

**CYNLLUNIAU BUSNES GwE BUSINESS PLANS
2021-2022**

ADRODDIAD MONITRO CHWARTER 3

QUARTER 3 MONITORING REPORT

2021-2022

AMCAN / OBJECTIVE: 2. Developing a high-quality education profession - improving the teaching & learning in our schools

CYNLLUN BUSNES _____ MFL _____ BUSINESS PLAN

Effaith yn erbyn y camau gweithredu a'r deilliannau:

Impact against actions and outcomes:

Primary sector:

Support primary schools plan their International language provision SA1.1/GwE Obj 1,2-

GwE Support Centre: International Languages in the primary sector.

All teachers have access to the website to find current and relevant resources, training materials, links and contacts they need to increase confidence and expertise and support their journey to 2022 and beyond.

Next steps: Find a way to trace or capture is this is used, by whom, how frequently and its impact.

Lead primary schools:

The Lead schools are providing direct support to their own clusters and are available to support any school which request extra help.

Most are in regular contact and some have been invited to other clusters by HT to present the offer. Covid situation is sometimes a problem to meet but plans are in place to either request to add the item on the agenda or to meet with HT.

Some clusters have been provided with specific starter packs or resources and discussed how to support one another.

Some clusters have collaborated with their secondary school and developed a common s.o.w based on language development through culture.

Lead school (Penysarn) was invited to present their work with Mandarin and developing multilingualism in school at the Wales-China Forum on 3rd December.

Next steps: Capturing impact of GF support and planning by visiting schools, collating and developing case-studies, producing resources and examples of learning plans.

Bespoke Support and information

SEW was invited to Clywedog and Llangefni clusters with HT. Llangefni was cancelled due to other pressing issues arising.

More for general information at the moment.

Power language subscriptions:

35 new schools have now registered for the fully-funded subscription to the Power Language resources. (which means that since 2018, 84 schools across the region will have been supported in receiving quality resources and training. 64 from Power Language Schools and 20 more from Primary Languages Network.

All new schools have agreed to give some feedback on impact later on this academic year.

Next steps: Possible visits to schools and case-study, report impact to be collated and for good practice to be shared.

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Provide professional learning opportunities SA1.1/GwE Obj 1,2-

Power Language webinar: 22nd November 2022- Dossier: Cop 26

The training session was organised by Power Language to respond to GwE and EAS GF Leads but was opened to all Consortia.

Focus was on pedagogy and embedding languages in the curriculum.

The webinar was well-attended and well-received.

Recording has been made available to all schools and will be posted on the GwE support Centre.

International Languages/MFL preparing for the CfW: Programme of PL sessions

The programme has now been finalised and communicated.

The 7 sessions have been organised and arranged with experts Rachel Hawkes and Gillian Campbell-Thow.

Each session has a specific focus which should help practitioners in developing IL for the CfW.

All sessions are recorded and shared.

We are hoping to organise some follow-up sessions in the summer term to develop further design and planning for CfW.

Orga

Monday 13th December 3.45-5.00pm: Sharing experiences of schools in Scotland- *Secondary sector Gillian Campbell-Thow*

Monday 10th January 3.45-5.00pm: Sharing experiences of schools in Scotland: *Primary sector Gillian Campbell-Thow*

Thursday 20 January 3:45 – 5:00: Defining the languages curriculum *Primary and secondary sector Rachel Hawkes*

Monday 7th February 2.30- 3.45: *Planning differently for CfW Secondary sector Gillian Campbell-Thow*

Thursday 17 February 3:45 – 5:00: Explicit knowledge and meaningful practice *Primary and secondary sector Rachel Hawkes*

Thursday 10th March 2.30- 3.45: Transition : How to ensure continuity and progress *Primary and secondary sector Gillian Campbell-Thow*

Thursday 10th March 2.30- 3.45: Vocabulary: breadth and depth *Primary and secondary sector Rachel Hawkes*

Gillian Campbell-Thow (Glasgow City Council: Improvement Officer for Modern Languages/ Strategic Lead for Language teaching and learning and Gaelic-medium education)

Professor Rachel Hawkes: Co-director NCELP/ Director of International Education and Research for [Comberton Academy Trust](#)/Tbc

Plans for IL GwE network meetings:

Network meeting drop-in sessions:

The GF GwE Primary Team are now offering a half-termly drop-in session.

