



**YSGOL
LLANFYLLIN**

Teaching and Learning Policy

Senior Leader: -	Mrs Ann Roberts
Chair of Governors: -	Mr Graeme Hunter

Date Adopted: -	September 2023	Review Date: -	September 2024
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Contents:

1. Key Principle/ Vision
2. Curriculum Vision
3. Curriculum for Wales
 - 12 Pedagogical Principles
 - 4 Purposes
 - Areas of Learning Experience
 - Cross Curricular Skills
 - Principles of Progression
4. Our Planning Expectations
5. Planning for Learning
6. Teaching and lesson observations
7. Higher level planning and cross phase work

Appendices

1. Lesson Plan Proforma
2. Full Lesson Observation Proforma
3. Higher Level Planning Proforma
4. Learning Walk Proforma

1. Key Principle/ Vision:

This policy works in conjunction with the assessment and presentation policies and it sets out the expectations we have here at Ysgol Llanfyllin when planning for consistently **engaging** lessons.

Together we learn, together we grow

Our school vision

At Ysgol Llanfyllin our vision is that **together** we will provide the highest quality education and **learning** opportunities to **all** pupils in **all** phases of the school. Our commitment is to provide highly effective and innovative teaching in order for our young people to **grow** into:

- **Ambitious and capable learners**
- **Enterprising and creative contributors**
- **Ethical and informed citizens**
- **Healthy and confident individuals**

2. Curriculum Vision

The Ysgol Llanfyllin Tyfu Curriculum - learn, grow and flourish together.

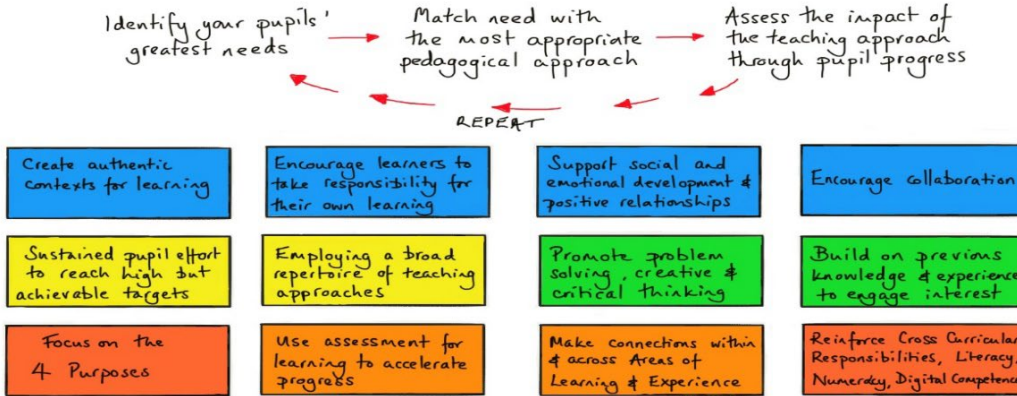
*The Ysgol Llanfyllin **Tyfu** Curriculum is shaped to meet the needs of each individual child and to help them reach their full potential. Designed to challenge, stimulate curiosity, and promote a life-long love of learning, the curriculum is constantly evolving to reflect and meet the needs of our dynamic and ever-changing society. Our 'Teulu' ethos is at the heart of our curriculum encouraging collective responsibility, tolerance, and an open-minded approach that enables us to learn, grow and flourish together.*

3. Curriculum for Wales

This policy defines consistent approaches to planning, alongside teaching strategies which will make everyone's job easier. It will allow teaching staff to build upon a repertoire of expertise, knowing that what they are doing in these key areas is consistent with what is going on in other classrooms around the school. It will also allow teachers to support each other as we continue to improve the quality of teaching and learning across the curriculum.

This policy recognises the importance and values of the 12 pedagogical principles which underpin the new Curriculum for Wales. All teaching staff are encouraged to collaborate through coaching groups and drop-in sessions, to develop these strategies, ensuring that learners have the best possible learning experience.

