu lles yn ystod y cyfnod clo cychwynnol. Roedd y wybodaeth hon yn ganllaw i ddisgyblion wrth iddynt dychwelyd, yn enwedig i grwpiau penodol, bregus, fel disgyblion ag AAA.

- 55 Roedd y rhan fwyaf o ddisgyblion yn hapus i dychwelyd i'r ysgol ym Medi 2020, ar gyfer y cysylltiad cymdeithasol â ffrindiau, yn ogystal â bwrw ymlaen â'u dysgu. Rhoddodd llawer o benaethiaid y cysylltom â nhw sylwadau am ba mor ymgysylltiedig yr oedd y rhan fwyaf o ddisgyblion, a pha mor gadarnhaol yr oeddent i dderbyn arferion a gweithdrefnau newydd. Canfu ein harolwg o ddisgyblion ym mis Hydref 2020 fod 77% ohonynt yn cytuno neu'n cytuno'n gryf eu bod yn teimlo'n ddiogel yn yr ysgol. Pan holwyd disgyblion mewn arolwg fel rhan o arolygiad eu hysgol cyn y pandemig, dywedodd 89% o'r disgyblion wrthym, ar gyfartaledd, eu bod yn teimlo'n ddiogel yn yr ysgol. Mae hyn yn dangos y pryder yr oedd rhai disgyblion yn ei deimlo ynghylch dychwelyd i'r ysgol, er y mesurau amddiffynnol a oedd ar waith. Yn benodol, mynegodd disgyblion bryder am ymddygiad anniogel ychydig bach iawn o ddisgyblion nad oeddent yn dilyn rheolau'r ysgol ac a oedd yn peri risg i eraill. Mae rhai arweinwyr ysgol wedi nodi bod newidiadau a orfodwyd i'r ffordd y mae'r ysgol yn gweithredu, fel amseroedd egwyl am yn ail, parthau ar gyfer grwpiau blwyddyn gwahanol a systemau un ffordd, wedi cael effaith gadarnhaol ar ymddygiad disgyblion ac maent yn ystyried pa newidiadau y gallai fod yn ddefnyddiol parhau â nhw ar ôl i'r pandemig ddod i ben.
- 56 Roedd disgyblion a oedd yn symud i ddsbarth newydd yn eu hysgol neu UCD, neu i ysgol neu UCD newydd ym mis Medi 2020, wedi colli allan ar y gweithgareddau pontio arferol, gan gynnwys ymweliadau i ymgyfarwyddo â'r safle a'r staff. Fe wnaeth ysgolion ac UC Dau wneud yn iawn am y diffyg ymweliadau a chyfluoedd i gyfarfod â staff newydd yn nhymor yr haf drwy deithiau fideo defnyddiol a chyflwyno'r staff, ynghyd â gwybodaeth ar wefannau i helpu disgyblion i baratoi ar gyfer eu pontio. Yn ein harolwg, roedd 92% o'r disgyblion a symudodd i ddsbarth newydd ym mis Medi o'r farn bod athrawon wedi'u helpu i gynefino, gyda dim ond ychydig bach ohonynt yn anghytuno.
- 57 Dywedodd rhai ysgolion cynradd fod plant ifanc sy'n dechrau'r ysgol am y tro cyntaf yn Medi 2020 yn llai parod ar gyfer yr ysgol na'r arfer. Hefyd, lle'r oedd y cyfnod clo cychwynnol wedi tarfu ar flwyddyn gyntaf plant yn yr ysgol, sylwont fod parodrwydd y plant hyn ar gyfer dysgu wedi llithro yn ôl. Er enghraifft, nododd ysgolion wendidau yn natblygiad medrau cymdeithasol a chyfathrebu'r disgyblion hyn, ac mae mwy o blant na'r arfer yn methu defnyddio'r toiled a bwyta yn annibynnol. Mae hyn yn ei gwneud hi'n fwy anodd i ddisgyblion ifanc gynefino ac mae'n ymestyn adnoddau staff i'w cynorthwyo nhw.

Cameo: Rhannu dulliau ysgol o gefnogi medrau yn y blynyddoedd cynnar ar draws Sir Fynwy

Sylwodd un ysgol gynradd yn Sir Fynwy fod gorffen yr ysgol yn sydyn ym mis Mawrth wedi cael effaith negyddol sylweddol ar ddisgyblion yn y dosbarth derbyn. O fis Mawrth ymlaen, roedd llawer o'r disgyblion ifanc hyn wedi gwneud llai o gynnydd yn eu medrau personol, cymdeithasol a dysgu nag y byddid wedi'i ddisgwyl fel arfer. I helpu mynd i'r afael â hyn, gweithiodd arweinwyr, athrawon a staff cymorth gyda rhieni i greu fframwaith o fedrau i fynd i'r afael â'r diffyg hwn. Rhannodd yr ysgol y strategaeth llwyddiannus hon o fewn yr awdurdod lleol i gynorthwyo ysgolion eraill a'u teuluoedd sy'n gweld materion tebyg. Roedd yr awdurdod lleol wedi nodi bod strategaeth yr ysgol yn llwyddiannus ac aethant ati i rannu'r gwaith yma gydag ysgolion eraill.

- 58 Er bod bron pob un o'r disgyblion wedi dychwelyd i'r ysgol neu'r UCD ym mis Medi 2020, ni wnaeth ychydig bach iawn o ddisgyblion ddychwelyd a dewisodd rhai rhieni addysgu'u plant gartref. Mae nifer y disgyblion sydd wedi bod yn cael eu haddysg gartref wedi bod yn cynyddu'n raddol dros y blynyddoedd diwethaf, ond bu cynnydd tipyn mwy eleni. Dywed tua hanner yr awdurdodau lleol fod nifer y teuluoedd sy'n dewis addysgu'u plant gartref wedi cynyddu o ganlyniad i'r pandemig.
- 59 Gohiriodd Llywodraeth Cymru gyflwyno canllawiau a rheoliadau statudol ar addysg ddewisol yn y cartref oherwydd COVID-19, felly mae cyfrifoldebau a phwerau awdurdodau lleol yn gysylltiedig â sicrhau bod hawl pob plentyn i addysg yn cael ei chynnal yn parhau'n gyfyngedig. Mae llwyddiant ymdrechion awdurdodau lleol i annog y teuluoedd hyn i ymgysylltu'n wirfoddol yn amrywio. Yn achos y gyfran fawr o deuluoedd sy'n barod i ymgysylltu, mae awdurdodau lleol yn cynnig graddau amrywiol o gymorth i rieni a gofalwyr plant sy'n cael eu haddysg gartref. Er enghraifft, ym Môn, sefydlodd swyddogion fforwm addysg ddewisol yn y cartref i helpu cryfhau'r gweithdrefnau o ran addysg gartref ac, yng Nghastell-nedd Port Talbot, gweithiodd swyddogion cynhwysiant ag ysgolion i roi arweiniad i rieni disgyblion â datganiad o anghenion addysgol arbennig.
- 60 Ni wnaeth ychydig bach iawn o ddisgyblion ddychwelyd i'w hysgol neu eu UCD oherwydd pryderon iechyd a diogelwch penodol a olygai fod y risg i'w hunain neu i staff yn rhy fawr. Er enghraifft, fe wnaeth hyn gynnwys disgyblion â chyflyrau iechyd difrifol a disgyblion ag ymddygiad eithriadol o heriol. Yn yr achosion prin hyn, mae awdurdodau lleol wedi gweithio gydag ysgolion ac UC Dau i sicrhau bod y disgyblion hyn yn gallu parhau i ddysgu gartref cymaint â phosibl.
- 61 Yn aml, fe wnaeth awdurdodau lleol fynd ati i helpu pobl ifanc bregus i ddychwelyd i'r ysgol ym mis Medi 2020. Er enghraifft, yng Ngheredigion, roedd tîm o arbenigwyr ieuencid yn gysylltiedig â phob ysgol uwchradd. Fe wnaeth gweithwyr ieuencid, gweithwyr ymddygiad arbenigol a gweithwyr cyfiawnder ieuencid gynorthwyo disgyblion yr oedd yn hysbys bod risg iddynt beidio ag ymgysylltu â'u haddysg. Cyfrannodd y cymorth hwn, yn ychwanegol at gymorth gan yr ysgolion eu hunain, at gyfraddau presenoldeb uchel i'r disgyblion hyn.

Cefnogi lles

- 62 Yn achos plant a phobl ifanc y mae nifer o brofiadau niweidiol yn ystod plentyndod eisoes yn peri her iddynt, gall y pandemig fod wedi gwaethygu'r heriau a wynebant ac achosi niwed mawr i'w lles. Mae'r pandemig hyd yn oed wedi effeithio yn arwyddocaol ar blant a phobl ifanc mewn amgylchedd teuluol sefydlog ag ychydig neu ddim profiadau niweidiol yn ystod plentyndod. Er enghraifft, gall amser i ffwrdd rhag ffrindiau oherwydd cyfnodau clo, cyfnodau o hunanynysu neu orfod aros mewn swigod caeth yn yr ysgol gael effaith andwyol ar ddatblygiad cymdeithasol disgyblion ac ar eu hiechyd meddwl. Yn wir, nododd ysgolion ac awdurdodau lleol nad disgyblion y byddent wedi'u hystyried yn bregus yn flaenorol oedd rhai o'r disgyblion a oedd wedi dod yn destun pryder iddynt.
- 63 Yn ystod cyfnod clo cychwynnol, mireiniodd ysgolion ac awdurdodau lleol eu dulliau a'u systemau ar gyfer nodi a monitro disgyblion bregus a rhannu gwybodaeth rhwng asiantaethau. Yng Nghaerdydd, er enghraifft, sefydlodd yr awdurdod lleol system ddata newydd ar gyfer casglu gwybodaeth am ddisgyblion bregus. Adolygwyd y wybodaeth hon yn wythnosol gan 'banel disgyblion bregus ar y cyd', a gynlluniodd ymateb cydlynedig ar draws gwasanaethau.
- 64 Yn ystod y cyfnod clo cychwynnol, bu'n rhaid i wasanaethau awdurdodau lleol ymateb yn gyflym i gefnogi lles pob disgyblion, yn enwedig disgyblion y gwyddent eu bod yn bregus. Lle'r oedd awdurdodau lleol eisoes yn cydweithio'n effeithiol ar draws gwasanaethau ac asiantaethau allanol, roedd hyn i'w weld yn effeithlonrwydd eu hymateb i anghenion. Mewn awdurdodau lle'r oedd cydweithio heb ei sefydlu cystal, mae'r pandemig wedi bod yn gatalydd ar gyfer cryfhau cydweithio. Er enghraifft, mae gwasanaeth seicoleg addysg Ynys Môn a Gwynedd wedi cydweithio â'r Gwasanaeth Iechyd Meddwl Plant a'r Glasoed i ddatblygu ymagwedd newydd at gefnogi disgyblion sy'n absennol o'r ysgol oherwydd eu lles emosiynol.

Cameo: Gweithio amlddisgyblaethol – rhannu gwybodaeth a darparu atebion

Nodwedd allweddol o allu Pen-y-bont ar Ogwr i addasu ac ymateb yn gyflym i anghenion plant a phobl ifanc, yn enwedig y rhai sy'n fregus, yw'r cysylltiadau cryf sy'n bodoli ar draws ac o fewn meysydd gwasanaeth. Er enghraifft, mae'r 'model gwasanaeth cymorth cynnar bro', sydd eisoes yn bodoli ar draws y fwrdeistref, yn helpu sicrhau bod gweithwyr proffesiynol yn rhannu gwybodaeth berthnasol gyda'i gilydd. Mae staff amlddisgyblaeth wedi'u cyd-leoli ar dri safle yn y fwrdeistref. Mae trafodaethau a gwaith sy'n canolbwyntio ar atebion, gyda theuluoedd, yn cynnwys gwasanaethau arbenigol gwahanol. Mae'r ymagwedd integredig hon yn helpu sicrhau hefyd fod cymorth yn cael ei flaenoriaethu a'i neilltuo'n briodol.

Yn ogystal, mae datblygiad y ganolfan ddiogelu amhwyllasant, sydd wedi bod ar waith am y ddwy flynedd ddiwethaf, wedi cyfrannu at rannu gwybodaeth am bryderon diogelu ynghylch unigolion. Mae cydweithwyr o Heddlu De Cymru, y bwrdd iechyd lleol a'r awdurdod lleol wedi'u cyd-leoli ac maent yn bwynt cyswllt unigol i asiantaethau gyfeirio atynt.

- 65 Yn nhymor yr haf 2020, fe wnaeth arweinwyr ysgol nodi'n aml eu bod wedi cael eu llethu gan wybodaeth, canllawiau ac awgrymiadau am anodau a gweithgareddau i gefnogi lles disgyblion a chefnogi disgyblion bregus. Roedd hyn yn adlewyrchu sut roedd pob asiantaeth, gan gynnwys awdurdodau lleol, consortia rhanbarthol, gwasanaethau iechyd, yr heddlu a gwasanaethau cyfiawnder, a mudiadau gwirfoddol lleol a chenedlaethol, yn awyddus i gefnogi plant, pobl ifanc a'u teuluoedd. Gan ystyried adborth gan uwch arweinwyr, yn ddefnyddiol, bu asiantaethau yn ad-drefnu eu cyfathrebiadau ag ysgolion yn ystod tymor yr hydref.
- 66 Gan amlaf, mae awdurdodau lleol wedi sicrhau bod prosesau statudol i ddisgyblion ynghylch anghenion addysgol arbennig (AAA), gan gynnwys asesiadau ac adolygiadau blynyddol, barhau yn ystod tymor yr hydref. Lle y bu oedi, gallu gwasanaethau seicoleg addysg a gwasanaethau arbenigol eraill oedd y rheswm mwyaf cyffredin dros hyn oherwydd absenoldebau staff a'r heriau o ddarparu'r gwasanaeth o bell. Yn Wrecsam, mae'r awdurdod lleol wedi cyflogi seicolegydd locwm i hybu'r capasiti yn eu gwasanaeth a helpu i gwblhau asesiadau a oedd yn weddill. Mae gwasanaethau awdurdodau lleol, ysgolion ac UC Dau wedi addasu fel y gall teuluoedd a gweithwyr proffesiynol sy'n ymwneud ag addysg eu plant gyfarfod ar-lein, lle bo'r angen, i hwyluso prosesau statudol. Yn ystod tymor yr hydref, bu i wasanaethau aildechrau gwaith wyneb yn wyneb, yn raddol, i gynorthwyo ag asesu disgyblion ag AAA, er bod anghysondeb ar draws asiantaethau ynghylch dychwelyd i waith wyneb yn wyneb wedi bod yn rhwystredig i benaethiaid.
- 67 Mae gwasanaethau awdurdodau lleol ar gyfer cefnogi disgyblion ag anghenion addysgol arbennig wedi dod o hyd i ffyrdd o barhau i gefnogi disgyblion. Er enghraifft, yng Nghaerffili, mae'r gwasanaeth Cymorth Synhwyraidd a Chymorth Cyfathrebu rhanbarthol i ddisgyblion ag anawsterau synhwyraidd wedi gweithio o bell gyda disgyblion trwy dechnoleg fideo-gynadledda ac wedi darparu hyfforddiant pwrpasol i staff ysgolion fel y gallant gynorthwyo disgyblion â namau ar y clyw neu'r golwg.
- 68 Yn ein harolwg o rieni a gofawyr ym mis Hydref 2020, canfuwyd bod mwyafrif y rheini y mae eu plant yn cael cymorth ychwanegol yn cytuno bod yr ysgol neu'r UC yn ystyried anghenion eu plant a'u bod yn darparu adnoddau, cymorth ac arweiniad priodol iddynt. Roedd cyfran debyg o'r farn bod yr ysgol neu'r UC yn gwneud trefniadau priodol i'w plentyn i drafod teimladau, iechyd a lles neu bryderon eu plentyn. O ran y naill fater a'r llall, roedd ychydig o rieni yn anghytuno. Lle'r oedd gan rieni a gofawyr bryderon, roedd y rhain yn ymwneud â chyfathrebu gwael am sut byddai anghenion eu plentyn yn cael eu bodloni, methu darparu cymorth a amlinellwyd mewn datganiad anghenion addysgol arbennig, llai o gymorth i ddisgyblion â chyflwr ar y sbectrwm awtistig, a phryderon cyffredinol am fethu darparu'r cymorth arferol.
- 69 Rhoddodd Llywodraeth Cymru gyllid ychwanegol i awdurdodau lleol eleni i gynyddu capasiti gwasanaethau cwnsela. Darperir y gwasanaethau hyn yn uniongyrchol gan rai awdurdodau lleol, er mai comisiynu gwasanaeth gan ddarparwr allanol sy'n fwy cyffredin. Mewn rhai achosion, defnyddiwyd cyllid i ehangu mynediad i blant Blwyddyn 4 a Blwyddyn 5, gan fod gofyn i awdurdodau lleol ddarparu gwasanaeth i blant Blwyddyn 6 yn unig mewn ysgol gynradd. Ym Mro Morgannwg, mae'r awdurdod lleol wedi cyflogi therapydd chwarae i ddarparu cymorth i blant iau mewn

ysgolion cynradd, i ategu'r gwasanaeth cwnsela. Mae llawer o gwmselwyr wedi cwblhau hyfforddiant ychwanegol ar gwmsela ar-lein. Er bod rhai gwasanaethau cwnsela wedi aildddechrau sesiynau wyneb yn wyneb gyda phlant a phobl ifanc yn ystod tymor yr hydref, roedd rhai eraill wedi parhau i ddarparu sesiynau ar-lein neu dros y ffôn, fel y gwnaethant yn ystod y cyfnod clo cychwynnol. Mae barn pobl ifanc ledled Cymru am gwmsela drwy fideo neu alwadau ffôn yn amrywio: mae rhai'n ei chael hi'n haws siarad â chwmselydd fel hyn ond nid yw eraill wedi troi at hyn ac maent yn aros i sesiynau wyneb yn wyneb aildddechrau.

- 70 Mae rhai awdurdodau lleol a chonsortia yn cynorthwyo ysgolion i ddefnyddio'u grant 'Recriwtio, adfer a chodi safonau' gan Lywodraeth Cymru i gynyddu'r gallu i gefnogi lles emosiynol ac iechyd meddwl disgyblion. Er enghraifft, mae ysgolion yng Ngheredigion wedi defnyddio'r cyllid i gynyddu oriau Cynorthwywyr Cymorth Llythrennedd Emosiynol, sy'n gweithio o dan raglen beilot 'Mewngymorth' y Gwasanaethau Iechyd Meddwl Plant a'r Glasoed.
- 71 Parhaodd gwaith diogelu gyda phlant, pobl ifanc a theuluoedd ar-lein trwy gydol tymor yr hydref, pan roedd amgylchiadau'n golygu mai dyma oedd yr opsiwn gorau. Er bod cyfradd y plant a osodwyd ar y gofrestr amddiffyn plant ychydig yn is na'r arfer yn ystod y cyfnod clo cychwynnol, cododd y gyfradd yn ystod mis Awst 2020 a chyrraedd ei hanterth ym Medi, cyn gostwng eto yn ystod tymor yr hydref. Ar ei hanterth, nid oedd y gyfradd yn gynnydd sylweddol o gymharu ag amrywiadau nodweddiadol na'r duedd hirdymor yn nifer cynyddol y plant sy'n cael eu gosod ar y gofrestr yn genedlaethol. Nid oes cydberthynas glir rhwng yr awdurdodau lleol sy'n gweld y cynnydd mwyaf yng nghyfradd y plant sy'n cael eu rhoi ar y gofrestr amddiffyn plant a nifer yr achosion o COVID-19 yn y gymuned.
- 72 Yn aml, mae pobl ifanc wedi treulio mwy o amser ar-lein na'r arfer yn ystod cyfnodau o hunanynysu a chyfyngiadau ar weithgareddau y byddent yn cymryd rhan ynddynt fel arfer. Yn Sir Fynwy, cydnabu'r awdurdod lleol y risg gynyddol i ddiogelwch sy'n gysylltiedig â hyn. Bu swyddogion awdurdodau lleol yn gweithio gyda'u hysgolion, yr UCD a'r Swyddfa Gartref i gynnal Paneli Sianel mwy mynych i adolygu pryderon am ddisgyblion, a hynny'n gysylltiedig ag eithafiaeth neu radicaleiddio.
- 73 Yn naturiol, roedd COVID-19 wedi effeithio ar bresenoldeb yn yr ysgolion yn ystod tymor yr hydref. Ar ôl i ddisgyblion ddychwelyd yn raddol ddechrau Medi 2020, cyrhaeddodd presenoldeb anterth o 88% ddechrau Hydref. Gostyngodd presenoldeb ddisgyn yn ystod mis Hydref wrth i nifer yr achosion o COVID-19 ddechrau cynyddu'n gyflym mewn rhai rhannau o Gymru. Roedd presenoldeb yn 90% yn ystod yr wythnos gyntaf ar ôl y cyfnod clo ym mis Tachwedd, a wnaeth gynnwys hanner tymor, cyn gostwng yn ystod weddill tymor yr hydref. Mae presenoldeb y tymor hwn ar ei uchaf i ddisgyblion mewn ysgolion cynradd, ac eithrio disgyblion meithrin. Disgyblion ym Mlynnyddoedd 11, 12 a 13 sydd â'r presenoldeb isaf. Disgyblion sy'n gorfod hunanynysu sy'n gyfrifol am lawer o'r absenoldeb. Er i hyn gael ei gofnodi'n absenoldeb awdurdodedig, mae ysgolion yn darparu dysgu o bell i'r disgyblion hyn. Oherwydd rhesymau logistaidd, yn aml mae oedi o ddeutu diwrnod cyn bod y trefniadau dysgu o bell yn eu lle ar gyfer disgyblion sy'n hunanynysu. Dywed arweinydd yr ysgol fod disgyblion yn aml yn gwneud cynnydd arafach yn eu dysgu pan fyddant yn hunanynysu.

- 74 Mae cydberthynas agos rhwng cyfraddau presenoldeb mewn ysgolion a chyfraddau COVID-19 lleol. Trwy gydol tymor yr hydref, bu effaith anghyfartal ar ddisgyblion, oherwydd bod gorfod hunanynysu o ganlyniad i gysylltiad agos ag achos wedi'i gadarnhau o COVID-19 wedi effeithio'n fwy ar rai rhannau o Gymru nag ar eraill. Mae rhai disgyblion wedi gorfod dysgu o bell am sawl wythnos yn ystod tymor yr hydref oherwydd hunanynysu, tra bod disgyblion eraill wedi gallu bod yn yr ysgol bob dydd.
- 75 Mae'r strategaeth 'Profi, Olrhain, Diogelu' yng Nghymru yn bartneriaeth rhwng Llywodraeth Cymru, awdurdodau lleol a sefydliadau'r GIG. Diben y strategaeth yw 'gwella gwyliadwriaeth iechyd yn y gymuned, olrhain cysylltiadau yn effeithiol ac yn helaeth a chefnogi pobl i hunanynysu pan fo angen' (Llywodraeth Cymru, 2020f). Ymddengys fod y strategaeth wedi'i gweithredu ychydig yn wahanol ar draws Cymru pan fydd achos positif o COVID-19 wedi'i gadarnhau mewn ysgol. Mewn rhai ardaloedd lleol, mae grwpiau llawer mwy o ddisgyblion wedi cael eu hystyried yn gyswllt agos o gymharu ag ardaloedd eraill, er bod gan ysgolion fesurau amddiffynnol tebyg ar waith. Mae hyn wedi effeithio ar ddisgyblion hŷn mewn ysgolion uwchradd yn arbennig, gyda rhai o'r disgyblion hyn yn treulio sawl wythnos i ffwrdd o'r ysgol yn hunanynysu yn ystod tymor yr hydref. Mae'r amrywio lleol o ran gweithredu'r strategaeth profi, olrhain, diogelu wedi effeithio'n anghyfartal ar gynnydd a lles disgyblion ar draws Cymru.
- 76 Pan fydd yn ofynnol i ddisgyblion hunanynysu, mae rhai awdurdodau lleol yn gweithio gydag ysgolion i rannu'r wybodaeth hon ar draws gwasanaethau a chyda phartneriaid er mwyn gallu cynnig cymorth ychwanegol i ddisgyblion bregus. Er enghraifft, mewn achosion pan fydd disgybl ar y gofrestr amddiffyn plant yn Sir Ddinbych, mae swyddogion yn cysylltu ar y diwrnod hunanynysu cyntaf i sicrhau bod cymorth yn ei le. Pan roedd angen i ychydig gannoedd o ddisgyblion mewn ysgol a oedd yn gwasanaethu ardal â lefel uchel o ddifreintedd hunanynysu, bu Tîm Cymorth Ieuenctid Sir Ddinbych yn gweithio'n adeiladol mewn partneriaeth â heddlu lleol i gefnogi pobl ifanc a oedd yn ymgasglu tu allan yn ystod y dydd, yn hytrach na hunanynysu.
- 77 Weithiau, dywedodd ysgolion, UC Dau a gwasanaethau addysg eu bod wedi nodi cynnydd mewn pryderon am iechyd meddwl disgyblion. Mae pob awdurdod lleol wedi ceisio sicrhau bod ysgolion ac UC Dau yn gwybod am yr holl gymorth sydd ar gael i ddisgyblion sy'n cael trafferth â'u hiechyd meddwl.

Cameo: Arweiniad ar gefnogi iechyd meddwl a lles dysgwyr

O'r cychwyn cyntaf, mae Abertawe wedi rhoi blaenoriaeth i iechyd a lles dysgwyr a staff. Mae rhannu gwybodaeth yn well ar draws yr awdurdod lleol a chydag asiantaethau allanol yn ystod y pandemig wedi caniatáu i swyddogion ganolbwyntio ar faterion cyffredin sy'n effeithio ar ddysgwyr ledled Abertawe. Yn benodol, daeth i'r amlwg y gallai fod cynnydd yn nifer y dysgwyr a oedd yn hunan-niweidio, yn dioddef o orbryder ac iselder, neu a oedd yn ceisio cyflawni hunanladdiad. O ganlyniad, lluniodd yr awdurdod lleol arweiniad amserol i ysgolion gynorthwyo'u dysgwyr a rhoi gwybodaeth am fannau i gael rhagor o help. Hefyd, rhannwyd yr arweiniad hwn gydag awdurdod lleol cyfagos i helpu cefnogi'u dysgwyr nhw.

Cefnogi dysgwyr bregus

- 78 Mae cefnogi'u holl ddisgyblion bregus wedi bod yn arbennig o heriol i ysgolion. Canfu ein harolwg ymhlith staff cymorth bod llawer ohonynt o'r farn eu bod wedi bod yn darparu cymorth effeithiol i ddisgywyr bregus, gyda phrin ddim ohonynt yn anghytuno. Yn yr un arolwg, roedd ychydig o dan hanner yr athrawon o'r farn eu bod yn gallu bodloni anghenion eu disgyblion bregus, gydag oddeutu dau o bob deg athro yn anghytuno.
- 79 Mae plant a phobl ifanc sy'n Sipsiwn, Roma neu'n Deithwyr yn aml yn colli mwy o ysgol na'r rhan fwyaf o ddisgyblion, a hynny am resymau diwylliannol. Mae awdurdodau lleol wedi gweithio'n galed i gynnal cysylltiad â theuluoedd a'u hannog nhw i ddychwelyd i'r ysgol ym mis Medi. Er enghraifft, defnyddiodd swyddogion yn Sir Gaerfyrddin grŵp cymorth presennol ar WhatsApp i gynnal diddordeb teuluoedd ac fel plattform ar gyfer cynnig cymorth, lle'r oedd ei angen. Hefyd, mae'r awdurdod hwn yn cynnig mynediad i'r teuluoedd hyn at becyn pwrpasol o weithgareddau i ategu medrau iaith, oherwydd nodwyd bod hyn yn bryder cyffredin.
- 80 Mae disgyblion y mae Cymraeg neu Saesneg yn iaith ychwanegol iddynt yn arbennig o agored i wneud bach iawn o gynnydd pan fydd disgwyl iddynt ddysgu gartref, fel y digwyddodd yn ystod y cyfnod clo cychwynnol a chyfnodau o hunanynysu yn ystod tymor yr hydref. Yn aml, nid yw rhieni neu ofalwyr y disgyblion hyn yn deall Cymraeg na Saesneg, ac felly mae'n anodd iddynt gefnogi dysgu'u plant. Yng Nghasnewydd, bu Gwasanaeth Addysg Lleiafrifoedd Ethnig Gwent (GEMS) barhau i gefnogi disgyblion gartref yn ystod tymor yr hydref. Bu staff amlieithog yn GEMS yn cadw mewn cysylltiad rheolaidd â theuluoedd sydd wedi'u heffeithio, i helpu disgyblion i barhau i ddysgu, ynghyd â monitro'u lles.
- 81 Mae Ymgyrch Encompass yn gynllun cymharol newydd, lle y mae gwasanaethau'r heddlu yn ymrwmo i gysylltu â staff allweddol mewn ysgolion perthnasol cyn dechrau'r diwrnod ysgol nesaf os byddant wedi cael eu galw i ddigwyddiad cam-drin domestig yng nghartref y plentyn. Mae'r wybodaeth gynnar hon yn galluogi ysgolion i gynnig cymorth ar unwaith i ddisgyblion sydd wedi'u heffeithio. Oherwydd bod llawer o ysgolion wedi cadw mewn cysylltiad â theuluoedd bregus yn ystod gwyliau haf yr ysgol a'r cyfnod atal byr yn nhymor yr hydref, gweithiodd awdurdodau fel Caerdydd gyda gwasanaethau'r heddlu i ymestyn y cynllun hwn fel ei fod ar waith yn ystod y cyfnodau hyn hefyd.
- 82 Mae plant a phobl ifanc sy'n derbyn gofal gan awdurdodau lleol ymhlith y rhai mwyaf bregus yng Nghymru, o ran eu lles a'u deilliannau addysgol. Yn aml, mae awdurdodau lleol wedi cynnal gwiriadau a chymorth ychwanegol i'r plant a'r bobl ifanc hyn yn ystod y pandemig. Er enghraifft, ym Mhen-y-bont ar Ogwr, ymwelodd swyddogion yr awdurdod lleol â lleoliadau bob wythnos, a wnaeth eu helpu i amlygu lleoliadau a allai chwalu a rhoi cymorth ychwanegol yn rhagweithiol, lle'r oedd angen amdano, yn hytrach nag aros i leoliadau fethu. Darparodd awdurdodau lleol Ynys Môn a Gwynedd liniadur i blant sy'n derbyn gofal fel y gallent barhau i ddysgu gartref yn ystod y cyfnod clo neu gyfnodau o hunanynysu.
- 83 Mae disgyblion sy'n dysgu yn y gwaith wedi wynebu colli gwaith neu bryder yn gysylltiedig â diswyddo posibl yn ystod tymor yr hydref. Mae'r pandemig wedi effeithio'n sylweddol ar rai cyrsiau galwedigaethol, fel trin gwallt a harddwch. Mae

hyn wedi effeithio'n anghymesur ar ddisgyblion bregus sy'n fwy tebygol na'u cymheiriaid o ddilyn llwybrau galwedigaethol yn 14-19 oed. Er enghraifft, ni allai disgyblion uwchradd hyn ym Merthyr barhau â phrentisiaethau iau wedi'u cynnal gan y coleg lleol. Achosodd hyn gryn siom i'r bobl ifanc hyn, yr oedd y mwyafrif ohonynt wedi dychwelyd i'r ysgol ar sail amser llawn, ond bu'n rhaid i'r awdurdod lleol wneud darpariaeth arall ar gyfer y gweddill ohonynt.