Informal and discussing issues raised by teachers.

The first session was on the 11th November. Practitioners welcomed the meeting and felt it was really useful.

Most were from schools where languages were not yet integrated and were wondering where and how to start.

Next meeting: 3/2/11

Sharing good practice from conference and webinars is ongoing and done via emails, GwE Support Centre and the GF GwE Newsletters.

Next steps:

Increase number of schools to engage.

Possible session for primary NQT teachers to focus on LLC and IL in primary school

Plans for support:

GF GwE Team to ensure they keep abreast of development by attending a range of conferences and webinars in order to:

- Share good practice
- Organise PL sessions
- Support Alliance collaborative work

Autumn term:

SEW attended the ALL NE Primary language conference (6th Nov) and Language Show (12th-14th Nov).

Links to most relevant presentations and resources were shared.

(i.e.: CLILing in the primary classroom; Vicky Cooke- mid-term planning...)

Links to all presentations are now free to access by all.

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Secondary sector:

Consortia to provide support through the regional Hub model (Secondary) SA3.9/Obj 2

GwE Support Centre: International Languages in the secondary sector.

All teachers have access to the website to find current and relevant resources, training materials, links and contacts they need to increase confidence and expertise and support their journey to 2022 and beyond.

Next steps: Find a way to trace or capture is this is used, by whom, how frequently and its impact.

School to school support

Regular support has been requested by HT from 6 individual schools. Support focuses on planning, assessment and progression, teaching and learning.

Support is also provided to individual schools/ departments who contacted the GF GwE team via their Hub leaders.

Impact: Teachers and HT feedback is very positive and T and L is developing.

Network meetings:

Subject network meetings are planned half-termly and the first one took place on 14th October.

It was very well attended despite pressures on teacher workload and many apologies sent due to clashes with other commitments.

Schools had an opportunity to meet and share their developments for CfW and identify further support or next steps moving forwards.

Following the meeting, teachers had the opportunity to complete a survey regarding their views and impact of these meetings as well as voicing their needs in terms of support. Here is a brief summary of the findings.

41 teachers responded.

- A very positive response.
- 100% said that meetings have a clear purpose and are needed.
- 100% said that they would like meetings to continue alongside other support provided by GwE (in the regional and local network)
- Most happy with the format and frequency of meetings and suggested flexibility for different purposes.
- Opportunity to share good practice is very popular.
- Areas of support needed: CfW/ KS4/ PL with Guest speakers/ KS5

A more detailed analysis of the results is available.

To respond to the needs identified, the Gf GwE team has organised a range of different support for CfW and KS4: PL sessions with Gillian Campbell-Thow and Rachel Hawkes; tutorials for KS4 revision (See below for details).

A Teams has also been created for the whole network: ITM/IEITHOEDD RHYNGWLADOL- RHWYDWAITH UWCHRADD MFL/INTERNATIONAL LANGUAGES Secondary network.

To be used by GwE MFL practitioners as a forum for conversations, share resources and ideas regarding the different aspects of teaching and learning languages in school.

Different channels have been organised according to the specific needs teachers have identified, including MFL in Welsh-Medium schools.

The forum is also an easy way to communicate more quickly and more frequently as well as to send updates and reminders to all. If used well by all, this may enable sending fewer emails to teachers whose inbox is often inundated.

Next Steps: check the use, effectiveness and impact.

