



NASUWT
Undeb yr Athrawon



CYMRU
The Teachers' Union

The use of pupil performance data in target setting and in the evaluation of the effectiveness and capability of teachers (Wales)

The largest teachers' union in Wales

Introduction

The purpose of this document is to:

- identify the principal forms of performance data used in the education system in Wales;
- examine appropriate and inappropriate uses of these data sets, including in the formation of judgements of teacher effectiveness and capability, in the development of school-level target setting processes; and
- enable NASUWT members and activists to engage confidently and on an informed basis with employers and fellow professionals on the use of performance data.

Background

The use of data has become an increasingly prominent feature of the way in which judgements are made about the progress and attainment of individual pupils as well as the performance of schools, local authorities and the national education system in Wales. Given the greater emphasis placed on performance data, it is essential that teachers and school leaders are confident that they can engage in informed discussions about the various sources from which performance data sets are derived, as well as the appropriate use of data in making judgements about the quality of educational provision. It is also important that NASUWT members and those responsible for representing their interests understand the limits of acceptable use of pupil performance data and are able to challenge its inappropriate use effectively.

The NASUWT is not opposed in principle to the appropriate use of data to inform assessment of the progress made by individual pupils, classes and cohorts or to identify future development priorities for schools. Performance data can provide useful support to teachers, school leaders and relevant agencies and organisations in identifying effective approaches to meeting the educational needs of pupils.

However, the Union is concerned by practices that place a disproportionate emphasis on performance data and that can, as a result, have a significant and negative impact on the working lives of teachers and on their ability to use their professional skills and expertise to meet the learning needs of pupils. The NASUWT continues to receive regular feedback about the inappropriate use of such data to criticise the performance of individual teachers, headteachers, particular departments, teams or year groups within schools, or to challenge the effectiveness of whole-school approaches to raising standards of educational achievement.

The information provided in this document sets out practical information advice and guidance to help ensure that the individual and collective interests of teachers and school leaders can be well represented through the development of effective approaches to the use of performance data.

The use of data in schools and NASUWT instructions on industrial action short of strike action

Approaches to the collection and use of pupil performance data can have a significant impact on the working conditions of teachers. In particular, policy and practice in schools in this area can lead to significant and unacceptable workload burdens and can be used to form detrimental and ill-informed judgements about teachers and school leaders in the context of the performance management arrangements that apply to them.

Schools at risk of being deemed underperforming are especially at risk of being subject to inappropriate arrangements for the use of performance data. It is vital that teachers and school leaders, with the assistance of the NASUWT where necessary, make use of the advice and guidance set out in this documents to resist the adoption or continuation of poor data practices and the advice set out in this booklet should be helpful to them in this respect.

The NASUWT's instructions on taking action short of strike action apply to activities associated with the collection and use of performance data. The instructions on taking action short of strike action have been incorporated into this guidance. Further advice relating to the NASUWT's action instructions can be obtained from the NASUWT's website at www.nasuwt.org.uk.

Key sources of pupil performance data used in schools

End of Foundation Phase assessment

The Foundation Phase is the statutory curriculum for all learners aged 3 to 7 in Wales. Following pressure from the NASUWT, the Welsh Government suspended introduction of its proposed the Child Development Assessment Profile. Therefore, at present there is no statutory on-entry assessment for children in the Foundation Phase. However, all headteachers of maintained schools are required to ensure that a statutory end of phase assessment is completed not later than 20 days before the end of the summer term in which all relevant children will complete the Foundation Phase. There are no centrally set tests or tasks for pupils within the assessment arrangements for statutory end of Foundation Phase assessment and all pupil outcomes are determined by ongoing teacher assessment.¹

¹ Welsh Government (2012) *Foundation phase statutory assessment and reporting arrangements*. (wales.gov.uk/docs/dcells/publications/110921fpsaraen.pdf), retrieved on 23/01/13.

At the end of the Foundation Phase, an assessment must be undertaken of each child's attainment in the Foundation Phase outcomes: Personal and Social Development; Well-Being and Cultural Diversity; Language, Literacy and Communication Skills; and Mathematical Development. In addition, a written report providing brief particulars on each pupil's progress in all the Foundation Phase Areas of Learning must be provided for parents. Key information from the assessments is submitted to the Welsh Government for national comparative purposes.

Although not a statutory requirement, the P-scales assessment system is also used in many schools as a way of further refining performance data generated through end of Foundation Phase assessment. P-scales were developed originally to describe the attainment of pupils working below the lowest level descriptors in the National Curriculum through an eight-point graded scale. Although designed for use in England, attempts have been made to apply the P-scales system to assess pupils in Wales.

The Performance Indicators for Value Added Target Setting (PIVATS) system developed by Lancashire County Council is also used in a significant number of early years settings and expands the data generated through P-scales by dividing each P-scale descriptor into a series of additional sub-levels. The Department for Education (DfE) website (www.gov.uk/government/uploads/system/uploads/attachment_data/file/304927/PIVATS-2015-16-Information-for-Parents-2015-16.pdf) contains a helpful description of the P-scale system and more information about PIVATS can be found on the Lancashire County Council website (www.lancashire.gov.uk/education/pivats).

While assessment in the Foundation Phase was designed to be a holistic and development-focused way of assessing the progress of pupils prior to entry to Key Stage 2, the data generated by this assessment is used increasingly for high-stakes school accountability purposes. While Foundation Phase data is not used in published tables of school performance, it is used to benchmark school performance against other schools deemed to be broadly comparable. Estyn also uses Foundation Phase assessment data to make judgements about performance of the settings it inspects. Use of Foundation Phase assessment for high-stakes accountability purposes can therefore put pressure on teachers to adopt approaches to teaching and learning that overemphasise the need to ensure that children's assessed learning and development outcomes are seen as satisfactory by local authorities and Estyn.

This aspect of the Foundation Phase can be a particularly important consideration when pupils transfer from private, voluntary or independent (PVI) settings to maintained schools, especially when pupils enter reception classes having previously attended a PVI setting. Many of the staff working in such settings are not qualified teachers and do not therefore possess the levels of training and expertise in making assessments using the Foundation Phase framework expected of teachers. While it can be difficult in some cases to validate the accuracy of assessments obtained from some PVI settings, teachers working with

children transferring from these settings are expected to demonstrate progress in relation to children's assessed outcomes. Teachers can therefore face difficulties when initial assessments appear to have been undertaken on an unsatisfactory basis. Concerns about the quality of Foundation Phase assessments in such circumstances should therefore be shared by teachers with their line managers or with their headteacher as soon as they become apparent.

The use of P-scales must also be treated with caution. While P-scales to some extent represent comparable levels of attainment to those reflected in the Foundation Phase Areas of Learning, there is no direct correlation between the assessment outcomes generated by the two systems. The information on P-scales data on the DfE website referenced previously sets out additional useful information on the limitations on its use in context within which young children are educated. The PIVATS system should also be treated with similar caution as, like P-scales, it is not designed for use with children under the age of 5.

Statutory end of Key Stage assessment and the National Reading and Numeracy Tests

Pupils in Wales at Key Stages 2 and 3 are no longer required to sit externally marked statutory National Curriculum tests. However, it should be noted that from May 2013, all pupils in Years two to nine will be required to sit 'core' reading and numeracy tests, linked to the Welsh Government's National Numeracy and Literacy Frameworks. These tests will be marked internally apart from the 'reasoning element' of the numeracy test for pupils in Key Stage 3, due to be introduced from May 2014, although it is not expected that internal marking will need to be undertaken by teachers. While the Welsh Government has made clear that the results for 2013 will not be used for the purposes of school banding, it has yet to confirm arrangements in this respect in the longer term.

For all statutory assessment at the end of Key Stages 2-3, pupils' attainment is assessed through teacher assessment, with internal standardisation and moderation of assessment augmented through participation by schools in local cluster moderation arrangements. At Key Stage 2, assessments must be undertaken for all relevant pupils in English, Welsh, mathematics and science. At Key Stage 3, assessment is required in all core and non-core National Curriculum subjects.²

Assessments of all pupils must be made against the level descriptions set out in the 2008 National Curriculum. The national benchmark attainment for Key Stage 2 is level 4 and level 5 at Key Stage 3.

² These subjects are: English; Welsh first language (if the learner has followed the Welsh programme of study) or Welsh second language; mathematics; science; modern foreign languages; design and technology; information and communication technology; history; geography; art and design; music; and physical education.

While the data generated by statutory end of Key Stage assessment can provide very useful information about pupil progress and attainment, it is important that key contextual considerations are taken into account in relation to the use in practice of the data that these assessments generate. Particular concerns continue to be identified about the use of the data generated by these assessments to inform high-stakes measures of pupil performance through the Welsh Government's school banding system, and the extent to which this puts pressure on teachers to generate assessment outcomes that are seen as acceptable for the purposes of external accountability, rather than having the scope to use their professional judgement to meet the educational needs of learners.

A report by the Statistics Commission, a highly respected independent public body established to give objective and expert advice on official statistics, highlighted the impact this context has on the reliability of end of statutory assessment data.³ This is a particularly important consideration in relation to the requirement on teachers to demonstrate pupil progress where the benchmark for such progress is based on end-of-Key Stage assessment data. The same report also set out concerns that the aggregation of such data, for example to make judgements about particular classes or whole school cohorts, gives insufficient account to the fact that National Curriculum assessments are designed primarily to give information about individual pupil progress and attainment rather than aggregated measures of performance.

