

Polisi Asesu'r Adran Gymraeg 2009-2011

Gweithio tuag at y nod erbyn 2011

1. Nod y polisi:

Mae'r Adran Gymraeg eisiau gweithredu asesu sy'n:

- Codi safonau
- Ganolog i addysgu a dysgu (Asesu ar gyfer Dysgu)
- Cynnwys rhannu nodau gyda'r disgyblion.
- Anelu at ddangos i ddisgyblion y safonau maen nhw'n anelu atynt a sut i gydnabod nhw.
- Defnyddio asesiadau ffurfiannol a chwestiynu effeithiol i wella dealltwriaeth a chynnydd.
- Cael disgyblion i ddefnyddio hunanasesu ac asesu cyfoedion.
- Rhoi adborth sy'n helpu disgyblion symud ymlaen a gwella.
- Dweud bod pob disgybl yn gallu gwella.
- Cynnwys athrawon a disgyblion yn adolygu a myfyrio ar ddata asesu.
- Cynnwys rhieni.

2. Diffiniadau

- **Asesu ffurfiol / Asesu crynodol** - asesu sy'n gofyn am lefel neu radd
- **Asesu ar gyfer Dysgu** - asesu sy'n defnyddio asesu yn y dosbarth i godi safonau sy'n seiliedig ar y syniad y bydd disgyblion yn gwella'n fwy os maen nhw'n deall nod eu dysgu, ble maen nhw o ran eu nod a sut allan nhw gyrraedd y nod (neu 'cau'r bwlch gwybodaeth')
- **Asesu ffurfiannol** - enw arall am *Asesu ar gyfer Dysgu*: asesu sy'n defnyddio cwestiynu effeithiol, myfyrio, hunanasesu ac asesu cyfoedion.

3. Yn ymarferol, beth mae hwn i gyd yn meddwl?

CA3 - dwy dasg asesu grynodol bob blwyddyn (summative)

Ar ddechrau'r flwyddyn bydd pob disgybl yn derbyn pamffled asesu i gadw yn eu ffeiliau.

Bydd disgyblion mamiaith yn cael fersiwn Saesneg ar gyfer eu rhieni.

Bydd disgyblion yn mynd â'r pamffled adre i'r rhieni ei llofnodi.

Bydd disgyblion yn defnyddio'r pamffled asesu yn y dosbarth:

- i helpu nhw gydnabod meini prawf llwyddiant
- i hunanasesu
- i asesu cyfoedion
- i gofnodi eu perfformiadau mewn tasgau asesu ffurfiannol
- i gofnodi sut i wella ar ôl tasgau asesu ffurfiannol

Nid oes rhaid marcio pob darn o waith yn drylwyr ond dylai athrawon wirio trefn ffeiliau unwaith bob tymor o leiaf.

Dylai athrawon anelu at farcio darn o waith bob pedair wythnos a rhoi sylwadau manwl arno am sut i wella.

Oni bai am dasgau asesu crynodol, ni fydd gwaith wedi'i marcio'n cynnwys gradd/lefel/marc.

Dylai **gwaith** wedi'i marcio cynnwys sylwadau'r athro a fydd yn tynnu sylw at agweddau i'w gwella a gosod targedau clir yn ôl y meini prawf a sgiliau yn y pamffled asesu.

Bydd **tasgau asesu crynodol** yn cynnwys Lefel sy'n disgrifio'r darn o waith orau (e.e. 4-, 4 neu 4+)

Bydd profion sillafu neu brofion byrion eraill yn cael eu marcio allan o ddeg neu ryw rif arall.

O ran cywiro gwaith, ni ddylid cywiro pob gwall mewn darn. Dylai'r athro ganolbwyntio ar 1, 2 neu 3 agwedd i geisio gwella.

Bydd asesiadau llafar ffurfiol yn cael eu recordio ar fersiwn mp3.

Dylai athrawon rhoi data asesu i mewn i Pathways yn ôl polisi asesu'r ysgol. Ar ôl darn o waith mewn tasg asesu ffurfiannol, dylai fod cyfle i ddisgyblion myfyrio ar eu perfformiad, hunanasesu neu asesu gwaith eu cyfoedion.

Dylid rhoi Credyd/Teilyngdod/Rhagoriaeth i ddisgyblion sy'n cynhyrchu gwaith da yn gyson yn ôl polisi gwobrwo'r adran.

Dylai athrawon ddefnyddio Pathways i gyfeirio at dargedau a monitro cynnydd disgyblion yn ystod y Cyfnod Allweddol.