"To be clear, the recommendations of this Review do not imply an emphasis on any particular teaching approaches: decisions about teaching & learning are very context and purpose specific, and are best taken by teachers themselves." *Successful Futures*



For bespoke support to develop the most appropriate pedagogical approach for your pupils and context - contact enquiries@impact.wales www.impact.wales

Planning from Foundation to Year 7 is also centred around the 4 purposes and these are:

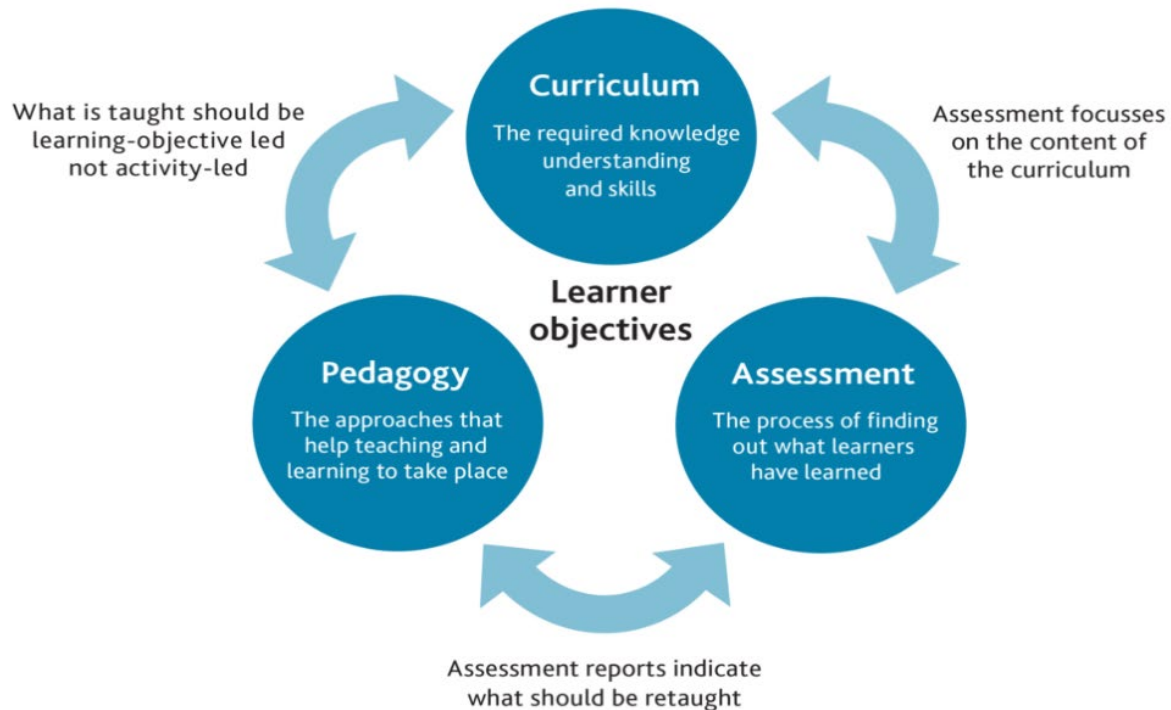
- ❖ **Ambitious**, capable learner, ready to learn throughout their life
- ❖ **Healthy**, confident individual, ready to lead a fulfilling life as a valued member of society
- ❖ **Ethical**, informed citizen, ready to take part in Wales and the World
- ❖ **Creative**, enterprising contributor, ready to play a full part in life and work

These are our 4 purpose characters:



Seren is our ambitious capable learner, Pip is our healthy confident individual, Cymro is our ethically informed citizen and Splat is our creative enterprising contributor.

Our teaching and learning is based around pedagogy, assessment and progression, with an aspiration and equity for all:



Areas of Learning Experience

The subject areas are divided into 6 Areas of Learning Experience and these are:

- **Maths and Numeracy**, learners will develop their understanding of numbers and use symbols in maths. They'll explore shapes and measurement and learn about statistics and probability.
- **Communications**, learners will learn about languages. They'll understand and use Welsh, English and other languages. They'll study and create literature, and communicate in spoken, written or visual ways. This could include poetry, drama and film
- **Science and Technology**, learners will learn about biology, chemistry, physics, computer science and design and technology. They'll learn about design and engineering, living things, matter, forces and energy, and how computers work.
- **Health and Well-being**, learners learn about their physical and mental health including emotional well-being. They'll learn about healthy eating and how to make good decisions, deal with influences and develop healthy relationships.
- **Humanities**, learners learn about the world, society and events in the past and present. They'll explore the challenges and opportunities that face us, and what ethical action we can take to safeguard the world and its people in the future
- **Expressive Arts**, learners will explore art, dance, film, drama, digital media and music to develop their creative, artistic and performance skills

Each Area of Learning Experience has created a vision and these can be found on our website.