General qualifications

Despite their distinctive purpose as the means by which students' learning is formally accredited, results of general qualifications continue to represent an important additional source of performance data for schools in the secondary sector. Although the data used for secondary school banding is focused principally on the proportion of pupils achieving five GCSEs at grades A*-C, or qualifications deemed to be equivalent, it is important that school level approaches to the use of performance data recognise that awards made to pupils below grade C also represent a significant source of performance data, particularly when judgements are made about the progress made by particular pupils, classes or cohorts. In schools and colleges with post-16 pupils, similar considerations apply in respect of the results of A-levels and other equivalent qualifications.

It should be noted that general qualifications are the subject of rigorous procedures to secure their continued reliability, validity and comparability. However, it is essential that school policies and practices take into full account the fact that qualifications are designed to assess the attainment of individual

³ Statistics Commission (2005) *Measuring standards in English primary schools, report number 23*. London: Statistics Commission.

learners and are therefore less able to reflect the progress and achievement of classes or cohorts of pupils.

Official value-added performance measures

Official value-added (VA) indicators of attainment were developed to overcome the inability of end-of-Key Stage statutory assessment data to reflect the progress of pupils between Key Stages. VA indicators therefore seek to factor out the impact of contextual influences on pupil performance, particularly pupils' prior attainment, and therefore represent an attempt to 'mediate' the difficulties associated with raw scores in this respect.

The current system of VA used by the Welsh Government in its banding methodology seeks to estimate pupil performance at the end of Key Stages 2 and 4, based on prior attainment as measured in statutory National Curriculum assessments referenced against the performance nationally of pupils with comparable levels of prior attainment. This system also seeks to take into account 'contextual' factors, such as socioeconomic deprivation and English as an Additional Language (EAL) status. The VA performance of pupils or pupil cohorts in individual schools can therefore be determined by the extent to which the progress made by pupils meets, exceeds or falls short of these expectations.

It is important to note that while VA data may not be as readily understandable to non-specialist external audiences as National Curriculum levels and general qualification grades, it plays an important role in the assessment of school performance by Estyn, the Welsh Government and local authorities.

However, while VA data represents an attempt to take into account important contextual factors that can impact on pupil attainment and progress, the extent to which such systems measure effectively the impact of teaching on pupil outcomes has been called into question on the basis that there is a tendency in the way in which VA is calculated to underestimate the progress made by pupils in schools with relatively low raw aggregate scores.⁴ The NASUWT is therefore clear that VA therefore represents a limited measure of pupils' progress as it fails to recognise influences on performance that are beyond the legitimate control of teachers and school leaders.

Other value-added systems

Concerns that de-contextualised performance tables, based on raw National Curriculum levels or general qualification results attained at the end of Key Stages, misrepresent the progress made by pupils prompted many schools to import commercially-produced value-added systems in an attempt to gain a more

⁴ Gorard, S. (2006) Re-analysing the value-added of primary schools, Department of Educational Studies Research Paper 2006/02. University of York; York. (www.york.ac.uk/media/educationalstudies/documents/research/Paper15Value-addedinprimaryschools.pdf); retrieved on 02/02/13.

accurate view of the progress of individual pupils, classes or cohorts. The use of such systems is now a well-established feature of assessment and data practice in many schools. Among the most widely used are the Fischer Family Trust materials and, in the secondary sector, the Advanced Level Information System (ALIS), the Year 11 Information System (YELLIS) and the Middle Years Information System (MIDYIS) developed by the Centre for Educational Management at the University of Durham.

Each value-added system is distinct and is based on different baseline data sets and assumptions about the most important influences on pupil progress. It is therefore not prudent to attempt to imply that the characteristics of one system can be translated easily to other systems or to the Welsh Government VA model. However, all the most frequently employed non-official VA systems, seek to incorporate a wide range of contextual factors into their statistical models and, given the complexity inherent in the methodologies associated with each system, it is important that teachers and school leaders seek to familiarise themselves with the basic principles upon which systems in use in their schools are based.

The Fischer Family Trust (www.fischertrust.org) and CEM (www.cemcentre.org) websites provide useful summaries of the basic operation of their respective systems, but further advice on the operation of any value-added system should always be sought in cases where there is doubt or concern about the way in which it is being used at school level.

It is particularly important to note that the developers of most of the widely used value added systems make clear that these systems generate estimates rather than predictions or targets of pupil performance and that there are therefore legitimate reasons why these estimates may differ from eventual pupil outcomes. Further helpful information from the Fischer Family Trust on the appropriate use of its system in this regard is available at www.goo.gl/Mjy56.

Data generated by schools' internal assessment procedures

There are a wide range of assessment approaches that schools can adopt to augment data generated through statutory assessment, the results of general qualifications and internal value-added data systems. Externally produced tests are often used in schools as a means by which pupil progress and potential can be assessed. Examples include verbal and non-verbal reasoning tests and the Cognitive Ability Test (CAT), used to establish the learning potential of pupils on entry into secondary education. All such tests seek to quantify the learning ability or 'intelligence' of pupils in ways that allow for comparison between pupils or of individual pupils over time. Schools also make use of commercially produced tests in particular subjects, particularly reading and mathematics, for similar subject-specific purposes.

It is important to seek advice if there is any doubt about the way in which a particular test or assessment system is being used and accompanying material, if available, should always be consulted if the data generated by such assessments is being used to evaluate the work of teachers in supporting pupil progress. Some commercial tests and assessments, particularly verbal and non-verbal reasoning tests, are very narrowly focused and are therefore unable to reflect the full range of pupils' abilities and achievements.

The use of internal teacher assessment of pupils' ongoing work as a means of generating performance data has become a well established feature of practice in schools. While some schools have adopted commercial schemes, others have developed their own methods of assessing and moderating pupil achievement. Although such practices vary according to the models developed in each school, systems often incorporate key common features. In particular, the division of each National Curriculum level into three further sub-levels is often associated with internally-devised approaches to teacher assessment. This practice is frequently justified on the basis that it is not expected that the majority of pupils will progress a complete National Curriculum level in each year and that use of sub-levels allows progress to be measured and demonstrated more accurately.

It should be noted that the practice in some forms of internal teacher assessment of dividing National Curriculum levels into further sub-levels is not officially sanctioned or regulated by the Welsh Government and there is therefore no objective means by which the sub-levels can be demonstrated to represent equal steps of learning progression. This limits their ability to be used as a reliable means by which pupils' progress in all aspects of their learning can be assessed.

Dealing with the use of performance data in practice

Notwithstanding the legitimate role that data can play in informing the work of teachers in planning pupils' learning and evaluating progress, difficulties can arise when attempts are made to use performance data inappropriately. An overarching consideration in all cases involving the use of performance data is that its use must be proportionate and must not involve an assumption that judgements about pupils' performance and the quality of the work of teachers can be derived solely from indicators of this nature. It is essential that other contextual and quantitative information is taken into full account in making judgements and setting targets in relation to pupils' progress. In the context of school self-evaluation, it is particularly important to note that current Estyn guidance makes clear that other sources of information, alongside performance data, are critical to the establishment of effective approaches to school improvement planning.⁵

⁵ Estyn (2010) *A self-evaluation manual for secondary schools*. (www.estyn.gov.uk/english/inspection/inspection-guidance/), retrieved on 27/01/13.

While issues relating to data can be complex, and advice should always be sought from the NASUWT if it appears that the use of data is creating difficulties for teachers, there are a number of frequently recurring circumstances in which it is critical that teachers and those responsible for representing the interests of NASUWT members are able to engage confidently in professional dialogue about performance data and its use. Key issues in relation to the use of performance data in practice are set out in more detail below.

Absence of a consistent and agreed whole-school approach to the use of data

Many of the difficulties teachers can face in relation to performance data result from the lack of clear whole-school approaches to the way in which such data should be collected and used. It is essential that school policies on data use are the subject of consultation with the NASUWT and that they are consistent with other relevant agreed school policies and procedures. As well as ensuring that subsequent discussions about the use of data can be based on a set of agreed principles, the development of an agreed whole-school approach allows for potentially difficult or challenging issues to be explored and addressed effectively, thereby helping to avoid the implementation of potentially inappropriate practices. Policies established on this basis also serve to ensure that any ineffective features of current practice can be refined and improved.

Key considerations in the development of effective whole-school approaches to the use of performance data include:

- the type and range of performance data that will be collected and the articulation of a clear rationale for decisions made in this respect;
- the need to ensure that practice in relation to performance data is based on the principle that its main purpose is to assist teacher in making professional judgements about progress made by pupils;
- ensuring that issues relating to the performance of teacher, including performance management arrangements, newly qualified teachers assessment and teacher capability, use performance data to inform rather than determine judgements made about the quality of teaching and learning;
- assessing the extent to which differences in assessment practices and curricular content between different subject areas are factored into the way in which data is used across the school;
- establishing appropriate arrangements to ensure that data provided to teachers is presented in a way that can be used readily without the need for further refinement and adaptation; and
- the need to ensure that performance-data-related policy and practice does

not result in increases in teacher workload or undermine their ability to concentrate on their core responsibilities for teaching and learning.

The NASUWT action short of strike action instructions make clear that members should refuse to implement school policies that have not been evaluated for impact on workload and working hours. These instructions apply to existing policies as well as proposed changes to teachers' working practices. Given the clear potential workload implications of approaches to the use of performance data in schools, it is particularly important that members give priority to assessing the impact on work/life balance of practices in their schools.

The action short of strike action instructions also state that members should refuse to undertake administrative and clerical tasks as exemplified in Annex 3 of the School Teachers' Pay and Conditions Document. While it is important to note that the tasks in Annex 3 are illustrative rather than exhaustive, they preclude teachers explicitly from keeping and filing records, including records based on data supplied by teachers. These tasks also include producing analyses of examination results, collating pupil reports and transferring manual data about pupils into computerised school management systems.

Comprehensive support and advice to members on implementing this aspect of the action is available on the NASUWT website at www.nasuwt.org.uk.

