

Agenda – Y Pwyllgor Plant, Pobl Ifanc ac Addysg

Lleoliad: I gael rhagor o wybodaeth cysylltwch a:
Ystafell Bwyllgora 1 – y Senedd Llinos Madeley
Dyddiad: Dydd Mercher, 20 Medi 2017 Clerc y Pwyllgor
Amser: 09.00 0300 200 6565
SeneddPPIA@cynulliad.cymru

Cyfarfod cyn y prif gyfarfod

(08.45 – 09.00)

1 Cyflwyniad, ymddiheuriadau, dirprwyon a datgan buddiannau

(09.00)

2 Ymchwiliad i Addysg a Dysgu Proffesiynol Athrawon – Sesiwn dystiolaeth 7

(09.00 – 10.00)

(Tudalennau 1 – 39)

Yr Athro Michael Waters, Prifysgol Wolverhampton

Dogfennau atodol:

Briff Ymchwil

Papur yn amlinellu'r prif faterion

CYPE(5)-24-17 – Papur 1 – Yr Athro Michael Waters (Saesneg yn unig)

3 Ymchwiliad i Addysg a Dysgu Proffesiynol Athrawon – Sesiwn dystiolaeth 8

(10.00 – 11.00)

(Tudalennau 40 – 45)

Consortia Addysg Rhanbarthol

Dr Kevin Palmer, Gwasanaeth Cyflawni Addysg De Ddwyrain Cymru

Anna Brychan, Gwasanaeth Addysg ar y Cyd Consortiwn Canolbarth y De

Betsan O'Connor, Ein Rhanbarth ar Waith

Rhys Howard Hughes, GwE



Mae'r wybodaeth ychwanegol a ofynnwyd amdani gan y Pwyllgor ar safonau proffesiynol i lywio'r Ymchwiliad ar Addysg a Dysgu Proffesiynol Athrawon ar gael mewn pecyn atodol ar wahân.

Dogfennau atodol:

CYPE(5)-24-17 – Papur 2 – Consortia Addysg Rhanbarthol

4 Y Bil Anghenion Dysgu Ychwanegol a'r Tribiwnlys Addysgiadol (Cymru) – Trefn Gwelliannau

(11.00 – 11.05)

(Tudalennau 46 – 47)

Dogfennau atodol:

CYPE(4)-24-17 – Papur 3 (Saesneg yn unig)

5 Papurau i'w nodi

(11.05)

Mae'r holl bapurau i'w nodi ar gael mewn pecyn atodol ar wahân.

CYPE(5)-24-17 – Papurau 4 – 22

6 Cynnig o dan Reol Sefydlog 17.42(ix) i benderfynu gwahardd y cyhoedd o weddill y cyfarfod

(11.05)

Egwyl

11.05 – 11.15

7 Ymchwiliad i Addysg a Dysgu Proffesiynol Athrawon – Trafod y dystiolaeth a gafwyd

(11.15 – 11.30)

8 Ymchwiliad i lechyd Meddwl Amenedigol – Ystyried yr adroddiad drafft

(11.30 – 12.00)

(Tudalennau 48 – 110)

Dogfennau atodol:

CYPE(5)-24-17 – Papur preifat 23 – Adroddiad drafft

9 Cydsyniad Deddfwriaethol: Y Bil Arweiniad a Hawliadau Ariannol – Ystyried yr adroddiad drafft

(12.00 – 12.15)

(Tudalennau 111 – 122)

Dogfennau atodol:

CYPE(5)-24-17 – Papur preifat 24

CYPE(4)-24-17 – Papur 25

CYPE(4)-24-17 – Papur 26

10 Ymchwiliad i lechyd Emosiynol a Meddyliol Plant a Phobl Ifanc – Paratoi ar gyfer ymweliadau 28 Medi

(12.15 – 12.30)

Mae cyfyngiadau ar y ddogfen hon

Yn rhinwedd paragraff(au) vi o Reol Sefydlog 17.42

Mae cyfyngiadau ar y ddogfen hon

Response from: Professor Michael Waters

Please go to <http://learning.gov.wales/docs/learningwales/publications/170901-professional-standards-for-teaching-and-leadership-en.pdf> in order to explore the standards and to read the background and public consultation documentation. The following bullet points are offered as a very brief summary.

The new standards have been produced by working groups and trialled in schools across Wales with very positive response.

There are five standards: pedagogy, collaboration, professional learning, innovation and leadership.

There is an overarching set of values and dispositions that apply to all professionals.