Cross Curricular Skills

- **Literacy**
- **Numeracy**
- **Digital Competency**

Alongside the 4 purposes, these skills act as a basis for all of our planning and are mapped within our school to ensure good coverage and opportunities to progress.

Our learners will also have the opportunity to explore RSE/ Relationships and Sexuality Education and also RVE/ Religion Values and Ethics. These will be delivered through Jigsaw, which is a mindfulness approach to mental and emotional well-being.

Principles of Progression

[curriculum-for-wales-progression-code.pdf \(gov.wales\)](#)

Assessment will become an on-going part of learners' education. Our learners will work with their teachers to understand how well they're doing. This is important to help them:

- see where they are in their learning
- plan their next learning steps
- spot any issues or extra support they need
- and to help their teacher find ways to challenge them and see how well learners are doing.

The school will also work with parents to make sure that your child has the help they need to move forward.

The Curriculum for Wales sets out a series of progression steps that a learner will follow through their educational experience and here at Ysgol Llanfyllin, this will be a continued journey due to our Through School ethos. Outlined in our Curriculum Summary.

4. Our Planning Expectations

The expectations when planning a lesson in Ysgol Llanfyllin are:

1. To plan positive lessons through high expectation and the planning of interesting/engaging sessions, through authentic, purposeful learning
2. To share clear learning intentions/ questions with learners at the beginning of each lesson, with an emphasis on knowledge, understanding and skills.
3. To plan for clear skills development and deepening of knowledge i.e. strong language models, accurate use of subject-specific terminology, development of oracy skills, opportunities for extended writing, appropriate numeracy skills used or DC skills being developed, across the continuum up to Year 8. At Key Stages 4 and 5 the content is delivered effectively with the use of appropriate skills through learning experiences
4. To plan for effective use of questioning throughout the lesson.
5. To plan a lesson with effective pace/ timings and level of challenge.
6. To plan for independent learning, problem solving, critical thinking, creative opportunities and effectiveness
7. To plan for differentiation where the teacher tailor's activities carefully to meet pupil's needs and ensure progress i.e. ALN, MAT and extension tasks evident.
8. To ensure feedback clearly supports pupil progress – both verbal and written feedback.
9. To plan for peer and self-assessment, where appropriate, to aid pupil progression.
10. Develop metacognition to improve learner effectiveness and co-construction of success criteria where appropriate

5. Planning for Learning

Planning is a process, not a product. The purpose is to enable high quality, engaging experience which meets the needs of all learners and involves learners in the process of learning.

During planning, practitioners should be asking themselves:

1. What are my students expected to know and be able to do and what can they already do and why is this learning important?
2. How will I know my students are learning?
3. How will I help my students learn and respond if they are not learning?
4. How will I determine the level of my students' learning and plan for next steps?
5. How does my evaluation inform my diagnostic next steps for every student and reflect on my practice?

During lessons, pupils should be able to answer:

1. What are you learning and why?
2. How are you doing?
3. How do you know?
4. How can you improve?
5. Where do you go for help?

Learning, teaching and lesson observations

In the annual cycle of lesson observations, each teacher will take part in a full lesson observation, followed by professional dialogue.

The lesson observation will be conducted by a member of senior team and in some instances, it will be a joint lesson observation with a director of learning to add to professional development and internal moderation purposes. This is in addition to the performance management observations and any learning walks in the Quality Assurance Calendar.

Please see appendix 2 for relevant full lesson observation proforma and appendix 4 for learning walk proforma.

Sequence of events for lesson observation:

- Lesson observation scheduled with 10 working days notice
- SLT to observe the member of staff
- Both parties to take part in a professional dialogue following the lesson and agree on areas for development after discussion.

6. Higher level planning and cross phase work

In Ysgol Llanfyllin, the expectation is that all staff in the school under the coordination of Directors of Learning are involved in high level planning. This is where the Statements of What Matter are broken down into an overarching learning intention which children through the learning continuum can be assessed on. This can be further sub divided into smaller learning intentions for knowledge and subject specific skills. Once these have been decided, the experiences can be discussed, the cross curricular skills planned for and the shared language. This work is not only completed on a school level but also a cluster level. All the plans are live working documents.