Cameo: Cefnogaeth awdurdod lleol ar gyfer darpariaeth alwedigaethol

Mewn un ysgol uwchradd yn Sir Benfro, roedd arweinwyr eisoes wedi bwriadu gwerthuso ac adolygu ei darpariaeth alwedigaethol yn ystod y flwyddyn academaidd ddiwethaf. Buont yn gweithio gyda swyddog yr awdurdod lleol i gyflawni'r gwerthusiad hwn. Nid yw'r ysgol yn cyflogi darparwr galwedigaethol allanol mwyach ac mae wedi creu ei darpariaeth alwedigaethol ei hun. Mae wedi cyflogi tri aelod staff o'r darparwr blaenorol ac athro cymwysedig i oruchwylio'r ddarpariaeth. Mae hyn wedi arwain at arbedion ariannol sylweddol i'r ysgol, ynghyd â chaniatáu i arweinwyr fonitro ansawdd ac effeithiolrwydd y ddarpariaeth yn fanylach. Ar hyn o bryd, mae oddeutu 230 o ddysgwyr yn manteisio ar y ddarpariaeth alwedigaethol fel rhan o'u cwricwlwm. Mae'r ysgol wedi gweithio gyda'r awdurdod lleol fel y gall disgyblion o ddarparwyr eraill fanteisio ar y ddarpariaeth hon hefyd. Trwy ei chyrsgiau galwedigaethol, mae'r ysgol bellach yn darparu crèche, meithrinfa a gweithdy cerbydau modur sy'n gwasanaethu'r gymuned lleol.

- 84 Mae'n anodd asesu effaith y pandemig ar gyfran y bobl ifanc yng Nghymru nad ydynt mewn addysg, cyflogaeth neu hyfforddiant (NEET). Effeithiwyd yn sylweddol ar waith i fonitro a chynorthwyo pobl ifanc i sicrhau cyrchfan addas ar ddiwedd Blwyddyn 11 ac ar ddechrau'r hydref. O ystyried effaith genedlaethol y pandemig ar gyflogaeth a hyfforddiant yn gyffredinol, nid yw'n syndod bod gwybodaeth gynnar gan rai awdurdodau lleol yn awgrymu bod mwy o bobl ifanc 16 oed heb fod mewn addysg, cyflogaeth neu hyfforddiant eleni nag yn y blynyddoedd diwethaf. Yn Abertawe, lle'r oedd ysgolion a'r UC'D wedi nodi disgyblion a oedd mewn perygl o beidio â bod mewn addysg cyflogaeth neu hyfforddiant, rhoddwyd blaenoriaeth i'w cynorthwyo yn ystod yr haf 2020. Cyfeiriwyd y bobl ifanc at ganolfannau cymorth cynnar amlasiantaeth i gael cymorth ac arweiniad ar eu camau nesaf, a pharhaodd swyddogion yr awdurdod lleol i fonitro'u cynnydd yn ystod tymor yr hydref a chynorthwyo, lle'r oedd angen. O ganlyniad, mae bron pob un o'r disgyblion bregus hyn wedi cymryd rhan mewn rhyw fath o addysg, cyflogaeth neu hyfforddiant yn ystod yr hydref, er gwaethaf yr heriau a achoswyd gan y pandemig.

Cameo: Cefnogi disgyblion sydd wedi ymddieithrio

Cynlluniodd awdurdod lleol Wrecsam raglen i dargedu dysgwyr Blwyddyn 9 sydd wedi ymddieithrio fwyfwy rhag addysg yn ystod cyfnod COVID-19 neu sydd wedi dod yn fregus oherwydd eu profiadau COVID-19. Mae'r rhaglen yn cynnwys 15 sesiwn wythnosol pan fydd rhwng 10 a 15 o ddisgyblion o chwe ysgol uwchradd yn cymryd rhan mewn gweithgareddau a heriau i ddatblygu'u hymgysylltiad â dysgu a gwydnwch. Mae gweithgareddau'n cynnwys gweithdai datrys problemau, gweithgareddau awyr agored, a gweithdai gyda siaradwyr ysgogiadol a chymorth gan Gyrfa Cymru wedi'u cyflwyno ar-lein.

- 85 Mae deilliannau disgyblion sy'n gymwys i gael prydau ysgol am ddim yn waelach na'u cymheiriaid. Mae'r pandemig wedi rhwystro ymdrechion y system addysg i gynorthwyo'r disgyblion hyn i gyflawni deilliannau gwell na'u rhagflaenwyr. Mae penaethiaid wedi dweud wrthym fod y grŵp hwn o ddisgyblion wedi gwneud cynnydd arafach yn eu dysgu yn ystod y cyfnod clo, gyda rhai disgyblion yn dychwelyd i'r ysgol gyda medrau iaith a rhifedd gwannach na chyn i'r cyfnod clo cychwynnol ddechrau. Yn ogystal â'r Grant Datblygu Disgyblion blynyddol, mae Llywodraeth Cymru wedi rhoi cyllid ychwanegol i ysgolion drwy'r grant 'Recriwtio, adfer a chodi safonau'. Mae awdurdodau lleol a chonsortia rhanbarthol wedi rhoi cyngor i ysgolion ar sut gellir defnyddio'r grant hwn i ariannu strategaethau addas i gynorthwyo disgyblion sy'n gymwys i gael prydau ysgol am ddim i ddal i fyny â'u dysgu yn ystod tymor yr hydref a'r tu hwnt. Yn Rhondda Cynon Taf, mae'r awdurdod lleol wedi gweithio gyda'r Grŵp Gweithredu ar Dlodi Plant i gryfhau ei gymorth i ddisgyblion sy'n byw mewn tlodi. Er enghraifft, mae clwstwr o ysgolion wedi canolbwyntio ar nodi'r rhwystrau lleol rhag dysgu sy'n bodoli oherwydd tlodi ar hyn o bryd ac maent yn gweithio gyda'r Grŵp Gweithredu a'r awdurdod lleol i fynd i'r afael â'r rhain.
- 86 Mae cynnydd mewn gordewdra ymhlith plant a phobl ifanc yn bryder cenedlaethol oherwydd gallent wynebu iechyd corfforol gwael o ganlyniad. Prif achos gordewdra yw'r hyn y mae plant a phobl ifanc yn ei fwyta a'i yfed, a pha mor weithgar ydynt yn gorfforol. Mae'n ymddangos bod disgyblion wedi cael llai o gyfleoedd na'r arfer i fod yn weithgar yn gorfforol yn yr ysgol yn ystod tymor yr hydref. Yn ein harolwg o ddysgwyr, mae 77% ohonynt yn cytuno'n bod yn cael digon o gyfle i wneud ymarfer corff sy'n is na'r ymateb cyfartalog i arolygon arolygiadau, pan fydd 86% o'r disgyblion yn cytuno. Mae llawer o ysgolion wedi lleihau faint o amser a gaiff disgyblion ar gyfer egwyl ginio er mwyn amddiffyn swigod o ddisgyblion sy'n defnyddio cyfleusterau, gan olygu bod gan ddisgyblion lai o amser i chwarae a bod yn weithgar yn gorfforol. Ychydig bach iawn o ysgolion oedd wedi cynnal unrhyw glybiau ar ôl ysgol yn ystod tymor yr hydref sy'n cynnwys gweithgarwch corfforol ac nid yw'r cystadlaethau chwaraeon arferol rhwng ysgolion wedi digwydd. Mae awdurdodau lleol wedi ymdrin â mynediad at offer chwarae awyr agored a pharciau yn wahanol, a bu'n rhaid i gyfleusterau hamdden a champfeydd gau yn lleol ac yn genedlaethol ar adegau oherwydd cyfyngiadau'r llywodraeth.
- 87 Chwaraeodd gweithwyr ieuencid awdurdodau lleol ran arwyddocaol yn cefnogi plant agored i newid, pobl ifanc a'u teuluoedd yn ystod y cyfnod clo cychwynnol ac maent wedi parhau i ddarparu cefnogaeth yn ystod tymor yr hydref. Yn aml, mae gweithwyr ieuencid yn hynod fedrus yn meithrin perthynas yn gyflym gyda phobl ifanc, gan sicrhau eu hymddiriedaeth a chanfod ffyrdd creadigol o gefnogi pobl ifanc, yn enwedig y rhai sydd mewn perygl o ymddieithrio o addysg. Roedd gweithwyr ieuencid eisoes yn defnyddio technoleg i gyfathrebu â phobl ifanc ac maent wedi adeiladu ar hyn yn ystod y pandemig trwy sefydlu mwy o fannau ar-lein lle y gall pobl ifanc gysylltu'n ddiogel â'i gilydd a chyda gweithwyr ieuencid i gymdeithasu a thrafod materion sydd o ddiddordeb neu o bryder iddynt. Sefydlwyd rhaid o'r manau hyn ar gyfer grwpiau penodol, er enghraifft pobl ifanc sy'n dymuno sgwrsio ar-lein yn Gymraeg, neu i bobl ifanc lesbiaid, hoyw, trawsrywiol a thrawsryweddol.
- 88 Mae gweithwyr ieuencid wedi cael trafferth cadw mewn cysylltiad ag ychydig bach iawn o bobl ifanc bregus sydd heb gysylltiad rheolaidd â'r we neu nad ydynt yn hoff o ddefnyddio adnoddau ar-lein. Er gwaethaf effeithiolrwydd cyfathrebu ar-lein, mae pobl ifanc yn aml yn flin am y diffyg rhyngweithio cymdeithasol personol a gawsant

eleni. Lle y bu'n ddiogel gwneud hynny, mae gweithwyr ieuencid wedi ailsefydlu cyfleoedd i gyfarfod â phobl ifanc yn bersonol. Er enghraifft, mae gweithwyr ieuencid ym Mhowys wedi ymweld â'r trefi marchnad allweddol rhwng 5pm a 7pm yn ystod yr hydref i ymgysylltu'n anffurfiol â phobl ifanc, sydd wedi cynnig cyfleoedd defnyddiol i wirio'u lles a'u helpu i gael at gymorth, os oes angen.

- 89 Er gwaethaf beichiau gwaith trwm tu hwnt, mae rhai gwasanaethau awdurdodau lleol wedi creu lle i ystyried beth sy'n gweithio'n dda a sut y gallent wella'r ffordd maent yn cefnogi disgyblion bregus a'u teuluoedd.

Cameo: Gwerthuso profiadau teuluoedd

Mae'r tîm ADY a Chynhwysiant Cymdeithasol yng Nghonwy yn awyddus i ddysgu rhagor am effaith y pandemig hwn ar ddysgwyr bregus a'u teuluoedd. O ganlyniad, mae swyddogion yn cymryd rhan mewn prosiect sydd wedi'i seilio ar 'Werthuso profiadau teuluoedd yn ystod y cyfnod clo', gan gynnwys ffocws ar gymorth profedigaeth COVID-19 a gwell cymorth cwnsela. I ategu hyn, mae'r Gwasanaeth Seicoleg Addysg wedi cyflwyno hyfforddiant i ysgolion unigol, ar gais. Diben hyn yw paratoi ar gyfer cyfnod clo posibl arall.

Atodiad 1: Sail dystiolaeth

Fel rhan o'r gwaith, cynhaliom drafodaethau â 340 o ysgolion ac UC Dau ledled Cymru a chynhaliom gyfarfodydd â staff ym mhob awdurdod lleol a chonsortium rhanbarthol.

Dosbarthom arolygon i geisio barn:

- arweinwyr
- athrawon
- staff cymorth
- llywodraethwyr
- rhieni/gofalwyr
- dysgwyr cyfnodau allweddol 2 ac uwch

Yn ogystal, edrychom ar amrywiaeth o dystiolaeth ddogfennol gan awdurdodau lleol a chonsortia rhanbarthol, ynghyd â chanllawiau, data ac ymchwil a oedd ar gael yn genedlaethol.

Atodiad 2

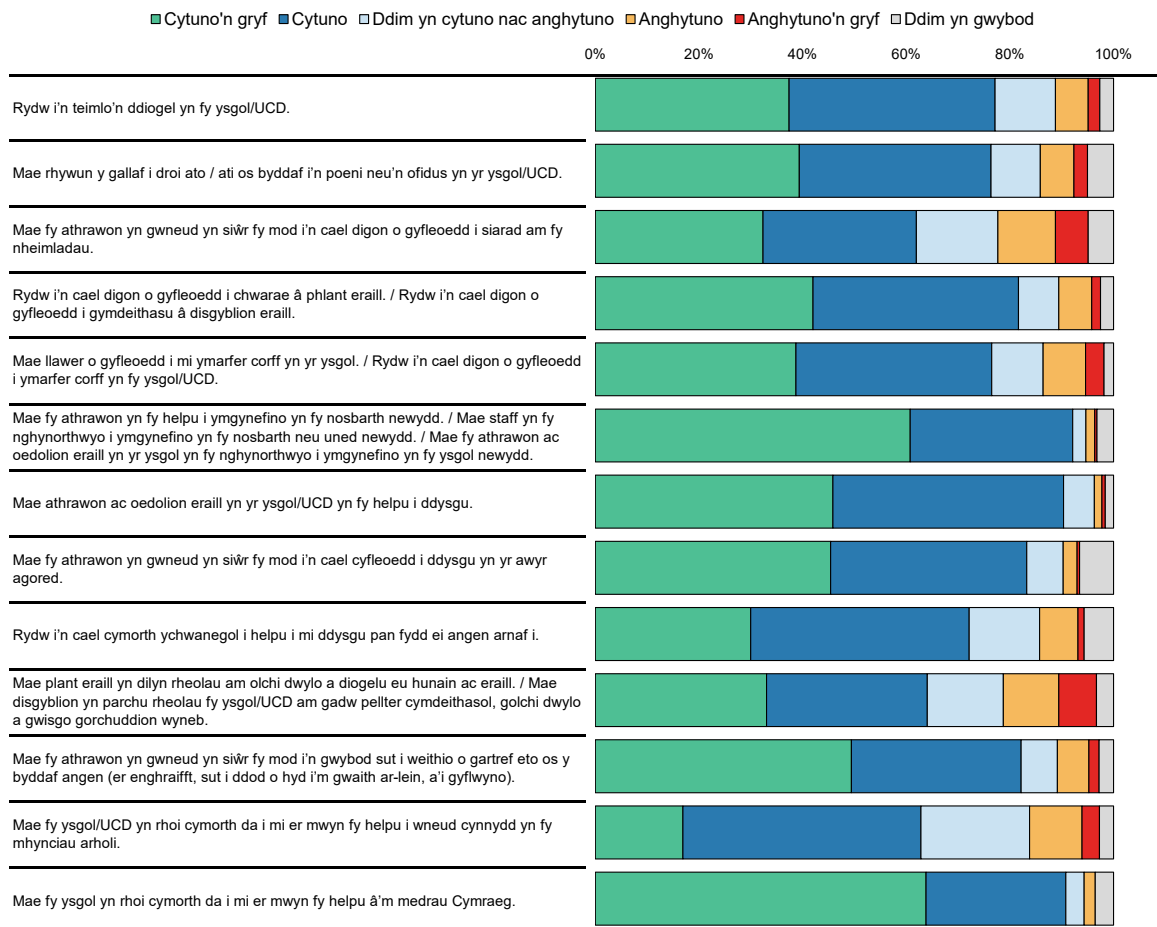
Yn ogystal â'r galwadau ag ysgolion ac ALlau, cyhoeddodd arolygon ar gyfer rhanddeiliaid a'u hyrwyddo.

Roedd gennym arolygon unigol i ddysgwyr, rhieni neu ofalwyr, arweinwyr ysgol neu UCD, staff cymorth a llywodraethwyr neu aelodau pwyllgorau rheoli UC Dau. Cyfeiriwyd rhai neu'r cyfan o'r cwestiynau at grwpiau penodol yn y poblogaethau hynny, felly nid yw pawb a gymerodd ran wedi ymateb i bob cwestiwn.

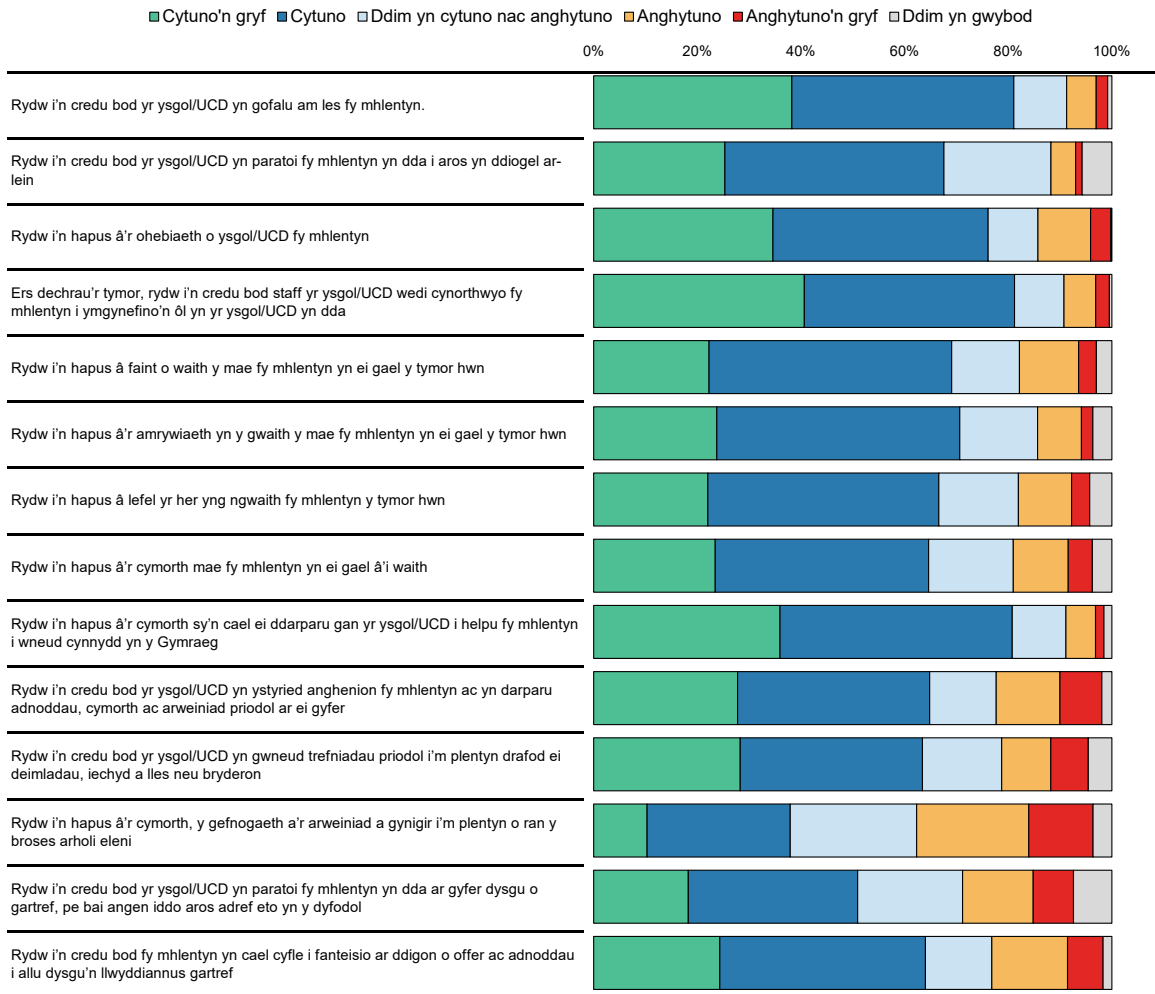
Mae'r ymatebion wedi'u crynhoi isod.

Hefyd, roedd rhanddeiliaid yn gallu gadael sylw i esbonio'u hatebion neu roi gwybodaeth ychwanegol. Dadansoddwyd y rhain a defnyddiwyd y wybodaeth i lywio'r adroddiad hwn.

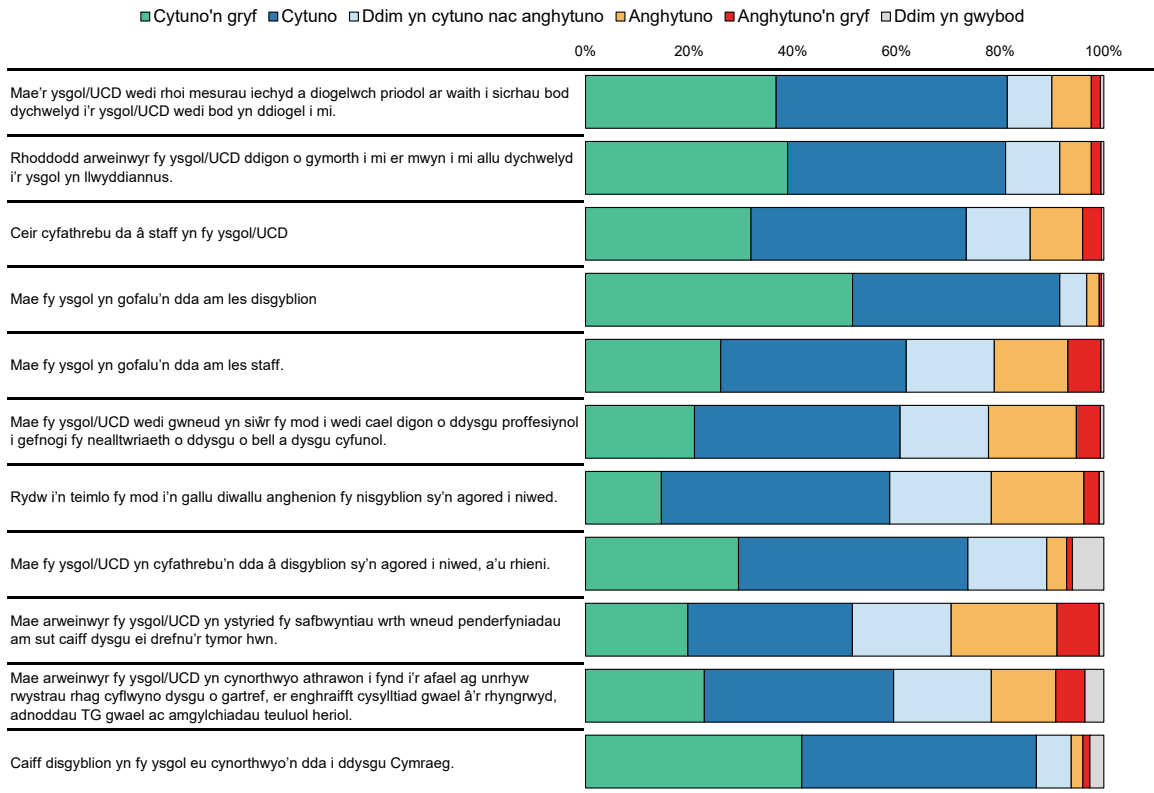
Dysgwyr (760 ymateb)



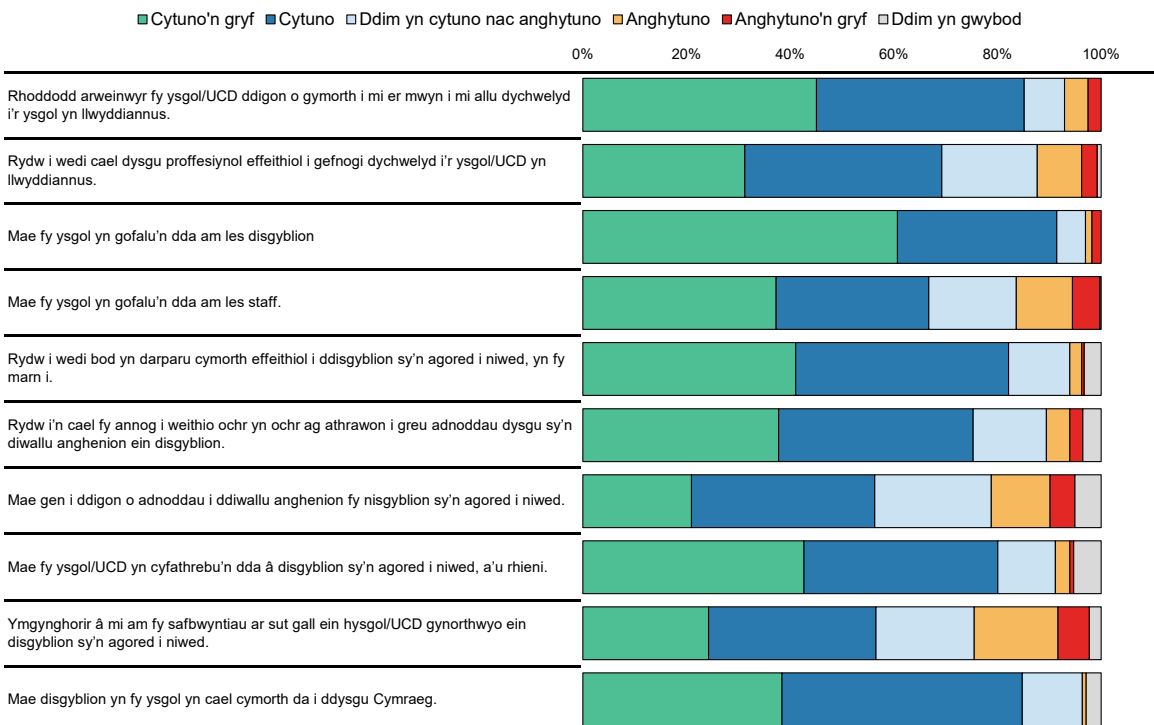
Rhieni a gofalwyr (3620 ymateb)



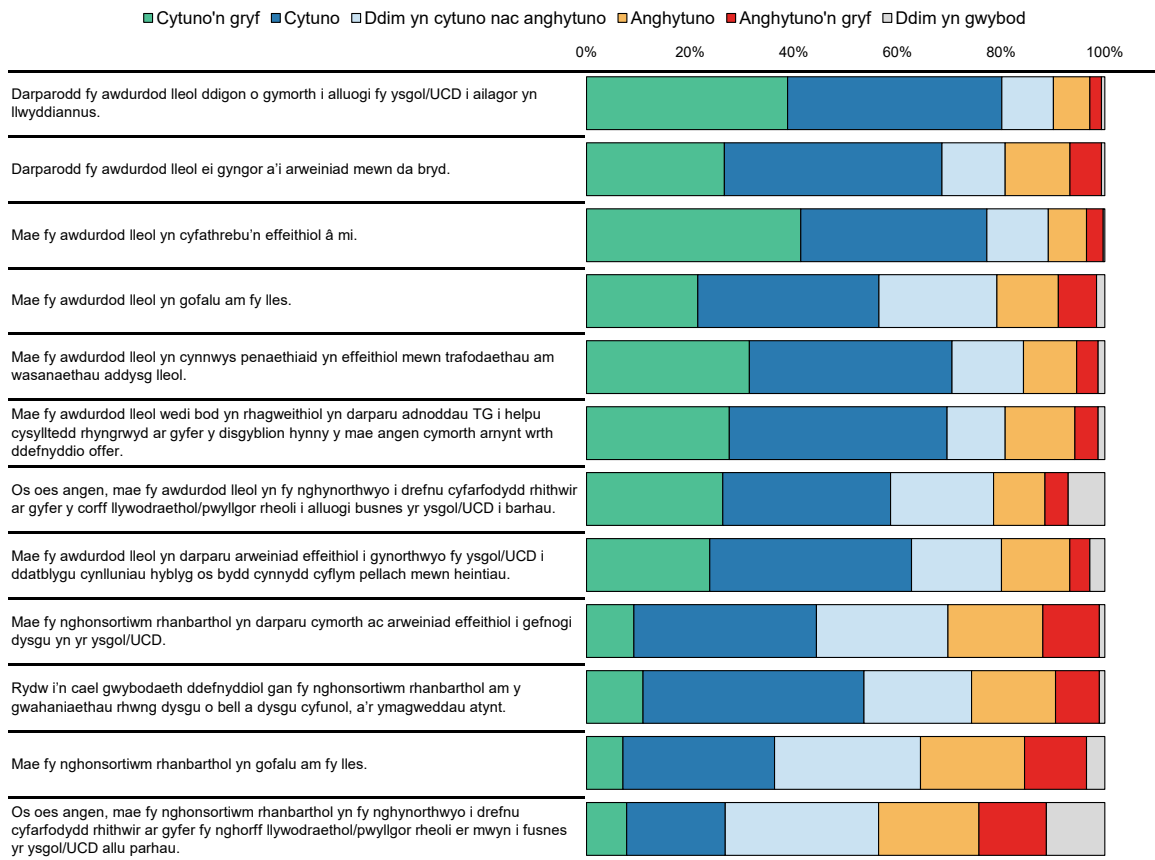
Athrawon (908 ymateb)