These five standards apply to all teachers and to those in a formal leadership role (e.g. head teacher, deputy, assistant, head of department/ phase).

The standards for leadership are at two levels: new to the role and sustained effective practice.

The majority of professionals in schools are teachers, and it is crucial that we define their roles in ways that can help lead to the successful reform of education in Wales.

For teachers, the standards are described at two levels: sustained effective practice and career entry.

There are several descriptors for each standard (32 in total across the 5 standards) that exemplify the standard.

At career entry level, the detailed descriptors serve as a basis for consideration of effectiveness, the award of Qualified Teacher Status and to help ensure sufficient development through a teacher's induction period. Teacher must satisfy the five standards, and demonstrate their effectiveness in all descriptors to be allowed to enter the profession.

Beyond career entry level, it assumes that the teacher is effective and the ambition is to use the standards to enable professional growth.

The descriptors serve as the basis for professional discussion with supervisors and peers about progress as a professional.

Where there are concerns about the performance of a teacher or leader, the descriptors could serve to help pinpoint possible shortcomings where the expected standard is not being met and can help provide the building blocks needed to help to remedy such shortcomings.

The descriptors link with each other across the five standards to address the complexity of teaching and leadership. They are not meant to be visited 'in order'.

Teachers and leaders are urged to use the Professional Learning Passport (developed by the Education Workforce Council) as a vehicle for recording their professional growth.

The standards are provided on a web platform to encourage professional conversations. These conversations can be assisted by ensuring that the teacher has the knowledge of what sustained effective practice looks like.

Examples of good practice will gradually be included upon the web platform to exemplify aspects of descriptors – it has been a clear ambition from the outset that the standards should encourage growth and development.

A range of examples of professional standards from other countries and jurisdictions were considered as background to the development in Wales.

The OECD has recognised the standards as a positive development in their report of published in the spring of 2017.

The response of professional associations to the new standards is mixed though individual meetings with secretaries following the formal consultation have been productive in the main.

The standards are one aspect of the wider efforts being made by the Government to improve outcomes in schools, alongside reforms in curriculum and qualifications, Initial Teacher Education, professional learning and the development of the National Academy for Educational Leadership, the development of a self-improving education system and changes to the way pupils with additional learning needs are supported. As such the standards are integral to the reform agenda.

The standards are an important part of the drive to build a self-improving school system with collaboration across the profession as a central tenet. They are not expected to increase workload but are intended to raise the curiosity, insight and endeavour of professionals, and the expectation that professionals collaborate for the benefit of the learner, and hopefully the teacher.

The standards are intended to promote a culture of challenge, support and growth with an emphasis upon high level performance to the benefit of each pupil and to Wales.



Consortia Gwella Ysgolion Rhanbarthol Regional School Improvement Consortia

The four regions presented to the committee last in relation to progress with Successful Futures and curriculum reform. Since that date the joint work we have done between ourselves and with Welsh Government has led to improvements and greater confidence. Further continued work is required, nevertheless, this is now building on a far clearer footing and with an improved momentum.

Improvements include

1. Improved communication
2. Greater Clarity on the changes, and the scale of these changes
3. Improved collaboration and joint understanding of key partners engaged in the programme
4. A move towards making clearer links between different aspects of the change programme – eg. Teacher standards and curriculum, assessment and performance measures
5. Common Professional Learning offer, specifically now for leadership and developing for all workforce including support staff
6. Increased focus on, and clarity on roles, and accountabilities

1 IMPROVED COMMUNICATION

Since January

- The role of Change Board to facilitate work from a range of stakeholders has led to a quicker pace on key projects. Eg reducing teacher workload and supporting the AoLE development.
- Workshop days with WG colleagues to build their understanding of how schools and regions work, and specifically how change needs to be put in context for schools.

Post September

- Align the communication of all key organisations to ensure a single message to all stakeholders.

2 GREATER CLARITY

Since January

- Appointed joint regional consortia and WG identified leads for each Area of Learning and Experience (AoLE) group to work in partnership. This has provided clear joint leadership to the design and development process.
- Provided opportunities for AoLE leads to share progress and thinking with each other in order to triangulate developments and identify similarities.
- Provided clarity regarding the roles and expectations of pioneer schools and practitioners. Agreed national standards – regional implementation
- Clarified role of Welsh Gov and Consortia to deliver this agenda
- Produced core brief to all pioneers to provide clarity regarding what is required in strand 2
- Held a national event to draw together the work of curriculum and professional learning pioneer schools.

