



## Polisi Troslwyddo Dosbarth



**Ar ddiwedd blwyddyn mae staff dysgu'r ysgol yn mynd trwy'r broses o drefnu dosbarthiadau i ddisgyblion.**

**Nid yw hyn yn broses hawdd ac ni fyddwn yn gallu plesio pawb.**

### Canllawiau ar gyfer Pennu Dosbarthiadau i Ddisgyblion

Wrth benderfynu ar ddosbarthiadau newydd i ddisgyblion, mae staff yn dilyn y meini prawf canlynol er mwyn sicrhau'r profiad addysgol gorau posibl i bob plentyn:

#### **Barn Broffesiynol y Staff**

Bydd penderfyniadau'n cael eu gwneud yn seiliedig ar farn broffesiynol y staff, gan ystyried anghenion a lles pob disgybl.

#### **Adborth gan y Cylch Meithrin**

Ar gyfer plant y cyfnod meithrin, defnyddir adborth gan y Cylch Meithrin, Buttercups a Sunray i lywio'r broses o bennu'r dosbarthiadau.

#### **Dealltwriaeth o Natur y Dosbarth**

Mae staff yn adnabod eu dosbarthiadau a'u disgyblion yn drylwyr, ac yn ffurfio dosbarthiadau newydd gyda'r deinameg gorau i gefnogi dysgu effeithiol.

#### **Cymysgedd o Alluoedd**

Sicrheir fod disgyblion o wahanol alluoedd yn cael eu dosbarthu'n deg, gan greu grwpiau cytbwys a chynhwysol.

#### **Ffrindiau o Fewn y Dosbarth**

Bydd pob disgybl, lle bo'n bosibl, yn cael ei roi mewn dosbarth gydag o leiaf un neu ddau ffrind er mwyn cefnogi lles emosiynol a chynnydd cymdeithasol. Nodwch nad yw disgyblion yn cael ei rhoi gyda'i gilydd oherwydd bod eu rhieni yn ffrindiau. Byddwn yn rhoi eich plentyn gyda ffrind y maent yn rhyngweithio gyda yn yr ysgol.

#### **Ystyriaeth i Niferoedd**

Caiff niferoedd y plant ym mhob dosbarth eu hystyried i sicrhau cydbwysedd priodol.

#### **Cefnogi'r Pedwar Diben**

Mae'r broses o bennu dosbarthiadau yn cyfrannu at wireddu pedwar diben y Cwricwlwm i Gymru:

- Datblygu dysgwyr uchelgeisiol, galluog
- Meithrin cyfranwyr mentrus, creadigol
- Cefnogi unigolion iach, hyderus
- Magu dinasyddion egwyddorol, gwybodus

#### **Hybu Annibyniaeth a Chyfeillgarwch**

Rydym yn annog pob plentyn i ddatblygu'n ddysgwyr annibynnol gyda chylch eang o ffrindiau, gan gefnogi datblygiad cymdeithasol a phersonol.

#### **Cyfnod Pontio Addas**

Mae'n bwysig fod disgyblion yn cael y cyfle i brofi cyfnod o leiaf hanner tymor yn y dosbarth newydd cyn gwneud unrhyw benderfyniad pellach.

## **Gweithdrefn ar gyfer Rhieni sy'n Mynegi Pryder ynglŷn â Dosbarth eu Plentyn**

Rydym yn cydnabod bod gan rieni bryderon o dro i dro ynglŷn â lleoliad eu plentyn mewn dosbarth penodol. Ein nod yw gweithio mewn partneriaeth â rhieni i sicrhau y profiad gorau posibl i bob disgybl, gan ddilyn y weithdrefn isod mewn modd agored a chefnogol.

**Sylwer:** Dylai unrhyw bryder gael ei godi *ar ôl cyfnod treialu o leiaf hanner tymor* yn y dosbarth newydd.

### **Cam 1: Cyfathrebu Cychwynnol**

Dylai'r rhiant gyflwyno **gohebiaeth ysgrifenedig** i'r athro/athrawes dosbarth yn nodi'n glir eu pryderon ynghylch lleoliad dosbarth eu plentyn.

### **Cam 2: Ymchwiliad Cychwynnol**

Bydd y athro/athrawes yn cynnal **ymchwiliad llawn ac annibynnol** i'r mater ac yn darparu **ymateb ffurfiol** i'r rhiant.

### **Cam 3: Cyfarfod gyda Staff Perthnasol**

Bydd cyfarfod yn cael ei drefnu gyda'r athro dosbarth a'r arweinwyr uned, gan gynnwys y rhiant, i drafod:

Safbwynt yr ysgol

Pryderon y rhiant

Posibiliadau ar gyfer datrysiad

Nod y cyfarfod yw cynnig eglurder, **tawelu meddyliau** ac archwilio **datrysiadau synhwyrol a realistig**.

### **Cam 4: Cyfarfod â'r Pennaeth (os bo angen)**

Os nad yw'r rhiant yn fodlon ar y canlyniad, gallant ofyn am **gyfarfod uniongyrchol gyda'r pennaeth** i drafod y sefyllfa ymhellach.