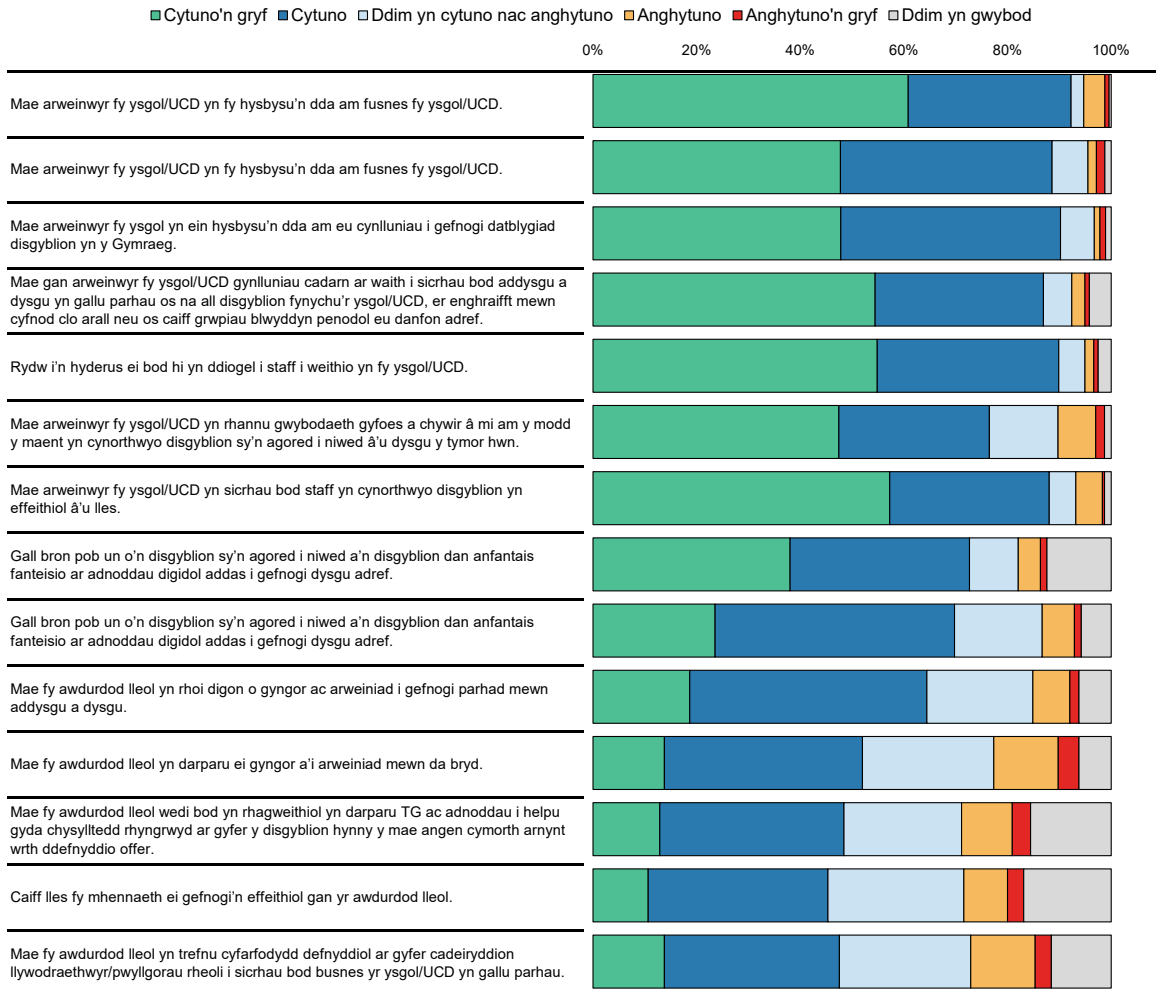
Staff cymorth (397 ymateb)



Arweinwyr (312 ymateb)



Llywodraethwyr (245 ymateb)



Atodiad 3: Cyhoeddiadau Estyn

Arweiniad

- [Cyngor i arweinwyr a llywodraethwyr ysgolion ac UCDAu ar sut i barhau â busnes ysgol ac UCD yn ystod pandemig Covid-19](#)
- [Trefniadau ar gyfer mis Medi 2020 Dulliau wedi'u cynllunio ar gyfer ysgolion a gynhelir ac UCDAu](#)
- [Cameos a syniadau ar gyfer parhad busnes ysgol yn ystod Covid-19](#)
- [Cameos a syniadau o ysgolion ac UCDAu ar barhau â busnes ysgol](#)
- [Egwyddorion allweddol i gynorthwyo â pharhau â busnes ysgol ac UCD](#)
- [Cefnogi lles a dysgu yn ystod COVID-19 – dulliau o bartneriaethau dysgu oedolion yn y gymuned](#)
- [Cefnogi lles a dysgu yn ystod COVID-19 – dulliau o golegau addysg bellach](#)
- [Cefnogi lles a dysgu yn ystod COVID-19 – dulliau o ysgolion cynradd](#)
- [Cefnogi lles a dysgu yn ystod COVID-19 – dulliau o UCDAu](#)
- [Cefnogi lles a dysgu yn ystod COVID-19 – dulliau o ysgolion uwchradd](#)
- [Cefnogi lles a dysgu yn ystod COVID-19 – dulliau o ysgolion arbennig](#)
- [Cefnogi lles a dysgu yn ystod COVID-19 – dulliau o ddarparwyr dysgu yn y gwaith](#)
- [Gwaith ymgysylltu: Diweddariad ar y sector cynradd – hydref 2020](#)
- [Gwaith ymgysylltu: Diweddariad ar y sector uwchradd – hydref 2020](#)
- [Gwaith ymgysylltu: Diweddariad ar y sector ysgolion pob oed – hydref 2020](#)
- [Gwaith ymgysylltu: Diweddariad ar y sector ysgolion arbennig a gynhelir ac unedau cyfeirio disgyblion \(UCD\) – hydref 2020](#)
- [Gwaith ymgysylltu: Diweddariad ar y sector ôl-16 – hydref 2020](#)

Adroddiadau thematig

- Ysgolion cymunedol: [adroddiad thematig](#) a [deunyddiau hyfforddiant](#) teuluoedd a chymunedau wrth wraidd bywyd ysgol
- [Cipolygon ar sut mae ysgolion annibynnol a cholegau arbenigol wedi ymateb yn ystod pandemig COVID-19](#)
- Gwydnwch dysgwyr – [adroddiad thematig](#) a [deunyddiau hyfforddiant](#) meithrin gwydnwch mewn ysgolion cynradd, ysgolion uwchradd ac unedau cyfeirio disgyblion

Postiadau blog

- [Profiadau niweidiol yn ystod plentyndod \(ACEau\) – sut gall ysgolion gefnogi plant a phobl ifanc sy'n byw mewn amgylchiadau anodd?](#)
- [A yw eich ysgol yn un sy'n rhoi teuluoedd a chymunedau wrth wraidd ei gwaith?](#)
- [Gan fod dysgwyr bellach wedi dychwelyd i ysgolion a cholegau, pa ran rydym ni wedi'i chwarae a sut bydd ein rôl yn newid yn y dyfodol?](#)
- [Ein cefnogaeth i addysg a hyfforddiant Cymru yn yr hinsawdd gyfredol](#)
- [Beth gall ysgolion ac UC Dau ei wneud i gryfhau gwydnwch disgyblion?](#)
- [Gweithio gyda'n gilydd i gefnogi addysgu a dysgu yn ystod argyfwng COVID-19](#)

Atodiad 4: Llinell amser

Mawrth 2020



- Mae Prif Arolygydd Cymru yn cyhoeddi y bydd holl arolygiadau Estyn yn cael eu hatal ar unwaith.
- Mae'r Gweinidog Addysg yn cyhoeddi y bydd ysgolion yn cau ar gyfer darpariaeth addysg statudol erbyn 20 Mawrth. Hefyd, mae'n cyhoeddi y bydd arholiadau TGAU a Safon Uwch yn cael eu hatal ar gyfer haf 2020.



Ebrill 2020

- Atal Cynnig Gofal Plant Cymru. Defnyddir cyllid i gynorthwyo plant sy'n agored i niwed a chostau gofal plant gweithwyr allweddol.
- Mae Llywodraeth Cymru yn cyhoeddi £1.25 miliwn ar gyfer cymorth iechyd meddwl ychwanegol i blant a allai fod yn profi straen neu orbryder cynyddol o ganlyniad i argyfwng y coronafeirws. Maent yn cyhoeddi £3 miliwn i awdurdodau lleol brynu caledwedd a chysylltiad diogel â'r rhyngwrld i sicrhau nad yw dysgwyr yng Nghymru yn cael eu 'heithrio'n ddigidol'.
- Mae Estyn yn rhyddhau cyngor i arweinwyr ysgolion ac UCDAu ar sut i barhau â busnes ysgol ac UCD. Ar y cyd â Llywodraeth Cymru, consortia rhanbarthol a CCAC, rydym yn rhyddhau 'Datblygu dulliau i Gefnogi Dysgu o Bell'.
- Mae'r Gweinidog Addysg yn amlinellu pum egwyddor allweddol ar gyfer pryd a sut byddai ysgolion yn dychwelyd.



Mai 2020



- Mae Llywodraeth Cymru yn cyhoeddi £3.75 miliwn i gefnogi iechyd meddwl mewn ysgolion, ac yn cyhoeddi Cynllun Gwydnwch COVID-19 ar gyfer y sectorau ôl-16, gan gynnwys addysg bellach ac addysg uwch, prentisiaethau, cyflogadwyedd a dysgu oedolion.



Mehefin 2020

- Mae colegau addysg bellach a darparwyr dysgu yn y gwaith yn dechrau ailagor dysgu wyneb yn wyneb ar gyfer grwpiau blaenoriaethol o ddysgwyr.
- Mae'r Gweinidog Addysg yn cyhoeddi y bydd yn defnyddio Deddf Coronafeirws 2020 i ddatgymhwyso gofynion sylfaenol y cwricwlwm i Gymru dros dro.
- Mae'r rhan fwyaf o ysgolion yn ailagor i ddysgwyr i roi cyfle iddynt 'Ailgydio, dal i fyny a pharatoi ar gyfer yr haf, a mis Medi'.



Gorffennaf 2020

- Mae Estyn yn cyhoeddi sawl adroddiad thematig a chipolygon penodol i sectorau i gefnogi Cymru i ddal ati i ddysgu. Ar y cyd â'r 4 consortiwm rhanbarthol, rydym hefyd yn rhyddhau arweiniad 'Modelau dysgu cyfunol' i helpu o fis Medi.
- Mae Llywodraeth Cymru yn cyflwyno'r Bil Cwricwlwm ac Asesu i ddarparu fframwaith deddfwriaethol ar gyfer trefniadau newydd y cwricwlwm ac asesu. Maent yn cyhoeddi cynllun 'Recriwtio, adfer a chodi safonau' i gyflogi 900 o staff addysgu ychwanegol mewn ysgolion.
- Mae Llywodraeth Cymru yn cyhoeddi dros £50 miliwn o gyllid ychwanegol ar gyfer prifysgolion a cholegau i gynnal swyddi mewn addysgu, ymchwil a gwasanaethau myfyrwyr, buddsoddi mewn prosiectau i gefnogi adferiad economaidd, a chefnogi myfyrwyr sy'n dioddef o galedi ariannol.



Awst 2020

- Mae cynnig Gofal Plant Cymru yn cael ei ailsefydlu. Gall rhieni sy'n gweithio fanteisio ar 30 awr o addysg a gofal cynnar eto.
- Mae Estyn yn rhyddhau 'Dulliau wedi'u cynllunio ar gyfer ysgolion a gynhelir ac UCDAu', i gofnodi amrywiaeth o ddulliau i ymateb i heriau cyffredin ar draws gwahanol sectorau addysg.
- Mae Llywodraeth Cymru yn addo £4 miliwn yn ychwanegol i gefnogi darparwyr gofal plant sydd wedi'u heffeithio gan COVID-19 a chyllid pellach o hyd at £264 miliwn ar gyfer awdurdodau lleol i gefnogi ystod o wasanaethau, fel gofal cymdeithasol, addysg a hamdden.
- Mae Ysgrifenyddion Addysg Cymru, Lloegr a Gogledd Iwerddon yn cyhoeddi y bydd canlyniadau arholiadau wedi'u seilio ar asesiadau athrawon.
- Mae'r Gweinidog Addysg yn sicrhau na fydd gradd Safon Uwch derfynol dysgwyr yn is na'u gradd UG. Mae canlyniadau cyhoeddiedig TGAU a Safon Uwch diwygiedig sy'n seiliedig ar asesiadau athrawon yn dangos cynnydd nodedig mewn graddau dros flynyddoedd blaenorol.
- Mae'r Gweinidog Addysg yn cyhoeddi adolygiad annibynnol o'r trefniadau i ddyfarnu graddau ar gyfer arholiadau haf 2020.

Medi 2020



- Pob disgybl yn dychwelyd i'r ysgol, fesul tipyn, yn ystod pythefnos gyntaf y tymor.
- Mae'r Gweinidog Addysg yn cyhoeddi ymrwymiad i ddarparu gorchuddion wyneb am ddim i'r holl ddysgwyr mewn ysgolion uwchradd a lleoliadau addysg bellach.
- Mae'r Gweinidog Addysg yn cyhoeddi y bydd pob disgybl sy'n gymwys i gael prydau ysgol am ddim yn parhau i dderbyn darpariaeth os ydynt yn gwarchod neu os oes rhaid iddynt hunanynysu.
- Mae Estyn yn dechrau galwadau ymgysylltu ag ysgolion, UCDAu a lleoliadau ôl-16 ar gais gan Lywodraeth Cymru i gynnal adolygiad thematig o raddfa ac effaith dulliau awdurdodau lleol a chonsortia rhanbarthol o gefnogi ysgolion, cymunedau eu hysgolion, cyrff llywodraethol a dysgwyr. Hefyd, agorodd Estyn arolwg i ddysgwyr, llywodraethwyr, rhieni a staff ysgol i rannu'u profiadau.



Hydref 2020

- Mae'r Sefydliad Polisi Addysg (EPI) yn cyhoeddi adroddiad sy'n disgrifio bod y ffordd y darparodd Llywodraeth Cymru liniaduron a dyfeisiau wi-fi i fynd i'r afael â diffyg mynediad at ddysgu ar-lein oherwydd pandemig y coronafeirws yn 'glodwiw'. Dywed yr adroddiad fod Llywodraeth Cymru, yn wahanol i wledydd eraill y DU, wedi gallu manteisio ar 'seilwaith hen sefydledig i weithredu'n gyflym yn dilyn cau sefydliadau'.
- Mae'r Gweinidog Addysg yn cyhoeddi cynllun gweithredu wedi'i ddiweddarau, yn amlinellu'r camau nesaf ar daith ddiwygio Cymru cyn cyflwyno'r Cwricwlwm newydd i Gymru yn 2022. Mae'r cynllun gweithredu, o'r enw Cenhadaeth Ein Cenedl, yn dangos y camau mae Llywodraeth Cymru wedi'u cymryd i ymateb i bandemig y coronafeirws a'i hymateb i'r adroddiad annibynnol a gyhoeddwyd gan y Sefydliad ar gyfer Cydweithrediad a Datblygiad Economaidd (OECD).
- Mae'r Gweinidog Addysg yn cyhoeddi "bydd codiad cyflog i wobrwyo ein hathrawon hynod fedrus yng Nghymru, sy'n gweithio'n hynod galed". Mae hyn yn cynnwys cytundeb mewn egwyddor i dderbyn holl argymhellion Corff Adolygu Cyflogau Annibynnol Cymru ar gyfer 2020/21.
- Mae'r Dirprwy Weinidog Iechyd a Gwasanaethau Cymdeithasol yn cyhoeddi pecyn cyllid gwerth £12.5 miliwn i gefnogi plant a theuluoedd agored i niwed.

Tachwedd 2020



- Arhosodd disgyblion ym Mlynnyddoedd 9 i 13 adref am yr wythnos ar ôl hanner tymor fel rhan o'r 'cyfnod atal byr' cenedlaethol.
- Cyhoeddodd y Gweinidog Addysg na fyddai arholiadau diwedd blwyddyn i ddysgwyr sy'n sefyll TGAU, UG na Safon Uwch yn 2021. Yn lle arholiadau, roedd Llywodraeth Cymru'n bwriadu gweithio gydag ysgolion a cholegau i fwrw ymlaen ag asesiadau wedi'u rheoli gan athrawon, yn cynnwys asesiadau wedi'u gosod a'u marcio'n allanol, ond wedi'u cyflwyno yn yr ystafell ddosbarth o dan oruchwyliaeth athrawon.
- Mae'r Dirprwy Weinidog Iechyd a Gwasanaethau Cymdeithasol yn lansio ymgyrch 'Magu plant. Rhowch amser iddo', yn darparu gwybodaeth, cymorth a chynghor i rieni. Mae'r ymgyrch newydd yn cynnwys materion sy'n adlewyrchu pryderon rhieni yn ystod y pandemig, gan gynnwys sut i ddeall ac ymateb i ymddygiad plant.

Rhagfyr 2020

- Mae Estyn yn cyhoeddi ei adroddiadau cipolwg ar effeithiau uniongyrchol y pandemig ar ysgolion, UCDAu a lleoliadau pob oed. Mae'r adroddiadau hyn yn crynhoi canfyddiadau o'r galwadau ymgysylltu a wnaed yn ystod Medi a Hydref.
- Mae Estyn yn cyhoeddi Adroddiad Blynyddol y Prif Arolygydd ar gyfer 2019 2020. Mae'r adroddiad blynyddol hwn yn adolygu safonau ac ansawdd addysg a hyfforddiant yng Nghymru o Fedi 2019 i Fawrth 2020. Hefyd, mae'n cynnig adroddiad cychwynnol ar sut y gwnaeth ysgolion a darparwyr addysg a hyfforddiant eraill gefnogi disgyblion a myfyrwyr yn ystod y cyfnod clo, gan hefyd ddarparu parhad i'w dysgu o bell.
- Mae'r Gweinidog Addysg yn penderfynu y bydd pob ysgol uwchradd a choleg yng Nghymru yn symud i ddysgu ar-lein am wythnos olaf y tymor, a phenderfyniadau lleol yn cael eu gwneud ynghylch p'un a fyddai ysgolion eraill ar agor ai peidio yn ystod yr wythnos honno.



Geirfa

Dysgu cyfunol Pan fydd dysgwyr yn cael cyfuniad o ddysgu wyneb yn wyneb yn yr ysgol, wedi'i ategu gan dasgau a gweithgareddau dysgu o bell wedi'u cynllunio'n drefnus.

Dysgu o bell Pan fydd gwaith yn cael ei osod a/neu wersi'n cael eu darlledu (yn fyw neu wedi'u recordio ymlaen llaw) i ddysgwyr gartref. Mae hyn yn golygu nad oes angen iddynt ddod i'r ysgol i gael at y gwaith.

Rhifau – meintiau a chyfrannau

bron bob un =	gydag ychydig o eithriadau
y rhan fwyaf =	90% neu fwy
llawer =	70% neu fwy
mwyafrif =	dros 60%
hanner =	50%
tua hanner =	yn agos at 50%
lleiafrif =	o dan 40%
ychydig =	o dan 20%
ychydig iawn =	llai na 10%

Cyfeiriadau

Archwilio Cymru (2020) *Democratiaeth cynghorau lleol – llacio'r cyfyngiadau*. [Ar-lein]. Ar gael yn: <https://www.audit.wales/cy/blog/audit-wales/2020/11/5/democratiaeth-cynghorau-llacol-cyfyngiadau> [Cyrchwyd 16 Rhagfyr 2020]

Comisiynydd Plant Cymru (2020) *Diwrnod Gwrando, Tachwedd 2020*. Abertawe: Comisiynydd Plant Cymru. [Ar-lein]. Ar gael yn: https://www.childcomwales.org.uk/wp-content/uploads/2020/12/ListeningDay_FINAL_CYM.pdf [Cyrchwyd 16 Rhagfyr 2020]

Estyn (2020) *Adroddiad Blynyddol Prif Arolygydd Ei Mawrhydi dros Addysg a Hyfforddiant 2019-20*. Caerdydd: Estyn. [Ar-lein]. Ar gael yn: <https://www.estyn.llyw.cymru/adroddiad-blynyddol/2019-2020> [Cyrchwyd 16 Rhagfyr 2020]

Green, F. (2020) *Schoolwork in lockdown: new evidence on the epidemic of educational poverty*. Llundain: UCL Institute of Education. [Ar-lein]. Ar gael yn: <https://seneddresearch.blog/2020/09/15/new-publication-remote-teaching-and-covid-19-approaches-to-school-education/> [Cyrchwyd 16 Rhagfyr 2020]

Hattie, J. (2020) *The New Normal of Learning: Build Back Better*. Corwin Connect. [Ar-lein]. Ar gael yn: <https://corwin-connect.com/2020/05/the-new-normal-of-learning-build-back-better> [Cyrchwyd 15 Rhagfyr 2020]

Lyakhova, S. (2020) *Addysgu o bell a dulliau addysg ysgol yng nghyd-destun COVID-19*. Caerdydd: Pwyllgor Plant, Pobl Ifanc ac Addysg, Senedd Cymru. [Ar-lein]. Ar gael yn: <https://seneddresearch.blog/2020/09/15/new-publication-remote-teaching-and-covid-19-approaches-to-school-education/> [Cyrchwyd 16 Rhagfyr 2020]

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Llywodraeth Cymru (2020b) *Canllawiau ar gyfer cefnogi dysgwyr sy'n agored i niwed a dan anfantais*. [Ar-lein]. Ar gael yn: <https://llyw.cymru/sites/default/files/publications/2020-08/canllawiau-gyfer-cefnogi-dysgwyr-agored-niwed-dan-anfantais.pdf> [Cyrchwyd 21 Rhagfyr 2020]

Llywodraeth Cymru (2020c) *Canllawiau gweithredol ar gyfer ysgolion a lleoliadau o dymor yr hydref*. [Ar-lein]. Ar gael yn: <https://llyw.cymru/canllawiau-gweithredol-ar-gyfer-ysgolion-llleoliadau-o-dymor-yr-hydref-covid-19> [Cyrchwyd 16 Rhagfyr 2020]

Llywodraeth Cymru (2020d) *Datganiad i'r Wasg: Ailgydio, Dal i Fyny, Paratoi ar gyfer yr Haf a mis Medi – pob ysgol yng Nghymru'n symud i'r cam nesaf*. [Ar-lein]. Ar gael yn: <https://llyw.cymru/dod-ir-ysgol-dal-ati-i-ddysgu-paratoi-ar-gyfer-yr-haf-mis-medi> [Cyrchwyd 16 Rhagfyr 2020]

Llywodraeth Cymru (2020e) *Recriwtio, adfer, a chodi safonau: y rhaglen dysgu carlam*. [Ar-lein]. Ar gael yn: <https://llyw.cymru/recriwtio-adfer-chodi-safonau-y-rhaglen-dysgu-carlam-html> [Cyrchwyd 16 Rhagfyr 2020]

Llywodraeth Cymru (2020f) *Profi Orlhain Diogelu*. [Ar-lein]. Ar gael yn: <https://llyw.cymru/profi-olrhain-diogelu-html> [Cyrchwyd 16 Rhagfyr 2020]

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Mae'r dudalen hon yn wag yn fwriadol

PWYLLGOR CRAFFU ADDYSG A PHLANT 28ain Ionawr 2021

RHAGLEN MODERNEIDDIO ADDYSG

CYNNIG I NEWID NATUR Y DARPARIAETH YN YSGOL GYNRADD WG MODEL

Ystyried y materion canlynol a chyflwyno sylwadau arnynt:

- Ystyried y cynnig fel y nodir isod ac yn y ddogfen ymgynghori atodedig;
- Swyddogion i gychwyn yr ymgynghori ffurfiol ynghylch y cynnig;
- Bod adroddiad yn cael ei gyflwyno i'r Bwrdd Gweithredol ar ddiwedd y cyfnod ymgynghori.

Rhesymau:

- Er mwyn cefnogi Cynllun Strategol mewn Addysg Sir Gaerfyrddin a lansiwyd ar 25 Mehefin 2018 yn unol â Chynlluniau Strategol Llywodraeth Cymru;
- Er mwyn cydymffurfio â'r cyfarwyddyd diweddara a'r gweithdrefnau statudol ar gyfer ad-drefnu ysgolion;
- Llunio safbwyntiau i'w chyflwyno i'r Bwrdd Gweithredol eu hystyried.

Angen i'r Bwrdd Gweithredol wneud penderfyniad:

OES - 08/02/2021

Angen i'r Cyngor wneud penderfyniad:

NAC OES

Aelod y Bwrdd Gweithredol sy'n gyfrifol am y Portffolio: Cyng. Glynog Davies
(Addysg a Phlant)

<p>Y Gyfarwyddiaeth: Addysg a Phlant</p> <p>Enw Pennaeth y Gwasanaeth: Simon Davies</p> <p>Awdur yr adroddiad: Sara Griffiths</p>	<p>Swyddi:</p> <p>Pennaeth Mynediad i Addysg</p> <p>Rheolwr Tim Moderneiddio</p>	<p>Rhifau Ffôn / Cyfeiriadau E-bost:</p> <p>01267 246471 SiDavies@sirgar.gov.uk</p> <p>01267 246618 SMGriffiths@sirgar.gov.uk</p>
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EXECUTIVE SUMMARY
EDUCATION & CHILDREN SCRUTINY
COMMITTEE
28th January 2021

MODERNISING EDUCATION PROGRAMME
PROPOSAL TO CHANGE THE NATURE OF PROVISION
AT MODEL VA PRIMARY SCHOOL

Background

On 25th June 2018 in accordance with WG Strategic Plans the Local Authority launched **Carmarthenshire's Welsh in Education Strategic Plan** and its vision for a bilingual Carmarthenshire. To achieve this, the authority will deliver significant growth in Welsh medium education and training to increase the number of children and young people who become fluent in both Welsh and English and have the ability to use their languages confidently with their families, in their communities and in the workplace.

With this in mind, the Local Authority has a responsibility to provide its communities with the best education and opportunities possible and believes that this can be achieved through set objectives. Carmarthenshire County Council are fully supportive of the aim that all pupils are able to speak, read and write in both Welsh and English fluently by the end of Key Stage 2 and will provide services that will ensure high quality learning opportunities for all Carmarthenshire's children, young people and adults, thereby enabling them to achieve their full potential as lifetime learners in the context of the unique bilingual nature of the County.

In order to support Carmarthenshire's Welsh in Education Strategic Plan and national policies in moving the county's schools along the Welsh language continuum, the attached draft consultation document sets out proposals with regards to the change in nature of provision at **Model VA Primary School**.

The Proposal

- From 1st September, 2022 the nature of Foundation Phase provision at Model VA Primary School will change to Welsh medium education.

This will only affect pupils starting in the Foundation Phase at the school from September 2022 onwards. Current pupils attending the school will be unaffected.

With learners accessing Welsh medium education in the Foundation Phase this will, in time, necessitate setting up a Welsh Stream at Key Stage 2 to ensure continuity of provision. This will be reviewed in line with Carmarthenshire's Welsh in Education Strategic Plan.


Recommendation

E&C Scrutiny Committee is requested to endorse the proposal and recommends to the Executive Board that a formal consultation be initiated.

DETAILED REPORT ATTACHED?


YES: Draft Consultation Document

IMPLICATIONS

<p>I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report.</p>						
<p>Signed:  Head of Access to Education</p>						
Policy, Crime & Disorder and Equalities	Legal	Finance	ICT	Risk Management Issues	Staffing Implications	Physical Assets
YES	YES	YES	NONE	YES	YES	NONE

<p>1. Policy, Crime & Disorder and Equalities Developments are consistent with the Authority's Corporate Strategy and the Modernising Education Strategic Outline Programme and WESP 2018.</p>
<p>2. Legal Appropriate consultation will need to be initiated in accordance with the relevant statutory procedures.</p>
<p>3. Finance Revenue implications will be catered for within the Local Management of Schools Fair Funding Scheme.</p>
<p>4. ICT None.</p>
<p>5. Risk Management Issues The proposal may impact on the demand for school places at the school and surrounding catchment area schools. The situation will be monitored as part of the school admission process and ongoing data forecasting and analysis through the Authority's Modernising Education Programme.</p>
<p>6. Staffing Implications Staffing implications will be addressed in accordance with the County Council's Policy and Procedures.</p>
<p>7. Physical Assets None.</p>

CONSULTATIONS

<p>I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below:</p>
<p>Signed:  Head of Access to Education</p>
<p>1. Scrutiny Committee – Will be consulted on 28/01/2021.</p>
<p>2. Local Member(s) – The local members are aware of the proposal and will be consulted during the formal consultation period.</p>
<p>3. Community / Town Council – Will be consulted during the formal consultation period.</p>
<p>4. Relevant Partners – Will be consulted during the formal consultation period.</p>
<p>5. Staff Side Representatives and other Organisations – Will be consulted during the formal consultation period.</p>

EXECUTIVE BOARD PORTFOLIO HOLDER AWARE/ CONSULTED	YES
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Section 100D Local Government Act, 1972 – Access to Information List of Background Papers used in the preparation of this report:	
Title of Document	File Ref No. / Locations that the papers are available for public inspection
Carmarthenshire's Welsh in Education Strategic Plan	https://www.carmarthenshire.gov.wales/home/council-democracy/strategies-and-plans/welsh-in-education-strategic-plan/
MEP Biennial Review	www.carmarthenshire.gov.uk Executive Board 20 th June 2016
21 st Century Schools Website	www.21stcenturyschools.org

Proposal to Change the Nature of Provision at Model VA Primary School

Consultation Document

DRAFT

carmarthenshire.gov.uk

Cyngor **Sir Gâr**
Carmarthenshire
County Council



Tudalen 115

School Modernisation Section

Sara Griffiths, Modernisation Team Manager

If you require this information in large print, Braille or on audiotape please contact the Department for Education & Children

Email: DECMEP@carmarthenshire.gov.uk

Telephone: 01267 246618

Foreward

On 25th June 2018 in accordance with Welsh Government Strategic Plans the Local Authority launched [Carmarthenshire's Welsh in Education Strategic Plan](#) and our vision for a bilingual Carmarthenshire. To achieve this, we will deliver significant growth in Welsh medium education to increase the number of children and young people who become fluent in both Welsh and English and have the ability to use their languages confidently with their families, in their communities and in the workplace.

With this in mind, the Local Authority has a responsibility to provide its communities with the best education and opportunities possible and believes that this can be achieved through set objectives. Carmarthenshire County Council are fully supportive of the aim that all pupils are able to speak, read and write in both Welsh and English fluently by the end of Key Stage 2 and will provide services that will ensure high quality learning opportunities for all Carmarthenshire's children, young people and adults, thereby enabling them to achieve their full potential as lifetime learners in the context of the unique bilingual nature of the County.

The Local Authority not only supports this vision, but are wholly supportive of a bilingual Wales. On the 10th July 2017 the Welsh Government published "Cymraeg 2050: A million Welsh Speakers" with the aim of reaching a million Welsh speakers in Wales by 2050. The document considers three key themes:

- Increasing the number of Welsh speakers;
- Increasing the use of Welsh; and
- Creating favourable conditions, infrastructure and context

all of which we must consider in our own locality where our education system can support, develop and sustain bilingualism.

In order to support Carmarthenshire's Welsh in Education Strategic Plan and national policies in moving the county's schools along the Welsh language continuum, this consultation document sets out proposals with regards to the change in nature of provision of the Foundation Phase at **Model VA Primary School**.

Consultation will follow the guidelines established by the Welsh Government as set out in the [School Organisation Code 2018](#) and will involve identified interested parties. The information set out in this document is intended to clarify the proposals for your school and support the consultation process.



Gareth Morgans
Director of Education and Children

Glossary of Abbreviations

ALN	Additional Learning Needs
AN	Admission Number
CCC	Carmarthenshire County Council
CP	Community Primary
DS	Dual Stream
EM	English Medium
Estyn	Her Majesty's Inspectorate for Education and Training in Wales
FTE	Full Time Equivalent
LA	Local Authority
MCSW	Measuring the Capacity of Schools in Wales
MEP	Modernising Education Programme
NOR	Number on Roll
PLASC	Pupil Level Annual School Census Data
PT	Part-Time
WESP	Welsh in Education Strategic Plan
WG	Welsh Government
WM	Welsh Medium

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Introduction

Carmarthenshire County Council has a legal responsibility to review the number and type of schools it maintains in the area and whether or not it is making the best use of the resources and facilities to deliver the opportunities that children deserve.