Post September

- Consortia have a key role in the next academic year:

Keeping all schools informed with developments and discussing implications of developments

Assessing the readiness of all schools to deliver and preparing packages of support to support all schools.

Ensuring pioneer schools engage with their networks of schools to support the development of the new curriculum throughout the system.

- WG/Consortia develop new core brief to provide clarity regarding the purpose of the next strand of work (strand 3) and to include in the new brief the role of key organisations such as Estyn and Qualifications Wales in supporting the agenda.

- All regions are using clusters or networks of schools as mechanism to cascade key messages. These will be critical in ensuring the delivery of consistent messages to all teachers.

3 IMPROVED COLLABORATION

Since January

- Jointly Agreed a core brief for all AoLE groups which outlined the tasks that needed to be completed by the end of the last academic year
- Jointly monitored the progress of AoLEs and intervened as and when necessary
- Developed a structured regular meetings cycle with all AoLE leads from WG and consortia to:
 - o Review output from each workshop
 - o Plan future workshops
 - o Discuss progress/issues/challenges
 - o Share lessons learned
- **Held a national pioneer conference on 10 -11 July 2017** which was the first time that practitioners from the three pioneer strands (digital, professional learning and curriculum development) came together to examine and reflect upon the output of the 6 AoLE groups
- **Change management training held for consortia, WG and AoLE leads to support the professional development of teams to lead the change required**

Post September

Increase cross AoLE working (e.g. Science and Technology and Health and Well-being have begun to discuss overlaps)

4 CLEARER LINKS AND PROGRESS (Moving forward)

Since January

There is increased understanding between all parties of the hurdles to progress, with arrangements for solutions to be discussed and actioned.

In addition, links are being made between aspects of the national change programme, that were previously isolated

Curriculum and Assessment are being developed together, the University of Wales Trinity Saint David and the University of Glasgow are working directly with Pioneer Schools as part of AoLE development. They will support pioneer schools to build evidence based learning progression frameworks and to develop achievement outcomes for the progression reference points. This work will involve talking to learners directly to capture their reflections of their own progression in learning and will also be rooted in teachers' actual experience of progression in learning.

All AoLE groups also make use of members of the Curriculum and Assessment Group and other national groups.

The Independent Advisory Group, chaired by Professor Graham Donaldson, has also reviewed progress to date and shared its thoughts on progress.

From September

- Building on the work of strand 1 and strand 2, in September, the AoLE leads from WG and consortia are coming together with Professor Mark Priestly to:
 - o **form a single set of recommendations for the AoLE groups** based on the strand 1 reports and considering the strand 2 proposals to date.
 - o ensure a **consistency in understanding between the AoLE leads in relation to the 'big ideas'/what matters approach** and facilitate discussion around the level of flexibility that the approach could offer for it to be meaningful for all AoLEs, and appropriate for learners in Wales.
 - o **Confirm what should be included in the framework to ensure clarity and consistency**
- Provide clear expectations for all AoLE workshops in the Autumn term

5 Professional Learning

Since January

- ***Developing the National Approach to Professional Learning.*** The four consortia have **worked in partnership with pioneers** to develop a National Approach to Professional Learning, specifically linking

Career Development Pathway milestones. This approach will ensure that practitioners have access to equitable provision throughout their career continuum.

- **OECD Pilot Group – *Schools as Learning Organisations (SLO)*** supporting the self improving system, informed by international research. Reflective tools are currently being field tested and WG is working with OECD and consortia to develop a wider implementation plan.
- professional learning pioneer schools will work with the curriculum pioneers and the wider school network to address emerging implications for professional learning.
- All regions are committed to making professional learning available to teachers and leaders throughout 2017-2018. In some cases, the guidance documentation underpinning professional conversations has already been redesigned so that these conversations can be couched in terms of the new standards, and in all regions the application of the new standards to newly qualified teachers makes it essential that key parts of the system are geared to work in line with the new standards. For example, all mentors supporting NQTs are being trained this term and next to ensure that they make appropriate and effective use of the new standards in support of NQTs. The Professional Learning pioneer schools in all regions have been involved in the development of the new standards and are equipped to work with NQT mentors and the advisory staff of the regional consortia to ensure that support and training are available.

Post September

Support and training available to help teachers transition to the new standards will be scheduled over time. There will be a growing programme across the areas outlined above in line with the needs of specific schools.