An example of a blank higher level planning proforma can be found at appendix 3.

This not only promotes discussion and effective planning in both phases of the school but ensures that our learners make progress between all phases of their learning in moving from progression step 1 upwards.

This policy works alongside:

- Assessment Policy
- Presentation Policy
- Performance Management Policy
- Professional Learning Plan
- Curriculum Summary



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Cynllun Gwers/ Lesson Plan – Appendix 1

Teacher:	Class:	Date:	Period:
		Support Staff:	

Topic/Context/ Ref. to GCSE criteria/NC Levels	
Learning Intention(s):	
Skills Task (e.g. Literacy, numeracy, digital competency)	
Lesson Structure/Learning Activities	
Starter activity	Timing
Main body of the lesson _____ (including differentiated tasks)	
Assessment of Progress/ Plenary	
Homework	Reflection/Evaluation/Next Steps

Lesson observation proforma – Appendix 2

Ysgol Llanfyllin

Arsylwi Gwers - Lesson Observation

Dyddiad / Date:	Gwers/Lesson	Blwyddyn / Year Nifer o ddysgwyr / Number of learners	Athro – Athrawes:
Pwnc / Subject MDPh / AoLE	Ffrwd Gymraeg / Ffrwd Saesneg Welsh stream / English stream	Arsylwyd gan: Observed by:	Cynllun seddi'r dosbarth / Classroom seating plan

DYSGU / LEARNING:

(Noder: Ni cheir tystiolaeth o'r holl agweddau canlynol mewn gwers - Please note: Leaders will not have evidence of all the following aspects in a lesson).

Agwedd	Arfarniad
<p>Safonau'r dysgwyr / Learners' standards in:</p> <ul style="list-style-type: none"> Gwrando a darllen / Listening and reading Siarad ac ysgrifennu / speaking and writing Medrau rhifedd / numeracy skills Medrau digidol / digital skills Medrau meddwl a datrys problemau / thinking and problem-solving skills 	
<p>Cynnydd – faint o gynnydd a wneir gan unigolion a grwpiau o ddysgwyr / Progress – how much progress made by individuals and groups of pupils</p>	
<p>Pa mor dda mae dysgwyr:</p> <ul style="list-style-type: none"> yn datblygu gwybodaeth, dealltwriaeth a medrau sy'n briodol i'w hoeddrannau a'u manau cychwyn yn galw dysgu blaenorol i gof, yn caffael gwybodaeth, dealltwriaeth a medrau newydd, yn cymhwyso eu medrau, gwybodaeth a dealltwriaeth i sefyllfaoedd newydd <p>How well do learners:</p> <ul style="list-style-type: none"> develop the knowledge, understanding and skills appropriate to their ages and starting points recall previous learning, acquire new knowledge, understanding and skills, apply their skills, knowledge, and understanding to new situations 	
<p>Pa mor dda mae pob dysgwyr:</p> <ul style="list-style-type: none"> yn datblygu eu medrau artistig, creadigol a chorfforol ar draws y cwricwlwm yn datrys problemau ac yn dod o hyd i atebion amgen a chreadigol? <p>How well do learners:</p>	