Bydd y pennaeth yn trafod â'r athro dosbarth ac arweinydd yr uned, ac yn gwneud **penderfyniad terfynol** gan ystyried anghenion y plentyn a'r dosbarth yn ehangach.

### **Cam 5: Polisi Cwynion (os na cheir datrysiad)**

Os nad yw'r rhiant yn fodlon â'r penderfyniad terfynol, caiff y mater ei gyfeirio at **bolisi cwynion swyddogol yr ysgol**.

### **Cam 6: Cyflwyno Cwyn Swyddogol**

Bydd y gŵyn yn cael ei chyflwyno trwy **llythyr ffurfiol** i Gadeirydd y Llywodraethwyr.

Bydd y gŵyn yn cael ei hystyried gan **is-banel cwynion** y Llywodraethwyr.

### **Cam 7: Penderfyniad y Panel**

Bydd yr is-banel yn ystyried y dystiolaeth a'r cyfathrebiadau, ac yn rhoi **penderfyniad terfynol** i'r rhiant yn ysgrifenedig.

**Ein hegwyddor allweddol yw gweithio mewn partneriaeth agored a pharchus gyda rhieni, gyda'r plentyn yn ganolog i bob penderfyniad**



# Class Transition Policy



**At the end of the year the school teaching staff go through the process of organising classes for pupils.**

**This is not an easy process as we will not be able to please everyone.**

## Guidelines for Class Placement Decisions

At Ysgol Glanrafon, the well-being and educational development of every child is at the heart of our decision-making. When determining class placements, staff use their professional knowledge, experience, and careful consideration of each child's needs. The following criteria guide our approach:

1. **Professional Judgment of Staff**

Class placements are based on the professional insight of staff who know the children well and can make informed decisions in their best interest.

2. **Transition from Playgroup to Nursery**

Decisions regarding nursery classes are made with valuable input and feedback from Cylch Meithrin, Buttercups and Sunray staff to ensure a smooth and supportive transition.

3. **Understanding Class Dynamics**

Staff take into account the nature and dynamics of their current classes. This helps ensure that each child is placed in an environment that best supports their learning and social development.

4. **Balanced Grouping by Ability**

We strive to create classes that are mixed in ability, promoting peer learning and an inclusive learning environment for all.

5. **Maintaining Peer Relationships**

It is a priority that children are placed with at least one or two of their friends, supporting emotional well-being and helping them feel secure and confident. Please note that we will not place a child in a class just because the parents are friends. Class placement and peer relationships are based on who your child interacts with at school.

6. **Class Size Consideration**

Class numbers are carefully reviewed to maintain manageable group sizes and ensure effective teaching and learning for all.

7. **Curriculum for Wales – Core Purposes**

All placement decisions aim to support the four core purposes of the Curriculum for Wales:

- To develop **ambitious, capable learners**
- To nurture **enterprising, creative contributors**
- To promote **healthy, confident individuals**
- To encourage **principled, informed citizens**

8. **Fostering Independence and Friendship**

Our goal is for every child to grow as an independent learner, surrounded by a supportive circle of friends.

9. **Trial Period**

Pupils will experience their new class for at least half a term before any further changes are considered. This allows time for proper adjustment and informed decision-making.

## Complaints Procedure for Class Placement Concerns

We understand that class placements are important to both pupils and their families. While staff make every effort to consider each child's individual needs and circumstances, we recognise that concerns may occasionally arise. To ensure any issues are addressed fairly and transparently, the following procedure is in place for parents/guardians who wish to raise a concern about the class their child has been placed in.

### **Please note:**

Concerns will only be considered **after a trial period of at least half a term**, which allows children time to settle and adjust.

### **Step-by-Step Process**

#### **Written Concern to the class teacher**

Parents/guardians should submit a formal written letter or email to the class teacher, clearly outlining their concerns regarding the class placement.

#### **Investigation and Response**

The class teacher will investigate the matter and respond to the parent, offering an initial perspective and any relevant information.

#### **Discussion with Teaching Staff and Leaders**

A meeting will be arranged with the class teacher and unit leaders to:

- Share the school's viewpoint
- Hear the parent's concerns directly
- Work together to reassure and resolve the matter in a supportive manner

#### **Meeting with Headteacher (if concerns remain)**

If the issue remains unresolved:

- A further meeting with the headteacher will be held
- The aim will be to find a reasonable compromise where possible
- A joint meeting with the class teacher and unit leader may be held to reach a final school-based decision

#### **Referral to the Complaints Policy**

Should the parent remain dissatisfied after these discussions, they will be referred to the school's **formal Complaints Policy**.

#### **Formal Complaint to Chair of Governors**

The complaint must be submitted in writing to the **Chair of Governors**, who will refer the matter to the school's **Complaints Sub-Panel** for review.

#### **Decision by Complaints Sub-Panel**

The sub-panel will consider all aspects of the case and provide a final, written response to the parent/guardian.

**We are committed to working collaboratively and constructively with families. Our aim is always to reach a resolution that supports the well-being and educational progress of each child, while upholding the professional integrity and values of our school community.**