6 Accountability

- Rewrite of National Model starting soon. This will help clarify the roles of regions as delivery vehicles for WG.
- All change carries implications for resources, and some of these challenges are already being addressed. The production of new support and guidance documentation is already under way in all of the regions, and pilots will begin this term in making use of the new standards in dozens of schools across the country. Some of these schools are Pioneer schools, and are funded to invest in this work in support of the system. Other schools are engaging on a voluntary basis as part of the regions' investment in the self-improving-system, and the involvement of these schools carries resourcing implications. For the workforce of the regions themselves, there is a significant impact in professional development – for example in the

case of Challenge Advisers and curriculum or pedagogy advisers who will need to be operating in the terms of both sets of standards this year and moving to the new across the year. In most cases, regional consortia are working with partners in schools and HEIs to ensure that the new standards fit with the needs of participants in ITE and qualifications-based post-graduate work.

- Clarity on the expectations of all parties will help with accountability both in the short and longer term.

To: Children, Young People and Education Committee

Additional Learning Needs and Education Tribunal (Wales) Bill: preparation for Stage 2

Purpose

1. To agree the order of consideration for Stage 2 of the Additional Learning Needs and Education Tribunal (Wales) Bill (the Bill).

Background

2. The Committee reported on the general principles of the Bill on 24 May 2017. The debate on the general principles of the Bill was held on 6 June 2017. The general principles were agreed by the Assembly, and the Bill has proceeded to Stage 2. The deadline set by the Business Committee for the completion of Stage 2 proceedings is 20 October 2017.

Order of consideration

3. The order of consideration is the order in which the sections and schedules of the Bill are arranged for the purpose of disposing of amendments. Standing Orders provide for a default order of consideration. This is the order in which the sections and schedules appear in the Bill. It is open to the Committee to vary the order of consideration if it wishes to do so.

4. The Bill contains 88 sections and 1 schedule. Section 1 is an overview section relating to the whole Bill. To help streamline proceedings as much as possible, it is proposed that the Committee agrees to consider the overview section following the substantive provisions to which it relates (to enable amendments to substantive provisions to be disposed of before any consequential amendments to the overview section).

5. On this basis, the proposed order of consideration is:

- Sections 2-88
- Schedule 1
- Section 1
- Long title.

Amendments

6. The role of the Committee at Stage 2 is to consider and dispose of amendments tabled to the Bill. Any Member may table amendments for consideration at Stage 2.

7. Following the agreement of the general principles of the Bill, tabling opened on 7 June 2017. A number of amendments have been tabled and are published on the Bill's web page. To ensure that there is sufficient time to

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dispose of all amendments, the first Stage 2 meeting has been scheduled for Wednesday 4 October. Standing Orders require that all amendments are tabled five working days before they are to be considered. The tabling deadlines are therefore

- Monday 25 September (Welsh Government)
- Wednesday 27 September (other Members)

8. A provisional Stage 2 meeting has been scheduled for Thursday 12 October to consider any amendments that are not disposed of in that first meeting.

Financial Resolution

9. The financial resolution for the Bill has not yet been moved. We anticipate that this will be moved on Tuesday 3 October. In accordance with Standing Order 26.69, no proceedings may be taken on the Bill after Stage 1 unless a financial resolution has been agreed. This does not prevent the tabling of amendments. Similarly, any decision made in relation to the order of consideration of such amendments may be taken by the Committee prior to the financial resolution being passed. Members should note, however, that if the financial resolution is not agreed on 3 October, the Committee cannot consider and dispose of amendments to the Bill.

Action

10. Members are asked to consider and agree the proposed order of consideration for amendments to the Bill (paragraphs 3 to 5).

Mae cyfyngiadau ar y ddogfen hon

Eitem 9

Yn rhinwedd paragraff(au) vi o Reol Sefydlog 17.42

Mae cyfyngiadau ar y ddogfen hon

Kirsty Williams AC/AM
Ysgrifennydd y Cabinet dros Addysg
Cabinet Secretary for Education



Llywodraeth Cymru
Welsh Government

Ein cyf/Our ref MA/CS/0483/17
Lynne Neagle
Cadeirydd
Y Pwyllgor Plant, Pobl Ifanc ac Addysg

23 Awst 2017

Annwyl Lynne,

Diolch yn fawr ichi am eich llythyr dyddiedig 24 Gorffennaf ynghylch y Memorandwm Cydsyniad Deddfwriaethol (MCD) yng nghyswllt Bil Arweiniad a Hawliadau Ariannol Llywodraeth y DU.