Bydd athrawon dosbarth Bl.7 yn gosod targed Lefel diwedd CA3 ar ddiwedd Bl.7. Dylai'r targed fod yn realistig ac yn bosib o gyflawni i'r disgybl.

Wrth osod targed dylai'r athro ystyried y dylai pob disgybl wella 1½ lefel yn ystod CA3.

Wrth ysgrifennu adroddiadau blynyddol dylai'r athro ystyried perfformiad y disgybl dros y flwyddyn a rhoi Lefel i'r disgybl sy'n deilwng ac sy'n siwtio orau (e.e. 5-, 5 neu 5+).

CA4 - o leiaf un dasg grynodol ym Ml.10 ac un arholiad ysgrifenedig llawn (Mehefin)

- un ffugarholiad llawn (mis Rhagfyr), un ffugarholiad llafar (tymor y gwanwyn)

Ar ddechrau'r flwyddyn bydd pob disgybl yn derbyn pamffled asesu i gadw yn eu ffeiliau.

Bydd disgyblion mamiaith yn cael fersiwn Saesneg ar gyfer eu rhieni.

Bydd disgyblion yn mynd â'r pamffled adre i'r rhieni ei llofnodi.

Bydd disgyblion yn defnyddio'r pamffled asesu yn y dosbarth:

- i helpu nhw gydnabod meini prawf llwyddiant TGAU
- i hunanasesu
- i asesu cyfoedion
- i gofnodi eu perfformiadau mewn tasgau gwaith cwrs a thasgau ffugarholiad
- i gofnodi sut i wella ar ôl tasgau asesu ffurfiannol

Nid oes rhaid marcio pob darn o waith yn drylwyr ond dylai athrawon wirio trefn ffeiliau unwaith bob tymor o leiaf.

Oni bai am dasgau asesu ffurfiol, ni fydd gwaith wedi'i marcio'n cynnwys gradd/marc.

Dylai **gwaith** wedi'i marcio cynnwys sylwadau'r athro a fydd yn tynnu sylw at agweddau i'w gwella a gosod targedau clir yn ôl y meini prawf TGAU yn y pamffled asesu.

Bydd **tasgau gwaith** yn cael Gradd TGAU a marc yn ôl y cynllun marcio (e.e. 35/40 A-) a sylwadau manwl sy'n tynnu sylw at gryfderau a gwendidau a sut i wella.

Bydd profion sillafu neu brofion byrion eraill yn cael eu marcio allan o ddeg neu ryw rif arall.

O ran cywiro gwaith, ni ddylid cywiro pob gwall mewn darn. Dylai'r athro ganolbwyntio ar 1, 2 neu 3 agwedd i geisio gwella.

Bydd asesiadau llafar ffurfiol yn cael eu recordio ar fersiwn mp3.

Dylai athrawon rhoi data asesu i mewn i Pathways yn ôl polisi asesu'r ysgol.

Ar ôl darn o waith mewn tasg asesu ffurfiol, dylai fod cyfle i ddisgyblion myfyrio ar eu perfformiad, hunanasesu neu asesu gwaith eu cyd-ddisgyblion.

Dylid rhoi Credyd/Teilyngdod/Rhagoriaeth i ddisgyblion sy'n cynhyrchu gwaith da yn gyson yn ôl polisi gwobrwyo'r adran.

Dylai athrawon ddefnyddio Pathways i gyfeirio at dargedau a monitro cynnydd disgyblion yn ystod y Cyfnod Allweddol.

Bydd athrawon dosbarth Bl.10 yn gosod targed Gradd diwedd CA4 ar ddiwedd Bl.10. Dylai'r targed fod yn realistig ac yn bosib o gyflawni i'r disgybl.

Wrth osod targed dylai'r athro ystyried y dylai pob disgybl ddangos cynnydd priodol rhwng eu Lefel diwedd CA3 a'r Radd TGAU.

Yn ôl Prifysgol Aberystwyth:

Lefel CA2	Lefel CA3	TGAU	UG/U	Sylwadau
L5	L7	A/A*	A	Disgybl ar ben yr ystod gallu
L4	L6	B	B/A	Os yw'n cyrraedd Gradd A yna, mae gwerth ychwanegol y disgybl hwn yn fwy na'r disgwyl
L4	L5	C	C	Mae'r disgybl hwn wedi tangyflawni. Efallai y gellid bod wedi cywiro hyn yn CA3.
L4	L5	C	B	Mae gwerth ychwanegol y disgybl hwn yn CA5 wedi codi'n sylweddol. Gall hyn ddigwydd.
L3	L4	D	D/E	Disgybl gweithgar yw hwn. Os cyrrhaeddodd TGAU Gradd D, fe weithiodd yntau a'r athrawon yn galed.