As part of this process the Council has published its vision on how it sees the future for all of the primary and secondary schools in the County and this includes consulting on the future shape of education in Model VA Primary School.

This consultation document outlines current provision and options to determine the optimum solution for meeting future need.

Background

Model Church in Wales VA Primary School is an English medium primary school. The school provides education to pupils between the ages of 3-11 years old.

Over recent years, pupil numbers have been declining gradually.

Based on current pupil projections, this trend is set to continue for the next five years.

Model VA Primary School building condition is **Grade B** – Satisfactory (Performing as intended but exhibiting minor deterioration).

The school's most recent Estyn inspection completed in October 2019 judged the school as **Good** in all five inspection areas.

The Local Authority has a responsibility to provide all pupils with the best education possible and believes that providing bilingual opportunities has a role to play in this. This aligns with Carmarthenshire's Welsh in Education Strategic Plan 2017-2020 which aims to move schools along the Welsh language continuum. In light of this, the best way to create confident, bilingual individuals is through immersing pupils in the Welsh language from a very early age.

Rationale for Change

This proposal has been prepared in response to Carmarthenshire County Council's Welsh in Education Strategic Plan (WESP) and the Welsh Medium Education Strategy (WMES). The Local Authority has a vision for a bilingual Carmarthenshire. To achieve this, we will, in accordance with 'Cymraeg 2050: A Million Welsh Speakers':

“Ensure significant growth in Welsh-medium education and training to increase the number of people of all ages to become fluent in both Welsh and English and have the ability to use their languages

confidently with their families, in their communities and in the workplace.”

As a result, it is the Local Authority’s proposal:

- From 1st September 2022 the nature of Foundation Phase provision at Model VA Primary School will change to Welsh medium education.

This proposal will support the development of bilingual and multilingual opportunities in line with the new curriculum to be launched in 2022.

Should the proposals be implemented, all future pupils at the school will receive their Foundation Phase education primarily through the medium of Welsh.

This will only affect pupils starting in the Foundation Phase at the school from September 2022 onwards.

Current pupils attending the school will be unaffected.

With learners accessing Welsh medium education in the Foundation Phase this will, in time, necessitate setting up a Welsh Stream at Key Stage 2 to ensure continuity of provision. This will be reviewed in line with Carmarthenshire’s Welsh in Education Strategic Plan.

In addition, this proposal will link to Welsh Government Policies as stated below:

- Rewriting the Future;
- Successful Futures;
- Well-being of Future Generations (Wales) Act 2015;
- Welsh Government’s Draft Strategy; and
- 21st Century Schools and Education Programme.

Early Welsh Medium Immersive Provision

The immersion method focuses on using Welsh as the predominant medium of teaching and learning, using practical and visual techniques to help children and pupils to develop vocabulary and syntax. The essence of this method is introducing and modelling good language. Also, international evidence confirms that ‘the most effective way of developing bilingual children is to immerse them in the less common language whilst also developing their skills in the more common language.’ Young children do not need to learn a language as adults do. They absorb languages if they are exposed enough to them.

There is an abundance of research showing that investing in the first years of a child’s life improves outcomes for them throughout the rest of their lives.

The change to Welsh medium education at Foundation Phase will strengthen pupils' bilingual skills from an early age providing them with a firm foundation for future linguistic development.

As qualified by research the presence of two languages in the operating system of the brain is likely to produce a more richly fed thinking engine (Baker, 2000:66-67). Therefore, this proposal provides pupils with increased opportunities to reach their full potential as bilingual learners.

Bilingualism

The advantages of being bilingual

What does being bilingual mean?

The ability to live your everyday life using two languages.

Being able to switch from one language to another fluently and confidently at any given time.

Education

- Bilingual children tend to be more successful in education. They tend to perform better in tasks.
- Bilingual people find it easier to learn additional languages.
- Children in Welsh medium education do just as well, if not better, in English as children in English medium education.

Evidence:

[Estyn Thematic Report- Welsh in Key Stage 2 and Key Stage 3 in Welsh-medium or bilingual schools](#)

Career

- Speaking two languages is an extra skill to put on your application form and CV.
- Bilingual people earn an average of 11% more income.
- Employers need bilingual workforces in Wales, because services need to be offered bilingually in accordance with the Welsh Standards Paper.

Evidence:

[Wales Online Article - Welsh Speakers 'more likely to get top qualifications and jobs'](#)

Nigel Owens

“ Without my Welsh education in School I would not have had all the opportunities to present and perform and I would not have been encouraged to start as a referee at 16 years old.

I carry Welsh with me wherever I referee in the world. Before each game I listen to Welsh music. I'm lucky enough to have two languages and Welsh is an important part of who I am. ”



Alex Jones

“ Having a bilingual education has been pivotal to me in so many ways. It meant that I had twice as many opportunities, it doubled my capacity to learn other languages, it enhanced my ability to communicate and therefore make friends, and most importantly, it gave me a strong sense of belonging and of our heritage. Starting out as a broadcaster in Welsh gave me the vast experience I needed to move forward to my dream job. Without a bilingual education, I'd be in a very different place. ”



Health

- Research shows that being bilingual delays the onset of Dementia and other symptoms of Alzheimer disease.

Evidence:

[Article - Delaying the onset of Alzheimer's disease: Bilingualism as a form of cognitive reserve](#)

[The Telegraph Article- Bilingual people twice as likely to recover from a stroke](#)

Life

- Speaking two languages widens your horizons.
- Being able to speak Welsh gives you access to many aspects of Welsh culture, history and identity.
- Speaking Welsh can provide a key to rich community life.
- Being able to speak Welsh gives you a strong sense of identity and belonging.
- Being able to switch from one language to the other with confidence gives the individual self-confidence and pride.
- Speaking many languages can make people more tolerant towards other cultures.

Evidence:

[The Advantages of Bilingualism in Welsh and English by Colin Baker](#)

Common parental concerns

‘How can I help my child with homework if I don’t understand much Welsh myself?’

Welsh schools set homework instruction in Welsh and in English so there will be no problem in understanding what your child is being asked to do at home. The schools themselves will be happy to provide educational advice and the parents evening will be in your chosen language.

Work set will be appropriate to the pupil’s age and ability level and therefore should be within your child’s reach.

Developing increasingly as independent learners, you may find that your child is happy to progress without extra parental guidance as they get older.

[Booklet - Welsh Homework? No problem](#) (English version)

[Booklet - Gwaith Cartref? Dim problem](#) (Welsh version)

‘Will pupils who struggle with Welsh medium education have to move to an English medium school?’

It is the Local Authority’s desire that all pupil receive the opportunity to become bilingual in both Welsh and English languages. In Welsh medium schools, pupils will receive their education principally through the medium of Welsh, with English being taught as a subject in Key Stage 2 and used as a medium for instruction. Sufficient support will be provided to all pupils as required through a range of mechanisms and tailored to the individual’s needs.

‘The children will be confused and their English will suffer.’

On average, bilingual children achieve higher grades in the English language. Also, as a child explains homework in English to the parent, their own understanding is reinforced. Ask your child to describe what he/she is doing in his own words.

On average, about 80% of Carmarthenshire pupils who attend Welsh medium education get an A* to C grade in both Welsh and English.

‘Will my child’s thinking be affected by being bilingual?’

The answer is “yes”, and probably for the better. The presence of two languages in the operating system of the brain is likely to produce a more richly-fed thinking engine (Baker, 2000:66-67).

‘Will my child be able to cope with learning through the medium of Welsh?’

School and staff are fully committed to providing the necessary support to all pupils and parents through a wide range of mechanisms: open door policy; homework provided bilingually; support by The Athrawon Bro Service; bilingual school website etc. Staff are also required to differentiate the curriculum and make reasonable adjustments when required to meet the needs of every pupil.

‘Should the Welsh language be forced?’

International evidence, cited by the Welsh Government, confirms that the most effective way of developing bilingual children is to immerse them in the less common language whilst also developing their skills in the more common language. This is consistent with national policy to expand Welsh medium education in order to develop increasing numbers of fully bilingual young people and to enable more children to benefit from the advantages of bilingualism, gathered through international research.

‘Will learning through the medium of Welsh affect later life opportunities?’

Yes, but probably for the better. It is the belief of the department, based upon international evidence and local experience, that children benefit from a truly bilingual education, which provides wider skills developments, such as cognitive ability, task understanding and flexibility, enhanced powers of concentration etc. and that all children should receive these opportunities. Being bilingual or multilingual also broadens individuals’ cultural experiences and can enhance career prospects. Bilingualism will increasingly over time become an employment skill and possessing Welsh language skills will increasingly over time give individuals a competitive advantage when seeking employment.

‘Does learning through the medium of Welsh segregate English speaking pupils/families?’

On the contrary, learning through the medium of Welsh provides all children with opportunity to become fully bilingual with the skills to be able to read, write and speak in both Welsh and English languages by the time that they leave primary school. In Welsh medium schools, children receive their education principally through the medium of Welsh with English being taught as a subject in Key Stage 2 and used as a medium of instruction. Learning through the medium of Welsh also helps family/community members with the opportunity to develop their Welsh language skills.

‘Will children with additional learning needs be able to learn through the medium of Welsh?’

Carmarthenshire County Council’s policy is that all its schools should be inclusive, with children with additional learning needs being educated in a mainstream setting alongside their peers wherever possible. In the vast majority of cases, this is achieved, with all children benefitting. All pupils with additional learning needs have specific individual plans based on their circumstances and a tailored support programme is provided according to need. Generally, an additional learning need is not a barrier to learning two languages. There will be rare instances, however where a child may be diagnosed with a condition that is not conducive to a fully bilingual education. In these circumstances a package of support is identified by professional practitioners and discussed with parents.

Carmarthenshire Language Learning Centres

Due to the nature of the county we need to provide a language service to all latecomers so that they can become fully assimilated into our bilingual communities and are steeped in Welsh language and culture. In order to achieve this, we need to address the importance of dedicated facilities to support latecomers to a level where they can easily integrate into the day to day timetable in Welsh medium schools. Thorough research shows that this can be more easily achieved through intensive language courses. Language centres are the vehicles needed to ensure that this becomes a reality. As alluded to above, the language centres will also provide language support for parents and pupils and will also have provision for professional learning and Welsh for Adults.

Bilingualism in Carmarthenshire

Further information can be found using the following links:

- **Cymraeg gyda’r plant / Welsh with your kids- give it a go!**

[Booklet - Cymraeg gyda'r plant/Welsh with your kids-give it a go!](#)

Within this booklet you will find a number of useful Welsh words and phrases which can be used to practise the Welsh language with young children. This will help them to speak naturally and confidently.

- **Bod yn Ddwyeithog... yn Sir Gâr / Being Bilingual... in Carmarthenshire**

[Booklet- Bod yn Ddwyeithog...yn Sir Gar/Being Bilingual... in Carmarthenshire](#)

This booklet details what it means to be bilingual whilst highlighting the advantages that can be achieved from being bilingual in areas such as education, career, health and life. In addition, within this booklet you will find the answers to many common parental concerns regarding the Welsh language.

- **Welcome to Wales Welcome to Carmarthenshire Welcome to Welsh**

[Booklet- Welcome to Wales Welcome to Carmarthenshire Welcome to Welsh](#)

This booklet has been prepared by Carmarthenshire County Council to welcome newcomers to its bilingual County. Within the booklet you will find information on how the Welsh language is used in Carmarthenshire along with details on where you can find Welsh language support and useful websites to visit to develop your Welsh language skills.

The Consultation Process

The consultation on this proposal will follow guidelines established by the Welsh Government as stated in the School Organisation Code (2018).

Who will be consulted?

This document will be sent to the following interested parties:

Staff (Teaching and Ancillary)	Director of Education – All Neighbouring Authorities
Governors and Parents/Guardians	Diocesan Director of Education Church in Wales and RC
Local County Councillors	Estyn
Community Councillors	Regional Transport Consortium
Members of the Senedd (MS) / Regional Members / Members of Parliament (MP)	Neighbouring Primary and Secondary schools
Welsh Ministers	All relevant unions
SEN Partners	Welsh Language Commissioner
LA Special Educational Needs Division	Local Police and Crime Commissioner
ERW – Education through Regional Working	Flying Start
	Child Care / Early Years
Communities for Work +	Public Services Board
Communities for Work	Legacy
Fusion	Families First Carmarthenshire

****Copies of the consultation document will be sent to the Head teacher and Chair of Governors of the surrounding catchment area of schools subject to proposals.***

Consultation Period

The consultation period for the proposals starts on 22 February 2021 and ends on 4 April 2021.

Consultees can submit their views in favour of or against a proposal. Responses received during the consultation period will not be treated as statutory objections. If consultees wish to object, they will need to do so in writing during the statutory objection period outlined on page 16.

Considering your views

During the consultation period you can ask questions and express your views by writing a letter to the address below or by completing an online survey using the following link:

[Insert Link](#)

Letters should be sent to the following address by no later than noon on 4 April 2021:

Mr Gareth Morgans, Director of Education and Children's Services,
Building 2, St. David's Park, Jobs Well Road, Carmarthen, SA31 3HB
Or E-mail to: DECMEP@carmarthenshire.gov.uk

Drop-in Sessions

Due to the ongoing implications of the Coronavirus issue we have been advised to postpone all events where there is interaction between staff, parents and the wider community and as a result there will not be a drop in session to discuss proposals. Should you feel strongly about discussing the proposals please contact Mrs Rhianydd Evans by sending an e-mail to DECMEP@carmarthenshire.gov.uk and a virtual meeting can be arranged.

Consultation with Pupils

There will be an opportunity for the pupils of the schools subject to the proposals to participate in the consultation process.

The information gathered from the consultation with pupils will form part of the consultation report which will be submitted to the Executive Board for consideration following the consultation period.

Consultation Report

A Consultation Report will be published on Carmarthenshire County Council's website at least 2 weeks before a decision is made on whether or not to proceed to publish a statutory notice. Hard copies of the report will also be available on request. The report will summarise the issues raised by consultees and provide Carmarthenshire County Council's response to these issues. The report will also contain Estyn's view of the proposal and details of consultation undertaken with the pupils.

The Executive Board of Carmarthenshire County Council will consider the consultation report and decide whether or not to proceed with the proposal.

If the Executive Board decides to continue with the proposal Carmarthenshire County Council must publish a statutory notice.

Statutory Notice

The statutory notice will be published on Carmarthenshire County Council's website and posted at the schools subject to proposals. Copies of the notice will be made available to the schools to distribute to pupils, parents, guardians, and staff members (the schools may also distribute the notice by email).

Statutory Objection Period

The statutory notice will set out the details of the proposal and invite anyone who wishes to object to do so in writing within a period of 28 days. If objections are received an objection report will be published on the Carmarthenshire County Council website. Hard copies of the report will also be available on request. The report will summarise the issues raised and provide Carmarthenshire County Council's response to those objections.

Determination of Proposal

Carmarthenshire County Council will determine the proposal. The County Council may decide to approve, reject or approve the proposal with modifications. In doing so, the County Council will take into account any statutory objections that it received.

Decision Notification

Following determination of proposals all interested parties will be informed and advised of the availability of the decision which will be published electronically on Carmarthenshire County Council's website.

The Statutory Process Time-Table

The statutory process and timetable will be as follows:

22 February 2021	Issue of this consultation document to identified and other interested parties.
4 April 2021	Closing date for views on the proposal to be received by the Department for Education and Children.
27 April 2021	<p>A Consultation Report will be taken to the Executive Board for a decision on whether or not to proceed to publish a statutory notice. OR alternatively proposal ends.</p> <p>The Consultation Report will be published on Carmarthenshire County Council's website at least 2 weeks prior to the publication of a statutory notice.</p> <p>If the decision is made to proceed then a statutory notice will be published. The notice will outline details of the proposal and be published on the Council's web site and be displayed near the entrance of the school and schools which are subject to the proposals. Copies of the notice will be made available to the school to distribute to parents, guardians and staff members. Following publication there will be a 28 day period during which time formal written objections will be invited.</p> <p>The statutory notice will give details on how you may record your objections to the proposal.</p>
8 June 2021	End of formal 28 day notice period for objections. County Council will determine the proposal. The County Council may decide to approve, reject or approve the proposal with modifications, in doing so the County Council will take into account any statutory objections received.
July 2021	<p>Deadline to notify parents of intention to implement proposal.</p> <p>Following determination of proposals all interested parties will be informed and advised of the availability of the decision which will be published electronically on Carmarthenshire County Council's website.</p>

School subject to proposals

		Model Church in Wales VA Primary School
School Location		College Road Carmarthen SA31 3EQ
Age Range		3-11
School Category (Community [C], Voluntary Aided [VA], Voluntary Controlled [VC])		Voluntary Aided
Language Category		English Medium
Number of registered Pupils (January 2020)	Nursery Age	67
	Reception – Y.6	362
	Total	429
Number of pupils previously on the register	January 2019	438
	January 2018	443
	January 2017	454
	January 2016	478
Pupil Projections	January 2021	421
	January 2022	405
	January 2023	400
	January 2024	395
	January 2025	396
Capacity (including nursery age)		485
Cost per pupil (2020/21)		£3,412
School Budget (2020/21)		£1,406k
Estyn Inspection Result		Estyn
Building Condition Category		B

The Proposal

- From 1st September 2022 the nature of Foundation Phase provision at Model VA Primary School will change to Welsh medium education.

This will only affect pupils starting in the Foundation Phase at the school from September 2022 onwards.

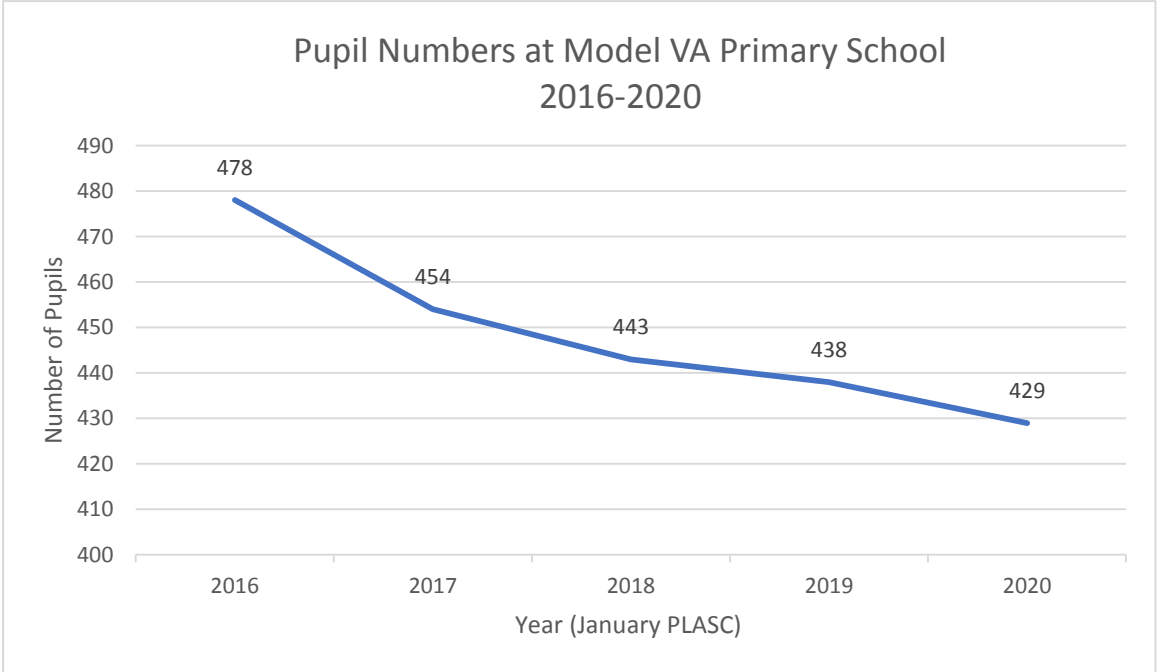
Current pupils attending the school will be unaffected.

With learners accessing Welsh medium education in the Foundation Phase this will, in time, necessitate setting up a Welsh Stream at Key Stage 2 to ensure continuity of provision. This will be reviewed in line with Carmarthenshire’s Welsh in Education Strategic Plan.

Background

Model Church in Wales VA Primary School is situated on College Road, Carmarthen in Carmarthenshire. It serves the historic parish boundaries of St David’s and St Peter’s Carmarthen although some pupils attending the school live outside these parishes. The school currently provides English medium education to pupils between the ages of 3-11 years old.

The graph below shows pupil numbers at the school over the last five years.



In recent years, pupil numbers have gradually declined and have been below the school's capacity. Pupils are taught in single year group classes. January 2020 PLASC showed that there were 429 pupils at the school and 56 surplus places.

Advantages and Disadvantages of the proposal

Advantages

- Opportunity for pupils to gain early immersion in the Welsh language from a young age.
- Allows pupils to gain a firm foundation in the Welsh language.
- Provides additional Welsh medium places to meet current and projected demand.

Disadvantages

- Potential local community resistance to the proposal.
- Statutory process required to implement the proposal.

Risks and Counter Measures

Risk		Counter Measure
1.	Failure to obtain statutory approval to implement the proposal.	- Follow guidelines as set out in the School Organisation Code 2018
2.	An unsatisfactory consultation with the community	- Develop communication strategy and consult on a regular basis to address concerns

Financial Implications - Revenue

Model Church in Wales VA Primary School is funded in accordance with the County Council's Fair Funding policy and will receive resources on the same basis as any other school within the County Council, based on pupil numbers and facilities.

Admissions Arrangements

The Governing Body is the Admissions Authority for Model Church in Wales VA Primary School.

Chair of the Governing Body
Model Church in Wales School
College Road
Carmarthen
SA31 3EQ
Tel No: 01267 234386

E-mail: admin@model.ysgolccc.cymru

Alternative Options Considered

In developing a preferred option, the Authority considered a range of alternative options.

Status Quo – No change to the nature of provision	
Advantages	Disadvantages
No change to stakeholders	Does not support Welsh Government's aim of 1 million Welsh speakers by 2050
No Statutory Process required	Does not meet the aims of the County's WESP.

Change the nature of Foundation Phase provision at Model VA Primary School to Dual Stream education with English medium provision remaining from Key Stage 2 (KS2)	
Advantages	Disadvantages
Provides parents with a choice of language medium in the Foundation Phase	Statutory Process required.
Supports the aims of the County's WESP.	Potential local community resistance to the proposal.
Increases pupils' early linguistic skills.	Possible change for stakeholders.

Preferred Option	
Change the nature of Foundation Phase provision at Model VA Primary School change to Welsh medium education with English medium provision remaining from Key Stage 2 (KS2)	
Advantages	Disadvantages
Opportunity for pupils to gain early immersion in the Welsh language from a young age.	Statutory Process required.
Allows pupils to gain a firm foundation in the Welsh language.	Potential local community resistance to the proposal.
Provides additional Welsh medium places to meet current and projected demand.	Change for stakeholders.
The proposal will help address the issue of a shortage of Welsh medium places within Carmarthen Town.	No job security for some members of staff.

School Catchment Area

The current catchment area of Model Church in Wales VA Primary School will remain as is.

Secondary School Transfers

There will be no change to the current transfer arrangements for pupils in respect of Secondary education.

School(s) affected by this proposal

School Name	Johnstown Primary	Richmond Park Primary	Myrddin Primary	Ysgol y Dderwen	St Mary's School	Peniel Community School	Abergwili VC Primary	Llangunnor Primary	Bancyfelin School	Cynwyl Elfed Community Primary	Llangain Primary	
School Location	SA31 3HS	SA31 1NN	SA31 1TE	SA31 1TG	SA31 3DE	SA32 7AB	SA31 2JD	SA31 2NN	SA33 5ND	SA33 6TR	SA33 5AE	
County	Carmarthenshire											
Age Range	3-11	3-11	3-11	3-11	3-11	4-11	4-11	3-11	4-11	4-11	3-11	
School Category (Community [C], Voluntary Aided [VA], Voluntary Controlled [VC])	C	C	C	C	VA	C	VC	C	C	C	C	
Language Medium Category (PLASC)	EM	EM	EM	WM	EW	WM	WM	DS	WM	WM	WM	
Number of registered Pupils (January 2020)	Nursery	72	35	19	63	14	13	3	55	1	2	5
	Reception – Y.6	409	177	79	308	59	103	48	264	38	61	36
	Total	481	212	98	371	73	116	51	319	39	63	41
Number of pupils previously on the register	January 2019	484	213	98	373	68	109	53	314	43	67	36
	January 2018	474	197	101	358	63	109	55	310	35	73	31
	January 2017	468	200	104	360	73	113	60	322	40	71	32
	January 2016	464	197	85	347	82	119	66	319	41	78	25

School Name		Johnstown Primary	Richmond Park Primary	Myrddin Primary	Ysgol y Dderwen	St Mary's School	Peniel Community School	Abergwili VC Primary	Llangunnor Primary	Bancyfelin School	Cynwyl Elfed Community Primary	Llangain Primary
Pupil Projections	January 2021	480	210	101	368	66	118	56	319	41	65	44
	January 2022	477	211	102	383	61	116	51	314	42	63	43
	January 2023	475	205	97	385	65	118	45	306	39	62	49
	January 2024	478	205	96	385	61	119	46	298	39	56	53
	January 2025	477	204	96	383	62	119	46	300	42	60	55
Capacity (including nursery)		459	214	123	361	167	120	68	301	64	94	61
Cost per pupil (2020/21)		£3,403	£4,421	£7,819	£3,564	£3,893	£3,900	£3,862	£3,660	£4,520	£3,975	£4,547
School Budget		£1574k	£924k	£942k	£1269k	£269k	£452k	£197k	£1114k	£176k	£250k	£182k
Estyn Inspection Result		Estyn	Estyn	Estyn	Estyn	Estyn	Estyn	Estyn	Estyn	Estyn	Estyn	Estyn
Building Condition Category		B	B	C	A	C	A	B	B	C	B	A

Building Condition:

Grade A	Good. Performing as intended and operating efficiently.
Grade B	Satisfactory. Performing as intended but exhibiting minor deterioration.
Grade C	Poor. Exhibiting major defects and/ or not operating as intended.
Grade D	Bad. Life expired and/or serious risk of imminent failure.

Evaluation of Present Arrangements

The school was last inspected in October 2019 and was judged as 'good' in the five inspection areas.

The school is a two-form entry school with pupils currently being taught in single year group classes. There is currently a Headteacher, 2 Assistant Headteachers and 12 teachers employed at the school along with 16 teaching assistants.

During each inspection five inspection areas are looked at:

- 1: Standards**
- 2: Wellbeing and attitudes to learning**
- 3: Teaching and learning experiences**
- 4. Care, support and guidance**
- 5. Leadership and management**

Standards

When they start at the school, most pupils' skills are at the expected level for their age and they make strong progress over time. Most recall prior learning confidently and apply themselves diligently to their tasks and challenges.

Most pupils listen attentively. They speak confidently and politely with their peers and respect other pupils' opinions, such as when discussing which fruit and vegetables they would like to buy from the class shop. Across key stage 2, most pupils appreciate other people's views and share ideas confidently together.

Most pupils read confidently. The nursery and reception pupils develop early reading skills quickly and become aware of the link between sounds and letters. Many Year 2 pupils use phonic skills successfully to discover meaning in different texts. They understand the importance of punctuation and direct speech when reading. The more able pupils read with lively expression and discuss their likes and dislikes maturely. Most pupils maintain strong progress with their reading across key stage 2. They discuss their favoured genres confidently and make sensible decisions about what they want to read. In upper key stage 2, many pupils have good research skills and show a good understanding of the importance of inference in text to read for subtle meaning.

Many reception pupils have well developed early writing skills. They use their understanding of letters to start mark-making from an early stage. Many Year 2 pupils write to a good standard in a variety of genres. Most show a sound understanding of when to use basic punctuation. Many more able pupils develop their ideas effectively when producing a range of engaging writing, both in factual and creative contexts. Most pupils maintain good progress with their writing across key stage 2. For example, when writing a high-quality recount of their recent visit to Green Castle woods, using effective opening paragraphs, time connectives and direct speech. Many Year 6 pupils write to a high standard in different contexts.

Most pupils across the foundation phase have good mathematical skills. Many reception pupils have an early understanding of how to use different coins in the class shop. Many more able Year 2 pupils apply their numeracy skills confidently, adding and subtracting two-digit numbers successfully. Most have a sound understanding of the properties of two and three-dimensional shapes.

Most Year 3 and 4 pupils' numeracy skills are good and they apply them successfully when taking part in challenges within their 'Ditectif Dysgu' activities. Most Year 6 pupils use data to create graphs accurately, for example when drawing a line graph to show the varying weight of chocolate bars over the decades. This is particularly detailed work, and the more able pupils' interpretation of the change in weight is highly effective.

Many pupils' Welsh oracy is developing appropriately across the school. Pupils speak confidently in familiar contexts and enjoy speaking in class with their peers. The younger pupils develop an increasingly wide vocabulary and respond well to the language model and encouragement provided by staff. However, many older pupils lack confidence when using the language in less structured contexts.

Most pupils in the foundation phase develop a good range of ICT skills and apply them well across the areas of learning. Many pupils in Year 2 can search the internet safely for 2D shapes and then use these to classify them in a simple branching database. In key stage 2, many pupils build appropriately on their previous ICT skills. Older pupils locate and use information on the first open heart surgery and use the information to create an informative presentation.

Wellbeing Standards

The school is a very caring and happy community in which nearly all pupils feel valued. They feel safe and secure in school, and appreciate the care shown to them by staff. There is a strong family ethos across the school. Pupils show a high level of respect towards their peers. They value others' contributions during activities and class discussions. The older pupils show concern and empathy for their younger peers and enjoy taking care of them. This supports pupils' wellbeing successfully. Most pupils adhere to the school's high expectations in relation to behaviour.

Nearly all pupils have a clear and detailed understanding of how to keep themselves safe on the internet, and in the wider community. They understand the importance of strong passwords and ensuring that their parents and carers are aware of their online activity.

Most pupils have a sound understanding of the significance of maintaining a healthy lifestyle through eating healthy lunches and snacks. They understand the importance of drinking water regularly. Pupils have a positive attitude towards keeping themselves healthy, through a varied programme of physical activity, including opportunities to participate in the daily mile run. Many pupils enjoy taking part in an effective range of after school activities and clubs. They develop a mature understanding of the human body through their work in science.

Most pupils demonstrate a positive attitude to learning. They respond very well to opportunities to work independently, selecting graded activities that provide them with individual challenges. During these activities, most demonstrate very good resilience, and persevere confidently in order to succeed in completing their tasks. Many pupils develop real ownership of their learning, and explain the impact of different activities on their skill development. Most pupils understand that making mistakes is an essential part of learning.

Many pupils represent their peers diligently on whole school groups such as the school council, eco council, 'cŵr Cymraeg', and as digital leaders. These groups meet regularly and discuss issues that relate to the provision at the school.