Due to the programme of Professional learning sessions we have put in place from December until March, we have decided not to hold extra network meetings. However, drop-in sessions will be offered and the Teams platform will allow for teachers to contact the network if need be.

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International Languages/MFL preparing for the CfW: Programme of PL sessions

The programme has now been finalised and communicated.

The 7 sessions have been organised and arranged with experts Rachel Hawkes and Gillian Campbell-Thow.

Each session has a specific focus which should help practitioners in developing IL for the CfW.

All sessions are recorded and shared.

Next steps: Capture impact and organise some follow-up sessions in the summer term to develop further design and planning for CfW.

Monday 13th December 3.45-5.00pm: Sharing experiences of schools in Scotland- *Secondary sector Gillian Campbell-Thow*

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KS4 tutorials

We are aiming to create a range of tutorials to support KS4 revisions for all schools in the region where GCSE is offered in French, Spanish and German. We aim to create 30-minute sessions which can be used by pupils or teachers alike, asynchronously or as a class tool. Ideally, these resources should be available to schools by the start of March 2022.

We have recruited teachers to join the team and met with them on 16th December to agree on an action plan.

We have identified 6 aspects covering the 4 skills. Aspects identified:

- Listening: Listening made easy: demystifying the difficulty of the exam.
- Reading: Top- tips to be successful and tackling the literary texts.
- Speaking:
 - Role-play practice
 - Developing spontaneity in conversation (incl dealing with unknown questions)
- Writing:
 - 100-word task: crossover question
 - 50-word task: Foundation question 2

e-sgol/ Carlam Resources:

Discussions have taken place with e-sgol following their recruitment advert for the Spring live sessions and a possible collaboration.

GF GwE are happy to share all resources made (including KS5 tutorials created last year)

Teachers who are part of the KS4 tutorials team are aware of the opportunity and can apply if they wish to.

Message regarding job opportunity will be shared to all in the new year.

Audits: SA1.3

Audit 2 –

Data for 2021-2022 was collated in the autumn term. 50/54 schools have completed the audit.

It is clear that languages uptake has declined again in about 50% of the schools with drops averaging -10%.

Some schools with sharper drops have still got a healthy uptake though (i.e. 20%).

Over a third of schools have seen their uptake increase.

Successful stories must be highlighted with 5 schools opening a new GCSE class when none were offered previously and some schools with very high uptake (+37%)

Schools continue to be encouraged to engage with the GF partners' activities to raise interest and uptake.

Continued support to promote languages continues.

Network meetings for MFL NQTs:

Secondary school MFL NQTs are now meeting regularly to share ideas, get support and develop their practice.

First meeting was on 18th November and was very well attended: 5 NQTs (1 apology) + 1 first year teacher.

Very productive and positive, teachers shared their experiences, challenges and successes. Spanish lesson plan/ PPT, tips and good practice to deal with challenging behaviour were also shared and distributed.

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Meetings are now planned half-termly and will focus on a specific aspect identified by the teachers.
Next meeting: 13th January- Focus: developing the use of TL by students in class.

Plans for support:

GF GwE Team to ensure they keep abreast of development by attending a range of conferences and webinars in order to :

- Share good practice
- Organise PL sessions
- Support Alliance collaborative work

Autumn term:

SEW and team attended the WJEC courses (GCSE, GBC and A level)

Notes and resources from the courses were shared.

SEW attended the ALL NE Primary language conference (6th Nov) and Language Show (12th-14th Nov).

Links to most relevant presentations and resources were shared.

(i.e.: Jennifer Wozniak: Let's talk + Retrieval; CLILing in the primary classroom...)

Links to all presentations are now free to access by all.

Provide guidance for schools which sets out approaches to school planning and prioritising of languages.

The guidance will apply to the current curriculum but will also support schools as they transition to the new curriculum. SA2.6 GwE/Obj 1,2

SEW continues to be fully involved in the AOLE development networks established at regional and a local level.