<ul style="list-style-type: none"> develop their artistic, creative and physical skills across the curriculum solve problems and find alternative and creative solutions: 	
<p>Ffrwd Saesneg / English stream:</p> <ul style="list-style-type: none"> gallu'r disgyblion i siarad Cymraeg ac ymateb i Gymraeg llafar y cynnydd a wna disgyblion o ran datblygu eu medrau cyfathrebu yn Gymraeg drwy eu dysgu ar draws y cwricwlwm learners' ability to speak and respond to spoken Welsh the progress pupils make in developing their communication skills in Welsh through their learning across the curriculum 	
<p>Safonau ymddygiad yn y gwersi ac mewn gweithgareddau, er enghraifft, gwaith grŵp</p> <p>Standards of behaviour in lessons and during activities such as group work</p>	
<p>Agweddau at ddysgu:</p> <ul style="list-style-type: none"> i ba raddau mae disgyblion yn ddysgwyr uchelgeisiol, hyderus, galluog ac annibynnol? pa mor dda mae disgyblion yn ymgysylltu â phrofiadau a syniadau newydd ac anghyfarwydd? pa mor dda mae'r disgyblion yn dangos diddordeb yn eu gwaith? a mor barod y mae disgyblion i ymroi i dasgau a'u cwblhau? pa mor dda maent yn cynnal eu gallu i ganolbwyntio ac yn peidio â gadael i bethau dynnu eu sylw? pa mor dda mae disgyblion yn dyfalbarhau neu'n chwilio am atebion newydd pan fyddant yn wynebu anawsterau? i ba raddau mae disgyblion yn gwerthfawrogi ac yn parchu cyfraniadau pobl eraill, er enghraifft drwy ganiatáu i bobl eraill siarad neu fod yn bwyllog pan fydd pobl eraill yn anghytuno â nhw? pa mor dda mae disgyblion yn gwerthfawrogi ac yn ymateb i adborth gan oedolion a'u cyfoedion? pa mor effeithiol mae disgyblion yn defnyddio adborth i symud eu dysgu ymlaen? <p>Attitudes to learning:</p> <ul style="list-style-type: none"> the extent to which learners are ambitious, confident, capable and independent learners how well learners engage with new, unfamiliar experiences and ideas learners' level of interest in their work how readily learners engage in and complete tasks how well they sustain concentration and avoid distractions how well learners persevere or look for new solutions when they face difficulties the extent to which pupils value and demonstrate respect for the contributions of others, for example by allowing others to speak or by remaining calm when others disagree with them 	

<ul style="list-style-type: none"> • how well learners value and respond to feedback from adults and their peers • how effectively learners use feedback to move their learning forward 	
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ADDYSGU / TEACHING

Nodwedd / Feature	Arfarniad / Evaluation
<ul style="list-style-type: none"> • Gosod disgwyliadau uchel/ gwers ddifyr/ High expectations set/ an engaging lesson 	
<ul style="list-style-type: none"> • Rhannu amcanion gwersi clir/ Clear lesson objectives shared 	
<ul style="list-style-type: none"> • Cynllunio ar gyfer elfen o'r medrau yn amlwg/ Planning for a skills element evident 	
<ul style="list-style-type: none"> • Defnydd o Gymraeg achlysurol / datblygiad iaith glir. Use of incidental Welsh/ Clear Welsh language Development 	
<ul style="list-style-type: none"> • Defnydd o gwestiynu effeithiol/ Use of effective questioning 	
<ul style="list-style-type: none"> • Cyflymder a her effeithiol / Effective pace and challenge 	
<ul style="list-style-type: none"> • Darparu cyfleoedd ar gyfer dysgu annibynnol/ Providing opportunities for independent learning 	
<ul style="list-style-type: none"> • Cynllunio ar gyfer gwahaniaethu / Planning for differentiation 	
<ul style="list-style-type: none"> • Adborth llafar/ysgrifenedig yn amlwg / Verbal/ written feedback evident 	
<ul style="list-style-type: none"> • Tystiolaeth o hunanasesiad gan gymheiriaid (lle bo'n briodol)/ Evidence of peer/ self-assessment (where appropriate) 	
<ul style="list-style-type: none"> • Rheoli ymddygiad disgyblion ac yn trin pob disgybl yn gyfartal ac â pharch priodol / manager behaviour and treat all pupils equally and with appropriate respect 	
<ul style="list-style-type: none"> • Defnydd effeithiol o staff eraill i gefnogi dysgu disgyblion 	
<ul style="list-style-type: none"> • Nodiadau ychwanegol / additional notes 	

Cryfderau/ Strengths	

Ardaloedd ar gyfer Datblygu/ Areas for Development
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Dyddiad deialog/ Date of Dialogue:

Llofnod athro/ Teacher signature:

Llofnod sylwedydd/ Observer signature:

Higher Level Planning Proforma – Appendix 3

Ambitious, capable learners who:

- › set themselves high standards and seek and enjoy challenge
- › are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- › are questioning and enjoy solving problems
- › can communicate effectively in different forms and settings, using both Welsh and English
- › can explain the ideas and concepts they are learning about
- › can use number effectively in different contexts
- › understand how to interpret data and apply mathematical concepts
- › use digital technologies creatively to communicate, find and analyse information
- › undertake research and evaluate critically what they find and **are ready to learn throughout their lives**