Most pupils make an active contribution to what and how they learn. They make mature suggestions about the direction that their learning will follow next and feel fully included in the planning process. They know that their teachers will listen to their ideas. Most pupils participate confidently and many maintain excellent concentration during teacher-led and independent activities. This positive attitude to their learning is a consistently strong feature across the school. Pupils' attendance does not compare well with that in similar schools and persistent absenteeism is relatively high.

Teaching and learning experiences

Nearly all teachers have high expectations of pupils in all areas of learning. Most learning activities are engaging and creative and most pupils participate with enthusiasm and interest. Teachers provide meaningful opportunities for pupils to have a say in what they learn. As a result, pupils remain on task for extended periods and speak enthusiastically about what they are learning and why. Most teachers plan activities that provide effective challenge for pupils. As a result, most pupils make good progress and develop their skills successfully.

Teachers plan an enriching range of 'Ditectif Dysgu' enhanced provision activities. They provide a rotation of engaging, independent learning activities for the pupils to select and complete throughout the week. This is particularly evident in key stage 2, where pupils have the opportunity to enhance their skills in focused tasks. As a result, nearly all pupils collaborate successfully with peers and show high levels of perseverance. Teachers plan valuable opportunities for pupils to reflect on their learning, and most pupils speak confidently about the impact this method of working has on their understanding.

Nearly all teachers foster a positive and supportive working environment. They deploy staff well to support groups of pupils in both the indoor and outdoor learning areas. Nearly all staff use effective and consistent strategies to encourage good behaviour and engagement in learning is managed effectively.

Most teachers provide clear guidance for pupils on how to succeed in a task and encourage them to lead their own learning. Most teachers provide useful feedback for pupils, in both written and verbal form. As a result, most pupils understand how to

develop their work further. Most know how to ensure they are making progress and how to improve their work.

Teachers plan and deliver purposeful opportunities for pupils to apply their literacy and numeracy skills across the curriculum. However, teachers do not always provide sufficient progression and continuity in developing pupils' ICT skills.

Across the school, many staff use incidental Welsh well to instruct and praise pupils. In many classes, especially in the foundation phase, teachers provide effective opportunities for pupils to develop their speaking in meaningful contexts. However, opportunities to develop pupils' Welsh oracy are not consistent enough across the school and this has a detrimental effect on pupils' standards.

Care support and guidance

The school has effective processes for monitoring pupils' progress. Leaders and staff analyse a wide range of data to set challenging targets for pupils and use this information to measure progress to identify pupils who may need additional support. This enables pupils of all abilities to make good progress.

There is effective provision for pupils with special educational needs (SEN). The SEN co-ordinator and staff collaborate effectively to identify pupils who may require specific support or intervention. The school involves parents in identifying a suitable person-centred plan in partnership with specialist agencies where appropriate. Staff make purposeful use of a range of intervention programmes, such as to support pupils' speech and phonic development. The SEN co-ordinator has developed an effective timetable of assessment activities, which include regular pupil progress meetings. As a result, staff have detailed information about pupil progress against agreed targets.

The school communicates well with parents through social media, email and text messaging service. There is a suitable range of opportunities for parents to engage with the school, for example through the parent council and the parent-teachers and friends association. This enables parents and the community to be part of the life of the school and to support specific projects such as the eco garden.

The school sets regular homework for pupils and provides appropriate advice to parents about how to support their children's learning. For example, teachers arrange a useful numeracy workshop to raise parents' awareness of how to support their children with their numeracy development at home.

The school works closely with parents and the local authority's attendance officer to implement a range of strategies to promote good attendance and punctuality. However, this has not had a strong enough impact on whole school attendance.

The school makes appropriate arrangements to help pupils make healthy lifestyle choices. Staff provide a range of effective opportunities for physical exercise. For example, nearly all pupils participate the daily mile. They receive worthwhile lessons on healthy eating, substance misuse, sex and relationships education and online safety.

Staff provide pupils with opportunities to have a meaningful voice within the school. There are many opportunities for pupils to play an active part in decision-making and to undertake leadership roles.

The school ensures that pupils have opportunities to contribute to events in the local area. For example, the school choir regularly sings at venues in the community including at the local care home. The school provides meaningful opportunities for pupils to reflect on the human consequences of war, for example through making poppies for the annual remembrance service, where they regularly attend and perform.

There are worthwhile opportunities for pupils to reflect on their learning and wellbeing. For example, a mindfulness programme helps pupils to develop resilience when facing challenging situations. Staff and pupils discuss the school's 'value of the half term' and relate it to pupils' friendships and the best use of the 'playtime peacemakers'. There is effective use of restorative practices across the school, ensuring pupils' positive attitudes towards learning and behaviour.

The school provides many opportunities for pupils to engage in worthwhile activities such as visits to Llangrannog and theatre trips, which enrich their out of school experiences successfully.

The school's arrangements for safeguarding meet requirements and give no cause for concern.

Leadership and Management

The headteacher and governors have a clear vision based on establishing high expectations for the academic, social, emotional and wellbeing of all pupils. Recently, they have used the restructuring of the leadership team purposefully to develop an enthusiastic team who have a clear understanding of the roles and challenges they face. The new senior leadership team focus well on the strategic management of the school and work cohesively to monitor and raise standards, and to establish consistency in provision and assessment across the school.

Leaders ensure that the school responds meaningfully to national priorities with a clear focus on developing Welsh language skills within the school. The school is beginning to respond positively to the new curriculum for Wales and many classes are creating an innovative curriculum that successfully engages the enthusiasm and imagination of pupils and staff.

The governors know the school well and provide effective support and challenge in equal measure. They understand and fulfil their roles and responsibilities well, and promote the school's values successfully. Governors undertake visits to the school that equip them with a valuable first-hand understanding of recent developments. This enables them to ask relevant questions to evaluate the impact of changes. As a result, they know the school's strengths and areas for development thoroughly and play a robust role in agreeing school policies and priorities.

Leaders use a range of self-evaluation processes purposefully in order to identify the strengths of the school and the areas that need further development. Their views on standards, provision and leadership are generally accurate and the school's priorities reflect the identified priorities well in nearly all instances. The school has a strong

track-record of making improvements and has responded purposefully to the recommendations of the previous Estyn inspection.

Leaders ensure that professional learning supports school improvement effectively. They make good use of the expertise within the school, for example to improve the consistency and impact of classroom practice. Leaders successfully deliver worthwhile training opportunities to enhance staff understanding of how restorative practices build and maintain positive relationships. They then evaluate the impact of the various strategies and amend practices in response to teacher and pupil feedback. Teachers and leaders visit other schools in order to learn from good practice and have the confidence to evaluate which ideas are most likely to be successful for their pupils. Where appropriate, leaders invite experts to train staff in new initiatives and to support ongoing professional development.

Impact of the proposal

This proposal supports the Council's vision and aims for Welsh medium education as set out in Carmarthenshire's Welsh in Education Strategic Plan (WESP) 2017 – 2020. The proposal will allow greater opportunities for access to Welsh medium education within the Ysgol Y Model School catchment area.

Appendix A – Community Impact Assessment

Each school has an area that it serves, referred to as the catchment area. Each school is expected to accommodate pupils from within its catchment area and schools must have regard for this ongoing demand.

Most parents send their child to their local school but parents have a right to state a preference for other schools.

Catchment Area Analysis – January PLASC 2020 Data

Model VA Primary School serves the historic parish boundaries of St David's and St Peter's Carmarthen although some pupils attending the school live outside these parishes. As it is categorised as a faith school, it does not have a designated catchment area. It is therefore not possible to obtain any data for the purpose of a catchment area analysis.

Other facilities or services provided by the school e.g. after school clubs/ community Library

The school currently hold a breakfast club for pupils during the weekdays between 8:00am - 8.45am.

Pupils also benefit from an independently run after-school care club which is held every afternoon until 6pm.

Community Impact

Prior to COVID-19, the school was used outside school hours for various classes. These included Yoga & Pilates, Taekwando, Zumba and trumpet lessons.

Appendix B – Welsh Language Impact Assessment

Carmarthenshire County Council's vision is to provide a service, which will ensure access to high quality learning opportunities for all children, young people and adults, this enabling the achievement of their full potential within the context of the unique bilingual nature of the county.

This proposal supports the Council's vision and aims for Welsh medium education as set out in Carmarthenshire's Welsh in Education Strategic Plan (WESP) 2017 – 2020. The proposal will allow greater opportunities for access to Welsh medium education within the Carmarthen Town area.

Standards *

In the Foundation Phase, pupils are assessed in different areas of learning but not in Welsh as it is an English medium school. In Key Stage 2, pupils are assessed in each of the core subjects. Based on 2019 data, 79.25% of pupils achieved at least Level 4 in Welsh second language.

After school activities which provide additional opportunities to use the Welsh language

Pupils are offered the opportunity to become members of the Urdd and take part in Urdd activities such as football tournaments and swimming galas. They also take part in Eisteddfod yr Urdd and have reached the national level in singing and recital competitions.

** No National Teacher assessments were conducted in 2020 due to the ongoing impact of the Coronavirus outbreak. For this reason, 2019 has been used.*

Appendix C – Equalities Impact Assessment

Carmarthenshire County Council Assessing Impact

The Equality Act 2010

The Equality Act 2010 (the Act) brings together and replaces the previous anti-discrimination laws with a single Act. It simplifies and strengthens the law, removes inconsistencies and makes it easier for people to understand and comply with it. The majority of the Act came into force on 1 October 2010.

The Act includes a new public sector equality duty (the 'general duty'), replacing the separate duties on race, disability and gender equality. This came into force on 5 April 2011.

What is the general duty?

The aim of the general duty is to ensure that public authorities and those carrying out a public function consider how they can positively contribute to a fairer society through advancing equality and good relations in their day-to-day activities. The duty ensures that equality considerations are built into the design of policies and the delivery of services and that they are kept under review. This will achieve better outcomes for all.

The duties are legal obligations. Failure to meet the duties may result in authorities being exposed to legal challenge.

Under equality legislation, public authorities have legal duties to pay 'due regard' to the need to eliminate discrimination and promote equality with regard to race, disability and gender, including gender reassignment, as well as to promote good race relations. The Equality Act 2010 introduces a new public sector duty which extends this coverage to age, sexual orientation, pregnancy and maternity, and religion or belief. The law requires that this duty to pay 'due regard' be demonstrated in the decision-making process. It is also important to note that public authorities subject to the equality duties are also likely to be subject to the obligations under the Human Rights Act and it is therefore wise also to consider the potential impact that decisions could have on human rights as part of the same process.

Carmarthenshire's approach to Equality Impact

In order to ensure that the council is considering the potential equality impact of its proposed policies and practices, and in order to evidence that we have done so, every proposal will be required to be supported by the attached Equality Impact Assessment. Where this assessment identifies a significant impact then more detail may be required.

Reporting on assessments

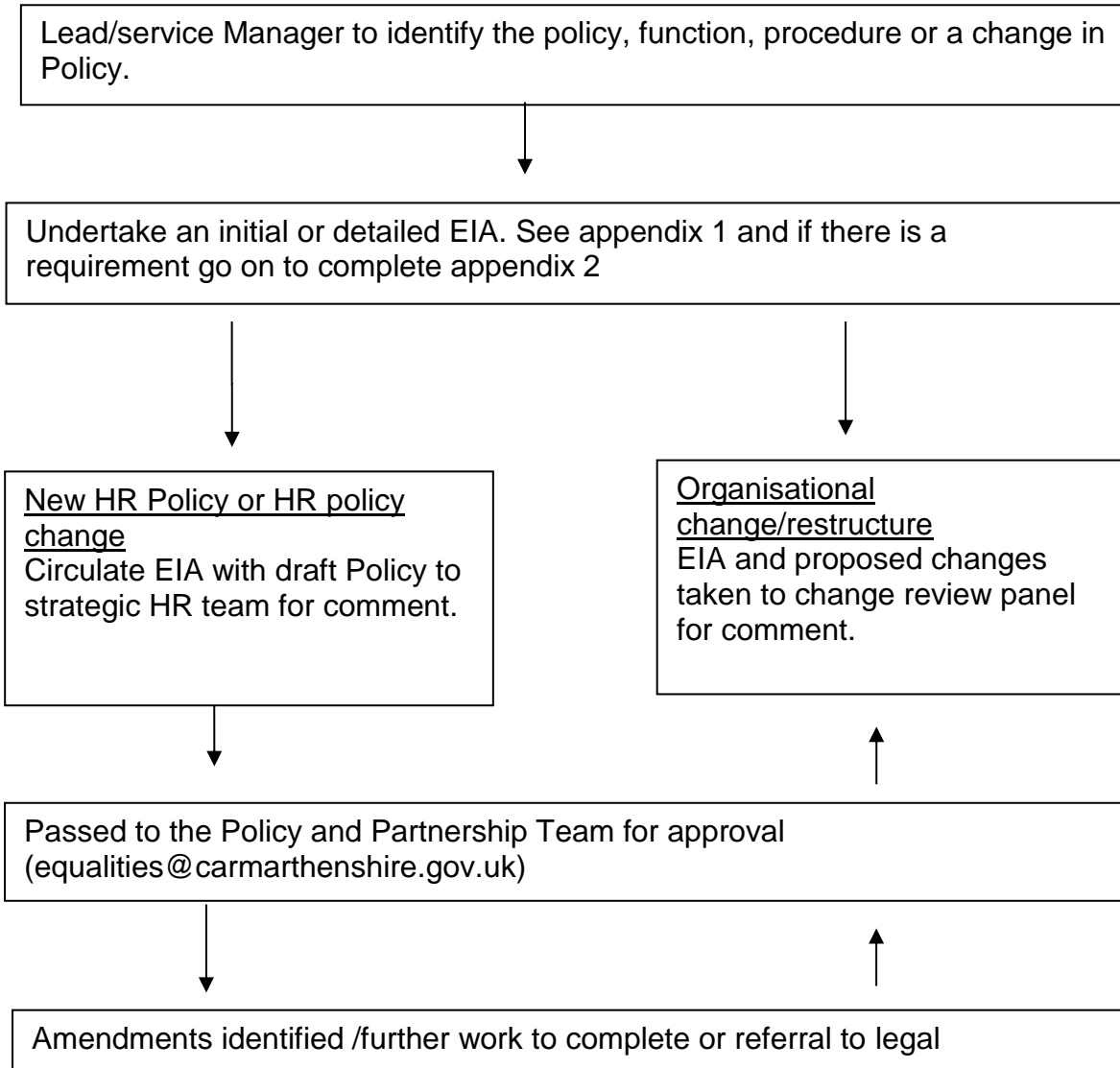
Where it is clear from the assessment that the likely impact on the authority's ability to meet the general duty is substantial, then it must publish a report.

Initial and Detailed Equality Impact Assessments

The initial EIA (appendix 1) is a simple and quick method of assessing the effect of a policy, function, procedure, decision including financial cuts on one or more of the protected characteristics.

The Service Manager responsible for the relevant new or revised policies, functions, procedures and financial decisions must undertake, at least, an initial EIA and where relevant a detailed Equality Impact Assessment (appendix 2); EIA must be attached as background paper with reports to Executive and Scrutiny.

Equality impact assessment – Process to follow where HR implications have been identified



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Initial Equalities Impact Assessment Template

Appendix 1

Department: Education & Children	Completed by (lead): Sara Griffiths	Date of initial assessment: November 2020 Revision Dates: July 2021
Area to be assessed: (i.e. name of policy, function, procedure, practice or a financial decision)	This proposal is to change the nature of provision at Model VA Primary School.	
Is this existing or new function/policy, procedure, practice or decision?	School Re-organisation Proposal – Modernising Education Programme	
What evidence has been used to inform the assessment and policy? (please list only)		
<ul style="list-style-type: none"> • 21st Century Schools Programme • Modernising Education Programme • School Organisation Code 2018 • PLASC Data 2020 • The Well-being of Future Generations (Wales) Act 2015 		
1. Describe the aims, objectives or purpose of the proposed function/policy, practice, procedure or decision and who is intended to benefit.	The proposal aims to respond to WG ‘A Million Welsh Speakers by 2050’, Carmarthenshire County Council’s Welsh in Education Strategic Plan and the authority’s vision for creating a bilingual Carmarthenshire by changing the nature of Foundation Phase provision at Model VA Primary School change to Welsh medium.	

<p>The Public Sector Equality Duty requires the Council to have “due regard” to the need to:-</p> <p>(1) eliminate unlawful discrimination, harassment and victimisation;</p> <p>(2) advance equality of opportunity between different groups; and</p> <p>(3) foster good relations between different groups</p> <p>(see guidance notes)</p>		<p>2. What is the level of impact on each group/protected characteristics in terms of the three aims of the duty? Please indicate high (H) medium (M), low (L), no effect (N) for each.</p>	<p>3. Identify the risk or positive effect that could result for each of the group/protected characteristics?</p>		<p>4. If there is a disproportionately negative impact what mitigating factors have you considered?</p>
			Risks	Positive effects	
<p>Tudalen 151</p>	<p>Protected characteristics</p>	Age	L	Neutral	Foundation Phase pupils will be immersed in the Welsh language.
	Disability	L	ALN pupils will be supported appropriately as required.		
	Gender reassignment	N	Neutral		
	Race	N	Neutral		
	Religion/Belief	N	Neutral		
	Pregnancy and maternity	N	Neutral		
	Sexual Orientation	N	Neutral		

	Sex	N	Neutral		
	Welsh language	L	Neutral	This proposal is to change the nature of provision in the Foundation Phase to Welsh medium which will support the Council's vision and aims for Welsh medium education as set out in Carmarthenshire's Welsh in Education Strategic Plan (WESP) 2017-2020.	
	Any other area	N	Neutral		

Tudalen 152	5. Has there been any consultation/engagement with the appropriate protected characteristics?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> The Project Officer has liaised with the Headteacher, Staff and Parents of Model VA Primary School with regards to the proposal. All stakeholders will be fully consulted during the formal consultation period.
	6. What action(s) will you take to reduce any disproportionately negative impact, if any?	Ensure that all key stakeholders are fully informed throughout the statutory process.

7. Procurement		
Following collation of evidence for this assessment, are there any procurement implications to the activity, proposal, service. N/A Please take the findings of this assessment into your procurement plan. Contact the corporate procurement unit for further advice.		
8. Human resources		
Following collation of evidence for this assessment, are there any Human resource implications to the activity, proposal or service? As there will be a change in the nature of provision, additional staffing may be required. However, this will be addressed as the scheme progresses and Human Resources will be fully consulted.		
9. Based on the information in sections 2 and 6, should this function/policy/procedure/practice or a decision proceed to Detailed Impact Assessment? (recommended if one or more H under section 2)	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
Approved by: Head of Service	Simon Davies	Date: November 2020

PWYLLGOR CRAFFU ADDYSG A PHLANT 28^{ain} o Ionawr 2021

RHAGLEN MODERNEIDDIO ADDYSG

CYNNIG I NEWID NATUR Y DARPARIAETH YN YSGOL Y FELIN

Ystyried y materion canlynol a chyflwyno sylwadau arnynt:

- Ystyried y cynnig fel y nodir isod ac yn y ddogfen ymgynghori atodedig;
- Swyddogion i gychwyn yr ymgynghori ffurfiol ynghylch y cynnig;
- Bod adroddiad yn cael ei gyflwyno i'r Bwrdd Gweithredol ar ddiwedd y cyfnod ymgynghori.

Rhesymau:

- Er mwyn cefnogi Cynllun Strategol Cymraeg mewn Addysg Sir Gaerfyrddin a lansiwyd ar 25ain o Fehefin 2018 yn unol â Chynlluniau Strategol Llywodraeth Cymru;
- Er mwyn cydymffurfio â'r cyfarwyddyd diwedddara a'r gweithdrefnau statudol ar gyfer ad-drefnu ysgolion;
- Llunio safbwyntiau i'w cyflwyno i'r Bwrdd Gweithredol eu hystyried.

Angen i'r Bwrdd Gweithredol wneud penderfyniad: OES – 08/02/2021

Angen i'r Cyngor wneud penderfyniad: NAC OES

Aelod y Bwrdd Gweithredol sy'n gyfrifol am y Portffolio:

Cyng. Glynog Davies (Addysg a Phlant)

Y Gyfarwyddiaeth: Addysg a Phlant	Swyddi:	Rhifau Ffôn / Cyfeiriadau E-bost:
Enw Pennaeth y Gwasanaeth: Simon Davies	Pennaeth Mynediad i Addysg	01267 246471 SiDavies@sirgar.gov.uk
Awdur yr adroddiad: Sara Griffiths	Rheolwr Tim Moderneiddio	01267 246618 SMGriffiths@sirgar.gov.uk

EXECUTIVE SUMMARY
EDUCATION & CHILDREN
SCRUTINY COMMITTEE
28th January 2021

MODERNISING EDUCATION PROGRAMME
PROPOSAL TO CHANGE THE NATURE OF PROVISION AT
YSGOL Y FELIN

Background

On 25th June 2018 in accordance with WG Strategic Plans the Local Authority launched **Carmarthenshire's Welsh in Education Strategic Plan** and its vision for a bilingual Carmarthenshire. To achieve this, the authority would need to deliver significant growth in Welsh medium education to increase the number of children and young people who become fluent in both Welsh and English and have the ability to use their languages confidently with their families, in their communities and in the workplace.

With this in mind, the Local Authority has a responsibility to provide its communities with the best education and opportunities possible and believes that this can be achieved through set objectives. Carmarthenshire County Council are fully supportive of the aim that all pupils are able to speak, read and write in both Welsh and English fluently by the end of Key Stage 2 and will provide services that will ensure high quality learning opportunities for all Carmarthenshire's children, young people and adults, thereby enabling them to achieve their full potential as lifetime learners in the context of the unique bilingual nature of the County.

In order to support Carmarthenshire's Welsh in Education Strategic Plan and national policies in moving the county's schools along the Welsh language continuum, the attached draft consultation document sets out proposals with regards to the change in nature of provision at **Ysgol Y Felin**.

The Proposal

- From 1st September 2022 the nature of Foundation Phase provision at Ysgol Y Felin will change to Welsh medium education.

This will only affect pupils starting in the Foundation Phase at the school from September 2022 onwards. Current pupils attending the school will be unaffected.

With learners accessing Welsh medium education in the Foundation Phase the capacity of the Welsh stream in KS2 to cope with the potential increased demand for places will have to be monitored and reviewed in line with Carmarthenshire's Welsh in Education Strategic Plan.

Recommendation

E&C Scrutiny Committee is requested to endorse the proposal and recommends to the Executive Board that a formal consultation be initiated.

DETAILED REPORT ATTACHED

YES: Draft Consultation Document

IMPLICATIONS

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report:

Signed:  Head of Access to Education

Policy, Crime & Disorder and Equalities YES	Legal YES	Finance YES	ICT NONE	Risk Management Issues YES	Staffing Implications YES	Physical Assets NONE
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1. Policy, Crime & Disorder and Equalities

Developments are consistent with the Authority's Corporate Strategy and the Modernising Education Strategic Outline Programme and WESP 2018.

2. Legal

Appropriate consultation will need to be initiated in accordance with the relevant statutory procedures.

3. Finance

Revenue implications will be catered for within the Local Management of Schools Fair Funding Scheme.

4. ICT

NONE.

5. Risk Management Issues

The proposal may impact on the demand for school places at the school and surrounding catchment area schools. Admissions will be monitored and if required, appropriate action will be undertaken.

6. Staffing Implications

Staffing implications will be addressed in accordance with the County Council's Policy and Procedures.

7. Physical Assets

None.

CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below:

Signed:  Head of Access to Education

1. **Scrutiny Committee** – Will be consulted on 28/01/2021.
2. **Local Member(s)** - The local member is aware of the proposal and will be consulted during the formal consultation period.
3. **Community / Town Council** - Will be consulted during the formal consultation period.
4. **Relevant Partners** - Will be consulted during the formal consultation period.
5. **Staff Side Representatives and other Organisations** - Will be consulted during the formal consultation period.

**EXECUTIVE BOARD PORTFOLIO
HOLDER(S) AWARE/CONSULTED**
YES

N/A

Section 100D Local Government Act, 1972 – Access to Information List of Background Papers used in the preparation of this report:

Title of Document	File Ref No./Locations that the papers are available for public inspection
Carmarthenshire's Welsh in Education Strategic Plan	https://www.carmarthenshire.gov.wales/home/council-democracy/strategies-and-plans/welsh-in-education-strategic-plan/
MEP Biennial Review	www.carmarthenshire.gov.uk Executive Board 20 th June 2016
21 st Century Schools Website	www.21stcenturyschools.org

PROPOSAL TO CHANGE THE NATURE OF PROVISION AT YSGOL Y FELIN

Consultation Document

DRAFT

carmarthenshire.gov.uk

Cyngor **Sir Gâr**
Carmarthenshire
County Council



Tudalen 159

School Modernisation Section

Sara Griffiths, Modernisation Team Manager

If you require this information in large print, Braille or on audiotape please contact the Department for Education & Children

Email: DECMEP@carmarthenshire.gov.uk

Telephone: 01267 246476

Foreword

On 25th June 2018 in accordance with Welsh Government Strategic Plans the Local Authority launched [Carmarthenshire's Welsh in Education Strategic Plan](#) and our vision for a bilingual Carmarthenshire. To achieve this, we will deliver significant growth in Welsh medium education to increase the number of children and young people who become fluent in both Welsh and English and have the ability to use their languages confidently with their families, in their communities and in the workplace.

With this in mind, the Local Authority has a responsibility to provide its communities with the best education and opportunities possible and believes that this can be achieved through set objectives. Carmarthenshire County Council are fully supportive of the aim that all pupils are able to speak, read and write in both Welsh and English fluently by the end of Key Stage 2 and will provide services that will ensure high quality learning opportunities for all Carmarthenshire's children, young people and adults, thereby enabling them to achieve their full potential as lifetime learners in the context of the unique bilingual nature of the County.

The Local Authority not only supports this vision, but are wholly supportive of a bilingual Wales. On the 10th July 2017 the Welsh Government published "Cymraeg 2050: A million Welsh Speakers" with the aim of reaching a million Welsh speakers in Wales by 2050. The document considers three key themes:

- Increasing the number of Welsh speakers;
- Increasing the use of Welsh; and
- Creating favourable conditions, infrastructure and context

all of which we must consider in our own locality where our education system can support, develop and sustain bilingualism.

In order to support Carmarthenshire's Welsh in Education Strategic Plan and national policies in moving the county's schools along the Welsh language continuum, this consultation document sets out proposals with regards to the change in nature of provision of the Foundation Phase at **Ysgol Y Felin**.

Consultation will follow the guidelines established by the Welsh Government as set out in the [School Organisation Code 2018](#) and will involve identified interested parties. The information set out in this document is intended to clarify the proposals for your school and support the consultation process.



Gareth Morgans

Director of Education and Children's Services

Glossary of Abbreviations

ALN	Additional Learning Needs
AN	Admission number
CCC	Carmarthenshire County Council
CP	Community Primary
DS	Dual Stream
EM	English medium
Estyn	Her Majesty's Inspectorate for Education and Training in Wales
FTE	Full Time Equivalent
LA	Local Authority
MCSW	Measuring the Capacity of Schools in Wales
MEP	Modernising Education Programme
NOR	Number on Roll
PLASC	Pupil Level Annual School Census Data
PT	Part time
WESP	Welsh in Education Strategic Plan
WG	Welsh Government
WM	Welsh medium

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Introduction

Carmarthenshire County Council has a legal responsibility to review the number and type of schools it maintains in the area and whether or not it is making the best use of the resources and facilities to deliver the opportunities that children deserve.

As part of this process the Council has published its vision on how it sees the future for all of the primary and secondary schools in the County and this includes consulting on the future shape of education in Ysgol Y Felin.

This consultation document outlines current provision and options to determine the optimum solution for meeting future need.

Background

Ysgol Y Felin is a dual stream primary school based in Felinfoel, Llanelli. The school provides education to pupils between the ages of 4-11 years old.

In recent years, pupil numbers have remained consistent.

Based on current pupil projections it is estimated that the pupil figures will remain consistent.

Ysgol Y Felin School building condition is **Grade B** – Satisfactory (Performing as intended but exhibiting minor deterioration.)

The school's most recent Estyn inspection completed in September 2016 judged the school's current performance and prospects for improvement to be **Good**

The Local Authority has a responsibility to provide all pupils with the best education possible and believes that providing bilingual opportunities has a role to play in this. This aligns with Carmarthenshire's Welsh in Education Strategic Plan 2017-2020's objective of ***ensuring "that all pupils are able to speak, read and write the Welsh language fluently by the end of Key Stage 2 in accordance with their expected stage of development."*** The best way to create confident, bilingual individuals is through immersing pupils in the Welsh language and as a result the Local Authority is looking to change the nature of provision.

Rationale for Change

Ysgol Y Felin

This proposal has been prepared in response to Carmarthenshire County Council's Welsh in Education Strategic Plan (WESP) and the Welsh Medium Education Strategy (WMES). The Local Authority has a vision for a bilingual Carmarthenshire. To achieve this, we will, in accordance with 'Cymraeg 2050: A Million Welsh Speakers':

“Ensure significant growth in Welsh-medium education and training to increase the number of people of all ages to become fluent in both Welsh and English and have the ability to use their languages confidently with their families, in their communities and in the workplace”

As a result, it is the Local Authority's proposal:

- From 1st September 2022 the nature of Foundation Phase provision at Ysgol Y Felin will change to Welsh medium education.

This will only affect pupils starting in the Foundation Phase at the school from September 2022 onwards.

Current pupils attending the school will be unaffected.

With learners accessing Welsh medium education in the Foundation Phase the capacity of the Welsh stream in KS2 to cope with the potential increased demand for places will have to be monitored and reviewed in line with Carmarthenshire's Welsh in Education Strategic Plan.

This proposal will support the development of bilingual and multilingual opportunities in line with the new curriculum to be launched in 2022.

Should the proposals be implemented, all future pupils at the schools subject to proposals will receive their Foundation Phase education through the medium of Welsh with the choice of language medium being introduced at Key Stage 2.

This proposal will serve to implement the 7 outcomes noted below as specified by WG in 'Carmarthenshire's Welsh in Education Strategic Plan':

- Outcome 1: More seven year old children being taught through the medium of Welsh
- Outcome 2: More learners continuing to improve their language skills on transfer from primary to secondary school
- Outcome 3: More students aged 14-16 studying for qualifications through the medium of Welsh

- Outcome 4: More students aged 14-19 study subjects through the medium of Welsh, in schools, colleges and work-based learning
- Outcome 5: More students who have higher language skills in Welsh
- Outcome 6: Welsh medium provision for learners with additional learning needs (ALN)
- Outcome 7: Workforce planning and continuing professional development

In addition, this proposal will link to Welsh Government Policies as stated below:

- Rewriting the Future
- Successful Futures
- Well-being of Future Generations (Wales) Act 2015
- Welsh Government's Draft Strategy; and
- 21st Century Schools and Education Programme

Early Welsh Medium Immersive Provision

The immersion method focuses on using Welsh as the predominant medium of teaching and learning, using practical and visual techniques to help children and pupils to develop vocabulary and syntax. The essence of this method is introducing and modelling good language. Also international evidence confirms that 'the most effective way of developing bilingual children is to immerse them in the less common language whilst also developing their skills in the more common language.' Young children do not need to learn a language as adults do. They absorb languages if they are exposed enough to them.