Cyfeiriaf at y pwyntiau yn eich llythyr sy'n gofyn am ragor o wybodaeth, ac rwyf wedi nodi'r ymatebion i bob pwynt isod:

- i. Y rhesymau pam y mae Llywodraeth Cymru o'r farn ei bod yn briodol i'r Un Corff Arweiniad Ariannol ('UCAA'), yn hytrach na chorff/sefydliad Cymreig priodol, fod yn gyfrifol am greu strategaeth i wella'r ddarpariaeth o addysg ariannol i blant a phobl ifanc yng Nghymru.
 - Gan fod 'Addysg' wedi'i datganoli, mae'r agwedd ar swyddogaeth strategol yr UCAA o ran gallu ariannol sy'n ymwneud â chynorthwyo a chydlynu'r ddarpariaeth o addysg ariannol (ar ffurf gweithgaredd yn y cwricwlwm) i blant a phobl ifanc yn fater datganoledig, sy'n gyfan gwbl o fewn cylch gwaith Llywodraeth Cymru. Mae'r Adran Gwaith a Phensiynau, sef yr adran sy'n noddi, yn cydnabod hyn.
 - Bydd Llywodraeth Cymru (fel y bydd y Gweinyddiaethau Datganoledig eraill) yn parhau i arwain ei Strategaeth Cynhwysiant Ariannol ei hun, sy'n cynnwys gallu ariannol plant a phobl ifanc. Fodd bynnag, fel sy'n digwydd yn awr yng nghyswllt Strategaeth Gallu Ariannol bresennol y DU, mae'n bwysig cysylltu'r ddwy strategaeth er mwyn sicrhau bod yr heriau penodol y mae'r gweinyddiaethau datganoledig yn eu hwynebu'n cael eu cydnabod yn llwyr yn strategaeth y DU, bod yr ystod gyfan o weithgareddau a ariennir yn cael eu cydgysylltu'n well, bod yr arferion gorau'n cael eu rhannu, a bod partneriaid yn cydweithredu mwy ar draws meysydd dyled, gallu ariannol ac addysg ariannol.
 - Bydd ysgolion a lleoliadau dysgu yng Nghymru yn gallu manteisio ar y gweithgareddau gallu ariannol ac arweiniad ariannol a fydd yn cael eu hariannu drwy'r UCAA. Y Gwasanaeth Cynghori Ariannol (GCA) sy'n

Bae Caerdydd • Cardiff Bay
Caerdydd • Cardiff
CF99 1NA

Canolfan Cyswllt Cyntaf / First Point of Contact Centre:
0300 0604400

Gohebiaeth.Kirsty.Williams@llyw.cymru
Correspondence.Kirsty.Williams@gov.wales

Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

cyflawni'r swyddogaeth hon ar hyn o bryd, ac mae prosiectau addysg/gallu ariannol a ddarperir ar draws pob grŵp oedran yng Nghymru wedi elwa ar £1.7 miliwn o gyllid drwy Gronfa Beth sy'n Gweithio y GCA yn ddiweddar. Mae'r prosiectau hyn yn rhoi effeithiolrwydd ymyriadau amrywiol ar brawf er mwyn datblygu'r gronfa dystiolaeth ynghylch pa fathau o ymyriadau sy'n cael effaith fesuradwy ar greu gwelliannau cynaliadwy i allu ariannol pobl. Mae'n bwysig bod Cymru'n parhau i elwa ar gyllid yn y maes hwn, a bod y gweithgareddau hyn wedi'u cysylltu'n briodol â chyllid datganoledig ar gyfer cyngor ar ddyledion.