Judgements made on the basis of raw performance data

Despite longstanding concerns within the teaching profession about the limitations of unmediated, or 'raw' performance data as an indicator of pupil performance, teachers can still experience difficulties when judgements are made about the performance of individual pupils, classes or cohorts on the basis of raw performance data unmediated by broader contextual considerations. Common examples of the misuse of such data include comparing the progress of pupils in one class or cohort with another on the basis of progress measured by raw assessment scores alone or setting a common benchmark level of progress, often expressed in terms of National Curriculum levels, to be applied to all pupils regardless of their personal circumstances or demonstrable rate of prior progress.

Such an approach to the use of data is entirely inconsistent with established good practice and it is important to note that approaches used by Estyn and local authorities to measure progress continue to take into consideration contextual factors, particularly pupils' prior attainment. Key factors to be taken into account can include pupils' special educational needs, high rates of pupil turnover, specific issues that may have affected individuals or groups of pupils in particular classes or cohorts, including, for example, frequent changes of designated teacher, or the prior performance of pupils.

It is entirely legitimate for teachers to question the use of unmediated raw data in this way and particular attention should be paid to investigating the reasons why contextual data is not being considered alongside raw data, particularly where schools have elected to use tracking, assessment and target setting systems based on value-added approaches to measurement and evaluation of pupil progress and achievement.

Overemphasising the reliability of a single assessment or performance analysis system

Attempts to form judgements about levels of pupil progress and achievement based on information derived from a single source of data represent particularly poor practice. Examples include circumstances where the quality of teaching and learning is questioned on the basis of a single set of assessment data derived from a specific test or task or as a result of a failure to meet achievement targets generated by a particular value-added data analysis system such as Fisher Family Trust, ALIS, YELLIS or MIDYIS.

Data generated from an assessment or value-added system acquired from a non-Governmental or commercial organisation can be accompanied by explanatory material, produced either by the organisation responsible for the production of these systems or by local authorities that overemphasises the reliability of the results such systems produce. This information can be used to justify negative assertions about the quality of teaching or learning, as can data generated from other sources, particularly internal teacher assessment or statutory end of Key Stage assessment which, while providing some evidence of pupil progress and achievement, should always be augmented by information and data derived from other sources.

Criticisms of the quality of teaching and learning based on a single data set should be resisted by teachers, given that such data cannot represent the full range of pupils' achievement and progress reliably or validly. As all schools are in possession of data from a number of sources, firm judgements about the quality of teaching and learning cannot be made without a comprehensive assessment of all the information about pupil progress that may be available for analysis. Evidence from different data sources can provide contrasting views of pupil performance and is therefore an important means by which assertions in relation to pupil underperformance drawn from a single data set can be challenged.

Combining data from different sources to form judgements about pupil progress and attainment

While effective analysis of pupil performance should involve assessment of data from more than one source, the use of data from different sources to make judgements about pupil progress can also be problematic if a particular system

appears to demonstrate that rates of pupil progress are lower than might have been expected on the basis of prior performance data generated through use of a different system. This can be a particular issue in relation to measuring the progress and prior attainment of pupils transferring between different schools. Progress that might be judged as unsatisfactory in the context of one assessment or value-added system might be considered satisfactory or better if assessed through use of an alternative system as a result of contrasts in assumptions about influences on pupil progress inherent within different systems.

Criticisms of rates of pupil progress based on evidence constructed in this way are not acceptable and should be challenged. Support should be sought from the NASUWT if schools fail to respond positively to professional representations about the inappropriateness of these practices.

Use of data in performance management arrangements, assessing the performance of newly qualified teachers and capability procedures

While performance data can provide a useful means of informing professional dialogue about the attainment and progress of pupils, the information set out in this advice confirms that a critical implication of the necessarily limited basis upon which all such data is derived is that it is unable to reflect the totality of pupils' achievements or to serve as the principal means by which the effectiveness of teachers' professional practice can be evaluated.

This has important implications for performance management arrangements in schools. In particular, the limitations of pupil performance data mean that it is inappropriate for specific data-related objectives to be included as objectives to be achieved by teachers during the course of a performance management cycle. Teachers should therefore seek to resist the inclusion of such performance data targets as specific performance management objectives and should seek advice and assistance from the NASUWT where attempts are made to implement performance management arrangements on this basis.

For similar reasons, it is also not acceptable to subject teachers to capability procedures or to deny newly qualified teachers successful completion of induction solely on the basis of pupil performance data.

Use of performance data by Estyn

Performance data is used to a significant extent by Estyn to monitor the performance of schools and to justify intervention where this data is felt to give rise to legitimate grounds for concern about key aspects of school performance.

All schools' official data is collated through the All Wales Core Data Sets. This sets out the key contextual and official attainment and value-added data for schools. A helpful summary of the All Wales Core Data Sets and their principal features and uses can be found on the Welsh Government's School Effectiveness Framework website at www.goo.gl/DBH3j.

Estyn has made clear its expectation that during the course of inspection, the contents of the All Wales Core Data Sets will be used by schools in processes to assess and monitor current performance and to inform school improvement planning. However, Estyn has also confirmed that inspection judgements should be informed, but not determined, by school performance data and makes this aspect of the formation of inspection judgements clear in its inspection guidance.⁶

Given the high stakes associated with school inspection, there is a danger that this can translate into an unacceptable pressure in schools to use data to a disproportionate extent in their self-evaluation processes on the ill-informed grounds that this reflects the expectations of inspectors. It is entirely legitimate for the development and implementation of policy and practice on this basis to be challenged and assistance should be sought from the NASUWT if it is not possible to resolve issues in this respect at school level.

However, it is important to recognise that Estyn does use data to a significant extent to form judgements about school performance as part of the inspection process. For this reason, it is essential that schools are able to engage in a rigorous professional dialogue with inspectors on the use of data, particularly in circumstances where it is felt that inspectors' approach to the use of performance data in the formation of judgements about the effectiveness of key policies and practices or the quality of teaching and learning departs from that Estyn expects its inspectors to adopt. Advice should always be sought from the NASUWT in circumstances where it is felt that a negative judgement has been reached about the performance of a school following an inspection on the basis of an inappropriate assessment or interpretation of performance data.

Use of data by local authorities and by the Welsh Government

Local authorities make use of performance data to monitor the performance of maintained schools. Through powers under the School Standards and Framework Act 1998, local authorities are able to issue 'warning notices' when they believe that the performance of particular schools gives rise to legitimate grounds for concern. As with judgements made by Estyn, it is essential that local authorities do not make use of their powers of intervention on the basis of performance data alone. Concerns that a local authority is placing undue emphasis on performance data in forming judgements about the effectiveness of schools should be raised

⁶ Estyn (2010) *Guidance for the inspection of primary schools*. (www.estyn.gov.uk/english/inspection/inspection-guidance/primary-schools/), retrieved on 27/02/13.

with the relevant Local Association or with the NASUWT Wales Centre as a matter of urgency.

The Welsh Government also uses performance data to monitor the education system in Wales and, as noted above, to inform the development of its banding methodology. Local authorities and education consortia are expected to produce improvement action plans for schools in the lowest two bands, 4 and 5, which are then submitted to the Welsh Government's School Standards and Delivery Division. These plans focus particularly on the steps that will be taken to maximize the number of students gaining both English/Welsh first language and mathematics. The School Standards and Delivery Division will also monitor progress towards achievement of the objectives set out in the plans. Members facing issues relating to the banding of their school should seek advice from the NASUWT Wales centre or their Local Association.

**NASUWT Cymru
Greenwood Close
Cardiff Gate Business Park
Cardiff
CF23 8RD**

**Tel: 029 2054 6080 Fax: 029 2054 6089
E-mail: rc-wales-cymru@mail.nasuwt.org.uk
Website: www.nasuwt.org.uk**



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Defnyddio data perfformiad disgyblion i osod targedau ac i werthuso gallu ac effeithiolrwydd athrawon (Cymru)

Yr undeb athrawon mwyaf yng Nghymru

Rhagarweiniad

Pwrpas y ddogfen hon yw:

- nodi'r prif fathau o ddata perfformiad a ddefnyddir yn y system addysg yng Nghymru;
- edrych ar y defnyddiau priodol ac amhriodol o'r setiau data hyn, gan gynnwys i lunio barn am allu ac effeithlonrwydd athrawon, ac i ddatblygu prosesau gosod targedau ar lefel ysgolion; ac
- fel bod aelodau o'r NASUWT ac actifyddion yn gallu cyfrannu'n hyderus ac anffurfiol at drafodaethau ar ddefnyddio data perfformiad gyda chyflogwyr a chyd-weithwyr proffesiynol.

Cefndir

Mae defnyddio data wedi dod yn nodwedd gynyddol bwysig o'r ffordd y mae pobl yn llunio barn am gynnydd a chyrhaeddiad disgyblion unigol, a hefyd am berfformiad ysgolion, awdurdodau lleol a'r system addysg genedlaethol yng Nghymru. O ystyried y pwyslais mwy a roddir ar ddata perfformiad, mae'n hanfodol bod athrawon ac arweinwyr ysgolion yn ffyddiog y medrant gyfrannu at drafodaethau gwybodus am yr amrywiol ffynonellau a ddefnyddir i gasglu setiau data perfformiad, a hefyd am ddefnyddio data'n briodol i lunio barn am ansawdd y ddarpariaeth addysgol. Mae'n bwysig hefyd bod aelodau o'r NASUWT a'r rhai sy'n gyfrifol am gynrychioli eu buddiannau yn deall beth yw'r cyfyngiadau defnydd derbyniol o ddata perfformiad disgyblion ac yn gallu herio unrhyw ddefnydd amhriodol yn effeithiol.