There is an abundance of research showing that investing in the first years of a child's life improves outcomes for them throughout the rest of their lives.

The change to Welsh medium education at Foundation Phase will strengthen pupils' bilingual skills from an early age providing them with a firm foundation for future linguistic development.

As qualified by research the presence of two languages in the operating system of the brain is likely to produce a more richly fed thinking engine (Baker, 2000:66-67). Therefore, this proposal provides pupils with increased opportunities to reach their full potential as bilingual learners.

Bilingualism

Advantages of Bilingualism

What does being bilingual mean?

The ability to live your everyday life using two languages.

Being able to switch from one language to another fluently and confidently at any given time.

The advantages of being bilingual

Education

- Bilingual children tend to be more successful in education. They tend to perform better in tasks.
- Bilingual people find it easier to learn additional languages.
- Children in Welsh medium education do just as well, if not better, in English as children in English medium education.

Evidence:

<https://www.estyn.gov.wales/sites/default/files/documents/English%20in%20key%20stages%202%20and%203%20-%20June%202014.pdf>

Career

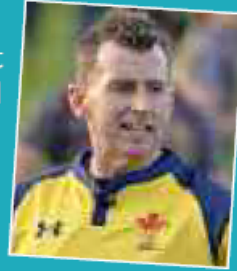
- Speaking two languages is an extra skill to put on your application form and CV.
- Bilingual people earn an average of 11% more income.
- Employers need bilingual workforces in Wales, because services need to be offered bilingually in accordance with the Welsh Standards Paper.

Evidence: <http://www.walesonline.co.uk/news/wales-news/welsh-speakers-more-likely-top-6335953>

Nigel Owens

“ Without my Welsh education in School I would not have had all the opportunities to present and perform and I would not have been encouraged to start as a referee at 16 years old.

I carry Welsh with me wherever I referee in the world. Before each game I listen to Welsh music. I'm lucky enough to have two languages and Welsh is an important part of who I am. ”



Alex Jones

“ Having a bilingual education has been pivotal to me in so many ways. It meant that I had twice as many opportunities, it doubled my capacity to learn other languages, it enhanced my ability to communicate and therefore make friends, and most importantly, it gave me a strong sense of belonging and of our heritage. Starting out as a broadcaster in Welsh gave me the vast experience I needed to move forward to my dream job. Without a bilingual education, I'd be in a very different place. ”



Health

- Research shows that being bilingual delays the onset of Dementia and other symptoms of Alzheimer disease.

Evidence: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3033609/http://www.telegraph.co.uk/news/science/science-news/12005837/Bilingual-people-twice-as-likely-to-recover-from-a-stroke.html>

Life

- Speaking two languages widens your horizons.
- Being able to speak Welsh gives you access to many aspects of Welsh culture, history and identity.
- Speaking Welsh can provide a key to rich community life.

- Being able to speak Welsh gives you a strong sense of identity and belonging.
- Being able to switch from one language to the other with confidence gives the individual self-confidence and pride.
- Speaking many languages can make people more tolerant towards other cultures.

Evidence: http://www.assembly.wales/NAfW%20Documents/paper_3_-_prof._colin_baker.pdf%20-%2002092010/paper_3_-_prof._colin_baker-English.pdf

Common parental concerns

‘How can I help my child with homework if I don’t understand much Welsh myself?’

Welsh schools set homework instruction in Welsh and in English so there will be no problem in understanding what your child is being asked to do at home. The schools themselves will be happy to provide educational advice and the parents evening will be in your chosen language.

Work set will be appropriate to the pupil’s age and ability level and therefore should be within your child’s reach.

Developing increasingly as independent learners, you may find that your child is happy to progress without extra parental guidance as they get older.

[Booklet - Welsh Homework? No problem](#) (English version)

[Booklet - Gwaith Cartref? Dim problem](#) (Welsh version)

‘Will pupils who struggle with Welsh medium education have to move to an English medium school?’

It is the Local Authority’s desire that all pupil receive the opportunity to become bilingual in both Welsh and English languages. In Welsh medium schools, pupils will receive their education principally through the medium of Welsh, with English being taught as a subject in Key Stage 2 and used as a medium for instruction. Sufficient support will be provided to all pupils as required through a range of mechanisms and tailored to the individual’s needs.

‘The children will be confused and their English will suffer.’

On average, bilingual children achieve higher grades in the English language. Also, as a child explains homework in English to the parent, their own understanding is reinforced. Ask your child to describe what he/she is doing in his own words.

On average, about 80% of Carmarthenshire pupils who attend Welsh medium education get an A* to C grade in both Welsh and English.

‘Will my child’s thinking be affected by being bilingual?’

The answer is “yes”, and probably for the better. The presence of two languages in the operating system of the brain is likely to produce a more richly-fed thinking engine (Baker, 2000:66-67).

‘Will my child be able to cope with learning through the medium of Welsh?’

School and staff are fully committed to providing the necessary support to all pupils and parents through a wide range of mechanisms: open door policy; homework provided bilingually; support by The Athrawon Bro Service; bilingual school website etc. Staff are also required to differentiate the curriculum and make reasonable adjustments when required to meet the needs of every pupil.

‘Should the Welsh language be forced?’

International evidence, cited by the Welsh Government, confirms that the most effective way of developing bilingual children is to immerse them in the less common language whilst also developing their skills in the more common language. This is consistent with national policy to expand Welsh medium education in order to develop increasing numbers of fully bilingual young people and to enable more children to benefit from the advantages of bilingualism, gathered through international research.

‘Will learning through the medium of Welsh affect later life opportunities?’

Yes, but probably for the better. It is the belief of the department, based upon international evidence and local experience, that children benefit from a truly bilingual education, which provides wider skills developments, such as cognitive ability, task understanding and flexibility, enhanced powers of concentration etc. and that all children should receive these opportunities. Being bilingual or multilingual also broadens individuals’ cultural experiences and can enhance career prospects. Bilingualism will increasingly over time become an employment skill and possessing Welsh language skills will increasingly over time give individuals a competitive advantage when seeking employment.

‘Does learning through the medium of Welsh segregate English speaking pupils/families?’

On the contrary, learning through the medium of Welsh provides all children with opportunity to become fully bilingual with the skills to be able to read, write and speak in both Welsh and English languages by the time that they leave primary school. In Welsh medium schools, children receive their education principally through the medium of Welsh with English being taught as a subject in Key Stage 2 and used as a medium of instruction. Learning through the medium of Welsh also helps family/community members with the opportunity to develop their Welsh language skills.

‘Will children with additional learning needs be able to learn through the medium of Welsh?’

Carmarthenshire County Council's policy is that all its schools should be inclusive, with children with additional learning needs being educated in a mainstream setting alongside their peers wherever possible. In the vast majority of cases, this is achieved, with all children benefitting. All pupils with additional learning needs have specific individual plans based on their circumstances and a tailored support programme is provided according to need. Generally, an additional learning need is not a barrier to learning two languages. There will be rare instances, however where a child may be diagnosed with a condition that is not conducive to a fully bilingual education. In these circumstances a package of support is identified by professional practitioners and discussed with parents.

Carmarthenshire Language Learning Centres

Due to the nature of the county we need to provide a language service to all latecomers so that they can become fully assimilated into our bilingual communities and are steeped in Welsh language and culture. In order to achieve this, we need to address the importance of dedicated facilities to support latecomers to a level where they can easily integrate into the day to day timetable in Welsh medium schools. Thorough research shows that this can be more easily achieved through intensive language courses. Language centres are the vehicles needed to ensure that this becomes a reality. As alluded to above, the language centres will also provide language support for parents and pupils and will also have provision for professional learning and Welsh for Adults.

Bilingualism in Carmarthenshire

Further information can be found using the following links:

- **Cymraeg gyda'r plant / Welsh with your kids- give it a go!**

<http://newsroom.carmarthenshire.gov.uk/media/1214148/gd4808-taflencymraeqplant4-002.pdf>

Within this booklet you will find a number of useful Welsh words and phrases which can be used to practise the Welsh language with young children. This will help them to speak naturally and confidently.

- **Bod yn Ddwyieithog... yn Sir Gâr / Being Bilingual... in Carmarthenshire**

<https://www.carmarthenshire.gov.wales/media/1216432/being-bilingual.pdf>

This booklet details what it means to be bilingual whilst highlighting the advantages that can be achieved from being bilingual in areas such as education, career, health and life. In addition, within this booklet you will find the answers to many common parental concerns regarding the Welsh language.

- **Welcome to Wales Welcome to Carmarthenshire Welcome to Welsh**

<http://newsroom.carmarthenshire.gov.wales/media/1216436/welcome-pack.pdf>

This booklet has been prepared by Carmarthenshire County Council to welcome newcomers to its bilingual County. Within the booklet you will find information on how the Welsh language is used in Carmarthenshire along with details on where you can find Welsh language support and useful websites to visit to develop your Welsh language skills

The Consultation Process

The consultation on this proposal will follow guidelines established by the Welsh Government as stated in the School Organisation Code (2018).

Who will be consulted?

This document will be sent to the following interested parties:

Staff (Teaching and Ancillary)	Director of Education – All Neighbouring Authorities
Governors and Parents/Guardians	Diocesan Director of Education Church in Wales and RC
Local County Councillors	Estyn
Community Councillors	Regional Transport Consortium
Members of the Senedd (MS) / Regional Members / Members of Parliament (MP)	Neighbouring Primary and Secondary schools
Welsh Ministers	All relevant unions
SEN Partners	Welsh Language Commissioner
LA Special Educational Needs Division	Local Police and Crime Commissioner
ERW – Education through Regional Working	Flying Start
	Child Care / Early Years
Communities for Work +	Public Services Board
Communities for Work	Legacy
Fusion	Families First Carmarthenshire

****Copies of the consultation document will be sent to the Head teacher and Chair of Governors of the surrounding catchment area of schools subject to proposals.***

Consultation Period

The consultation period for the proposals starts on 22nd February 2021 and ends on 4th April 2021.

Consultees can submit their views in favour of or against a proposal. Responses received during the consultation period will not be treated as statutory objections. If consultees wish to object, they will need to do so in writing during the statutory objection period outlined on page 16.

Considering your views

During the consultation period you can ask questions and express your views by writing a letter to the address below or by completing an online survey using the following link: **New link required**

Letters should be sent to the following address by no later than noon on 4th April 2021:

Mr Gareth Morgans, Director of Education and Children's Services,
Building 2, St. David's Park, Jobs Well Road, Carmarthen, SA31 3HB
Or E-mail to: DECMEP@carmarthenshire.gov.uk

Drop in sessions

Due to the ongoing implications of the Coronavirus issue we have been advised to postpone all events where there is interaction between staff, parents and the wider community and as a result there will not be a drop in session to discuss proposals. Should you feel strongly about discussing the proposals please contact Mr Roger Bowen by sending an e-mail to: DECMEP@carmarthenshire.gov.uk and a virtual meeting can be arranged.

Consultation with Pupils

There will be an opportunity for the pupils of the school subject to the proposals to participate in the consultation process.

The information gathered from the consultation with pupils will form part of the consultation report which will be submitted to the Executive Board for consideration following the consultation period.

Consultation Report

A Consultation Report will be published on Carmarthenshire County Council's website at least 2 weeks before a decision is made on whether or not to proceed to publish a statutory notice. Hard copies of the report will also be available on request. The report will summarise the issues raised by consultees and provide Carmarthenshire County Council's response to these issues. The report will also contain Estyn's view of the proposal and details of consultation undertaken with the pupils.

The Executive Board of Carmarthenshire County Council will consider the consultation report and decide whether or not to proceed with the proposal.

If the Executive Board decides to continue with the proposal Carmarthenshire County Council must publish a statutory notice.

Statutory Notice

The statutory notice will be published on Carmarthenshire County Council's website and posted at the schools subject to proposals. Copies of the notice will be made available to the schools to distribute to pupils, parents, guardians, and staff members (the schools may also distribute the notice by email).

Statutory Objection Period

The statutory notice will set out the details of the proposal and invite anyone who wishes to object to do so in writing within a period of 28 days. If objections are received an objection report will be published on the Carmarthenshire County Council website. Hard copies of the report will also be available on request. The report will summarise the issues raised and provide Carmarthenshire County Council's response to those objections.

Determination of Proposal

Carmarthenshire County Council will determine the proposal. The County Council may decide to approve, reject or approve the proposal with modifications. In doing so, the County Council will take into account any statutory objections that it received.

Decision Notification

Following determination of proposals all interested parties will be informed and advised of the availability of the decision which will be published electronically on Carmarthenshire County Council's website.

The Statutory Process Time-Table

The statutory process and timetable will be as follows:

22 nd February 2021	Issue of this consultation document to identified and other interested parties.
4 th April 2021	Closing date for views on the proposal to be received by the Department for Education and Children.
27 th April 2021	<p>A Consultation Report will be taken to the Executive Board for a decision on whether or not to proceed to publish a statutory notice. OR alternatively proposal ends.</p> <p>The Consultation Report will be published on Carmarthenshire County Council's website at least 2 weeks prior to the publication of a statutory notice.</p> <p>If the decision is made to proceed then a statutory notice will be published. The notice will outline details of the proposal and be published on the Council's web site and be displayed near the entrance of the school and schools which are subject to the proposals. Copies of the notice will be made available to the school to distribute to parents, guardians and staff members. Following publication there will be a 28 day period during which time formal written objections will be invited.</p> <p>The statutory notice will give details on how you may record your objections to the proposal.</p>
8 th June 2021	End of formal 28 day notice period for objections. County Council will determine the proposal. The County Council may decide to approve, reject or approve the proposal with modifications, in doing so the County Council will take into account any statutory objections received.
July 2021	<p>Deadline to notify parents of intention to implement proposal.</p> <p>Following determination of proposals all interested parties will be informed and advised of the availability of the decision which will be published electronically on Carmarthenshire County Council's website.</p>

School subject to proposal

		Ysgol Y Felin
School Location		Ynys Wen, Felinfoel, Llanelli. SA14 8BE
Age Range		4 – 11
School Category (Community [C], Voluntary Aided [VA], Voluntary Controlled [VC])		Community Primary
Language Category		Dual Stream
Number of registered Pupils (January 2020)	Nursery Age	17
	Reception – Y.6	205
	Total	222 (exc Special Unit)
Number of pupils previously on the register	January 2019	219
	January 2018	222
	January 2017	226
	January 2016	224
Pupil Projections	January 2021	218
	January 2022	220
	January 2023	217
	January 2024	217
	January 2025	215
Capacity (including nursery age)		240
Cost per pupil		£5,125
School Budget		£1,138,000
Estyn Inspection Result		ESTYN
Building Condition Category		B

The Proposal

- From 1st September 2022 the nature of Foundation Phase provision at Ysgol Y Felin will change to Welsh medium education.

This will only affect pupils starting in the Foundation Phase at the school from September 2022 onwards.

Current pupils attending the school will be unaffected.

With learners accessing Welsh medium education in the Foundation Phase the capacity of the Welsh stream in KS2 to cope with the potential increased demand for places will have to be monitored and reviewed in line with Carmarthenshire's Welsh in Education Strategic Plan.

Background

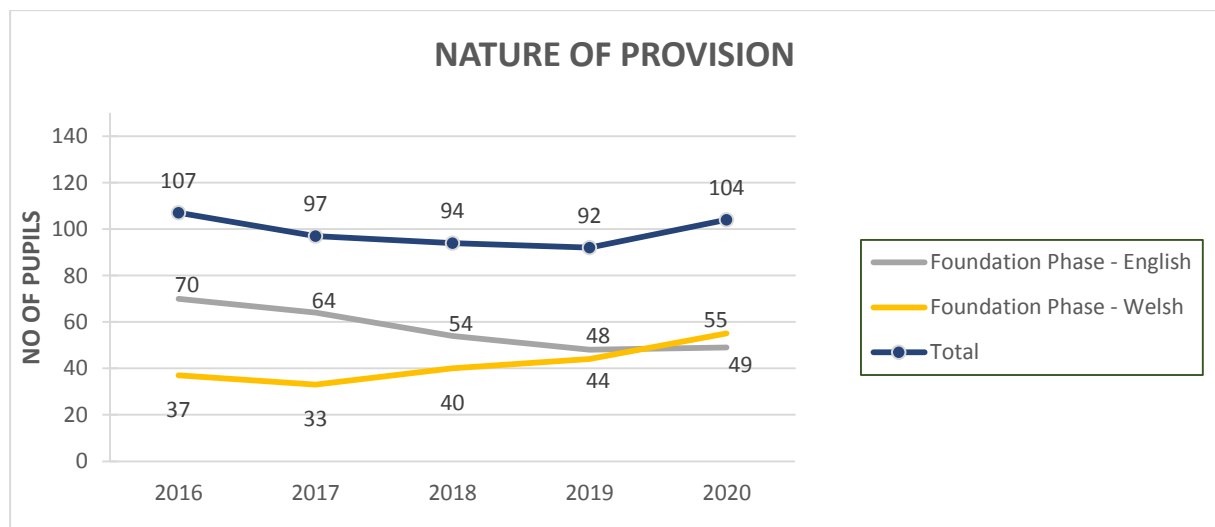
Ysgol Y Felin is a dual stream primary school based in Felinfoel, Llanelli.

The school provides education to pupils between the ages of 4-11 years old.

Rationale for Change

Foundation Phase data (Exc Special unit)

The graph below shows the relationship between the language streams and the number of pupils within the Foundation Phase at Ysgol Y Felin between January 2016-2020.



As can be seen from the graph above, the number of pupils attending the English stream Foundation Phase at Ysgol Y Felin has been decreasing and those attending the Welsh stream Foundation Phase have been increasing.

Pupil numbers in the English stream Foundation Phase ranged between 48- 70 during January 2016-2020 whereas pupil numbers in the Welsh stream ranged between 33-55 pupils.

When considering the number of pupils attending the Foundation Phase as a whole, 47% attend the English stream whilst 53% attend the Welsh stream (January 2020).

Whole School data - English / Welsh Split

		Foundation Phase	Key Stage 2	Total (Excluding Special Unit)
2020	English Medium	49	81	130
	Welsh Medium	55	37	92
	Total	104	118	222
2019	English Medium	48	88	136
	Welsh Medium	44	39	83
	Total	92	127	219
2018	English Medium	54	88	142
	Welsh Medium	40	40	80
	Total	94	128	222
2017	English Medium	64	78	142
	Welsh Medium	33	51	84
	Total	97	129	226
2016	English Medium	70	67	137
	Welsh Medium	37	50	87
	Total	107	117	224

(January PLASC Data 2020)

As can be seen from the table above, the number of children attending the Welsh stream at Foundation Phase (exc special unit) is greater than the number of children attending the English stream at Foundation Phase.

The number of children attending the English stream at Key Stage 2 (exc special unit) is greater than the number of children attending the English stream at Foundation Phase.

Advantages and Disadvantages of the proposal

Advantages

- Opportunity for pupils to gain early immersion in the Welsh language from a young age.
- Allows pupils to gain a firm foundation in the Welsh language
- Provides pupils with enhanced linguistic skills for further development in Key Stage 2

Disadvantages

- Potential local community resistance to the proposal
- Statutory process required to implement the proposal

Risks and Counter Measures

Risk		Counter Measure
1.	Failure to obtain statutory approval to implement the proposal.	- Follow guidelines as set out in the School Organisation Code 2018.
2.	An unsatisfactory consultation with the community	- Develop communication strategy and consult on a regular basis to address concerns

Financial Implications - Revenue

Ysgol Y Felin funded in accordance with the County Council's Fair Funding policy and will receive resources on the same basis as any other school within the County Council, based on pupil numbers and facilities.

Admission Arrangements

The County Council is the Admissions Authority for Ysgol Y Felin

The School Admissions Unit,
 Carmarthenshire Local Authority,
 Department for Education and Children,
 Block 2,
 Main Building,
 St. David's Park,
 Carmarthen. SA31 3HB
 Tel No: 01267 246449

E-mail: admissions@carmarthenshire.gov.uk

Alternative Options Considered

In developing a preferred option the Authority considered a range of alternative options.

Option 1 –Status Quo- no change to nature of provision

Advantages	Disadvantages
No statutory process required	Does not support Welsh Government aim of 1 million Welsh speakers by 2050
No Change for stakeholders	Does not meet the aims of the County's WESP

Option 2 –Change in nature of Foundation Phase provision (Welsh Medium Foundation Phase and Dual Stream Key Stage 2)

Advantages	Disadvantages
Increases pupils' early linguistic skills	Requires statutory process
Parental choice of language medium remains in Key Stage 2	
Supports the aims of the County's WESP	

Option 3 –Change in nature of the whole school's provision (Welsh Medium Foundation Phase and Key Stage 2)

Advantages	Disadvantages
Generates bilingual citizens	Requires statutory process
Meets the aim of the county's WESP	

School Catchment Area

There will be no change to the current school catchment area.

Secondary School Transfers

There will be no change to the current transfer arrangements for pupils in respect of Secondary education.

Schools that may be affected by the proposal to change the nature of provision at Ysgol Y Felin:

	Swiss Valley Primary School	Dafen Primary School	Dewi Sant Primary School	Penygaer Primary School	Old Road Primary School	Five Roads Primary School	
School Location	Heol Beili Glas, Swiss Valley Felinfoel Llanelli SA14 8DS	Lon yr Ysgol Dafen Llanelli SA14 8LL	Rhodfa Bryndulais Ave Llanelli SA14 8RS	Rhodfa Bryndulais Ave Llanelli SA14 8RS	Old Road Llanelli SA15 3HW	Five Roads Llanelli SA15 5EX	
County	Carmarthenshire						
Age Range	4-11	3-11	3-11	3-11	4-11	4-11	
School Category (Community [C], Voluntary Aided [VA], Voluntary Controlled [VC])	Community	Community	Community	Community	Community	Community	
Language Category	English Medium	English Medium	Welsh Medium	English Medium	English Medium	Welsh Medium	
Number of registered Pupils (January 2020)	Nursery Age	14	24	79	18	17	7
	Reception – Y.6	222	130	392	172	154	80
	Total	236	154	471	190	171	87
Number of pupils previously on the register	January 2019	232	164	482	206	173	91
	January 2018	236	161	467	211	187	92
	January 2017	239	163	440	222	153	95
	January 2016	238	141	434	219	174	90

Pupil Projections	January 2021	240	156	465	197	163	88
	January 2022	246	160	458	199	153	95
	January 2023	241	158	458	196	148	96
	January 2024	238	162	467	194	150	94
	January 2025	242	160	464	196	150	93
Capacity		243	163	419	233	240	101
Cost per pupil		£3,573	£3,707	£3,357	£3,589	£3,716	£3,688
School Budget		£870,000	£550,000	£1,504,000	£664,000	£635,000	£321,000
Estyn Inspection Result		ESTYN	ESTYN	ESTYN	ESTYN	ESTYN	ESTYN
Building Condition Category		B	C	C	B	B	C

Building Condition Key:

Grade A	Good. Performing as intended and operating efficiently.
Grade B	Satisfactory. Performing as intended but exhibiting minor deterioration.
Grade C	Poor. Exhibiting major defects and/ or not operating as intended.
Grade D	Bad. Life expired and/or serious risk of imminent failure.

Evaluation of Present Arrangements

Ysgol Y Felin

Ysgol Y Felin School is a Dual Stream community School within a highly deprived and Community First area.

It caters for children from the ages of 4-11 years.

There are currently 222 pupils on roll at the school. The total number of pupils attending the school including pupils attending the special unit is 261.

Ysgol Y Felin provides education through the medium of Welsh and English across two streams. Parents choose a language stream from Reception onwards. Currently pupils are taught across 4 classes. There are 4 Welsh classes and 5 English classes due to a high intake of pupils entering Year 3 during the year and the need to split the numbers to reduce class sizes.

The children in the English classes are taught Welsh as a second language whilst the Welsh classes are taught through the medium of Welsh. There are 222 pupils on roll, 92 of whom are taught through Welsh, 130 through English and an additional 40 pupils are taught in a special educational needs (SEN) centre comprising of two Foundation Phase assessment and observation classes, a language unit and a Key Stage 2 class of pupils with severe learning difficulties (SLD Centre). The Centre is a purpose-built unit attached to the school building which houses the Language Unit class and also the Observation and Assessment classes.

The school was last inspected in September 2016.

Standards

Nearly all foundation phase pupils make the expected progress or better across all areas of learning from their starting points. The foundation phase indicator shows an increase trend and is higher than the local authority average. However, performance at upper outcomes remain very low across both languages and mathematical development.

Performance at upper outcomes in PDS is extremely high at 90.9%. On the whole, many pupils make the expected progress or better between foundation phase and end of KS2. Welsh standards are good with nearly all pupils achieving the expected level and the minority achieving at higher levels. However, end of key stage 2 data in other subjects demonstrates a downward trend and is lower than the local authority average.

Many pupils demonstrate good literacy skills across the various subjects and areas of learning. Pupils' progress in literacy skills in both Welsh and English across the

school is generally good. In the Foundation Phase, many pupils talk confidently about their work and pupils who begin with low level linguistic skills develop quickly to take a meaningful role in classroom discussion.

Reading skills in both languages are developing steadily across the school. In the Foundation Phase, most pupils apply many suitable techniques to help them understand what they are reading. By the end of the Foundation Phase, they read confidently. In key stage 2, most pupils read effectively from a wide range of sources. They can use books and electronic sources effectively to research information for their class topics. However, the school is continuing to develop pupils' higher order thinking skills to support their progress in class and their understanding of text.

By the end of the Foundation Phase, many pupils produce pieces of writing of a good standard in both Welsh and English, using well-structured sentences in sequence. They generally spell familiar words correctly and use phonetic techniques appropriately to attempt more unfamiliar words. Pupils that are more able write at length for different purposes in different curriculum areas. By the end of key stage 2 in Welsh, boys and girls write well in different genres across the curriculum. However, 2018-19 data shows that boys underperformed in English writing but outperformed the girls in Oracy. Spelling and punctuation are generally in line with pupils' age and ability.

Wellbeing Standards:

Most pupils participate actively in lessons and are eager to learn. Nearly all work co-operatively and most remain on task for extended periods. They show a clear enjoyment in learning, especially in practical lessons, for example when examining Celtic artefacts.

Nearly all pupils are happy in school. They are aware of the importance of keeping healthy and safe including the need to use the internet responsibly. Most pupils know the importance of eating a balanced diet, drinking healthily and taking regular exercise. Over a half are involved in extracurricular activities including rounders, football and roller-skating. This reinforces their understanding of living healthily.

Nearly all pupils know what to do if they feel worried or have a problem. They have worked with the headteacher to develop a system of 'playground buddies' and have established a 'friendship bench' to ensure that pupils enjoy playtimes.

The behaviour of most pupils throughout the school is exemplary. Through a programme of agreed values, pupils understand the importance of showing respect and consideration towards adults and each other. This is a notable feature of the school. The school council and eco committee play an active part in the school and represent the pupils' needs well. The school council has played a proactive role in the management of behaviour on the playground and has introduced a 'luncheon club' and an area on the playground for vulnerable pupils. It also plays an important role in the implementation of the school's response to the Welsh Government's language charter initiative, and actively promotes the use of Welsh around the school. The eco committee has also been proactive in developing 'green' activities,

such as designing planting areas within the school grounds, and working with the local community on a 'litter pick'. As a result, most pupils are aware of the importance of looking after the environment. Attendance has remained consistent through 2018 - 19 and is very slightly above from the previous year's percentage, at 91.7%. EFSM pupils' attendance also remains consistent at 89.8%.

Teaching and learning experiences

The quality of teaching across the school, and the impact on nearly all pupils' learning and progress, is consistently good.

Nearly all teachers have a thorough knowledge of the pupils' abilities and their individual needs, which enables them to use effective strategies to move the learning forward. In these cases, there is a good balance between teacher-led and pupil-led tasks to maintain a lively pace and provide focus for the pupils in learning sessions. Teachers use effective questioning to challenge and motivate pupils. As a result, in most lessons, pupils understand what the teachers expect of them, and teachers discuss with them how well they have achieved.

Nearly all teachers provide tasks at levels that are appropriate for a range of different abilities. This variety of activities maintains the interest of most pupils well. Nearly all teachers make very effective use of ICT resources to support their teaching. In nearly all classes, there is a positive working relationship between staff and pupils. This encourages most pupils to play an active role in the lesson. Nearly all teachers manage behaviour very well.

Most teachers' marking is effective in identifying ways for pupils to improve their work. In literacy, this enables pupils to redraft their work well. There are opportunities for pupils to assess their own and other pupils' work, and nearly all teachers use assessment for learning techniques appropriately in many activities. However, in a few lessons, this does not always lead to pupils knowing how they can improve their work.

The school provides a broad and balanced curriculum which meets the requirements of the Foundation Phase, the National Curriculum and religious education. Many teachers involve pupils in planning termly activities and engage the interests of most pupils effectively. In the best examples, they choose themes carefully and plan stimulating and exciting cross-curricular activities.

The school continuously implements successfully national and local priorities. These are integral to the performance management targets of all staff. The headteacher has arranged for all staff to undertake action research in line with the new national professional standards for teaching and leadership. These are incorporated into the performance management cycle. Leaders give a high priority to developing the workforce. For example, by supporting members following their return work and mentoring members of staff to ensure consistency in pedagogy and teaching standards across the school.

The school makes very good use of the locality and often introduces a new theme following a visit to a landmark or by involving external providers.

Teachers consistently plan, develop and enhance the pupils' awareness of the Welsh language, culture and traditions. Nearly all teachers use incidental Welsh during lessons and outside the classrooms, and encourage pupils to do the same. However, this does not always provide enough structure for pupils to learn from effectively. There is a clear scheme of work for developing Welsh in the English-medium classes to ensure that pupils make good progress. The school promotes a Welsh ethos effectively, and develops the Welsh dimension successfully in all aspects of school life. For example, the support of a local artist has resulted in pupils creating 3D models depicting the Rebecca riots. Nearly all teachers, particularly within the Foundation Phase, plan and make good use of the outdoor areas to enhance learning and teaching. For example, by creating a bug hotel, pupils learn about minibeasts and their habitats.

The school promotes sustainable development and global citizenship effectively through a range of curricular and extra-curricular initiatives and activities, for example, by composting school waste, maintaining links with a school in Malawi, and working to promote sustainable products, such as those available from local supermarkets – coffee, tea, and fruit.

Care support and guidance

Personal and social education is a strength and there is an obvious whole school emphasis on promoting and supporting pupils' wellbeing. Teachers promote pupils' spiritual, moral and cultural development successfully. Activities include regular collective worship, promoting values and taking part in local cultural activities. Visitors to the school also contribute positively to these aspects.