- ii. Disgwyliad Llywodraeth Cymru o ran sut y bydd yn gweithio'n ymarferol gyda'r Un Corff Arweiniad Ariannol mewn cysylltiad â darparu addysg ariannol i blant a phobl ifanc yng Nghymru.
 - Mae Cymal 2(8)(e) yn y Bil Arweiniad a Hawliadau Ariannol yn nodi y bydd yr UCAA yn gweithio'n agos gyda'r Gweinyddiaethau Datganoledig. Mae'r gofyniad i'r UCAA weithio gyda'r Gweinyddiaethau Datganoledig yn adlewyrchu rôl DU-gyfan yr UCAA yng nghyswllt arweiniad ariannol a'i rôl o gydlynu strategaeth genedlaethol i'r DU sy'n cwmpasu dyledion, gallu ariannol, ac addysg ariannol, y bydd angen iddi adlewyrchu arweinyddiaeth y Gweinyddiaethau Datganoledig o ran cyngor ar ddyledion yn eu hawdurdodaethau.
 - Mae swyddogion y GCA yn cwrdd yn rheolaidd â swyddogion i sicrhau bod gweithgareddau a ariennir gan y GCA yn ategu blaenoriaethau strategol Llywodraeth Cymru fel y'u pennir yn y Strategaeth Cynhwysiant Ariannol a'r Cynllun Cyflenwi, a disgwylir i hyn barhau gyda'r UCAA newydd.
 - Mae'r Bil yn ei gwneud yn ofynnol i'r UCAA sefydlu pwyllgor, ac mae Gweinidogion y DU wedi nodi y bydd y Gweinyddiaethau Datganoledig wedi'u cynrychioli yn yr UCAA. Yn arbennig, mae Gweinidogion y DU yn cynnig y dylai fod gan gynrychiolwyr o'r Gweinyddiaethau Datganoledig rôl ffurfiol yn y gwaith o gomisiynu gwasanaethau lleol er mwyn manteisio'n llwyr ar arbenigedd lleol a gwybodaeth am sectorau. Yn y cyswllt hwn, mae'r Bil yn cynnwys darpariaeth sy'n ei gwneud yn ofynnol i'r UCAA gydweithio â'r Gweinyddiaethau Datganoledig yng nghyswllt ei swyddogaeth strategol o ran gallu ariannol, ynghyd â nodi'r amcan bod yr UCAA yn gweithio'n agos gyda Gweinidogion Cymru ynghylch darparu gwybodaeth, arweiniad, a chyngor i aelodau'r cyhoedd.
- iii. Sut y byddai'r strategaeth arfaethedig ar gyfer y DU gyfan yn cyd-fynd â datblygiad y Cwricwlwm newydd i Gymru ac yn arbennig ddymuniad y Llywodraeth i osgoi ei ddiwygio mewn ffordd dameidiog.
 - Gofynnodd Llywodraeth Cymru i Estyn gynnal adolygiad o ansawdd addysg ariannol mewn ysgolion a'r dull o'i darparu, ynghyd â'r modd y mae addysgu a dysgu yn y maes hwn wedi datblygu. Adolygiad Estyn yw un o'r camau yng Nghynllun Cyflenwi Cynhwysiant Ariannol Llywodraeth Cymru, sy'n nodi'r camau gweithredu a'r dulliau o fesur llwyddiant sy'n ofynnol er mwyn monitro cynnydd o ran gwella'r cymorth i gynhwysiant ariannol ac addysg ariannol ledled Cymru.
 - Cyhoeddodd Estyn ei ganfyddiadau ym mis Gorffennaf 2017. Bydd ei ganfyddiadau'n llywio datblygiad y cwricwlwm yn y dyfodol, yn dangos

meysydd lle y ceir arferion da, ac yn rhoi arweiniad ynghylch meysydd y gellid eu gwella. Mae copi o'r adroddiad ac ymateb y Llywodraeth ar gael yn:

<http://gov.wales/topics/educationandskills/schoolshome/raisingstandards/estynremit/estynreports/managing-money-financial-education-in-primary-and-secondary-schools/?skip=1&lang=cy>