SEW is also involved in collaborative cross-regional curriculum design programme with Lucy Crehan.(December- February).

Any other work related to the journey to roll-out or network meetings organised with practitioners (primary and/or secondary) will aim to support the developments of the regional and local and cross-regional programmes and vice versa.

SEW is part of the GwE T and L strategy group and has contributed to creating generic support and subject-specific exemplifications.

SEW is also part of the new Subject team PLC group(Oct 2021) to develop personal PL and research in order to develop our expertise, be aware and understand what other subject areas entail, to support and coordinate our offer to schools more effectively.

CfW projects:

The Anthea Bell Prize competition for Young Translators: Welsh strand.

18 schools are currently registered and following the programme.

Next steps: In the summer term, contact schools and get feedback on the scheme, its place within CfW, ideas to develop it further and impact on students' progress and attitudes.

Work with schools to develop Spanish and German resources into Welsh.

Creating Across Languages project (Creative Poetry): LLC GwE + Zoe Skoulding (Bangor Uni): second phase-developing resources in school by schools.

Two schools are now fully involved in the development of the project.

Plans are going well and regular meetings have been organised. (22/9; 8/11; 7/12- next meeting 21/01)This has enabled schools to stay on track, plan the time to work together as an AOLE, to touch base with us and inform the direction of their work.

The professional conversations around the process and the content of the unit of work are essential to developing further understanding of the possible implementation of the CfW and what it means at a

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classroom level. It also enables teachers to think creatively about their curriculum offer and the experiences which they can offer the students.

Next steps: complete the resources, trial in school, provide feedback and teacher guide.

Language awareness at KS3- Multilingualism: LAWKS SA3.10

Cross-consortia contacts have been made to work collaboratively on adapting and trialling the resources in Welsh schools. GwE Hub Leader, Viviane Vick, to work with EAS and ERW.

Provide direct support to secondary schools via the Cardiff University mentoring project for 2021-22

Promote and encourage school engagement in Mentoring schemes- SA3.7GwE/Obj 2

Year8/9 mentoring is under way in 16 schools in GwE.

Year 7 resources: the two GwE schools selected last summer are involved in this collaborative project led by MFL Mentoring.

Increase the opportunities for learners to experience languages alongside examination courses.

(primary and secondary)- SA1.2 GwE Obj 2

All updates on the mentoring KS3/LS4 resources and projects, the Routes Cymru offer and other partners' initiatives and opportunities are communicated via the Newsletters, GwE bulletin and emails on a regular basis.

Expand our collaboration work with Global futures partners SA3.10

Work with Qualification Wales to develop different types of examination/accreditation

SEW applied and was selected to be part of the SLWG (Subject level working group) for International languages. (Oct-Nov 21)

The role of each Subject-level Working Group (SLWG) is to work together to shape proposals for the high-level content and assessment of qualifications within the subject area (the minimum qualification requirements).

5 outputs are to be developed over the next 10-12 months:

1. Reflection on current provision and consider opportunities for change
2. Proposals for qualification purpose, aims and objectives
3. Proposals on content (knowledge, skills and experiences)
4. Proposals on assessment
5. Impact and change management

The ensuing proposal for 'minimum qualification requirements' will then be sent to consultation.

So far, two meetings have taken place (5/11- induction/ 25th Nov- output 1)

Preparation and conversations are very useful to understand and feedback to colleagues on the direction QW are trying to take in order to shape the new qualification requirements.

Input from colleagues is also welcome and SEW can forward key messages to QW and vice versa.

Attend all meetings with partners (i.e. Routes Cymru advisory meetings/ Steering group meetings)

SEW has attended all meetings and has implemented actions as required.

Cross-consortia collaboration: Organise regular meeting with other Consortia to develop a national offer to schools. SA3.10

Regular communication and meetings cross-consortia are taking place.

GwE are working with ERW and EAS on the Lawks project and possibly the WAM resources.

