

Rhesymeg

Rheolir Addysg Grefyddol yn lleol gan Gyngor Ymgynghorol Sefydlog ar gyfer Addysg Grefyddol (CYSAG). Mae'n cynnwys tri phwyllgor: cynrychiolwyr prif draddodiadau crefyddol yr ardal, cynrychiolwyr athrawon a chynrychiolwyr yr awdurdod lleol. Prif swyddogaeth CYSAG yw, 'cynghori'r awdurdod ar y cyfryw faterion sy'n gysylltiedig ag addoli crefyddol mewn ysgolion sirol ac â'r addysg grefyddol sydd i'w rhoi yn unol â maes llafur cytûn ag y bydd yr awdurdod yn eu cyfeirio at y cyngor neu ag y gwêl y cyngor yn dda'. (Deddf Diwygio Addysg 1988 a.11(1)(a)

Cred CYSAG Gwynedd y dylai'r cyngor hwn fod yn seiliedig ar wybodaeth gyfredol gan obeithio y bydd y canllawiau sy'n dilyn yn galluogi penaethiaid i gefnogi CYSAG yn ei dyletswyddau.

Yn y gorffennol, mae CYSAG Gwynedd wedi monitro addysg grefyddol ac addoli ar y cyd trwy:

- adolygu adroddiadau arolygu ESTYN;
- dadansoddi asesiadau athrawon a chanlyniadau arholiadau ysgolion uwchradd yr Awdurdod Lleol;
- cael adroddiadau rheolaidd gan gynrychiolwyr y gwasanaeth ysgolion/ymgyngGOROL lleol;
- gwahodd athrawon a phenaethiaid i rannu enghreifftiau o arferion da gydag aelodau CYSAG.

Ni fydd Fframwaith Arolygu newydd ESTYN bellach yn cyfeirio'n benodol at Addysg Grefyddol ac addoli ar y cyd. Mae CYSAG Gwynedd felly yn awyddus i fanteisio ar y cyfundrefnau a'r arferion a ddefnyddir ar hyn o bryd gan benaethiaid ac athrawon wrth iddynt baratoi at y Fframwaith Arolygu newydd. Yng nghyfarfod CYSAG Gwynedd ar 13 Hydref 2010, penderfynwyd y byddai CYSAG yn cyflawni ei chyfrifoldebau statudol trwy wahodd ysgolion i rannu eu hunan arfaniad o Addysg Grefyddol, addoli ar y cyd a datblygiad ysbrydol a moesol disgyblion gyda'r aelodau.

Gofynnir yn garedig i ysgolion cynradd ac uwchradd gyflwyno crynodeb o hunan arfaniad yr ysgol i sylw cleric CYSAG Gwynedd yn ystod y flwyddyn pan fydd ESTYN yn arolygu'r ysgol.

Manylion cyswllt: (kenrobinson@gwynedd.gov.uk) 01286 679888

Enw (Clerc CYSAG): Ken Robinson.

Cyfeiriad: Swyddfa Addysg Ardal Arfon, Cyngor Gwynedd, Caernarfon, Gwynedd, LL55 1SH.

Ers 2008, mae CYSAGau ar draws Cymru wedi mabwysiadu neu addasu'r Fframwaith Enghreifftiol Cenedlaethol ar gyfer Addysg Grefyddol (APADGOS, 2008) fel eu maes llafur cytûn lleol. Mae aelodau'r Panel Ymgynghorol Cenedlaethol Addysg Grefyddol wedi croesawu'r cysondeb hwn ar draws Cymru gan eu bod wedi gallu cydweithio i baratoi canllawiau cyffredin i ysgolion a ChYSAGau. Mae amryw o GYSAGau yng Nghymru wedi mabwysiadu cyfundrefn neu broses debyg i'r un a amlinellir yn y ddogfen hon.

Name of School: Bro Hedd Wyn

Religious Education

Key Question 1: How good are outcomes in Religious Education?

- The self-evaluation is based on lesson observations, evaluations of pupils work and interviews with pupils.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education) and include an evaluation of teachers assessments and/or examination results.

References: ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus for Religious Education

Standards in Religious Education – progress in learning

Pupils gain an increasing awareness of other religions throughout the school.

Pupils come to write more confidently and in an extended manner in 'more complex' fields.

Areas for Development

More opportunities for pupils to express an opinion.

Excellent		Good	X	Adequate		Unsatisfactory
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Key Question 2: How good is provision in Religious Education?

- Self-evaluation should consider the following indicators: the time allocated to the subject, subject-based information, specialization and professional development of the teachers, suitability of the programme of study and range of learning resources used.
- An evaluation of pupils observations on lessons and work allows headteachers and heads of department to reach an opinion about quality of teaching in RE lessons within the school, and the extent to which pupils are motivated and encouraged to achieve high standards.
- Primary schools should refer to the 'People, Beliefs and Questions' provision for Foundation Phase pupils as well as RE at KS2.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education).

References: ESTYN Inspection Framework Sections 2.1 and 2.2 and the Locally Agreed Syllabus for Religious Education

The teaching: planning and range of strategies

2008 Curriculum planning completed apart from a single theme for each class.

Valuable experiences e.g. visits to the local Church/Chapel and the Orthodox Church.

Deal with 'Fundamental Questions' e.g. Do we have to die?

RE focused upon at the FP through stories.

Pupils have an opportunity for extended writing in the field through describing their experiences.

An opportunity to be aware of other faiths than the Christian faith through the purposeful planning.

Areas for Development

Arrange visits outside the locality e.g. Mosque.

Excellent		Good	X	Adequate		Unsatisfactory
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Collective Worship

Key Question 2: How good is the provision for collective worship?

Does the collective worship comply with statutory requirements?	Yes	No
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References: ESTYN Inspection Framework Section 2.3.1, 'Supplementary Guidance on inspection of Collective Worship at non-denominational schools' (ESTYN, September 2010) , 'Religious Education and Collective Worship' (Welsh Office Newsletter 10/94)

Good aspects of quality of Collective Worship

Services prepared in the school time-table.

A detailed collective worship file with a special story for each week and accompanying music/hymns.

Pupils have opportunities to quietly pray and share any thoughts if they so wish.

Visitors come to hold services e.g. Rector, Minister and the Bishop.

Hold public services in the Chapel and Church.

Areas for development as regards quality of Collective Worship.

More opportunities for reflection.

Excellent		Good	X	Adequate		Unsatisfactory
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Signature: Heulwen Jones (Headteacher)

Date: 18-1-12