- Mae Llywodraeth Cymru yn gweithio gyda'n pedwar Consortiwm Addysg Rhanbarthol a'r GCA i gynorthwyo ysgolion gyda defnyddio ymyriadau sy'n eu helpu i fesur a deall newidiadau yn sgiliau ariannol dysgwyr. Mae hyn yn cynnwys adnoddau yr ydym yn mynd ati i'w hyrwyddo i ysgolion, sydd wedi'u dylunio i wella sgiliau, gwybodaeth a dealltwriaeth athrawon er mwyn ysgogi effeithiolrwydd addysg ariannol. Nid wyf yn rhagweld y bydd hyn yn newid o ran ei sylwedd drwy ddatblygu'r UCAA, er y byddwn yn parhau i adolygu'r mater wrth fwrw ymlaen.
- iv. Yr hyn sy'n hysbys ar hyn o bryd ynghylch sut y bydd addysg ariannol yn cael ei darparu o dan y Cwricwlwm newydd i Gymru.
- Bydd canfyddiadau adolygiad Estyn yn cael eu hystyried wrth ddatblygu'r Meysydd Dysgu a Phrofiad newydd. Dechreuodd y gwaith ar y Meysydd Dysgu a Phrofiad gydag Ysgolion Arloesi ym mis Ionawr 2017.
 - Drwy'r trefniadau diwygio yr ydym wedi'u rhoi ar waith, mater i'r rhwydwaith o Ysgolion Arloesi yw ystyried cwmpas pob un o Feysydd Dysgu a Phrofiad y cwricwlwm. Yn y cyd-destun hwn, mae hyn yn ymwneud â Meysydd Dysgu a Phrofiad Mathemateg a Rhifedd, ac Iechyd a Lles. Wrth wneud hynny, bydd Ysgolion Arloesi yn gweithio gyda sefydliadau perthnasol allweddol, gan gynnwys y Gwasanaeth Cyngori Ariannol, Undebau Credyd ac Estyn, i ystyried ym mha ffordd y dylid cynnwys addysg ariannol. Er enghraifft, bydd gweithgor Arloesi mathemateg a rhifedd yn cwrdd â'r arbenigwyr allanol hyn i drafod addysg ariannol ym mis Medi, ac fy nisgwylid pendant yw y bydd eu cyfraniad yn cael ei ddefnyddio ymhellach wrth i waith ar ddatblygu'r cwricwlwm fynd yn ei flaen.
 - Fy safbwynt clir hefyd yw y bydd ein diwygiadau o ran addysg yn cynnwys cymorth sylweddol i'n gweithwyr addysgu proffesiynol. Dyna pam y bu imi lansio'r Rhwydwaith Cenedlaethol er Rhagoriaeth mewn Mathemateg ym mis Gorffennaf, a hynny fel rhan o'n dull cenedlaethol o ymdrin â dysgu proffesiynol. Rwyf wedi gofyn i'r Rhwydwaith weithio gydag ysgolion Arloesi ac ysgolion arweiniol i gynorthwyo datblygiadau addysgol ar sail tystiolaeth ym maes addysg ariannol, a hynny er mwyn sicrhau ymarfer gwell yn yr ystafell ddosbarth, gan sicrhau bod y gweithlu addysgu'n gallu manteisio ar hyfforddiant, dulliau datblygu, a chymorth priodol sydd wedi'u cysylltu â'r cwricwlwm newydd.

Yn gywir



Kirsty Williams AC/AM

Ysgrifennydd y Cabinet dros Addysg
Cabinet Secretary for Education

Carl Sargeant AC/AM
Ysgrifennydd y Cabinet dros Gymunedau a Phlant
Cabinet Secretary for Communities and Children



Llywodraeth Cymru
Welsh Government

Ein cyf/Our ref MA/CS/0483/17

Lynne Neagle
Cadeirydd
Y Pwyllgor Plant, Pobl Ifanc ac Addysg

23 Awst 2017

Annwyl Lynne

Diolch yn fawr am eich llythyr dyddiedig 24 Gorffennaf ynghylch y Memorandwm Cydsyniad Deddfwriaethol yng nghyswllt Bil Arweiniad a Hawliadau Ariannol Llywodraeth y DU.

Cyfeiriaf at y pwyntiau yn eich llythyr sy'n gofyn am ragor o wybodaeth, ac rwyf wedi nodi'r ymatebion i bob pwynt isod.

- i. Y rhesymau pam y mae Llywodraeth Cymru o'r farn ei bod yn briodol i'r Un Corff Arweiniad Ariannol ('UCAA'), yn hytrach na chorff/sefydliad Cymreig priodol, fod yn gyfrifol am greu strategaeth i wella'r ddarpariaeth o addysg ariannol i blant a phobl ifanc yng Nghymru.
 - Gan fod 'Addysg' wedi'i datganoli, mae'r agwedd ar swyddogaeth strategol yr UCAA o ran gallu ariannol sy'n ymwneud â chynorthwyo a chydlynu'r ddarpariaeth o addysg ariannol (ar ffurf gweithgaredd yn y cwricwlwm) i blant a phobl ifanc yn fater datganoledig, sy'n gyfan gwbl o fewn cylch gwaith Llywodraeth Cymru. Mae'r Adran Gwaith a Phensiynau, sef yr adran sy'n noddi, yn cydnabod hyn.
 - Bydd Llywodraeth Cymru (fel y bydd y Gweinyddiaethau Datganoledig eraill) yn parhau i arwain ei Strategaeth Cynhwysiant Ariannol ei hun, sy'n cynnwys gallu ariannol plant a phobl ifanc. Fodd bynnag, fel sy'n digwydd yn awr yng nghyswllt Strategaeth Gallu Ariannol y DU, mae'n bwysig cysylltu'r ddwy strategaeth er mwyn sicrhau bod yr heriau penodol y mae'r gweinyddiaethau datganoledig yn eu hwynebu'n cael eu cydnabod yn llwyr, bod yr ystod gyfan o weithgareddau a ariennir yn cael eu cydgysylltu'n well, bod yr arferion gorau'n cael eu rhannu, a bod partneriaid yn cydweithredu mwy ar draws meysydd dyled, gallu ariannol ac addysg ariannol.
 - Bydd ysgolion a lleoliadau dysgu yng Nghymru yn gallu manteisio ar y gweithgareddau gallu ariannol ac arweiniad ariannol a fydd yn cael eu