Nid yw'r NASUWT, mewn egwyddor, yn erbyn defnyddio data'n briodol i oleuo asesiad o'r cynnydd a wneir gan ddisgyblion, dosbarthiadau a cohortau unigol, nac i nodi unrhyw flaenoriaethau datblygu ar gyfer ysgolion i'r dyfodol. Gall data perfformiad fod o gymorth defnyddiol i athrawon, arweinwyr ysgol ac asiantaethau a sefydliadau perthnasol gyda nodi dulliau effeithiol o gwrdd ag anghenion addysgol disgyblion.

Fodd bynnag, mae'r Undeb yn poeni am arferion sy'n rhoi pwyslais anghymesur ar ddata perfformiad ac a allai, o ganlyniad, gael effaith sylweddol a negyddol ar fywydau gwaith athrawon ac ar eu gallu i ddefnyddio eu sgiliau proffesiynol a'u harbenigedd i gwrdd ag anghenion dysgu eu disgyblion. Mae'r NASUWT yn parhau i dderbyn adborth rheolaidd ar y defnydd amhriodol a wneir o'r data hwn i feirniadu perfformiad athrawon a phenaethiaid unigol, ynghyd ag adrannau, timau neu grwpiau blwyddyn penodol mewn ysgolion, neu i herio effeithlonrwydd dulliau ysgol gyfan o godi safonau cyflawniad addysgol.

Mae'r wybodaeth yn y ddogfen hon yn cynnig gwybodaeth, cyngor ac arweiniad

ymarferol i helpu i sicrhau bod buddiannau unigol a chyfunol athrawon ac arweinwyr ysgolion yn cael eu cynrychioli'n dda drwy ddatblygu dulliau effeithiol o ddefnyddio data perfformiad.

Defnyddio data mewn ysgolion a chyfarwyddiadau'r NASUWT ar weithredu diwydiannol heb streicio

Gall dulliau a ddefnyddir i gasglu a defnyddio data perfformiad disgyblion gael effaith sylweddol ar amodau gweithio athrawon. Yn benodol, gall polisi ac ymarfer mewn ysgolion yn y cyswllt hwn arwain at faich gwaith trwm ac annerbyniol a gellir defnyddio'r data i lunio barn andwyol a chamarweiniol am athrawon ac arweinwyr ysgolion yng nghyd-destun y trefniadau rheoli perfformiad sy'n berthnasol iddynt.

Yn enwedig, mae ysgolion a allai gael eu hystyried i fod yn tanberfformio mewn perygl o orfod wynebu trefniadau amhriodol ar gyfer defnyddio data perfformiad. Mae'n hanfodol bod athrawon ac arweinwyr ysgolion, gyda chymorth yr NASUWT lle bo angen, yn defnyddio'r cyngor a'r arweiniad yn y ddogfen hon i ymrwthod â mabwysiadu neu barhau gydag arferion data gwael, a dylai'r cyngor yn y llawlyfr hwn fod o ddefnydd iddynt yn y cyswllt hwn.

Mae cyfarwyddiadau'r NASUWT ar weithredu heb streicio'n berthnasol i weithgareddau sy'n gysylltiedig â chasglu a defnyddio data perfformiad. Mae'r cyfarwyddiadau ar weithredu heb streicio wedi eu hymgorffori yn yr arweiniad hwn. Mae mwy o gyngor ar gyfarwyddiadau gweithredu'r NASUWT ar gael oddi ar wefan yr NASUWT yn www.nasuwt.org.uk.

Y prif ffynonellau o ddata perfformiad disgyblion a ddefnyddir mewn ysgolion

Asesu Diwedd y Cyfnod Sylfaen

Y Cyfnod Sylfaen yw'r cwricwlwm statudol i bob dysgwr rhwng 3 a 7 oed yng Nghymru. Yn dilyn pwysau gan yr NASUWT, penderfynodd Lywodraeth Cymru ohirio ei bwriad i gyflwyno'r Proffil Asesu Datblygiad Plentyn. Felly, ar hyn o bryd nid oes unrhyw asesiad statudol wrth-gael-mynediad i blant yn y Cyfnod Sylfaen. Fodd bynnag, mae'n ofynnol i bob pennaeth ysgol a gynhelir sicrhau bod asesiad statudol diwedd cyfnod yn cael ei gwblhau ddim hwyrach nag 20 diwrnod cyn diwedd tymor yr haf pan fydd yr holl blant perthnasol yn cwblhau'r Cyfnod Sylfaen. Nid oes unrhyw brofion neu dasgau a osodir yn ganolog i ddisgyblion fel rhan o'r trefniadau asesu ar gyfer asesiad statudol diwedd Cyfnod Sylfaen, a chaiff holl ganlyniadau'r disgyblion eu penderfynu gan asesiad parhaus yr athro neu'r athrawes.¹

¹ Trefniadau Llywodraeth Cymru (2012) ar adrodd ac asesu statudol ar gyfer y Cyfnod Sylfaen. (wales.gov.uk/docs/dcells/publications/110921fpsaraen.pdf), a godwyd ar 23/01/13.

Ar ddiwedd y Cyfnod Sylfaen, rhaid asesu cyrhaeddiad pob plentyn gyda chanlyniadau canlynol y Cyfnod Sylfaenol: Datblygiad Personol a Chymdeithasol; Lles ac Amrywiaeth Ddiwylliannol; Sgiliau Iaith, Llythrennedd a Chyfathrebu; a Datblygiad Mathemategol. Hefyd, rhaid darparu adroddiad ysgrifenedig i'r rhieni'n rhoi manylion byr ar gynnydd pob disgybl yn holl Feysydd Dysgu'r Cyfnod Sylfaen. Cyflwynir gwybodaeth allweddol o'r asesiadau i Lywodraeth Cymru i bwrpas cymhariaeth genedlaethol.

Er nad yw'n ofyniad statudol, mae llawer o ysgolion hefyd yn defnyddio'r system asesu P-scales i gywreinio ymhellach ddata perfformiad a gynhyrchir drwy asesiadau diwedd y Cyfnod Sylfaen. Datblygwyd y P-scales yn wreiddiol i ddisgrifio cyrhaeddiad disgyblion oedd yn gweithio islaw'r disgrifiadau lefel isaf yn y Cwricwlwm Cenedlaethol, drwy raddfa raddedig wyth pwynt. Er ei dyfeisio i'w defnyddio yn Lloegr, mae ymdrechion wedi eu gwneud i gymhwyso'r system i asesu plant yng Nghymru.

Defnyddir hefyd y system Dangosyddion Perfformiad ar gyfer Gosod Targedau Gwerth Ychwanegol (PIVATS) a ddatblygwyd gan Gyngor Sir Gaerhirfryn mewn nifer sylweddol o sefyllfaoedd blynyddoedd cynnar i ehangu ar y data a gynhyrchir drwy P-scales drwy rannu pob disgrifydd P-scales yn gyfres o is-lefelau ychwanegol. Mae gwefan yr Adran Addysg (DfE) (www.gov.uk/government/organisations/department-for-education) yn cynnwys disgrifiad defnyddiol o'r system P-scales a rhoddir mwy o wybodaeth am PIVATS ar wefan Cyngor Sir Gaerhirfryn yn (www.lancashire.gov.uk/education/pivats).

Er y dyfeisiwyd asesiad y Cyfnod Sylfaen i fod yn ffordd holistig a datblygiad-ganolog o asesu cynnydd disgyblion cyn symud at Gyfnod Allweddol 2, defnyddir y data a gynhyrchir gan yr asesiad hwn yn gynyddol i bwrpas effaith ganlyniadol ar atebolrwydd ysgolion. Er na ddefnyddir data'r Cyfnod Sylfaen mewn tablau a gyhoeddir ar berfformiad ysgolion, fe'i defnyddir i feincnodi perfformiad ysgol yn erbyn ysgolion eraill y tybir eu bod fwy neu lai'n gymharol. Mae Estyn hefyd yn defnyddio data asesu'r Cyfnod Sylfaen i ddyfarnu ynghylch perfformiad y sefyllfaoedd a arolygir ganddo. Felly, gall defnyddio asesiadau'r Cyfnod Sylfaen at ddibenion atebolrwydd canlyniadau hollbwysig roi pwysau ar athrawon i fabwysiadu dulliau o addysgu a dysgu sy'n gorbwysleisio'r angen i sicrhau bod canlyniadau datblygu a dysgu asesedig plant yn cael eu gweld i fod yn foddhaol gan awdurdodau lleol ac Estyn.

Gall yr agwedd hon ar y Cyfnod Sylfaen fod yn ystyriaeth arbennig o bwysig pan fydd disgyblion yn trosglwyddo o ysgol breifat, wirfoddol neu annibynnol (PVI) i ysgol a gynhelir, yn enwedig pan fydd disgyblion yn dod i mewn i ddosbarth derbyn ar ôl mynychu ysgol PVI o'r blaen. Nid yw'r staff sy'n gweithio yn yr ysgolion hyn yn athrawon cymwysedig yn aml ac, felly, nid oes ganddynt yr hyfforddiant a'r arbenigedd i asesu drwy'r fframwaith Cyfnod Sylfaen y disgwylir i athrawon ei ddefnyddio. Er y gall fod yn anodd, mewn rhai achosion, dilysu

cywirdeb yr asesiadau a gafwyd gan rai ysgolion PVI, disgwylir i athrawon sy'n gweithio gyda phlant sy'n trosglwyddo o'r ysgolion hyn ddangos cynnydd yng nghyswllt canlyniadau asesiedig y plant. Gall athrawon felly wynebu trafferthion pan ymddengys bod yr asesiadau cychwynnol wedi cael eu gwneud yn anfodddhaol. Felly, dylai athrawon yn sicr rannu unrhyw bryderon ynghylch ansawdd asesiadau Cyfnod Sylfaen yn yr amgylchiadau hyn gyda'u rheolwyr llinell neu eu pennaeth cyn gynted ag y byddant yn dod yn amlwg.