GwE and EAS Organised some PL with Power Language for Primary teachers (22nd November)

GwE, EAS, ERW and CSC- continue sharing links to webinars and resources enable teachers from across Wales to access these sessions/ documents and develop their practice or expertise on a range of aspects

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Undertake an external evaluation of the Global Futures programme SA1.4

SEW responded to survey and interview with member from the Arad group.

SEW advertised and encouraged schools in GwE to complete the survey.

Materion neu risgiau newydd gafodd eu hadnabod yn ystod y cyfnod adrodd hwn:

Issues or new risks identified for this reporting period:

Primary:

Primary schools are still under a lot of pressure due to Covid situation and preparation for CfW and IL is not yet a priority for all. We are continuing with the approach to supporting schools agreed with the Primary Lead. Progress is made but is difficult to capture at this moment in time.

Secondary:

Current pressures on schools are on-going and increasing and cannot be ignored. Staff and pupil absence, lack of supply teachers means that teachers' workload and levels of stress are much greater still and fatigue is very much felt. Therefore, just like last half-term, although messages and encouragement to engage in the various offers are conveyed, it is important to recognise that teachers may not be in a position to take part in activities as they normally would. When possible, meetings or PL sessions are recorded to enable all teachers to get the information should they not be able to attend.

Data Rhanbarthol / Regional data:

**Power Language resources new subscriptions 2021-2022: 35 primary schools
Incl special school Tyr Morfa,
11 German**

Open University 2021-2022: 9 primary teachers

**Number of schools/ Primary Network meeting drop
in session 7 schools (9 teachers)
11th Nov 21**

Data Awdurdod Lleol / Local Authority data:

Power Language/ number of new schools: 35 2021-2022

Gwynedd:	2
Ynys Môn:	8
Conwy:	3
Dinbych / Denbighshire:	3
Fflint / Flintshire:	14
Wrecsam / Wrexham:	6

Open University 2021-2022: number of teachers

Gwynedd:	1
Ynys Môn:	0
Conwy:	2
Dinbych / Denbighshire:	2
Fflint / Flintshire:	2
Wrecsam / Wrexham:	2

**Number of schools/ Primary Network meeting drop
in session 7 schools (9 teachers)
11th Nov 21**

Gwynedd:	1
Ynys Môn:	
Conwy:	
Dinbych / Denbighshire:	3

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**Number of schools registered-23 Webinar Primary
Power Language
22/11/21**

Fflint / Flintshire:	2
Wrexham / Wrexham:	1

**Number of schools registered 23- Webinar Primary
Power Language
22/11/21**

Gwynedd:	1
Ynys Môn:	2
Conwy:	
Dinbych / Denbighshire:	5
Fflint / Flintshire:	10
Wrexham / Wrexham:	4

Continuous Support to secondary schools: 6

Continuous Support to secondary schools (Oct-Nov-Dec) 6

Gwynedd:	4
Ynys Môn:	
Conwy:	
Dinbych / Denbighshire:	1
Fflint / Flintshire:	1
Wrexham / Wrexham:	

**Number of schools/ Network meeting 14th Oct
33 schools (13 apologies)/ 46 teachers**

**Network meeting 14th Oct
33 schools (13 apologies)/ 46 teachers**

Gwynedd:	7
Ynys Môn:	3
Conwy:	4
Dinbych / Denbighshire:	5
Fflint / Flintshire:	8
Wrexham / Wrexham:	6

**Number of NQT meeting 18th Nov 21
(7 NQT+ 1 first year)**

**Number of teachers: 6 (5 NQTs + 1 first year)
meeting 18th Nov 21**

Gwynedd:	
Ynys Môn:	
Conwy:	

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**Number of schools- Number of teachers attending
34: CfW Session 13th Dec
Apologies sent: 11 teachers**