The staff support pupils with additional learning needs well by providing them with a wide range of effective interventions activities. This is a strength of the school. All staff know the pupils well and identify the more vulnerable of them at an early stage. The school has a very good track record in raising the achievement of vulnerable learners and is aware of the need to target bordering pupils in order to further improve their progress. This will improve performance at upper outcomes and levels. The school has effective arrangements for promoting healthy eating and drinking. Pupils assist with a range of initiatives including the organisation of the 'fruit tuck shop' and the sale of specially designed water bottles. There are many activities that promote health education, including the creation of fruit faces and posters to recommend eating a balanced diet.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. All staff ensure that pupils know how to keep themselves safe online, for example by ensuring that they choose a safe password when using the internet.

The school has effective procedures to track pupils' progress. This enables teachers and pupils to agree appropriate targets for improvement, which they share effectively

with parents. End-of-year reports to parents provide useful information on their children's progress and targets for the following year and meet requirements.

Leadership and Management

The headteacher, other leaders and staff have developed a shared vision and there is a very clear strategy to improve outcomes for all groups of learners. Leaders demonstrate a very strong capacity to plan and implement change and they engage all staff and other partners very effectively in the change process.

Self-evaluation is well established and is effective in contributing to improving standards, learning and teaching. As a result, many priorities within last year's school development plan (SDP) are achieved or have made strong and very good progress. Leaders and staff effectively use all available performance data and evidence about the quality of learning and teaching and pupils' work to identify strengths and set improvement priorities. However, all data analysis needs to be summarised for the self-evaluation report.

There is a well-established process for performance management of all staff. Senior leaders use the process effectively to support the professional development of staff and targets link strongly with the priorities in the school development plan.

The school is responding well to national and local priorities. Good examples include the implementation of the Welsh Language Charter and the Digital Competency Framework. These initiatives are having positive impact on pupils' standards in Welsh and ICT.

Governors have a very good understanding of the school's strengths and areas for improvement and are highly effective in supporting and challenging the school's performance.

Impact of the proposal on the above

Currently there are five English and four Welsh mainstream classes, with two age groups in majority of the classes. The children in the English classes are taught Welsh as a second language whilst the Welsh classes are taught through the medium of Welsh. There are 222 pupils on roll, 92 of whom are taught through Welsh, 130 through English and additional 40 of the pupils are taught in a special educational needs (SEN) centre.

The change in the nature of provision at Foundation Phase from Dual Stream to Welsh medium will ensure that the school is moving along the local authority's WESP continuum plan.

Appendix A – Community Impact Assessment

Ysgol Y Felin

Catchment Area Analysis – January PLASC 2020 Data

Each school has an area that it serves, referred to as the catchment area. Each school is expected to accommodate pupils from within its catchment area and schools must have regard for this ongoing demand.

Most parents send their child to their local school but parents have a right to state a preference for other schools.

Pupils attending the school from inside / outside the catchment

Based on January PLASC 2020 data, the geographical data in relation to the pupil distribution for Ysgol Y Felin catchment area indicated that of the 222 pupils on roll (*exc Special Unit*), 91 lived within the catchment area, whilst the remaining 131 were from outside the catchment area.

Pupils living in the catchment area attending other schools.

Based on January PLASC 2020 data, 163 pupils lived within the Ysgol Y Felin catchment area attended other schools.

Taking into consideration the 91 pupils living within the catchment area attending Ysgol Y Felin, and the 163 pupils living within the catchment area but attending other schools, a total of 254 pupils are living within the catchment area of Ysgol Y Felin.

Other facilities or services provided by the school e.g. after school clubs/breakfast Club/community Library.

A number of clubs are offered at Ysgol Y Felin. The school has a breakfast club which is conducted through the medium of Welsh and English and which promotes a Welsh ethos celebrating the Welsh culture through listening to Welsh music and reading Welsh books and magazines. There is also an after school club run by Welsh speakers whereby various activities are provided for the pupils mainly through the medium of Welsh. On the school site there is a private/Mudiad Meithirn Nursery School which currently provides up to 30 hours of care and education for pupils from two years up through the medium of Welsh.

Other facilities the school provides e.g. club/play group/community Council

The school has established a wide range of partnerships that have a beneficial impact on pupils' wellbeing and attainment. Communication with parents is very good. The school provides them with many opportunities to support their children's

learning, such as supporting their school work through the ICT network. Parents are supportive and staff and governors value their contributions to school life.

The school is at the heart of its community and pupils make good use of the locality to enrich their curriculum experiences, for example through visits to local places of worship, and places of work, such as the local water reservoir, Parc Y Sgarlets and Parc Howard.

The very strong links with the pre-school setting, located on site, ensures that younger pupils settle confidently into the school. Opportunities for the pre-school children to participate in language and play development sessions before starting school are particularly valuable.

There are effective transition programmes in place with the local secondary schools to ensure that pupils are well prepared to move on to the next phase in their education. The moderation work with the secondary schools and their feeder primaries ensures the reliability of end of key stage teacher assessments.

A strength of the school is its partnership with external specialist agencies to support vulnerable pupils and their families

Effect of the proposal on the school/community

The implementation of the Welsh Medium Foundation phase will ensure that the community of Felinfoel, Llanelli continues to thrive as a bilingual one and helps towards realising Wales ' national ambition of having a million Welsh speakers by 2050. The proposal will provide all pupils joining the school the opportunity to develop their Welsh language skills from an earlier age.

The community of Felinfoel, Llanelli is bilingual in nature. In order to ensure that pupils are able to benefit fully from the community that they belong to, it is vital that they have sound basic skills to be able to communicate informally in Welsh.

Appendix B – Welsh Language Impact Assessment

This proposal supports the Council’s vision and aims for Welsh medium education as set out in Carmarthenshire’s Welsh in Education Strategic Plan (WESP) 2017 – 2020. The proposal will allow greater opportunities for access to Welsh medium education within the Ysgol Y Felin School catchment area and will ensure linguistic continuity from the nursery sector along the key stages to the secondary sector so that every pupil becomes fluent and confident in both Welsh and English languages.

Language Category

Ysgol Y Felin is categorised as a Dual Stream Primary School.

Standards*

In Foundation Phase, pupils are assessed in different areas of learning. Based on 2019 data, 80.0% of pupils achieved at least Outcome 5 in ‘Language, Literacy and Communication (in Welsh)’.

In Key Stage 2, pupils are assessed in each of the core subjects. Based on 2019 data, 100% of pupils achieved at least Level 4 in Welsh first language.

** No National Teacher assessments were conducted in 2020 due to the ongoing impact of the Coronavirus outbreak. For this reason, 2019 has been used.*

After school activities which provide additional opportunities to use the Welsh language

The school takes an active role and pride in implementing the Welsh Charter scheme which ensures that pupils receive opportunities to use the Welsh language in informal ways. The school is also very active with the Urdd organisation arranging residential trips to their camps at Llangrannog annually for pupils from both streams, competing in many sporting activities through the medium of Welsh and taking an active part in the local Eisteddfod, regional and national Eisteddfod on an annual basis. Pupils from both streams also have opportunities to attend the Urdd Jambori. The school hosts activity clubs each week. The linguistic medium of those clubs is Welsh and through this they see that Welsh belongs in the context of art, sustainability, cooking, creative and sporting. The school often invites external companies to come and run drama workshops and to make performances for pupils. These performances and workshops are through the medium of Welsh so that pupils appreciate that Welsh is a living language.

Appendix C – Equalities Impact Assessment

Carmarthenshire County Council Assessing Impact

The Equality Act 2010

The Equality Act 2010 (the Act) brings together and replaces the previous anti-discrimination laws with a single Act. It simplifies and strengthens the law, removes inconsistencies and makes it easier for people to understand and comply with it. The majority of the Act came into force on 1 October 2010.

The Act includes a new public sector equality duty (the ‘general duty’), replacing the separate duties on race, disability and gender equality. This came into force on 5 April 2011.

What is the general duty?

The aim of the general duty is to ensure that public authorities and those carrying out a public function consider how they can positively contribute to a fairer society through advancing equality and good relations in their day-to-day activities. The duty ensures that equality considerations are built into the design of policies and the delivery of services and that they are kept under review. This will achieve better outcomes for all.

The duties are legal obligations. Failure to meet the duties may result in authorities being exposed to legal challenge.

Under equality legislation, public authorities have legal duties to pay ‘due regard’ to the need to eliminate discrimination and promote equality with regard to race, disability and gender, including gender reassignment, as well as to promote good race relations. The Equality Act 2010 introduces a new public sector duty which extends this coverage to age, sexual orientation, pregnancy and maternity, and religion or belief. The law requires that this duty to pay ‘due regard’ be demonstrated in the decision making process. It is also important to note that public authorities subject to the equality duties are also likely to be subject to the obligations under the Human Rights Act and it is therefore wise also to consider the potential impact that decisions could have on human rights as part of the same process.

Carmarthenshire's approach to Equality Impact

In order to ensure that the council is considering the potential equality impact of its proposed policies and practices, and in order to evidence that we have done so, every proposal will be required to be supported by the attached Equality Impact Assessment. Where this assessment identifies a significant impact then more detail may be required.

Reporting on assessments

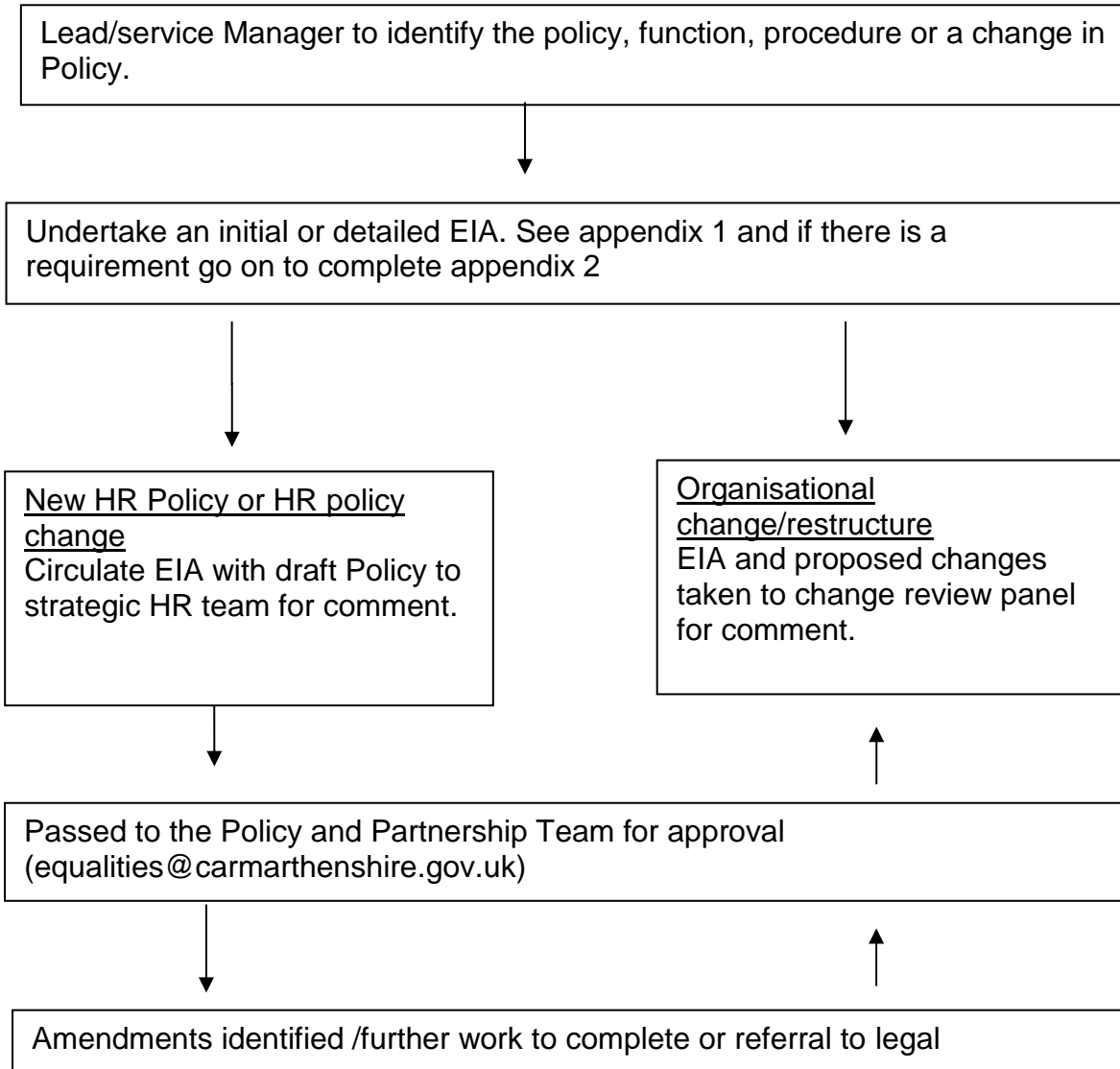
Where it is clear from the assessment that the likely impact on the authority's ability to meet the general duty is substantial, then it must publish a report.

Initial and Detailed Equality Impact Assessments

The initial EIA (appendix 1) is a simple and quick method of assessing the effect of a policy, function, procedure, decision including financial cuts on one or more of the protected characteristics.

The Service Manager responsible for the relevant new or revised policies, functions, procedures and financial decisions must undertake, at least, an initial EIA and where relevant a detailed Equality Impact Assessment (appendix 2); EIA must be attached as background paper with reports to Executive and Scrutiny.

Equality impact assessment – Process to follow where HR implications have been identified



Initial Equalities Impact Assessment Template

Appendix 1

Department: Education & Children	Completed by (lead): Sara Griffiths	Date of initial assessment: November 2020 Revision Dates: July 2021
Area to be assessed: (i.e. name of policy, function, procedure, practice or a financial decision)	This proposal is to change the nature of provision at Ysgol Y Felin Primary School.	
Is this existing or new function/policy, procedure, practice or decision?	School Re-organisation Proposal – Modernising Education Programme	
What evidence has been used to inform the assessment and policy? (please list only)		
<ul style="list-style-type: none"> • 21st Century Schools Programme • Modernising Education Programme • School Organisation Code 2018 • PLASC Data 2020 • The Well-being of Future Generations (Wales) Act 2015 		

1. Describe the aims, objectives or purpose of the proposed function/policy, practice, procedure or decision and who is intended to benefit.	The proposal aims to respond to WG ‘A Million Welsh Speakers by 2050’, Carmarthenshire County Council’s Welsh in Education Strategic Plan and the authority’s vision for creating a bilingual Carmarthenshire by increasing Welsh medium provision at Ysgol Y Felin.		
The Public Sector Equality Duty requires the Council to have “due regard” to the need to:-	2. What is the level of impact on each group/protected characteristics in terms of the three aims of	3. Identify the risk or positive effect that could result for each of the group/protected characteristics?	4. If there is a disproportionately negative impact what mitigating

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		(1) eliminate unlawful discrimination, harassment and victimisation; (2) advance equality of opportunity between different groups; and (3) foster good relations between different groups (see guidance notes)	the duty? Please indicate high (H) medium (M), low (L), no effect (N) for each.	Risks	Positive effects	factors have you considered?
Protected characteristics	Age	L	Neutral		Foundation Phase pupils will be immersed in the Welsh language.	
	Disability	L	ALN pupils will be supported appropriately as required.			
	Gender reassignment	N	Neutral			
	Race	N	Neutral			
	Religion/Belief	N	Neutral			
	Pregnancy and maternity	N	Neutral			
	Sexual Orientation	N	Neutral			
	Sex	N	Neutral			
	Welsh language	L	Neutral	This proposal is to change the nature of provision in the Foundation Phase to Welsh medium which will support the Council's vision and		
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				aims for Welsh medium education as set out in Carmarthenshire's Welsh in Education Strategic Plan (WESP) 2017-2020.	
	Any other area	L	Neutral		

5. Has there been any consultation/engagement with the appropriate protected characteristics?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> The Project Officer has liaised with the Headteacher, Staff and Parents of Ysgol Y Felin primary School with regards to the proposal. All stakeholders will be fully consulted during the formal consultation period.
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6. What action(s) will you take to reduce any disproportionately negative impact, if any? Ensure that all key stakeholders are fully informed throughout the statutory process.

7. Procurement
 Following collation of evidence for this assessment, are there any procurement implications to the activity, proposal, service. N/A
 Please take the findings of this assessment into your procurement plan. Contact the corporate procurement unit for further advice.

8. Human resources
 Following collation of evidence for this assessment, are there any Human resource implications to the activity, proposal or service? As there will be a change in the nature of provision, additional staffing may be required. However, this will be addressed as the scheme progresses and Human Resources will be fully consulted.

9. Based on the information in sections 2 and 6, should this function/policy/procedure/practice or a decision proceed to Detailed Impact Assessment? (recommended if one or more H under section 2)	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
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Approved by: Head of Service	Simon Davies	Date: November 2020
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Mae'r dudalen hon yn wag yn fwriadol

**PWYLLGOR CRAFFU ADDYSG & PHLANT
28 IONAWR 2021**

**ADRODDIAD TERFYNOL Y GRŴP GORCHWYL A GORFFEN – ADY
FFORMIWLA ARIANNU**

Pwrpas:

Pwrpas yr adroddiad yw darparu'r Pwyllgor Addysg & Phlant gyda:

- Crynodeb terfynol o waith y Grŵp Gorchwyl a Gorffen yn ystod yr Hydref 2019.

I ystyried a chynnig sylwadau ar y materion canlynol:

- Cymeradwyo adroddiad y Grŵp Gorchwyl a Gorffen
- Argymhell y dylid dod â gwaith y Grŵp Gorchwyl a Gorffen i ben.

Rhesymau:

- Yn ei gyfarfod cytunodd y Pwyllgor Addysg a Phlant sefydlu Grŵp Gorchwyl a Gorffen i gynnal adolygiad o gyllid ar gyfer disgyblion ADY mewn ysgolion.
- Lluniwyd yr adroddiad i grynhoi'n fyr gwaith y Grŵp dros gyfres o gyfarfodydd a gynhaliwyd yn ystod yr Hydref 2019.

Angen penderfyniad Bwrdd Gweithredol / Cyngor – NA

DEILYDD PORTFFOLIO BWRDD GWEITHREDOL: Cyng. Glynog Davies

Cynghorydd Darren Price
(Cadeirydd y Grŵp Gorchwyl a Gorffen)

Awdur yr Adroddiad: Aneirin Thomas

Swyddogaethau:
Cadeirydd y Grŵp Gorchwyl a Gorffen

Pennaeth Gwasanaethau Addysg & Chynhwysiant

E-bost: arthomas@sirgar.gov.uk

EDUCATION SCRUTINY COMMITTEE

28th JANUARY 2021

SUBJECT: ADDITIONAL LEARNING NEEDS FUNDING

The Education and Children's Services Scrutiny Committee has a key role to play in monitoring services, development of key policies and strategies, as well as identifying areas for improvement or development within their remit.

The financial support for Additional Learning Needs has experienced much pressure and strain for some time due to increasing demands on the current level of resources available.

The Committee was also aware of the key changes being made by the Welsh Government in this area, which will lead to a new way of delivering support to pupils with Additional Learning Needs.

At their meeting on the 4th July 2019 the Committee agreed to establish a task and finish group to review the model for funding ALN in schools. The review was to examine the current funding formula and to consider possible alternative models to meet the requirements of the Additional Learning Needs and Education Tribunal (Wales) Act.

The Act highlights the need for an integrated, collaborative process of assessment, planning and monitoring which facilitates early, timely and effective interventions. The underlying need for a more reactive model of funding was a key consideration.

The key aims and objectives for the review were detailed in a planning and scoping document endorsed at that meeting along with the membership of the Task and Finish Group, as follows:-

Councillor Darren Price (Chair)
Councillor Edward Thomas (Vice-Chair)
Councillor Kim Broom
Councillor Gary Jones
Councillor Shahana Najmi
Councillor Dorian Williams
Mr James Davies (Co-opted parent governor representative)

As part of its considerations the group considered a wide range of information in the form of written and verbal reports containing current funding models and possible new parameters for funding. The consultation process consisted of the following-

- Elected Members – 4 meetings
- ALN Workshop with headteachers
- Strategic Group including key officers and headteachers.

The task and finish group highlighted key principles to guide the work of the above consultation groups.

- Requirement for clear reasoning behind any proposed formula
- Tapering effect- that changes are gradual over time
- Headteachers and schools involved in the process
- With the number of statements falling how to make sure that this is going to affect the transition
- That there was sufficient consultation
- Comparisons- Identify good practice in other authorities

The group identified that there was a need for greater delegation of ALN resources to underpin:

- Strengthening universal and targeted provision for children with ALN.
- Supporting schools to set in place early intervention and staged approaches in a timely manner.
- Enabling schools to meet their statutory duties to make decisions relating to Additional Learning Provision.
- Building confidence of parents/carers that needs can be met promptly without unnecessary process or dispute.
- Promptly resourcing pupils at School Action Plus
- Reducing the requirement for statutory assessment and Statementing processes to direct funding for low incidence high need ALN pupils.
- Central pot for complex medical needs.
- Give schools financial flexibility, enabling schools to access timely external support for children, ensuring that schools have the flexibility to meet children's needs, and better involving schools in decisions relating to ALN.

The Group had regard to the Council's current delegated funding model. For most children in mainstream schools, including those with ALNs and disabilities funding is allocated to them through the school budget and is known as the per pupil funding. This funding supports all learning and is used for staff salaries, including the ALNCO, facilities and ALN resources.

A percentage of the total amount of per pupil funding received by a school should be spent on providing for pupils with ALN. In Carmarthenshire, schools are expected to allocate at least 5% of their per pupil funding to their ALN budget.

A series of workshops with headteachers considered various funding models. It was agreed during these workshops that any new formula funding mechanism needed to support ALN Transformation that will reform the way in which children with ALN are identified, assessed and supported. Previous categories of ALN- school action, school action + and statements will cease, and schools will be required to make statutory Additional Learning Provision through Individual Development Plans (IDPs).

Following input from the task and finish the LA in consultation with headteachers concluded and agreed to the following principles of funding-

- £1,000 per LAC pupil
- Remainder split 25% FSM, 25% school action, 50% school action +

With the intention that as statements reduce, funding will transfer to the ALN supplement to allow schools greater flexibility in meeting the needs of pupils with ALN.

In consultation with Headteachers the formula going forward considered a range of proxy indicators which reflected the contextual nature of schools.

- Social deprivation
- Pupil numbers
- Free School Meals
- Looked After Children

Detailed report attached

YES

IMPLICATIONS

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report :

Signed: Linda Rees-Jones

Head of Administration and Law

Policy, Crime & Disorder and Equalities	Legal	Finance	ICT	Risk Management Issues	Staffing Implications	Physical Assets
NONE	NONE	NONE	NONE	NONE	NONE	NONE

CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below

Signed: Linda Rees-Jones

Head of Administration and Law

1. Local Member(s)

Not applicable

2. Community / Town Council

Not applicable

3. Relevant Partners

Not applicable

4. Staff Side Representatives and other Organisations

Not applicable

EXECUTIVE BOARD PORTFOLIO HOLDER(S) AWARE/CONSULTED

YES

**Section 100D Local Government Act, 1972 – Access to Information
List of Background Papers used in the preparation of this report:**

There are none.

Title of Document	File Ref No.	Locations that the papers are available for public inspection

Education & Children Scrutiny Committee Task & Finish 2019/20

Additional Learning Needs Funding

carmarthenshire.gov.wales

Cyngor **Sir Gâr**
Carmarthenshire
County Council



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Background and National changes in legislation

The definition of “additional learning needs” as provided in the Additional Learning Needs and Education Tribunal (Wales) Act 2018 is:

(1) A person has additional learning needs if he or she has a learning difficulty or disability which calls for additional learning provision.

(2) A child of compulsory provider age or person over that age has a learning difficulty or disability if he or she—

- (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- (b) has a disability which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained providers or mainstream institutions in the further education sector

ALN education is being transformed in Wales, following the Additional Learning Needs and Education Tribunal (Wales) Act, which became law last year.

A new statutory support system for children and young people with ALN is due to come into force in Autumn 2021. The Act will be supported by regulations and a new ALN Code.

The Act has three overarching aims:

- **A unified legislative framework** to support all children of compulsory school age or below with ALN, and young people with ALN in school or further education (FE) (rather than two separate systems of SEN up to age 16 and Learning Skills Plans for post-16/19, both of which are currently covered by separate legislation);
- **An integrated, collaborative** process of assessment, planning and monitoring which facilitates **early, timely and effective** interventions (including duties on health boards and local authorities to collaborate with each other through a statutory Individual Development Plan for each learner with ALN);
- A **fair and transparent system** for providing information and advice, and for resolving concerns and appeals (including requiring local authorities to make arrangements for avoiding and resolving disagreements, revising a system found by previous reviews to be ‘complex, bewildering and adversarial’)

ALN in Carmarthenshire – undertaking a review

The Education and Children’s Services Scrutiny Committee has a key role to play in monitoring services, development of key policies and strategies, as well as identifying areas for improvement or development within their remit.

The financial support for Additional Learning Needs has experienced much pressure and strain for some time due to increasing demands on the current level of resources available.

The Committee was also aware of the key changes being made by the Welsh Government in this area, which will lead to a new way of delivering support to pupils with Additional Learning Needs.

At their meeting on the 4th July 2019 the Education and Children Scrutiny Committee agreed to establish a task and finish group to review Additional Learning Needs Funding.

In reviewing the Committee Forward Work Programme, Members identified the purpose of the Education and Children's Services Scrutiny Committee's review. The timely review would look to ensure the implementation of the most effective 'allocation model' in support of Carmarthenshire pupils' needs. The review's work would also seek to further support implementation of the ALN Transformation programme in a strategic, practical and sustainable manner.

Overview

The group convened on five occasions to review the following –

31st July 2019

Planning and Scoping

Members reviewed the current funding models for specialist provision within the authority. Currently, the authority provides funding for a wide range of specialist settings (current costs for staffing this provision approx. £6,222,883) and funds two 'Special Schools' – Ysgol Heol Goffa & Ysgol Rhydygors.

It also provides funding supplements for specific levels of need within mainstream settings which currently focus on:

1. SEN Statements (Primary @ 100% = £2,251,291 / Secondary @ 65% = £2,483,641)
2. An Additional Education Needs supplement based on the following areas of need and formula
 - School Action
 - School Action +
 - SAPA (additional funding for primary schools with less than 100 pupils)
 - Individual Development Plans (IDP) *within original LA pilot

2018/19 formula

£1,000 per LAC, balance:

50% Free School Meals, 50% School Action/School Action + /Statementing

2019/20 formula

£1,000 per LAC, balance:

25% Free Schools Meals, 25% School Action, 50% School Action Plus

The authority provides a Post 16 SEN Supplement to appropriate secondary schools (£372,722) and a wide range of support and guidance for all schools through the ALN & Inclusion Team e.g. Advisory Teachers, Family Liaison Officers, Sensory Impairment Team etc.

13th September 2019

Pupils educated other than at school

The group considered a Welsh Government (WG) report on the number of pupils receiving education outside of school funded by Welsh local authorities, and the number of pupils receiving elective home education in Wales. Members noted that there were 97 EOTAS pupils in Carmarthenshire with the majority educated across two settings.

The comparative figures for other local authorities were varied, with a relatively low number in Ceredigion, Ynys Môn and Monmouthshire.

EOTAS pupils are either on a roll at a maintained school or have subsidiary enrolment status at a maintained school. Those with dual registration continue to be supported by the school, and in many cases, it will be expected that the EOTAS pupil returns to mainstream school to continue/complete their education.

Table 1: Number of pupils educated other than at school, by local authority, 2018/19

Local Authority	EOTAS pupils whose main education is outside of school and who			EOTAS pupils who	
	are not on roll at a maintained school	have subsidiary enrolment status at a maintained school	Total	have main or current enrolment status at a maintained school	All pupils receiving EOTAS provision
Isle of Anglesey	13	0	13	0	13
Gwynedd	40	0	40	0	40
Conwy	72	0	72	0	72
Denbighshire	87	0	87	58	145
Flintshire	80	41	121	6	127
Wrexham	17	45	62	*	*
Powys	53	6	59	*	*
Ceredigion	*	*	13	12	25
Pembrokeshire	14	109	123	13	136
Carmarthenshire	6	66	72	25	97
Swansea	59	93	152	22	174
Neath Port Talbot	*	*	45	*	*
Bridgend	0	69	69	10	79
The Vale of Glamorgan	37	77	114	23	137
Rhondda Cynon Taf	71	122	193	14	207
Merthyr Tydfil	8	65	73	25	98
Caerphilly	83	30	113	128	241
Blaenau Gwent	*	0	*	0	*
Torfaen	*	0	*	19	*
Monmouthshire	*	*	14	7	21
Newport	88	16	104	49	153
Cardiff	215	10	225	86	311
Wales:					
2018/19	1,027	757	1,784	502	2,286
2017/18	1,008	601	1,609	579	2,188
2016/17	892	510	1,402	570	1,972
2015/16	909	603	1,512	602	2,114
2014/15	909	478	1,387	770	2,157
2013/14	958	267	1,225	1,142	2,367

Sources: EOTAS Pupil Census, Welsh Government
Pupil Level Annual School Census, Welsh Government

Key points for 2018/19

2,286	the number of EOTAS pupils, down 3% since 2013/14.
1,784	the number of EOTAS pupils receiving their main education other than at school, up 46% since 2013/14.
78%	the percentage of EOTAS pupils receiving their main education other than at school, up from 52% in 2013/14.

Budgeted expenditure on SEN Provision 2019-20

The group considered a report which outlined current budgeted expenditure and previous year expenditure on SEN provision.

Out of county placements

It was noted that a number of pupils receive support from placements outside of Carmarthenshire – some in other parts of Wales, and others in England. The group reviewed the current out of county provision and the projected future costs. It was noted that the authority was reviewing the out of county placements, and in some instances, the authority believed that the pupil's needs could be met in-county, but that parental consent is required to move pupils from their current 'out of county' settings.

It was also noted that some pupils in specialist settings also benefited from extracurricular opportunities and engagement with their peer groups, which they would not necessarily have in a setting within the county. For example, a pupil attending a specialist setting geared towards deaf pupils participating in specialist adapted activities.

22nd October 2019

Post 16 out of county placements

Members reviewed a report containing information relating to post-16 specialist placements for learners from the South West and Mid Wales region. Currently, post-16 specialist provision is funded by the Welsh Government, however it was expected that this would transfer to Local Authorities in the future.

Regional ALN Transformation Programme

Members also received a report on the ALN Transformation Programme, outlined within the background section of this report.

25th November 2019 and 20th January 2020

Current and New Proposed funding formula

Members noted that discussions between the Department of Education and Children Services (DECS) and schools had taken place over a number of years in terms of trying to develop the most effective 'allocation model' in support of Carmarthenshire pupils' needs.

Members were presented with the funding formula in operation for 2019/20 and had an opportunity to see how changes to the formula affected schools.