Rhaid hefyd bod yn wylidwrus wrth ddefnyddio P-scales. Er bod P-scales i raddau'n cynrychioli lefelau cyrhaeddiad cymharol i'r rhai a adlewyrchir ym Meysydd Dysgu'r Cyfnod Sylfaen, nid oes cysylltiad uniongyrchol rhwng y canlyniadau asesu a gynhyrchir gan y ddwy system. Mae'r wybodaeth am ddata P-scales ar wefan y DfE y cyfeiriwyd ati'n flaenorol yn rhoi gwybodaeth ddefnyddiol ychwanegol am gyfyngiadau ei ddefnyddio yn y cyd-destun yr addysgir plant ynddo. Dylid bod yr un mor wylidwrus ynghylch y system PIVATS oherwydd, fel P-scales, ni chafodd ei dyfeisio i'w defnyddio gyda phlant dan 5 oed.

Asesiad Statudol Diwedd Cyfnod Sylfaen a'r Profion Darllen a Rhifedd Cenedlaethol

Nid oes raid i ddisgyblion CA2 a 3 yng Nghymru mwyach sefyll profion statudol y Cwricwlwm Cenedlaethol wedi eu marcio'n allanol. Fodd bynnag, dylid nodi o fis Mai 2013 ymlaen, y bydd angen i bob disgybl ym Mlynnyddoedd 2-9 sefyll profion darllen a rhifedd 'craidd', wedi eu cysylltu i Fframweithiau Rhifedd a Llythrennedd Cenedlaethol Llywodraeth Cymru. Bydd y profion hyn yn cael eu marcio'n fewnol ar wahân i 'elfen resymu' y prawf rhifedd i ddisgyblion CA3, sydd i'w chyflwyno o fis Mai 2014 ymlaen, er na ddisgwylir y bydd angen i athrawon gyflawni'r marcio mewnol. Er bod Llywodraeth Cymru wedi nodi'n glir na ddefnyddir canlyniadau 2013 at ddibenion bandiau ysgolion, nid yw eto wedi cadarnhau'r trefniadau ar gyfer hyn yn y tymor hir.

Gyda phob asesiad statudol diwedd CA 2-3, asesir cyrhaeddiad disgyblion drwy asesiad gan athrawon, gyda chyfraniad yr ysgolion at drefniadau cymedroli clwstwr lleol yn ychwanegu at y broses o gymedroli a safoni'r asesiadau'n fewnol. Yn CA2, rhaid asesu'r holl ddisgyblion perthnasol mewn Cymraeg, Saesneg, Mathemateg a Gwyddoniaeth. Yn CA3, rhaid asesu ym mhob un o bynciau craidd a di-graidd y Cwricwlwm Cenedlaethol.²

Rhaid asesu'r holl ddisgyblion yn erbyn y disgrifiadau lefel a nodir yng

² Y pynciau hyn yw: Saesneg; Cymraeg iaith gyntaf (os yw'r dysgwyr wedi dilyn rhaglen astudiaeth cyfrwng Cymraeg) neu Gymraeg ail iaith; mathemateg; gwyddoniaeth; ieithoedd tramor modern; dylunio a thechnoleg; technoleg gwybodaeth a chyfathrebu; hanes, daearyddiaeth, celf a dylunio, cerddoriaeth; ac addysg gorfforol.

Nghwricwlwm Cenedlaethol 2008. Y cyrhaeddiad meincnod cenedlaethol ar gyfer CA2 yw lefel 4, a lefel 5 yn CA3.

Er bod y data a gynhyrchir gan yr asesiad statudol Diwedd Cyfnod Sylfaen yn gallu darparu gwybodaeth ddefnyddiol iawn am gynnydd a chyrhaeddiad y disgybl, mae'n bwysig bod ffactorau cyd-destun pwysig yn cael eu hystyried wrth wneud unrhyw ddefnydd ymarferol o'r data a gynhyrchir. Mae pryderon penodol yn parhau i gael eu codi ynghylch defnyddio'r data a gynhyrchir gan yr asesiadau hyn i oleuo mesuriadau canlyniadol o berfformiad disgyblion drwy system bandio ysgolion Llywodraeth Cymru, a'r pwysau y mae hyn yn ei roi ar athrawon i gynhyrchu canlyniadau asesiedig sy'n cael eu hystyried i fod yn dderbyniol at ddibenion atebolrwydd allanol, yn lle cael y sgôp i ddefnyddio eu crebwyll proffesiynol i gwrdd ag anghenion addysgol eu dysgwyr.

Mae adroddiad gan y Comisiwn Ystadegau, corff cyhoeddus annibynnol go barchus a sefydlwyd i roi cyngor arbenigol a gwrthrychol ar ystadegau swyddogol, wedi nodi'r effaith y mae'r cyd-destun hwn yn ei gael ar ddibynadwyedd data asesu statudol diwedd cyfnod.³ Mae hon yn ystyriaeth arbennig o bwysig o gofio bod yn rhaid i athrawon ddangos cynnydd eu disgyblion a lle mae'r meincnod ar gyfer y cynnydd hwnnw'n seiliedig ar ddata asesu diwedd Cyfnod Allweddol. Mae'r un adroddiad hefyd yn pryderu nad yw cyfuno'r data hwn, er enghraifft i ddyfarnu ynghylch cohort ysgol gyfan neu ddsbarth penodol, yn ystyried ddigon y dyfeisiwyd asesiadau'r Cwricwlwm Cenedlaethol yn bennaf i roi gwybodaeth am gynnydd a chyrhaeddiad disgyblion unigol ac nid i fod yn fesuriadau cyfunol o berfformiad.

Cymwysterau cyffredinol

Er eu pwrpas nodedig fel y dull a ddefnyddir i achredu dysgu myfyrwyr yn ffurfiol, mae canlyniadau cymwysterau cyffredinol yn parhau i fod yn ffynhonnell ychwanegol bwysig o ddata perfformiad i ysgolion yn y sector uwchradd. Er bod y data a ddefnyddir i fandio ysgolion uwchradd yn canolbwyntio'n bennaf ar y gyfran o ddisgyblion sy'n ennill 5 TGAU gradd A*-C, neu gymwysterau y tybir eu bod cyfwerth, mae'n bwysig bod dulliau'r ysgolion o ddefnyddio'r data perfformiad yn cydnabod bod y canlyniadau is na gradd C a roddir i ddisgyblion hefyd yn ffynhonnell bwysig o ddata perfformiad, yn enwedig pan wneir dyfarniadau ynghylch y cynnydd a wneir gan ddisgyblion, dosbarthiadau neu gohortau penodol. Mewn ysgolion a cholegau gyda disgyblion ôl 16 oed, mae ystyriaethau tebyg yn berthnasol gyda chanlyniadau lefel A a chymwysterau cyfwerth eraill.

³ Statistics Commission (2005) *Measuring standards in English primary schools, adroddiad rhif 23*. Llundain: Y Comisiwn Ystadegau.

Dylid nodi bod cymwysterau cyffredinol yn destun gweithdrefnau trwyadl i sicrhau eu bod yn parhau i fod yn ddibynadwy, dilys a chymharol. Fodd bynnag, mae'n hanfodol bod polisiâu ac arferion ysgolion yn llwyr ystyried y ffaith y dyfeisiwyd cymwysterau i asesu cyrhaeddiad dysgwyr unigol a'u bod, felly, yn llai abl i adlewyrchu cynnydd a chyflawniad dosbarthiadau neu gohortau cyfan o ddisgyblion.

Mesurau perfformiad gwerth ychwanegol swyddogol

Datblygwyd dangosyddion cyrhaeddiad gwerth ychwanegol (VA) swyddogol i oresgyn y ffaith na allai data asesu statudol diwedd Cyfnod Allweddol adlewyrchu cynnydd disgyblion rhwng Cyfnodau Allweddol. Felly mae dangosyddion VA yn ceisio ystyried effaith dylanwadau cyd-destunol ar berfformiad disgyblion, yn enwedig cyrhaeddiad blaenorol disgyblion, ac felly'n ymgais i 'gyfryngu'r' trafferthion sy'n gysylltiedig â sgoriau crai yn y cyswllt hwn.

Mae'r system VA bresennol a ddefnyddir gan Lywodraeth Cymru yn ei methodoleg bandio'n ceisio rhoi amcan o berfformiad disgyblion ar ddiwedd CA2 a 4, ar sail cyrhaeddiad blaenorol o'i fesur drwy asesiadau Cwricwlwm Cenedlaethol statudol yn erbyn perfformiad cenedlaethol disgyblion gyda lefelau cymharol o gyrhaeddiad blaenorol. Mae'r system hon hefyd yn ceisio ystyried ffactorau 'cyd-destunol', fel amddifadedd economaidd-gymdeithasol, a statws fel Saesneg fel Iaith Ychwanegol (EAL). Gellir felly penderfynu ynghylch perfformiad VA disgyblion neu gohortau mewn ysgolion unigol yn ôl i ba raddau y mae cynnydd y disgyblion yn cwrdd, rhagori ar neu'n syrthio'n brin o'r disgwyliadau hyn.

Mae'n bwysig nodi er nad yw data VA efallai mor hawdd i'w ddeall i gynulleidfa allanol anarbenigol â lefelau Cwricwlwm Cenedlaethol a graddau cymwysterau cyffredinol, ei fod yn chwarae rôl bwysig mewn asesu perfformiad ysgolion gan Estyn, Llywodraeth Cymru ac awdurdodau lleol.