**Working parties- KS4 Tutorials-expression of
interest 16th Dec 21**

Audit 2 – 2021-2022: data for 53/54 schools

Numbers 2021 to 2022:- 47.16%
26 schools uptake is down (- 0.5 to -23 %)
7 schools no change
20 schools uptake is up (0.5 to 17 %) + 1 school
with year 9 GCSE: + 10% as before no GCSE
classes at all.(data not included in the overall
uptake %)

Dinbych / Denbighshire:	2
Fflint / Flintshire:	3
Wrecsam / Wrexham:	1

Number of schools- CfW Session 13th Dec

Gwynedd:	9
Ynys Môn:	0
Conwy:	2
Dinbych / Denbighshire:	4
Fflint / Flintshire:	4
Wrecsam / Wrexham:	8

**Working parties- KS4 Tutorials-expression of
interest 16th Dec 21**

Gwynedd:	2
Ynys Môn:	0
Conwy:	2
Dinbych / Denbighshire:	2
Fflint / Flintshire:	2
Wrecsam / Wrexham:	1

Audit 2 – 2021-2022: data for 53/54 schools

Numbers 2021 to 2022:- 47.16%
26 schools uptake is down (- 0.5 to -23 %)
7 schools no change
20 schools uptake is up (0.5 to 17 %) + 1 school
with year 9 GCSE: + 10% as before no GCSE
classes at all.(data not included in the overall
uptake %)

1 school with important drop: (to 23% but still
high uptake:20%), between year 11 and 10 in
Sept 2021
8 schools between 7 and 10% drop.
2 schools between 11 and 13% drop
6 schools have no year 10 classes – (out of those
6 schools 3 have year 11 but no year 10 this year
(drop up to 8%); 3 schools have no year 11 or
year 10 and are part of the 7 schools with no
change)

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	<p>1 school with year 9 GCSE: + 10% as before no GCSE classes at all.(data not included in the overall uptake %)</p> <p>Successes: Four schools where there were no GCSE classes have opened a new one (up to 7%) 4 schools have seen a rise between 11 and 17 % 6 schools have an uptake between 19% and 37.5% 1 school with year 9 GCSE: + 10% as before no GCSE classes at all.(data not included in the overall uptake %)</p>
<p>Statws RAG / RAG status:</p> <p>GREEN: On track</p>	<p>Proffil gwariant / Expenditure profile:</p> <p>GREEN: Expenditure on track</p>

CANLLAWIAU MONITRO	MONITORING GUIDANCE NOTES
<p>Ar derfyn pob chwarter, mae'n ofynnol i'r Swyddogion Arweiniol ddarparu adroddiad monitro ar yr effaith yn erbyn y camau gweithredu a'r deilliannau, gan ddangos statws RAG ar gyfer gwireddu'r cynllun, ynghyd â'r proffil gwariant, fel y nodir isod.</p>	<p><i>At the end of each quarter, the Lead Officers are required to provide a monitoring report on the impact against the actions and outcomes, and must provide a RAG status for the implementation of the business plan and the expenditure profile, as noted below.</i></p>