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Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

hariannu drwy'r UCAA. Y Gwasanaeth Cyngtori Ariannol (GCA) sy'n cyflawni'r swyddogaeth hon ar hyn o bryd, ac mae prosiectau addysg/gallu ariannol a ddarperir ar draws pob grŵp oedran yng Nghymru wedi elwa ar £1.7 miliwn o gyllid drwy Gronfa Beth sy'n Gweithio y GCA yn ddiweddar. Mae'r prosiectau hyn yn rhoi effeithiolrwydd ymyriadau amrywiol ar brawf er mwyn datblygu'r gronfa dystiolaeth ynghylch pa fathau o ymyriadau sy'n cael effaith fesuradwy ar greu gwelliannau cynaliadwy i allu ariannol pobl. Mae'n bwysig bod Cymru'n parhau i elwa ar gyllid yn y maes hwn, a bod y gweithgareddau hyn wedi'u cysylltu'n briodol â chyllid datganoledig ar gyfer cyngor ar ddyledion.

- ii. Disgwyliad Llywodraeth Cymru o ran sut y bydd yn gweithio'n ymarferol gyda'r Un Corff Arweiniad Ariannol mewn cysylltiad â darparu addysg ariannol i blant a phobl ifanc yng Nghymru.
- Mae Cymal 2(8)(e) yn y Bil Arweiniad a Hawliadau Ariannol yn nodi y bydd yr Un Corff Arweiniad Ariannol yn gweithio'n agos gyda'r Gweinyddiaethau Datganoledig. Mae'r gofyniad i'r UCAA weithio gyda'r Gweinyddiaethau Datganoledig yn adlewyrchu rôl DU-gyfan yr UCAA yng nghyswllt arweiniad ariannol a'i rôl o gydlyn strategaeth genedlaethol i'r DU sy'n cwmpasu dyledion, gallu ariannol, ac addysg ariannol, a fydd yn adlewyrchu arweinyddiaeth y Gweinyddiaethau Datganoledig o ran cyngor ar ddyledion yn eu hawdurdodaethau.
 - Mae swyddogion y GCA yn cwrdd yn rheolaidd â swyddogion i sicrhau bod gweithgareddau a ariennir gan y GCA yn ategu blaenoriaethau strategol Llywodraeth Cymru fel y'u pennir yn y Strategaeth Cynhwysiant Ariannol a'r Cynllun Cyflenwi, a disgwylir i hyn barhau gyda'r UCAA newydd.
 - Mae'r Bil yn ei gwneud yn ofynnol i'r UCAA sefydlu pwyllgor, ac mae Gweinidogion y DU wedi nodi y bydd y Gweinyddiaethau Datganoledig wedi'u cynrychioli yn yr UCAA. Yn arbennig, mae Gweinidogion y DU yn cynnig y dylai fod gan gynrychiolwyr o'r Gweinyddiaethau Datganoledig rôl ffurfiol yn y gwaith o gomisiynu gwasanaethau lleol er mwyn manteisio'n llwyr ar arbenigedd lleol a gwybodaeth am sectorau. Yn y cyswllt hwn, mae'r Bil yn cynnwys darpariaeth sy'n ei gwneud yn ofynnol i'r UCAA gydweithio â'r Gweinyddiaethau Datganoledig yng nghyswllt ei swyddogaeth strategol o ran gallu ariannol, ynghyd â nodi'r amcan bod yr UCAA yn gweithio'n agos gyda Gweinidogion Cymru ynghylch darparu gwybodaeth, arweiniad, a chyngor i aelodau'r cyhoedd.

Yn gywir



Carl Sargeant AC/AM

Ysgrifennydd y Cabinet dros Gymunedau a Phlant
Cabinet Secretary for Communities and Children