Wrth ysgrifennu adroddiadau blynyddol dylai'r athro ystyried perfformiad y disgybl dros y flwyddyn yn ogystal ag arholiadau a gwaith cwrs a rhoi Gradd i'r disgybl sy'n deilwng ac sy'n siwtio orau (e.e. B-, B neu B+).

CA5 Dylai'r athro sy'n gyfrifol am y Modiwl a addysgir yn cydnabod cyfleoedd asesu addas yn ystod y flwyddyn.

Ar ddechrau'r flwyddyn bydd pob disgybl yn derbyn pamffled asesu i gadw yn eu ffeiliau.

Bydd disgyblion mamiaith yn cael fersiwn Saesneg ar gyfer eu rhieni.

Bydd disgyblion yn mynd â'r pamffled adre i'r rhieni ei llofnodi.

Bydd disgyblion yn defnyddio'r pamffled asesu yn y dosbarth:

- i helpu nhw gydnabod meini prawf llwyddiant
- i hunanasesu
- i asesu cyfoedion
- i gofnodi eu perfformiadau mewn tasgau asesu ffurfiol
- i gofnodi sut i wella ar ôl tasgau asesu ffurfiol

Nid oes rhaid marcio pob darn o waith yn drylwyr ond dylai athrawon wirio trefn ffeiliau unwaith bob tymor o leiaf.

Oni bai am dasgau asesu ffurfiol, ni fydd gwaith wedi'i marcio'n cynnwys gradd/marc.

Dylai gwaith wedi'i marcio cynnwys sylwadau'r athro a fydd yn tynnu sylw at agweddau i'w gwella a gosod targedau clir yn ôl y meini prawf yn y pamffled asesu.

Bydd tasgau asesu ffurfiol yn cael Gradd sy'n disgrifio'r darn o waith orau (e.e. 4-, 4 neu 4+)

O ran cywiro gwaith, ni ddylid cywiro pob gwall mewn darn. Dylai'r athro ganolbwyntio ar 1, 2 neu 3 agwedd i geisio gwella.

Nid oes rhaid marcio pob darn o waith ond dylai athrawon wirio trefn ffeiliau unwaith bob tymor o leiaf.

Bydd asesiadau llafar ffurfiol yn cael eu recordio ar fersiwn mp3.

Dylai athrawon rhoi data i mewn i Pathways yn ôl polisi asesu'r ysgol.

Ar ôl darn o waith mewn tasg asesu ffurfiol, dylai fod cyfle i ddisgyblion myfyrio ar eu perfformiad, hunanasesu ac asesu gwaith eu cyd-ddisgyblion.

Dylid rhoi Credyd/Teilyngdod/Rhagoriaeth i ddisgyblion sy'n cynhyrchu gwaith da yn gyson yn ôl polisi gwobrwyo'r adran.

Dylai athrawon ddefnyddio Pathways i gyfeirio at dargedau a monitro cynnydd disgyblion yn ystod y Cyfnod Allweddol.

Bydd athrawon dosbarth yn gosod targed Gradd ar ddechrau Bl.12 a Bl.13.

Dylai'r targed fod yn realistig ac yn bosib o gyflawni i'r disgybl.

Wrth osod targed dylai'r athro ystyried gradd TGAU'r disgybl.

Wrth ysgrifennu adroddiadau blynyddol dylai'r athro ystyried perfformiad y disgybl dros y flwyddyn a rhoi Gradd i'r disgybl sy'n deilwng ac sy'n siwtio orau (e.e. C-, C neu C+).

4. Cefnogi Asesu

Yn CA3 bydd gan bob disgybl Bamffled Asesu sy'n cynnwys camau at wella drwy sgiliau sy'n ymhlyg yn Lefelau'r CC

Bydd gan rieni Mamiaith gopi Saesneg o'r Pamffled

Yn CA4 bydd gan bob disgybl TGAU gopi o gynlluniau marcio i bob darn o waith cwrs a thasg arholiad.

Bydd copi Saesneg ar gael i ddisgyblion Ail Iaith a rhieni Mamiaith.

Yn CA5 bydd gan bob disgybl gopi o gynlluniau marcio bob modiwl Safon U/UG. Bydd gan bob disgybl rhestr o gyfleodd asesu gan yr athro sy'n gyfrifol am y Modiwl.