Fodd bynnag, er bod data VA yn ymgais i ystyried ffactorau cyd-destunol pwysig a allai effeithio ar gyrhaeddiad a chynnydd disgyblion, mae'r honiad bod y fath systemau'n gallu mesur effaith addysgu ar ganlyniadau disgyblion yn effeithiol wedi ei gwestiynu ar y sail bod yna duedd yn y ffordd y cyfrifir data VA i braidd ddiystyru'r cynnydd a wneir gan ddisgyblion mewn ysgolion gyda sgoriau cyfunol crai cymharol isel.⁴ Felly mae'r NASUWT yn glir bod VA yn cynrychioli mesuriad cyfyngedig o gynnydd disgyblion oherwydd nad yw'n cydnabod dylanwadau ar berfformiad sydd y tu hwnt i reolaeth gyfreithlon athrawon ac arweinwyr ysgolion.

⁴ Gorard, S. (2006) Re-analysing the value-added of primary schools, Department of Educational Studies Research Paper 2006/02. Prifysgol Efrog; Efrog. (www.york.ac.uk/media/educationalstudies/documents/research/Paper15Value-addedinprimaryschools.pdf); a godwyd ar 02/02/13.

Systemau gwerth ychwanegol eraill

Mae pryderon bod tablau perfformiad allan o gyd-destun, ar sail canlyniadau cymwysterau cyffredinol neu lefelau Cwricwlwm Cenedlaethol crai ar ddiwedd y Cyfnodau Allweddol, yn camliwio'r cynnydd a wneir gan ddisgyblion wedi ysgogi llawer o ysgolion i fewnforio systemau gwerth ychwanegol a gynhyrchir yn fasnachol mewn ymgais i gasglu barn fwy cywir am gynnydd disgyblion, dosbarthiadau neu gohortau unigol. Mae defnyddio'r systemau hyn bellach yn nodwedd gyffredin o arferion asesu a data mewn llawer i ysgol. Ymhlith y rhai a ddefnyddir amlaf mae deunyddiau'r Fischer Family Trust ac, yn y sector uwchradd, yr Advanced Level Information System (ALIS), yr Year 11 Information System (YELLIS) a'r Middle Years Information System (MIDYIS) a ddatblygwyd gan y Ganolfan Rheolaeth Addysgol ym Mhrifysgol Durham.

Mae pob system gwerth ychwanegol yn wahanol ac yn seiliedig ar wahanol setiau data sylfaenol a thybiaethau ynghylch beth yw'r dylanwadau pwysicaf ar gynnydd disgyblion. Nid yw felly'n ddoeth ceisio awgrymu y gellir trosi nodweddion un system yn hawdd i systemau eraill nac ychwaith i fodel VA Llywodraeth Cymru. Fodd bynnag, mae pob un o'r systemau VA answyddogol a ddefnyddir amlaf yn ceisio ymgorffori ystod eang o ffactorau cyd-destunol yn eu modelau ystadegol ac, o ystyried y cymhlethdod sy'n rhan annatod o'r fethodoleg sy'n gysylltiedig â phob system, mae'n bwysig bod athrawon ac arweinwyr ysgol yn dod yn gyfarwydd â'r egwyddorion sylfaenol sydd wrth wraidd y systemau a ddefnyddir yn eu hysgolion.

Mae gwefannau'r Fischer Family Trust (www.fischertrust.org) a CEM (www.cemcentre.org) yn cynnig crynodebau defnyddiol o weithrediad sylfaenol eu systemau, ond dylid bob amser gofyn am gyngor pellach ar weithrediad unrhyw system gwerth ychwanegol mewn achosion lle mae amheuaeth neu bryder ynghylch sut y defnyddir hwynt ar lefel ysgol.

Mae'n bwysig iawn nodi bod datblygwyr y systemau gwerth ychwanegol a ddefnyddir amlaf yn nodi'n glir bod y systemau hyn yn cynnig amcangyfrifon yn hytrach na rhagfynegiadau neu dargedau o berfformiad disgyblion ac, felly, bod yna resymau cyfreithlon pam y gallai'r amcangyfrifon hyn fod yn wahanol i ganlyniadau terfynol y disgyblion. Mae mwy o wybodaeth ddefnyddiol gan y Fischer Family Trust am sut i ddefnyddio eu system yn briodol ar gael yn www.goo.gl/Mjy56.

Data a gynhyrchir gan weithdrefnau asesu mewnol yr ysgolion

Mae yna ystod eang o ddulliau asesu y gall ysgolion eu mabwysiadu i ychwanegu at ddata a gynhyrchir drwy asesiadau statudol, canlyniadau cymwysterau cyffredinol a systemau data gwerth ychwanegol mewnol. Mae ysgolion yn aml yn defnyddio profion a gynhyrchir yn allanol i asesu cynnydd a photensial disgyblion. Mae enghreifftiau'n cynnwys profion rhesymu llafar a di-eiriau a'r Prawf Gallu

Gwybyddol (CAT), a ddefnyddir i sefydlu potensial disgyblion i ddysgu wrth symud at addysg uwchradd. Mae'r profion i gyd yn ceisio mesur 'deallusrwydd' neu allu disgyblion i ddysgu fel y gellir gwneud cymhariaeth rhwng disgyblion neu o ddisgyblion unigol dros amser. Mae ysgolion hefyd yn defnyddio profion a gynhyrchir yn fasnachol gyda phynciau penodol, yn enwedig darllen a mathemateg, at ddibenion pwnc-benodol tebyg.

Mae'n bwysig gofyn am gyngor os oes unrhyw amheuaeth ynghylch sut mae system brofion neu asesu benodol yn cael ei defnyddio a dylid bob amser darllen y deunyddiau atodol, os oes rhai, os yw'r data a gynhyrchir gan asesiadau o'r fath yn cael ei ddefnyddio i werthuso gwaith athrawon i gefnogi cynnydd disgyblion. Mae gan rai profion ac asesiadau masnachol, yn enwedig profion rhesymu llafar a di-eiriau, ffocws cul iawn ac felly ni fedrant adlewyrchu'r amrediad llawn o alluoedd a chyflawniadau disgyblion.

Mae defnyddio asesiadau athrawon mewnol o waith parhaus disgyblion i gynhyrchu data perfformiad wedi dod yn nodwedd gyffredin o'r ymarfer mewn ysgolion. Er bod rhai ysgolion wedi mabwysiadu cynlluniau masnachol, mae eraill wedi datblygu eu dulliau eu hunain o asesu a chymedroli cyrhaeddiad disgyblion. Er bod yr arferion hyn yn amrywio yn ôl y model a ddefnyddir ym mhob ysgol, mae'r systemau'n aml yn cynnwys nodweddion cyffredin pwysig. Yn benodol, mae rhannu pob un o lefelau'r Cwricwlwm Cenedlaethol yn dair is-lefel arall yn aml yn gysylltiedig â dulliau a ddyfeisiwyd yn fewnol o asesu gan athrawon. Cyfiawnheir yr ymarfer hwn yn aml ar y sail na ddisgwyllir y bydd y rhan fwyaf o ddisgyblion yn cwblhau lefel Cwricwlwm Cenedlaethol gyfan bob blwyddyn, a bod yr is-lefelau'n golygu y gellir mesur ac arddangos cynnydd yn fwy cywir.

Dylid nodi nad yw'r arfer, gyda rhai mathau o asesiadau athrawon mewnol, o rannu lefelau Cwricwlwm Cenedlaethol yn is-lefelau yn rhywbeth sy'n cael ei gymeradwyo'n swyddogol na'i roleiddio gan Lywodraeth Cymru ac, felly, nad oes dull gwrthrychol o fedru dangos bod yr is-lefelau'n cynrychioli camau cynnydd dysgu cyfartal. Mae hyn yn cyfyngu ar eu defnyddio fel ffordd ddibynadwy i asesu cynnydd disgyblion ym mhob agwedd ar eu dysgu.

Delio gyda defnyddio data perfformiad yn ymarferol

Er y rôl gyfreithlon y gall data ei chwarae gyda goleuo gwaith athrawon wrth gynllunio dysgu eu disgyblion a gwerthuso eu cynnydd, gall trafferthion godi pan wneir ymdrechion i ddefnyddio data perfformiad yn amhriodol. Un o'r prif ystyriaethau ym mhob achos lle defnyddir data perfformiad yw bod yn rhaid i'r defnydd ohono fod yn gymesur ac na ddylid tybio y gellir dyfarnu ynghylch perfformiad disgyblion ac ansawdd gwaith athrawon dim ond ar sail dangosyddion o'r fath. Mae'n hanfodol bod gwybodaeth gyd-destunol a meintiol arall yn cael ei hystyried yn llawn wrth wneud dyfarniadau a gosod targedau yng

ngghyswllt cynnydd disgyblion. Yng nghyd-destun hunanwerthusiad ysgolion, mae'n neilltuol o bwysig nodi bod y canllawiau presennol gan Estyn yn nodi'n glir bod ffynonellau eraill o wybodaeth, ochr yn ochr â data perfformiad, yn greiddiol i sefydlu dulliau effeithiol o gynllunio gwelliannau mewn ysgolion.⁵

Er y gall materion ynghylch data fod yn gymhleth, ac y dylid bob amser gofyn am gyngor gan NASUWT os yw'n ymddangos bod defnyddio data'n creu trafferthion i athrawon, mae amrywiol amgylchiadau sy'n codi'n aml lle mae'n hollbwysig bod athrawon a'r rhai sy'n gyfrifol am gynrychioli buddiannau aelodau o'r NASUWT yn gallu cyfrannu'n hyderus at ddeialog proffesiynol ynghylch data perfformiad a'i ddefnydd. Nodwn yn fwy manwl isod rai o'r prif faterion sy'n codi ynghylch defnyddio data perfformiad yn ymarferol.