Enterprising, creative contributors who:

- › connect and apply their knowledge and skills to create ideas and products
- › think creatively to reframe and solve problems
- › identify and grasp opportunities
- › take measured risks
- › lead and play different roles in teams effectively and responsibly
- › express ideas and emotions through different media
- › give of their energy and skills so that other people will benefit and **are ready to play a full part in life and work**

Healthy, confident individuals who:

- › have secure values and are establishing their spiritual and ethical beliefs
- › are building their mental and emotional well-being by developing confidence, resilience and empathy
- › apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- › know how to find the information and support to keep safe and well
- › take part in physical activity
- › take measured decisions about lifestyle and manage risk
- › have the confidence to participate in performance
- › form positive relationships based upon trust and mutual respect
- › face and overcome challenge
- › have the skills and knowledge to manage everyday life as independently as they can and **are ready to lead fulfilling lives as valued members of society**

Ethical, informed citizens who:

- › find, evaluate and use evidence in forming views
- › engage with contemporary issues based upon their knowledge and values
- › understand and exercise their human and democratic responsibilities and rights
- › understand and consider the impact of their actions when making choices and acting
- › are knowledgeable about their culture, community, society and the world, now and in the past
- › respect the needs and rights of others, as a member of a diverse society
- › show their commitment to the sustainability of the planet and **are ready to be citizens of Wales and the world**

Statement of what matters:

The world around us is full of living things which depend on each other for survival

Learning Intentions – Knowledge	1	1	1	1
	2	2	2	2
	3	3	3	3
Learning Intentions – Skills	1	1	1	1
	2	2	2	2
	3	3	3	3
Learning Intention – Cross-curricular skills				
Experiences				
Shared Language				

Learning Walk Proforma – Appendix 4

DIRECTORS OF LEARNING

TAITH DDYSGU YSGOL LLANFYLLIN

Dyddiad / Date	
MDPh / AoLE	
Ystod Oedran / Age Range	
Nifer o ddysgwyr / Number of learners	
Dosbarthiadau / Classes	
Monitro wedi ei gwblhau gan / Monitoring completed by:	
<p>Pa mor dda y mae'r dysgwyr yn meithrin perthnasau cadarnhaol gydag oedolion a'u cyfoedion?</p> <p>How well do learners develop positive relationships with peers and adults?</p>	
<p>Ydy eglurder esboniadau'r athrawon a'r cymorthyddion yn effeithiol a pha mor dda maent yn cefnogi datblygiad y dysgwyr o ran medrau, gwybodaeth a dealltwriaeth?</p> <p>Is the clarity of teachers' and practitioners' explanations effective and how well they support the development of learners' skills, knowledge and understanding?</p>	
<p>Pa mor effeithiol mae'r athrawon yn gwneud eu dosbarthiadau yn leoedd ysgogol ac effeithiol ble y gall pob grŵp o ddysgwyr, gan gynnwys y dysgwyr sy'n gymwys am brydau ysgol am ddim a'r dysgwyr mwyaf a lleiaf galluog, ddysgu'n gynhyrchiol?</p>	

<p>How effectively do teachers make their classes stimulating and engaging places in which all groups of learners, including pupils eligible for free school meals and the most and least able, can learn productively?</p>	
<p>Pa mor dda y mae'r athrawon yn dewis y dulliau addysgu mwyaf addas er mwyn helpu'r dysgwyr i wneud cynnydd? (Gallai'r dulliau hyn gynnwys addysgu uniongyrchol a rhai sy'n hyrwyddo sgiliau datrys problemau, sgiliau creadigol a sgiliau meddwl yn feirniadol).</p> <p>How well do teachers select the most suitable teaching approaches to support learners to progress? (<i>These approaches might include direct teaching and those that promote problem-solving, and creative and critical thinking, use assessment for and as learning?</i>)</p>	
<p>Pa mor dda mae dysgwyr yn datblygu dyfnder ac ehangder eu gwybodaeth a medrau o fewn ac ar draws y meysydd dysgu?</p> <p>How well do learners develop their breadth and depth of knowledge and skills within and across areas of learning?</p>	
<p>Pa mor dda mae dysgwyr yn dyfnhau eu dealltwriaeth o'r syniadau a'r disgyblaethau o fewn y Meysydd?</p> <p>How well do learners develop a deepening understanding of the ideas and disciplines within the Areas?</p>	