ATODIAD 1

Nodweddion Asesu ar gyfer Dysgu

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Assessment for learning involves using assessment in the classroom to raise pupils' achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge).

Effective assessment for learning happens all the time in the classroom. It involves:

- sharing learning goals with pupils
- helping pupils know and recognise the standards to aim for
- providing feedback that helps pupils to identify how to improve
- believing that every pupil can improve in comparison with previous achievements
- both the teacher and pupils reviewing and reflecting on pupils' performance and progress
- pupils learning self-assessment techniques to discover areas they need to improve
- recognising that both motivation and self-esteem, crucial for effective learning and progress, can be increased by effective assessment techniques.

Research has shown that being part of the review process raises standards and empowers pupils to take action to improve their performance. We have produced an **Afl checklist** that you can use to identify effective assessment for learning in your own classroom or school.

Assessment for learning (formative assessment) is different from assessment of learning (summative assessment), which involves judging pupils' performance against national standards (level descriptions). Teachers often make these judgements at the end of a unit of work, year or key stage. Test results also describe pupils' performance in terms of levels. However, an important aspect of assessment for learning is the formative use of summative data.

Key characteristics of assessment for learning are:

- using effective questioning techniques
- using marking and feedback strategies
- sharing learning goals
- peer and self-assessment.

More detailed information can be found in the resources sections of this site.

Using effective questioning techniques

High-level questioning can be used as a tool for assessment for learning. Teachers can:

- use questions to find out what pupils know, understand and can do
- analyse pupils' responses and their questions in order to find out what they know, understand and can do
- use questions to find out what pupils' specific misconceptions are in order to target teaching more effectively
- use pupils' questions to assess understanding.

Some questions are better than others at providing teachers with assessment opportunities. Changing the way a question is phrased can make a significant difference to:

- the thought processes pupils need to go through
- the language demands made on pupils
- the extent to which pupils reveal their understanding
- the number of questions needed to make an assessment of pupils' current understanding.

For example, a teacher wants to find out if pupils know the properties of prime numbers. The teacher asks, 'Is 7 a prime number?' A pupil responds, 'Err...yes, I think so' or 'No, it's not.'

This question has not enabled the teacher to make an effective assessment of whether the pupil knows the properties of prime numbers. Changing the question to 'Why is 7 an example of a prime number?' does several things.

- It helps the pupils recall their knowledge of the properties of prime numbers and the properties of 7 and compare them.
- The answer to the question is 'Because prime numbers have exactly two factors and 7 has exactly two factors.' This response requires a higher degree of articulation than 'Err...yes, I think so.'
- It requires pupils to explain their understanding of prime numbers and to use this to justify their reasoning.
- It provides an opportunity to make an assessment without necessarily asking supplementary questions. The question 'Is 7 a prime number?' requires further questions before the teacher can assess the pupil's understanding.

The question 'Why is 7 an example of a prime number?' is an example of the general question 'Why is x an example of y?' This is one type of question that is effective in providing assessment opportunities. Other types of questions that are also effective in providing assessment opportunities are:

- **how can we be sure that...?**
- **what is the same and what is different about...?**
- **is it ever/always true/false that...?**
- **how do you...?**
- **how would you explain...?**
- **what does that tell us about...?**
- **what is wrong with...?**
- **why is...true?**

Using marking and feedback strategies

Teachers recognise that feedback is an essential element in helping pupils improve. When using assessment for learning strategies, teachers need to move away from giving work marks out of 10 with comments that may not be related to the learning intention of the task (eg 'try harder' or 'join up your writing') and move towards giving feedback to help the pupil improve in the specific activity. This will help to close the learning gap and move pupils forward in their understanding.

It is important to establish **trust** between the teacher and the pupil before giving feedback.

Pupils benefit from opportunities for formal feedback through group and plenary sessions. Where this works well, there is a shift from teachers telling pupils what they have done wrong to pupils seeing for themselves what they need to do to improve and discussing it with the teacher. Giving feedback involves making time to talk to pupils and teaching them to be reflective about the learning objectives and about their work and responses.

Characteristics of effective feedback

Feedback is more effective if it focuses on the learning intention of the task and is given regularly while still relevant.

- Feedback is most effective when it confirms that pupils are on the right track and when it stimulates correction or improvement of a piece of work.
- Suggestions for improvement should act as 'scaffolding', ie pupils should be given as much help as they need to use their knowledge. They should not be given the complete solutions as soon as they get stuck and should learn to think things through for themselves.
- Pupils should be helped to find alternative solutions if simply repeating an explanation continues to lead to failure.
- Feedback on progress over a number of attempts is more effective than feedback on one attempt treated in isolation.
- The quality of dialogue in feedback is important and most research indicates that oral feedback is more effective than written feedback.
- Pupils need to have the skills to ask for help and the ethos of the school should encourage them to do so.