Diffyg dull ysgol-gyfan cyson a chytûn o ddefnyddio data

Mae llawer o'r trafferthion y gall athrawon eu hwynebu gyda data perfformiad yn deillio o ddiffyg dulliau ysgol-gyfan clir ynghylch sut y dylid casglu a defnyddio data o'r fath. Mae'n bwysig iawn ymgynghori gyda'r NASUWT ar bolisiau ysgol ar ddefnyddio data, a'u bod yn gyson â pholisiau a gweithdrefnau cytûn a pherthnasol gan ysgolion eraill. Yn ogystal â sicrhau bod trafodaethau pellach ar ddefnyddio data'n seiliedig ar gyfres o egwyddorion cytûn, mae datblygu dull ysgol-gyfan gytûn yn golygu y gellir trafod a rhoi sylw effeithiol i faterion a allai fod yn anodd neu'n heriol, a thrwy hynny helpu i osgoi cyflwyno arferion a allai fod yn amhriodol. Mae polisiau a sefydlir ar y sail yma hefyd yn sicrhau y gellir cywreinio a gwella ar unrhyw nodweddion aneffeithiol yn yr ymarfer presennol.

Dyma ystyriaethau pwysig wrth ddatblygu dulliau ysgol-gyfan effeithiol o ddefnyddio data perfformiad:

- y math a'r ystod o ddata perfformiad sydd i gael ei gasglu a sut i gyfleu rhesymeg glir dros benderfyniadau a wneir yn y cyswllt hwn;
- bod angen sicrhau bod ymarfer yng nghyswllt data perfformiad yn seiliedig ar yr egwyddor mai ei brif bwmpas yw helpu athrawon i wneud dyfarniadau proffesiynol ynghylch cynnydd a wneir gan ddisgyblion;
- sicrhau bod materion ynghylch perfformiad athrawon, gan gynnwys y trefniadau rheoli perfformiad, i asesu athrawon newydd gymhwyso a gallu athrawon, yn defnyddio data perfformiad i oleuo yn hytrach nag i lunio barn ynghylch ansawdd y dysgu a'r addysgu;
- asesu i ba raddau y mae gwahaniaethau mewn arferion asesu a chynnwys

⁵ Estyn (2010) *Canllaw hunanasesu ar gyfer ysgolion*. (www.estyn.gov.uk/english/inspection/inspection-guidance/), codwyd ar 27/01/13.

cwricwlaidd rhwng gwahanol feysydd pwnc yn cael eu hystyried yn y ffordd y defnyddir data ar draws yr ysgol;

- sefydlu trefniadau priodol i sicrhau bod data a roddir i athrawon yn cael ei gyflwyno'n barod i'w ddefnyddio heb fod angen ei gywreinio a'i addasu ymhellach; a
- bod angen sicrhau nad yw polisi ac ymarfer cysylltiedig â data perfformiad yn trymhau pwysau gwaith athrawon na'n tansellio eu gallu i ganolbwyntio ar eu cyfrifoldebau craidd o addysgu a dysgu.

Mae cyfarwyddiadau gweithredu heb streicio'r NASUWT yn nodi'n glir y dylai aelodau wrthod gweithredu polisiâu ysgol na chawsant eu gwerthuso i fesur eu heffaith ar lwyth gwaith ac oriau gwaith. Mae'r cyfarwyddiadau hyn yn berthnasol i bolisiâu presennol yn ogystal ag i unrhyw newid arfaethedig i arferion gweithio athrawon. O ystyried goblygiadau clir unrhyw ddull o ddefnyddio data perfformiad mewn ysgolion i'w llwythi gwaith, mae'n neilltuo o bwysig bod aelodau'n rhoi blaenoriaeth i asesu effaith yr arferion yn eu hysgol ar eu cydbwysedd bywyd/gwaith.

Mae'r cyfarwyddiadau gweithredu heb streicio hefyd yn nodi y dylai aelodau wrthod cyflawni unrhyw dasgau gweinyddol a chleryddol - gweler yr enghreifftiau yn Atodiad 3 y Ddogfen Cyflog ac Amodau Athrawon Ysgol. Er ei bod yn bwysig nodi bod y tasgau yn Atodiad 3 yn enghreifftiol ac nid cynhwysfawr, maent yn atal athrawon yn benodol rhag cadw a ffeilio cofnodion, gan gynnwys cofnodion ar sail data a gyflenwir gan athrawon. Mae'r tasgau hyn hefyd yn cynnwys dadansoddi canlyniadau arholiad, coladu adroddiadau disgyblion a throsglwyddo data wedi eu cofnodi â llaw i systemau rheolaeth ysgol cyfrifiadurol.

Mae cymorth a chynghor cynhwysfawr i aelodau ar sut i weithredu'r elfen yma o'r streic i'w cael ar wefan yr NASUWT yn www.nasuwt.org.uk.

Dyfarnu a wneir ar sail data perfformiad crai

Er y pryderon hirsefydlog yn y proffesiwn addysgu ynghylch cyfyngiadau defnyddio data perfformiad 'crai' neu heb ei gyfryngu fel arwydd o berfformiad disgyblion, gall athrawon dal brofi anawsterau pan wneir dyfarniadau ynghylch perfformiad disgyblion, dosbarthiadau neu gohortau unigol ar sail data perfformiad crai sydd heb ei gyfryngu gan ystyriaethau cyd-destunol ehangach. Mae enghreifftiau cyffredin o gamddefnyddio data o'r fath yn cynnwys cymharu cynnydd disgyblion mewn un dosbarth neu gohort gydag un arall, ar sail cynnydd wedi'i fesur gan sgoriau asesu crai'n unig, neu lle gosodir lefel gynnydd ar sail meincnod cyffredin a fynegir yn aml ar ffurf lefelau Cwricwlwm Cenedlaethol, ac sydd i'w chymhwyso i bob disgybl beth bynnag yw eu hamgylchiadau personol neu gynnydd blaenorol.

Mae'r fath ddull o ddefnyddio data'n gwbl anghyson ag ymarfer da sefydledig ac mae'n bwysig nodi bod dulliau a ddefnyddir gan Estyn ac awdurdodau lleol i fesur cynnydd yn parhau i ystyried ffactorau cyd-destunol, yn enwedig cyrhaeddiad blaenorol disgyblion. Gall ffactorau allweddol y dylid eu hystyried gynnwys anghenion addysgol arbennig disgyblion, cyfraddau uchel o drosiant disgyblion, materion neilltuol a allai fod wedi effeithio ar unigolion neu grwpiau o ddisgyblion mewn dosbarth neu gohort penodol, er enghraifft newidiadau cyson mewn athro neu athrawes ddynodedig, neu berfformiad blaenorol disgyblion.

Mae'n gwbl gyfreithlon i athrawon gwestiynu bod data crai heb ei gyfryngu'n cael ei ddefnyddio fel hyn a dylid rhoi sylw penodol i ymchwilio i'r rhesymau pam nad yw data cyd-destunol yn cael ei ystyried ochr yn ochr â data crai, yn enwedig lle mae ysgolion wedi dewis defnyddio systemau tracio, asesu a gosod targedau sy'n seiliedig ar ddulliau gwerth ychwanegol i fesur a gwerthuso cynnydd a chyrhaeddiad disgyblion.

Gorbwysleisio dibynadwyedd un system asesu neu ddadansoddi perfformiad

Mae ymdrechion i lunio barn ynghylch lefelau cynnydd a chyrhaeddiad disgyblion sy'n seiliedig ar wybodaeth yn deillio o un ffynhonnell ddata'n awgrymu ymarfer arbennig o wael. Mae enghreifftiau'n cynnwys amgylchiadau lle mae ansawdd yr addysgu a'r dysgu'n cael ei gwestiynu ar sail un set o ddata asesu'n deillio o brawf neu dasg benodol neu o ganlyniad i fethu â chwrdd â thargedau cyrhaeddiad a gynhyrchwyd gan system dadansoddi data gwerth ychwanegol benodol fel y Fischer Family Trust, ALIS, YELLIS neu MIDYIS.

Gall data a gynhyrchir gan system asesu neu system gwerth ychwanegol a brynwyd gan gwmni masnachol neu anllywodraethol hefyd gynnwys deunydd esboniadol, wedi'i gynhyrchu naill ai gan y cwmni sy'n gyfrifol am gynhyrchu'r system ei hun neu gan awdurdodau lleol sy'n gorbwysleisio dibynadwyedd y canlyniadau a gynhyrchir gan system o'r fath. Gellir defnyddio'r wybodaeth yma i gyfiawnhau honiadau negyddol ynghylch ansawdd y dysgu neu'r addysgu, felly hefyd ddata a gynhyrchir gan ffynonellau eraill, yn enwedig asesiadau athrawon mewnol neu asesiadau statudol diwedd Cyfnod Allweddol a ddylai, er eu bod yn cynnig peth tystiolaeth o gynnydd a chyrhaeddiad disgyblion, bob amser gael eu hatodi gan wybodaeth a data o ffynonellau eraill.

Dylai athrawon ymwrthod â beirniadaeth o ansawdd dysgu ac addysgu sy'n seiliedig ar un set ddata, o gofio nad yw'n bosibl i'r fath ddata gynrychioli'r ystod lawn o gynnydd a chyrhaeddiad disgyblion yn ddibynadwy na'n ddilys. Oherwydd bod gan bob ysgol ddata o sawl ffynhonnell yn ei meddiant, ni ellir llunio barn gadarn ynghylch ansawdd y dysgu a'r addysgu heb gyflawni asesiad cynhwysfawr o'r holl wybodaeth am gynnydd disgyblion a allai fod ar gael i'w

dadansoddi. Gall tystiolaeth o wahanol ffynonellau data gynnig barn dra wahanol am berfformiad disgybl ac, felly, mae'n ddull pwysig o herio honiadau ynghylch tanberfformiad disgybl a wneir ar sail un set o ddata.