Members were also made aware that discussions had already started between DECS and schools with a view to developing a revised formula in preparation for 2020/21.

Given that work was already being undertaken by DECS in consultation with the School Budget Forum, the group agreed that any further detailed work into the formula would lead to duplication, and would not add value.

Therefore, the group formed the view that agreement on the formula should be between the Department of Education and Children's Services and Schools. Members felt strongly that any changes effecting schools and their budgets in relation to changes to the ALN formula should be comprehensively reviewed by the School Budget Forum.

However, the group agreed that there were principles that should underpin any new formula, and the process involved in applying the formula, and asked that these be relayed to the various groups of officers, head teachers and school budget forum during their discussions:

Principles of the Formula and its application

Clear reasoning behind the formula

Any new formula funding mechanism needs to support and prepare schools for ALN Transformation that will reform the way in which children with ALN are identified, assessed and supported. Previous categories of ALN - school action, school action plus and statements will cease, and schools will be required to make statutory Additional Learning Provision through Individual Development Plans (IDPs).

For most children in mainstream schools, including those with ALNs and disabilities, money is allocated to them through the school budget and is known as the per pupil funding. This funding supports all learning and is used for staff salaries, including the ALNCO, facilities and ALN resources. A percentage of the total amount of per pupil funding received by a school should be spent on providing for pupils with ALN. In Carmarthenshire, schools are expected to allocate at least 5% of their per pupil funding to their ALN budget. The remainder of the funding formula is allocated through supplements which support the identified categories of spend for which a pupil number funding would not be appropriate. ALN funding is one such supplement.

Members were of the view that any future ALN funding formula should be evidence based, and should reflect the extent of the additional learning needs within each setting.

Tapering effect – gradual change - Consideration is given to the reduction in the number of statements and the effect on transition

Members noted that schools in Carmarthenshire have historically either been fully or partially funded to meet the needs of children who have an SEN statement.

The new ALN reforms would see a transition away from statements to Individual Development Plans. The group discussed concerns in relation to the impact of the changes

to ALN in relation to the move from Statements to IDPs and the impact this may have on school budgets.

Members felt that any changes to funding arrangements during the transition, particularly with regards to delegating more funding directly to schools, needs to be modelled accurately. It should also be done gradually, via a tapering effect over a number of years, so as to minimise budgetary pressures and shocks to schools.

The impact on small schools was also considered and the group were concerned that there would be a significant negative impact on some smaller schools, from which improvement would not be possible; as such contingency measures should be in place. The group called on DECS and schools to consider innovative ways of working that may reduce pressures on smaller schools, which included the sharing and pooling of resources.

Be able to / or consider moving money from Secondary to Primary

A notional 20% of the population are presumed to have some form of ALN and current increases in the diagnosis of conditions such as Autism will see additional pressure placed on ALN funding. The group considered whether there was some flexibility in moving funding from secondary to primary schools in order to support early intervention. Consideration should be given to a strategy to support early years education with a view to alleviating pressures in the longer term.

Comparisons - look at good practice in other authorities

The group considered an overview of the way and extent to which other authorities delegated school budgets.

Members were informed that there wasn't a consistent approach across the country and the group considered that the ALN Transformation Programme would require all authorities to review their provision and funding parameters.

Wherever possible this Authority should identify and share best practice with other Authorities and try to identify common ground via forums such as the Association of Directors of Education in Wales.

Headteachers and schools involved - and Consultation has taken place

Delegation of ALN funding to schools in Carmarthenshire has been discussed with Headteachers over a number of years to support the requirement for change to ensure we have a system that is fit for purpose.

The group noted that in developing a new funding formula, thorough consultation with Headteachers, ALNCOs, Governing Bodies and the School Budget Forum on any proposed changes was paramount.

Conclusion

In conclusion, Members acknowledged that the ALN Transformation Programme will require a significant amount of work over a number of years and that the Education and Children's Services Scrutiny Committee would need to consider monitoring the progress of this agenda when developing its Forward Work Programme.

DRAFT

**EDUCATION & CHILDREN SCRUTINY
COMMITTEE
28/01/2021**

**EXPLANATION FOR NON-SUBMISSION
OF SCRUTINY REPORT**

ITEM	RESPONSIBLE OFFICER	EXPLANATION	REVISED SUBMISSION DATE
Proposal to Relocate Ysgol Dewi Sant	Sara Griffiths	A site selection exercise is currently being progressed. Once completed, we will be able to identify whether a statutory consultation is required to re-locate the school.	To be confirmed
Corporate Strategy	John Buck	Following review of the document at CMT it has been requested that submission to PEB and Scrutiny be delayed allowing for amendments to be made to the document.	To be confirmed; Nicola Evans to contact all Scrutiny's to rearrange.
Corporate/ Departmental Business Plans	John Buck	The Chief Executive has asked that submission of Departmental Business Plans be delayed until she has conducted one to one review meetings with all Directors in regard to forward planning.	To be confirmed

Mae'r dudalen hon yn wag yn fwriadol

EDUCATION & CHILDREN SCRUTINY COMMITTEE – 28TH JANUARY 2021

FORTHCOMING ITEMS FOR THE NEXT MEETING – 7TH MARCH 2021

Agenda Item	Background	Reason for report
WESP	Every Local Authority is required to develop and implement a Welsh in Education Strategic Plan. The new WESP should commence no later than September 2022.	To comment on the draft of the new WESP (2021-2032).
Department Self Evaluation and 10 Year Strategy	As a 'learning organisation' the Education and Children's Services Department needs to review performance on a regular basis and address any shortcomings.	Our self-evaluation and external reviews has enabled us to development a 10 year strategy to address priorities.
ALN Transformation Action Plan	We want to transform expectations, experiences and outcomes for children and young people with additional learning needs (ALN). To do so, we have developed the additional learning needs (ALN) transformation programme, which transforms the separate systems for special educational needs (SEN) in schools and learning difficulties and/or disabilities (LDD) in further education, to create a unified system for supporting learners from 0 to 25 with ALN.	The report will outline the activities planned to support our central services and schools in implementing the required reform to ALN.
Corporate/Departmental Business Plans (JB)	The Department Business Plan accompanies the Corporate Strategy to show how the Department is delivering the Corporate Strategy. The document also accompanies the Revenue Budget Consultation as an integration of financial and business planning (this was also a proposal for improvement by Audit Office).	To give members an opportunity to review the Department's draft business plan in support of the Corporate Strategy.

Items circulated to the Committee under separate cover since the last meeting

None

Items attached for information

1. The latest version of the Education & Children Scrutiny Committee Forward Work Programme 2020/21
2. The latest version of the Executive Board Forward Work Programme 2020/21

Education & Children Scrutiny Committee – Forward Work Programme 2020/21

23 rd November 2020	6 th January 2021	28 th January 2021	17 th March 2021	21 st April 2021
Covid-19 Position Statement including Support for Learning and Learners since March 2020	Education Support for Vulnerable Learners	Revenue Budget Consultation 2021/22 – 2023/24	WESP	Curriculum Development
Education Strategy 2020-2030	Staff and Pupil Wellbeing and Mental Health	Proposal to relocate Ysgol Dewi Sant (tbc)	Department Self-evaluation and 10 Year Strategy	Scrutiny School Visits Framework
Proposal to shorten the internal democratic process for approving statutory consultations	Task & Finish Group Final Report – ALN Funding	Corporate Strategy	Proposal to relocate Ysgol Heol Goffa and to increase its capacity (Stage 3)	
Education & Children Scrutiny Committee Annual Report 2019/20	Financial Challenges Facing Schools – Including Analysis of Grants and ALN Funding	Estyn report and Internal Review on Covid Response/ Education Support for Vulnerable Learners	ALN Transformation Action Plan	
Education & Children Scrutiny FWP 2020/21	Proposal to change the nature of provision at approx. 4 schools (Stage 1)	Corporate/Departmental Business Plans	Corporate/Departmental Business Plans	
Proposal to relocate Ysgol Heol Goffa and to increase its capacity (Stage 2)		MEP Proposal – Model School		
Proposal to discontinue Ysgol Gynradd Blaenau and to increase the capacity and change the nature of provision at Ysgol Gynradd Llandybie (Stage 1)		MEP Proposal – Ysgol y Felin		
Proposal to discontinue Ysgol Rhydygors (Stage 1)		Task & Finish Group Final Report – ALN Funding		
Proposal to change the age range at Ysgol Swiss Valley (Stage 1)				
Proposal to discontinue Ysgol Gynradd Mynyddygarreg (Stage 1)				

For information/update reports circulated to the Committee via e-mail throughout the year:-

- Budget Monitoring 2020/21
- Annual Performance Report (Half Yearly)

Additional reports requested by the Committee:-

- Staff health & wellbeing and mental health
- Financial challenges facing schools and ALN
- Estyn report and Internal Review report
- Effect on NEETS (European funding)
- Vulnerable learners

Reports to be allocated in the FWP:-

- Tackling NEETS (& impact of possible loss of European funding)

Workshops to be arranged during the year:-

- Review of the Modernising Education Programme

EXECUTIVE BOARD FORWARD WORK PROGRAMME 20/21
as at 18/11/2020 (For the period November 20 – Oct 21)

Introduction

This plan is published to encourage and enable greater understanding between the Executive, all Councillors, the public and other stakeholders. It assists the Scrutiny Committees in planning their contribution to policy development and holding the executive to account.

The plan gives the public and stakeholders a chance to see the forthcoming major decisions to be made by the Executive Board over the next 12 months. It is reviewed and published quarterly to take account of changes and additional key decisions.

WORKING DRAFT

EXECUTIVE BOARD FORWARD WORK PROGRAMME 20/21
as at 18/11/2020 (For the period November 20 – Oct 21)

EDUCATION & CHILDREN				
Subject area and brief description of nature of report	Responsible Officer	Executive Portfolio	Scrutiny Committee to be consulted	Date of expected decision by Executive Board
SCHOOL UPDATE REPORT- COVID 19, SCHOOLS CAUSING CONCERN AND FINANCE	Gareth Morgans – Director of Education and Children	Education & Children	N/A	
LA EDUCATION SERVICES SELF EVALUATION	Aneirin Thomas – Head of Education and Inclusion	Education & Children	tbc	To be confirmed
UPDATE ON NEW CURRICULUM DEVELOPMENTS	Aeron Rees – Head of Curriculum and Wellbeing	Education & Children	tbc	To be confirmed
POST 16 EDUCATION	Aeron Rees – Head of Curriculum and Wellbeing	Education & Children	tbc	TBC
RESULTS OF 2020 EXAMINATIONS	Aneirin Thomas – Head of Education and Inclusion	Education & Children	N/A	TBC
PROPOSAL TO DISCONTINUE YSGOL GYNRADD BLAENAU AND TO INCREASE THE CAPACITY AND CHANGE THE NATURE OF PROVISION AT YSGOL GYNRADD LLANDYBIE (STAGE 1, 2 AND 3)	Simon Davies – Head of Access to Education	Education & Children	YES	21/12/20 (Stage 1) 10/05/21 (Stage 2) 05/07/21 (Stage 3)
ALN TRANSFORMATION ACTION PLAN	Aneirin Thomas – Head of Education and Inclusion	Education & Children	28/01/20	tbc
CHILDREN'S SERVICES PAPER- TBC	Stefan Smith - Head of Children's Services	Education & Children	N/A	tbc
CARMARTHENSHIRE 10 YEAR STRATEGY FOR EDUCATION	Gareth Morgans – Director of Education and Children	Education & Children	23/11/20	October 2020
PROPOSAL TO RELOCATE YSGOL HEOL GOFFA AND TO INCREASE ITS CAPACITY (STAGE 2 AND 3)	Simon Davies – Head of Access to Education	Education & Children	YES)	21 st December
PROPOSAL TO DISCONTINUE YSGOL RHYDYGORS (STAGE 1, 2 AND 3)	Simon Davies – Head of Access to Education	Education & Children	YES	21/12/20 (Stage 1) 10/05/21 (Stage 2) 05/07/21 (Stage 3)
PROPOSAL TO CHANGE THE AGE RANGE AT YSGOL SWISS VALLEY (TBC) (STAGE 1, 2 AND 3)	Simon Davies – Head of Access to Education	Education & Children	YES	21/12/20 (Stage 1) 10/05/21 (Stage 2) 05/07/21 (Stage 3)
PROPOSAL TO DISCONTINUE YSGOL GYNRADD MYNYDD Y GARREG (STAGE 1, 2 AND 3)	Simon Davies – Head of Access to Education	Education & Children	YES	21/12/20 (Stage 1) 10/05/21 (Stage 2) 05/07/21 (Stage 3)

DYDD MERCHER, 6ED IONAWR, 2021

YN BRESENNOL: Y Cynghorydd D. Price [Cadeirydd]

Y Cynghorwyr:

K.V. Broom, T.A.J. Davies, R. James (yn lle D. Jones), J.P. Jenkins, B.W. Jones, G.R. Jones, M.J.A. Lewis, E.M.J.G. Schiavone, B. Thomas, E.G. Thomas a D.T. Williams

Aelodau Cyfetholedig:

A. Enoch - Rhiant-lywodraethwr
V. Kenny - Cynrychiolydd yr Eglwys Gatholig Rufeinig

Hefyd yn bresennol:

Y Cynghorydd G. Davies - Aelod o'r Bwrdd Gweithredol dros Addysg & Phlant

Yr oedd y swyddogion canlynol yn gwasanaethu yn y cyfarfod:

S. Davies - Pennaeth Mynediad i Addysg
A. Rees - Pennaeth Cwricwlwm a Lles
A. Thomas - Pennaeth Gwasanaethau Addysg & Chynhwysiant
A. Davies - Prif Seicolegydd Addysg
S. Nolan - Cyfrifydd Grwp
M. Evans Thomas - Prif Swyddog Gwasanaethau Democrataidd
M. Davies - Swyddog Gwasanaethau Democrataidd
K. Thomas - Swyddog Gwasanaethau Democrataidd
S. Rees – Cyfieithydd ar y Pryd
J. Corner – Swyddog Technegol

Rhith-Gyfarfod : 10.00 yb - 1.10 yp

1. YMDDIHEURIADAU AM ABSENOLDEB

Derbyniwyd ymddiheuriadau am absenoldeb gan y Cynghorwyr L. Bowen a D. Jones.

2. DATGANIADAU O FUDDIANNAU PERSONOL GAN GYNNWYS UNRHYW CHWIPIAU PLEIDIAU A RODDIR MEWN YMATEB I UNRHYW EITEM AR YR AGENDA

Ni ddatganwyd unrhyw fuddiannau personol na unrhyw chwipiau pleidiau.

3. CWESTIYNAU GAN Y CYHOEDD

Dyweddodd y Cadeirydd nad oedd dim cwestiynau wedi dod i law gan y cyhoedd.

4. LLESIANT A IECHYD MEDDWL STAFF A DISGYBLION - DIWEDDARIAD IONAWR 2021

Bu'r Pwyllgor yn ystyried adroddiad a roddai'r wybodaeth ddiweddaraf am lesiant ac iechyd meddwl staff a disgyblion o ganlyniad i bandemig Covid-19. Roedd yr adroddiad yn amlinellu'r cymorth ychwanegol a'r mesurau ataliol a roddwyd ar

waith gan yr Adran Addysg a Phlant. Er ei fod yn canolbwyntio ar lesiant disgyblion a staff ysgolion, roedd yr adroddiad hefyd yn cynnwys cyfeiriad at lesiant pobl ifanc eraill nad ydynt yn yr ysgol o bosibl ond sydd dal yn cael eu cynnwys o fewn maes gorchwyl yr Adran e.e. oedolion ifanc yn y Gwasanaeth Cymorth Ieuenctid.

Codwyd y cwestiynau/sylwadau canlynol wrth drafod yr adroddiad:-

- O ran y cyfeiriad yn yr adroddiad bod costau'n cael eu hysgwyddo gan yr Adran Addysg, gofynnwyd i'r swyddogion a dderbynnir unrhyw gymorth gan Lywodraeth Cymru. Rhoddwyd gwybod i'r Pwyllgor fod yr Adran yn ddiolchgar iawn am yr holl gymorth a gafwyd gan Lywodraeth Cymru, fodd bynnag, os yw'r swyddogion yn teimlo bod angen cymorth ychwanegol, yn ychwanegol at yr hyn a ariennir gan Lywodraeth Cymru, yna'r Awdurdod Addysg Lleol sy'n gyfrifol am y gost honno. Ychwanegodd y Pennaeth Cwricwlwm a Llesiant y byddai unrhyw gymorth gan lywodraeth ganolog yn cael ei groesawu, fodd bynnag, ni wnaed unrhyw gyhoeddiad hyd yma;
- O ran nifer y plant a'r bobl ifanc sy'n aros am gwrsela, gofynnwyd i'r swyddogion faint sydd ar y rhestr aros ac a oedd y nifer hwnnw wedi cynyddu yn ystod y pandemig. Rhoddwyd gwybod i'r Pwyllgor fod pob cais am gymorth yn cael ei flaenoriaethu ac y bydd unrhyw un sy'n dioddef lefel uchel o drallod yn cael ei weld yn gyntaf. Roedd swyddogion yn gwneud popeth posibl i leihau'r rhestr aros, fodd bynnag, nid argaeledd adnoddau oedd yr unig broblem gan fod hygyrchedd ac argaeledd y plant hefyd yn broblemau ar hyn o bryd. Er bod cymorth o bell ar gael, mae'n well gan rai plant aros nes bod sesiynau wyneb yn wyneb ar gael eto ac er bod hynny'n ddealladwy, mae hyn yn cael effaith ar y rhestr aros;
- Cyfeiriwyd at y ffaith fod tair haen o blant yn achos dysgu o bell - y rhai sy'n hawdd eu cyrraedd, y rhai â heriau a'r rhai sydd â mwy o heriau a gofynnwyd i'r swyddogion pa mor fodlon oeddent eu bod yn gallu cyrraedd y plant hynny yn haenau 2 a 3. Dywedodd y Pennaeth Cwricwlwm a Llesiant wrth y Pwyllgor fod 95% o'r tîm bugeiliol yn treulio'u hamser ar 5% o'r disgyblion a rhoddodd sicrwydd i'r Pwyllgor fod gwaith yn cael ei wneud i sicrhau bod y rhwydwaith cymorth yn ein hysgolion mor gryf ag y gall fod;
- Mynegwyd pryder y gallai rhai plant syrthio drwy'r rhwyd ac na fyddent yn cael y cymorth sydd ei angen arnynt. Atgoffwyd y Pwyllgor o bwysigrwydd cael perthynas dda rhwng yr ysgol a'r rhiant o ran dysgu o bell. Dywedodd Pennaeth y Gwasanaethau Addysg a Chynhwysiant wrth y Pwyllgor y gofynnwyd i ysgolion ar ddechrau'r cyfyngiadau symud cyntaf weithio gyda'r swyddogion i gategoreiddio pob disgybl yn goch, yn oren ac yn wyrdd o ran dysgu o bell fel y gellid canolbwyntio ar y disgyblion mwyaf agored i niwed yn y categori coch;
- O ran yr archwiliad a gynhaliwyd ar ddechrau'r pandemig, gofynnwyd i'r swyddogion pa fath o gymorth a ddarperir ar gyfer pob categori ac a yw hyn yn cael ei archwilio. Eglurodd Pennaeth y Gwasanaethau Addysg a Chynhwysiant fod ysgolion a swyddogion yn canolbwyntio ar y categori coch a disgwylir cyswllt dyddiol. O ran y categori oren, y nod yw codi ymwybyddiaeth o anghenion y plant a'r hyn y dylent fod yn ei wneud. Gwneir yn glir i ysgolion, os nad yw'r plant hyn ar-lein ac yn ymgysylltu, bod

- angen iddynt gymryd camau. Mae angen i blant yn y categori gwyrdd barhau â'u dysgu, fodd bynnag, mae angen herio'r disgyblion hyn hefyd;
- Gofynnwyd i'r swyddogion a oedd gan bob plentyn yr offer TG sydd ei angen i ddysgu o bell ac os felly, a yw pob ysgol (cynradd ac uwchradd) yn rhagweithiol o ran dysgu o bell. Rhoddwyd gwybod i'r Pwyllgor fod 1,600 o becynnau TG wedi'u dosbarthu ochr yn ochr â dongles i sicrhau mynediad i'r rhyngwyd lle bo angen;
 - Mynegwyd pryder ynghylch y gostyngiad yn nifer y disgyblion sydd wedi'u cofrestru ar gyfer addysg ddewisol yn y cartref a gofynnwyd i'r swyddogion a oes gan y disgyblion hyn fynediad at ddysgu ar-lein. Dywedodd Pennaeth y Gwasanaethau Addysg a Chynhwysiant wrth y Pwyllgor fod swyddogion yn pryderu am y nifer a oedd wedi dadgofrestru ar ddechrau'r pandemig ac maent wedi gweithio'n galed ar ail-ymgysylltu drwy fentrau gan gynnwys defnyddio dronau i ddangos y mesurau diogelwch sy'n cael eu rhoi ar waith mewn ysgolion a gwahodd rhieni i weld y mesurau drostynt eu hunain. Tynnodd sylw at y ffaith bod yr Awdurdod Lleol yn cael lwfans o oddeutu £3,500 y pen ar gyfer pob disgybl, fodd bynnag, ni ddarperir lwfans ar gyfer y rhai sy'n cael addysg ddewisol yn y cartref er bod staff wedi'u dynodi i'w cynorthwyo;
 - Er y croesawyd y gwaith sy'n cael ei wneud gyda staff a llinell gymorth gyfrinachol Llywodraeth Cymru, gofynnwyd am sicrwydd gan y swyddogion bod digon yn cael ei wneud i gefnogi staff. Dywedodd y Pennaeth Cwricwlwm a Llesiant wrth y Pwyllgor fod llawer o fentrau ar waith i gefnogi staff gan gynnwys sesiynau byw, rhithwir sy'n cynnig cyfle i staff rhyngweithio â chydweithwyr o bob cwr o Gymru;
 - Mynegwyd pryder ynghylch y pwysau aruthrol sydd ar ein hathrawon a'n harweinwyr a'r ffaith, os nad yw ein hathrawon yn iach, nad oes gennym unrhyw obaith o agor ein hysgolion. Gofynnwyd i'r swyddogion a oedd modd cysylltu â Llywodraeth Cymru i sicrhau bod athrawon yn cael eu blaenoriaethu o ran derbyn y brechlyn. Gofynnwyd i'r swyddogion a oedd modd argymhell i'r Bwrdd Gweithredol ei fod yn lloio Llywodraeth Cymru i ofyn am i athrawon gael eu cynnwys yn uchel ar y rhestr o'r rhai i'w brechu. Cytunodd yr Aelod o'r Bwrdd Gweithredol dros Addysg a Phlant i godi hyn gyda'r Bwrdd Gweithredol;
 - Cyfeiriwyd at y ffaith bod straen anferth wedi bod ar athrawon dros y misoedd diwethaf a gofynnwyd i'r swyddogion a oedd ganddynt unrhyw ddata i ddangos faint o staff sy'n absennol o'r gwaith oherwydd straen. Dywedodd Pennaeth y Gwasanaethau Addysg a Chynhwysiant wrth y Pwyllgor nad oedd ganddo'r data gydag ef, ond byddai'n dosbarthu'r data i'r Pwyllgor drwy e-bost ar ôl y cyfarfod.

PENDERFYNWYD YN UNFRYDOL

4.1 bod yr adroddiad yn cael ei dderbyn;

4.2 bod yr Aelod o'r Bwrdd Gweithredol dros Addysg a Phlant yn codi'r mater o lloio Llywodraeth Cymru gyda'r Bwrdd Gweithredol i ofyn am i athrawon gael eu cynnwys yn uchel ar y rhestr o'r rhai sydd i'w brechu.

5. HERIAU ARIANNOL SY'N WYNEBU YSGOLION

Bu'r Pwyllgor yn ystyried adroddiad yn amlinellu'r heriau ariannol y mae ysgolion cynradd yn eu hwynebu. Roedd yr adroddiad yn manylu ar y dyraniad cyllideb presennol o ran Ariannu Teg i ysgolion a'r ymdrechion i ddsbarthu'n deg i'r ystod o ysgolion cynradd i ddiwallu anghenion addysgol pob dysgwr yn Sir Gaerfyrddin. Roedd yr adroddiad hefyd yn amlinellu rhai dylanwadau cyd-destunol allweddol sy'n effeithio ar y model ariannu mewn ysgolion ar hyn o bryd.

Mae mynediad at addysg o ansawdd uchel yn hawl sylfaenol i bob plentyn a pherson ifanc ac ni ddylai ddibynnu ar ble rydych chi'n byw, ar eich cefndir cymdeithasol nac ar ba iaith rydych chi'n dysgu ynddi. Addysg dda yw un o'r congffeini pwysicaf y gall plentyn eu cael. Mae'n hanfodol bod digon o gyllid teg ar gael i sicrhau y gellir darparu'r addysg y mae ein plant a'n pobl ifanc yn ei haeddu mewn modd effeithiol a chyson.

Codwyd y cwestiynau/sylwadau canlynol wrth drafod yr adroddiad:-

- Gofynnwyd a oedd unrhyw ffigurau ar gael mewn perthynas â chyfanswm y gwariant ar addysg gan Awdurdodau Lleol. Eglurodd Cyfrifydd y Grŵp fod y data hwn yn cael ei gasglu gan Lywodraeth Cymru bob blwyddyn a bod adroddiad dadansoddi ar gael. Ychwanegodd ei bod yn anodd cymharu data oherwydd bod pob Cyfarwyddiaeth Addysg ychydig yn wahanol ym mhob Awdurdod gan fod rhai yn cynnwys llyfrgelloedd, ac mewn rhai awdurdodau mae gwasanaethau ADY yn cael eu dirprwyo ond mewn rhai eraill fe'u cedwir yn ganolog;
- Gofynnwyd iddi am ddadansoddiad o'r tair elfen - dysgwyr, amddifadedd a theneurwydd, a dywedodd Cyfrifydd y Grŵp wrth y Pwyllgor y byddai'n dosbarthu'r wybodaeth hon drwy e-bost ar ôl y cyfarfod;
- Cyfeiriwyd at y ffaith bod yr adroddiad wedi tynnu sylw at yr heriau sylweddol yn ein hysgolion a nodwyd na allwn barhau fel yr ydym a theimlwyd ei bod bellach yn bryd cynnal trafodaethau ystyrlon a phwyllog am hyn. Cytunodd yr Aelod o'r Bwrdd Gweithredol dros Addysg a Phlant ei bod yn bryder bod rhai o'n hysgolion yn hen, mewn cyflwr gwael ac nad ydynt yn addas i'r diben, a dyna pam yr oedd y Rhaglen Moderneiddio Addysg mor bwysig;
- Mynegwyd pryder ynghylch y diffyg a hefyd ynghylch y ffordd y mae rhai ysgolion wedi ymdopi'n dda dros y flwyddyn ddiwethaf ond mae rhai wedi gwaethygu'n sylweddol. Eglurodd yr Aelod o'r Bwrdd Gweithredol dros Addysg a Phlant fod capasiti yn broblem a phan gaiff prosiect ei gynnwys yn y Rhaglen Moderneiddio Addysg, mae hynny oherwydd materion capasiti. Ychwanegodd y Pennaeth Mynediad i Addysg fod dyletswydd ar Awdurdodau Lleol i gynllunio lleoedd mewn ysgolion ac felly roedd yn hanfodol cyflenwi'r galw. Mae Llywodraeth Cymru yn ei gwneud yn ofynnol i Awdurdodau Lleol adolygu pob ysgol sydd â dros 10% o leoedd gwag;
- Cyfeiriwyd at y ffaith bod y Pwyllgor wedi bod yn pryderu am lefel y diffygion mewn ysgolion ac roedd yr adroddiad yn ddefnyddiol o ran dangos y rhesymau a'r manylion y tu ôl i hyn. Gofynnwyd i swyddogion a fyddai'n

bosibl derbyn adroddiad tebyg ar gyfer ysgolion uwchradd a chytunodd Pennaeth y Gwasanaethau Addysg a Chynhwysiant y byddai'n cyflwyno adroddiad ar y mater hwn mewn cyfarfod yn y dyfodol;

- Cyfeiriwyd at y ffaith bod gan gyfran sylweddol o'r holl ysgolion ddisgyblion o'r tu allan i'w dalgylch. Rhoddodd y Pennaeth Mynediad i Addysg wybod i'r Pwyllgor mai'r bwriad oedd cynnal adolygiad o bob dalgylch, ond ni fu hyn yn bosibl gan fod y rhan fwyaf o'i dîm wedi cael eu hadleoli i weithio mewn adrannau eraill oherwydd y pandemig. Ychwanegodd y bydd yr adolygiad o ddalgylchoedd yn cael ei gwblhau cyn gynted ag y bo'n ymarferol.

PENDERFYNWYD YN UNFRYDOL dderbyn yr adroddiad.

[SYLWER: Am 12.55pm, wrth ystyried yr eitem uchod, tynnwyd sylw'r Pwyllgor at Reol 9 o Weithdrefn y Cyngor – Hyd y cyfarfod – ac, oherwydd bod y cyfarfod eisoes wedi bod yn mynd rhagddo ers bron tair awr, **PENDERFYNWYD YN UNFRYDOL** ohirio ystyried y rheolau sefydlog er mwyn galluogi'r Pwyllgor i gwblhau'r gwaith a oedd yn weddill ar yr agenda.]

6. ADRODDIAD TERFYNOL Y GRŴP GORCHWYL A GORFFEN - FFORMIWLA ARIANNU ADY

Dywedodd y Cadeirydd wrth y Pwyllgor ei fod yn cynnig gohirio rhoi ystyriaeth i'r adroddiad hwn tan y cyfarfod nesaf er mwyn gallu cynnwys gwybodaeth ychwanegol.

PENDERFYNWYD YN UNFRYDOL ohirio ystyried yr adroddiad tan gyfarfod nesaf y Pwyllgor.

7. EGLURHAD AM BEIDIO Â CHYFLWYNO ADRODDIAD CRAFFU

Eglurwyd i'r Pwyllgor pam na chyflwynwyd yr adroddiad craffu canlynol a nodwyd y byddai'n cael ei gyflwyno i'r Pwyllgor yn y cyfarfod nesaf:-

- Cymorth addysg i ddysgwyr sy'n agored i niwed

PENDERFYNWYD YN UNFRYDOL nodi'r wybodaeth.

8. EITEMAU AR GYFER Y DYFODOL.

PENDERFYNWYD YN UNFRYDOL nodi'r wybodaeth.

9. LLOFNODI YN GOFNOD CYWIR COFNODION CYFARFOD Y PWYLLGOR A GYNHALIWDYD AR 23AIN TACHWEDD, 2020

PENDERFYNWYD YN UNFRYDOL lofnodi bod cofnodion cyfarfod y Pwyllgor a gynhaliwyd ar 23 Tachwedd 2020 yn gywir.

CADEIRYDD

DYDDIAD

Mae'r dudalen hon yn wag yn fwriadol