A culture of success should be promoted in which every pupil can make achievements by building on their previous performance rather than being compared with others. This is based on informing pupils about the strengths and weaknesses demonstrated in their work and giving feedback about what their next steps should be.

Sharing learning goals

Most schemes of work emphasise the need to clearly identify the learning objectives for a lesson. Teachers should ensure that pupils recognise the difference between the task and its learning intention (separating what they have to do from what they will learn).

Assessment criteria or learning outcomes are often defined in formal language that pupils may not understand. To involve pupils fully in their learning teachers should:

- explain clearly the reasons for the lesson or activity in terms of the learning objectives
- share the specific assessment criteria with pupils
- help pupils to understand what they have done well and what they need to develop.

Looking at a range of other pupils' responses to the task set can help pupils understand how to use the assessment criteria to assess their own learning.

Peer and self-assessment

Research has shown that pupils will achieve more if they are fully engaged in their own learning process. This means that if pupils know what they need to learn and why, and then actively assess their understanding, gaps in their own knowledge and areas they need to work on, they will achieve more than if they sit passively in a classroom working through exercises with no real comprehension either of the learning intention of the exercise or of why it might be important.

Peer assessment

Peer assessment can be effective because pupils can clarify their own ideas and understanding of both the learning intention and the assessment criteria while marking other pupils' work.

Peer assessment must be managed carefully. It is not for the purpose of ranking because if pupils compare themselves with others rather than their own previous attainment, those performing better than their peers will not be challenged and those performing worse will be demotivated.

Self-assessment

Self-assessment is an important tool for teachers. Once pupils understand how to assess their current knowledge and the gaps in it, they will have a clearer idea of how they can help themselves progress.

Teachers and pupils can set targets relating to specific goals rather than to national curriculum levels. The pupils will then be able to guide their own learning, with the teacher providing help where necessary or appropriate. In addition, pupils will need to:

- reflect on their own work
- be supported to admit problems without risk to self-esteem
- be given time to work problems out.

Asking pupils to look at examples of other pupils' work that does and does not meet the assessment criteria can help them to understand what was required from a task and to assess the next steps they might need to take. Looking at different responses can also help pupils understand the different approaches they could have taken to the task. It is often helpful if the work is from pupils they do not know.

ATODIAD 2

Rhestr Gwirio Asesu ar gyfer Dysgu

This section contains general guidance, in the form of a checklist, to support teachers and schools implementing assessment for learning.

Assessment for learning is effective when pupils:

- show changes in their attitudes to learning and in their motivation, self-esteem, independence, initiative and confidence
- show changes in their responses to questions, in contributions to plenary sessions, and in explanations and descriptions
- improve their attainment
- ask relevant questions
- are actively involved in formative assessment processes, eg setting targets, peer or self-assessment, recognising progress in their written work, skills, knowledge and understanding.

To effectively use assessment for learning teachers need to:

- know their pupils well, know why pupils make mistakes, and be able to make judgements about next steps or interventions
- share learning intentions with pupils and use them to mark work or give feedback or rewards
- build in review time for themselves and their pupils
- encourage pupils to take responsibility for their learning by providing opportunities for pupils to describe their response to learning intentions or targets, the strategies they use and the judgements they make in relation to their progress
- give pupils examples of a variety of skills, attitudes, standards and qualities to aim for
- analyse pupils' performance in tests and use the information for future learning plans
- feel confident and secure in classroom practice.

In addition, teachers need to produce plans with:

- emphasis on learning intentions and on sharing them with pupils and other adults in the classroom
- assessment criteria for feedback and marking, peer and self-assessment
- differentiated classroom groups
- built-in review time and flexibility
- notes of pupils who need additional or consolidation work
- time for guided group sessions for explicit formative assessment opportunities
- adjustments highlighted or crossed out: what did or did not work and why.

To effectively use assessment for learning schools need an ethos that:

- values attitudes to learning and promotes trusting relationships
- encourages and builds self-esteem
- believes that all pupils can improve and measures individuals against their own previous attainment instead of against other pupils
- uses value-added data
- provides support, guidance and appropriate training for teachers
- manages change well and includes maintenance systems
- encourages review and self-evaluation at individual, subject and school level.