Cyfuno data o wahanol ffynonellau i lunio barn ynghylch cynnydd a chyrhaeddiad disgyblion

Er y dylai dadansoddiad effeithiol o berfformiad disgyblion gynnwys asesu data o fwy nag un ffynhonnell, gall defnyddio data o wahanol ffynonellau i lunio barn am gynydd disgyblion hefyd fod yn broblematig os yw system neilltuol i bob golwg yn dangos bod cyfraddau cynnydd y disgyblion yn is na'r hyn y byddid wedi'i ddisgwyl ar sail data perfformiad blaenorol a gynhyrchwyd drwy ddefnyddio system wahanol. Gall hyn fod yn broblem wrth fesur cynnydd a chyrhaeddiad blaenorol disgyblion sy'n trosglwyddo rhwng gwahanol ysgolion. Gallai cynnydd a allai fod wedi cael ei farnu i fod yn anfoddfaol yng nghyd-destun un system asesu neu werth ychwanegol efallai gael ei ystyried i fod yn foddhaol neu'n well pe bai'n cael ei asesu drwy system arall oherwydd gwahaniaethau rhwng tybiaethau ynghylch y dylanwadau ar gynydd disgyblion sy'n rhan annatod o wahanol systemau.

Nid yw beirniadaeth o gynydd disgyblion ar sail tystiolaeth a gynhyrchir yn y ffordd yma'n dderbyniol a dylid eu herio. Dylid gofyn am gefnogaeth gan yr NASUWT os nad yw ysgolion yn ymateb yn gadarnhaol i sylwadau proffesiynol bod yr arferion hyn yn amhriodol.

Defnyddio data mewn trefniadau rheoli perfformiad, asesu perfformiad athrawon sydd newydd gymhwyso a gweithdrefnau gallu

Er y gall data perfformiad fod yn ddull defnyddiol o oleuo deialog proffesiynol am gyrhaeddiad a chynnydd disgyblion, mae'r wybodaeth a gyflwynir yn y cyngor hwn yn cadarnhau mai un o oblygiadau hollbwysig y sail gyfyngedig o reidrwydd y gwneir pob data o'r fath arni yw nad yw'n gallu adlewyrchu cyfanrwydd cyflawniad y disgybl ac ni all ychwaith fod y prif ddull i werthuso pa mor effeithiol yw ymarfer proffesiynol athrawon.

Mae gan hyn oblygiadau pwysig i drefniadau rheoli perfformiad mewn ysgolion. Yn benodol, mae cyfyngiadau'r data perfformiad disgyblion yn golygu nad yw'n briodol i amcanion penodol cysylltiedig â data gael eu cynnwys fel amcanion i athrawon geisio ymgynhyrdd atynt yn ystod cylch rheoli perfformiad. Dylai athrawon felly geisio ymwrthod â chynnwys targedau data perfformiad o'r fath fel amcanion rheoli perfformiad penodol a dylent ofyn am gyngor a chymorth gan yr NASUWT lle gwneir ymdrechion i weithredu trefniadau rheoli perfformiad ar y sail hon.

Am resymau tebyg, nid yw'n dderbyniol ychwaith bod athrawon yn wynebu gweithdrefnau gallu neu y gwrthodir cymeradwyo cyfnodau cynefino athrawon sydd newydd gymhwyso dim ond ar sail data perfformiad disgyblion.

Defnyddio data perfformiad gan Estyn

Mae Estyn yn defnyddio data perfformiad yn helaeth i fonitro perfformiad ysgolion ac i gyfiawnhau ymyrryd lle teimlir bod y data hwn yn cynnig sail gyfreithiol dros boeni am agweddau pwysig ar berfformiad yr ysgol.

Cesglir yr holl ddata swyddogol am ysgolion drwy'r Setiau Data Craidd Cymru Gyfan. Mae'r rhain yn cynnwys yr holl ddata cyrhaeddiad cyd-destunol a swyddogol allweddol, a gwerth ychwanegol, ar gyfer ysgolion. Mae crynodeb defnyddiol o'r Setiau Data Craidd Cymru Gyfan, a'u prif nodweddion, i'w gael ar wefan Fframwaith Effeithiolrwydd Ysgolion Llywodraeth Cymru yn www.goo.gl/DBH3j.

Mae Estyn wedi nodi'n glir ei fod yn disgwyl, fel rhan o bob arolygiad, i ysgolion ddefnyddio'r Setiau Data Craidd Cymru Gyfan yn eu prosesau i asesu a monitro perfformiad presennol ac i oleuo cynlluniau gwella ar gyfer ysgolion. Fodd bynnag, mae Estyn hefyd wedi cadarnhau y dylai dyfarniad arolygiad gael ei oleuo, ond nid ei benderfynu, gan ddata ar berfformiad ysgol, ac mae'n nodi'r agwedd yma ar lunio dyfarniad arolygiad yn glir yn ei ganllawiau arolygu.⁶

O ystyried yr effaith ganlyniadol bwysig sy'n gysylltiedig ag arolygiad ysgol, mae yna berygl y gall hyn roi pwysau annerbyniol ar ysgolion i wneud defnydd gormodol o ddata yn eu prosesau hunan-werthuso ar y sail gamarweiniol bod hyn yn adlewyrchu disgwyliadau'r arolygwyr. Mae'n gwbl gyfreithlon i athrawon herio polisi ac ymarfer sy'n cael eu datblygu a'u gweithredu ar y fath sail a dylid gofyn am gymorth gan yr NASUWT os nad yw'n bosibl datrys problemau yn ymwneud â hyn ar lefel ysgol.

Fodd bynnag, mae'n bwysig cydnabod bod Estyn yn defnyddio data i raddau helaeth i lunio barn ynghylch perfformiad ysgol fel rhan o'r broses arolygu. Am y rheswm hwn, mae'n hanfodol bod ysgolion yn gallu cymryd rhan mewn deialog proffesiynol a thrylwyr gydag arolygwyr ynghylch defnyddio data, yn enwedig mewn amgylchiadau lle teimlir bod dull yr arolygwyr o ddefnyddio data perfformiad i lunio barn ynghylch effeithlonrwydd polisiau ac arferion allweddol, neu am ansawdd y dysgu a'r addysgu, yn wahanol i'r hyn y mae Estyn yn disgwyl i'w arolygwyr ei fabwysiadu. Dylid bob amser gofyn am gyngor gan yr NASUWT mewn amgylchiadau lle teimlir bod dyfarniad negyddol wedi'i lunio ynghylch perfformiad ysgol yn dilyn arolygiad ar sail asesiad neu ddehongliad amhriodol o ddata perfformiad.

⁶ Estyn (2010) *Arweiniad ar gyfer arolygu ysgolion cynradd*. (www.estyn.gov.uk/english/inspection/inspection-guidance/primary-schools/), codwyd ar 27/02/13.

Defnyddio data gan awdurdodau lleol a chan Lywodraeth Cymru

Mae awdurdodau lleol yn defnyddio data perfformiad i fonitro perfformiad ysgolion a gynhelir. Drwy bwerau a wnaed o dan Ddeddf Safonau a Fframwaith Ysgolion 1998, gall awdurdodau lleol gyflwyno 'hysbysiadau rhybuddio' lle maent yn credu bod perfformiad ysgolion penodol yn cynnig seiliau cyfreithlon dros boeni. Fel gyda'r dyfarniadau a wneir gan Estyn, mae'n hanfodol nad yw awdurdodau lleol yn defnyddio eu pwerau i ymyrryd ar sail data perfformiad yn unig. Dylai unrhyw bryderon bod awdurdod lleol yn rhoi gormod o bwyslais ar ddata perfformiad i lunio dyfarniad ynghylch effeithiolrwydd ysgolion gael eu codi gyda'r Gymdeithas Leol berthnasol neu gyda Chanolfan Cymru'r NASUWT fel mater o frys.

Mae Llywodraeth Cymru hefyd yn defnyddio data perfformiad i fonitro'r system addysg yng Nghymru ac, fel y nodir uchod, i oleuo datblygiad ei methodoleg bandio. Disgwylir i awdurdodau lleol a chonsortia addysg gynhyrchu cynlluniau gweithredu gwelliannau ar gyfer ysgolion yn y ddau fand isaf, sef 4 a 5, a'u cyflwyno wedyn i'r Is-adran Cyflawni a Safonau Ysgolion yn Llywodraeth Cymru. Mae'r cynlluniau hyn yn canolbwyntio'n bennaf ar y camau sydd i'w cymryd i gynyddu nifer y myfyrwyr sy'n ennill cymwysterau mewn Cymraeg/Saesneg Iaith Gyntaf a Mathemateg. Bydd yr Is-adran Cyflawni a Safonau Ysgolion hefyd yn monitro cynnydd gyda chyflawni'r amcanion a nodir yn y cynlluniau. Dylai aelodau sy'n wynebu problemau gyda band eu hysgol ofyn am gyngor gan Ganolfan NASUWT Cymru neu eu Gymdeithas Leol.

NASUWT Cymru
Clos Greenwood
Parc Busnes Porth Caerdydd
Caerdydd
CF23 8RD

Ffôn: 029 2054 6080 Fax/Ffacs: 029 2054 6089
E-bost: rc-wales-cymru@mail.nasuwt.org.uk
Gwefan: www.nasuwt.org.uk