<p>Pa mor dda mae'r dysgwyr yn creu cysylltiadau a throsglwyddo'r dysgu i gyd-destunau newydd?</p> <p>How well do learners make connections and transfer their learning into new contexts?</p>	
<p>Ydy'r arfer yn y dosbarth yn herio ac yn ysbrydoli pob dysgwr – ADY, MAT a.y.y.b. ac yn datblygu'r medrau, y wybodaeth a'r profiadau ar lefel uchel addas fel maent yn symud drwy'r ysgol.</p> <p>Is classroom practice successful in challenging and engaging all learners e.g. ALN, MAT, FSM etc. and developing their skills, knowledge, understanding and experiences to an appropriately high level as they move through the school.</p>	
<p>Pa mor dda mae dysgwyr yn datblygu soffistigeidrwydd cynyddol yn eu medrau llythrennedd, rhifedd a chymhwysedd digidol?</p> <p>How well do learners develop growing sophistication within their literacy, numeracy and digital skills?</p>	
<p>Pa mor dda y mae dysgwyr yn deall a defnyddio'r Gymraeg?</p> <p>How well do learners understand and use the Welsh language?</p>	
<p>Pa mor dda y mae dysgwyr yn ymateb i ddisgwyliadau sy'n uchel ond o fewn eu cyrraedd gan athrawon?</p> <p>How well do learners respond to high but achievable expectations from teachers?</p>	

<p>Pa mor effeithiol yw adborth wrth wella gwaith dysgwyr? (Ystyriwch effeithiolrwydd yr adborth lafar amserol a phwrpasol, adborth ysgrifenedig, hunan-asesu ac asesu cyfoedion...)</p> <p>How effective is feedback in improving learners' work? <i>(Consider the effectiveness of timely and purposeful verbal feedback, written feedback, self-assessment, peer-assessment ...)</i></p>	
<p>Pa mor dda mae athrawon ac ymarferwyr eraill yn rheoli ymddygiad dysgwyr ac yn eu trin gyda'r lefel addas o barch?</p> <p>How well teachers and other practitioners manage learners' behaviour and whether they treat all pupils equally and with appropriate respect?</p>	
<p>Pa mor llwyddiannus mae athrawon yn defnyddio staff eraill i gefnogi dysgu'r dysgwyr?</p> <p>How successfully do teachers use other staff to support learners' learning?</p>	
<p>Do all learners make good/ excellent progress in the lessons?</p> <p>Ydy'r dysgwyr yn gwneud cynnydd da / rhagorol yn y gwersi?</p> <p>5 cwestiwn - 5 questions</p> <ol style="list-style-type: none"> 1. Beth ydych yn ei ddysgu? / What are you learning? 2. Pa mor dda ydych chi'n ei wneud yn eich dysgu? How well are you doing in your learning? 	

<p>3. Sut ydych yn gwybod? / How do you know?</p> <p>4. Sut y gallwch chi wella? / How can you improve?</p> <p>5. Ble ydych chi'n mynd am gymorth?</p> <p>Additional / Ychwanegol: Agweddau dysgwyr at y Gymraeg Learners' attitudes to the Welsh language</p>	
<p>Pa mor dda y mae dysgwyr yn datblygu mewn perthynas â'r egwyddorion cynnydd fel dysgwyr uchelgeisiol, galluog; dinasyddion egwyddorol a gwybodus; cyfranwyr mentrus a chreadigol; ac unigolion iach a hyderus?</p> <p>How well do learners develop in accordance with the principles of progression as ambitious capable learners, ethical informed citizens, enterprising creative contributors and healthy confident individuals?</p>	
<p>Cryfderau / Strengths</p>	<ul style="list-style-type: none"> •
<p>Agweddau i'w Datblygu / Areas to develop</p>	<ul style="list-style-type: none"> •
<p>Dyddiad cytuno efo'r UDh / Date agreed with SLT</p>	
<p>Dyddiad Adolygu / Review Date :</p>	