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<p>Dylai'r sylwadau fod yn arfarnol gan arfarnu effaith y gweithredu lle bynnag y bo modd, gan gynnwys cyfeirio at unrhyw dystiolaeth. Lle bo'r effaith yn fesuradwy dylid cynnwys hyn.</p> <p>Dylid cynnwys gwybodaeth ar lefel rhanbarthol yn ogystal a niferoedd / data ar gyfer yr Awdurdodau Lleol e.e.</p> <ul style="list-style-type: none"> • Niferoedd fesul ALI • Ysgolion fesul ALI yn y rhwydweithiau <p>Mae'n hanfodol tynnu sylw at unrhyw derfynau amser a fethwyd, neu sy'n debygol o gael eu methu, a'r rhesymau dros hyn. Dylid tynnu sylw hefyd at risgiau peidio â bodloni terfyn amser a lle bo angen cyfeirio materion i sylw yr Uwch Dîm Arwain, Penaethiaid Addysg, y Bwrdd Ansawdd Sirol a Bwrdd Rheoli GwE.</p>	<p><i>The comments should be evaluative and wherever possible evaluate the impact of the action including reference to any evidence base. Where the impact is quantifiable this should be included.</i></p> <p><i>The report should provide information at regional level as well as numbers / data for Local Authorities i.e.</i></p> <ul style="list-style-type: none"> • <i>Numbers per LA</i> • <i>Number of schools per LA in network meetings</i> <p><i>It is essential that attention is drawn to any deadlines missed or likely to be missed and the reasons for this. Attention should also be drawn to any risks that missing the deadline might cause and also where an issue may need escalating to the Senior Leadership Team, Heads of Education, County Quality Board and GwE Management Board.</i></p>
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CYFNOD MONITRO / MONITORING PERIOD	
CHWARTER / QUARTER: 1	01/04/2021 – 30/06/2021
CHWARTER / QUARTER: 2	01/07/2021 – 30/09/2021
CHWARTER / QUARTER: 3	01/10/2021 – 31/12/2021
CHWARTER / QUARTER: 4	01/01/2022 – 31/03/2022

STATWS RAG AR GYFER YR ADRODDIADAU MONITRO	
RAG STATUS FOR THE MONITORING REPORTS	
<p>GWYRDD: Ar drac</p> <p>GREEN: On track</p>	<p>Camau gweithredu / deilliannau wedi'u bodloni neu mae perfformiad ar drac. Pan wedi'u bodloni, mae rhaid i sylwadau gynnwys arfarniad sy'n cyfeirio at effaith ac enwi ffynhonnell dystiolaeth.</p>

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	<i>Actions / outcomes has been met or performance is on track to be met. Where met, the comments must include an evaluation relating to impact and cite an evidence source.</i>
MELYNGOCH: Rhannol ar drac AMBER: Partly on track	Mae peryg methu â bodloni'r camau gweithredu / deilliannau a rhaid monitro perfformiad yn fanwl trwy gydol y chwarter nesaf. Mae rhaid cynnwys sylwadau sy'n ymwneud â'r statws Melyngoch a'r rhesymau dros hyn. Mae rhaid cynnwys hefyd unrhyw ddyddiad cwblhau diwygiedig. <i>Actions / outcomes is in danger of being missed and performance needs to be closely monitored throughout the next quarter. Comments relating to the Amber status and reasons for it need to be included. It also needs to include any revised completion date.</i>
COCH: Ddim ar drac RED: Off track	Ni fodlonwyd y camau gweithredu / deilliannau neu ni fydd yn cael ei fodloni. Mae angen cynnwys sylw eithrio a therfyn amser diwygiedig. Deiliad y cynllun sy'n gyfrifol am ddwyn y sawl sy'n gweithredu i gyfrif am unrhyw derfynau amser na chafodd eu bodloni. <i>Actions / outcomes has been or will be missed. An exception comment and revised timescale needs to be made. The plan owner is responsible for holding the action owner to account for any missed deadlines.</i>
LLWYD: Ar y gweill GREY: Pending	Gweithredu heb ei amserlennu i gychwyn. <i>Action not scheduled to start.</i>

STATWS RAG AR GYFER TRACIO PROFFIL GWARIANT RAG STATUS FOR TRACKING EXPENDITURE PROFILE	
GWYRDD / GREEN	Gwariant ar drac / <i>Expenditure on track</i>
MELYNGOCH / AMBER	Tanwariant rhwng 10 - 15% / <i>Underspend between 10-15%</i> Gorwariant rhwng 10 - 15% / <i>Overspend between 10-15%</i>
COCH / RED	Tanwariant dros 15% / <i>Underspend over 15%</i> Gorwariant dros 15% / <i>Overspend over 15%</i>

Dychweler i sylw bethaneleriroberts@gwegogledd.cymru os gwelwch yn dda.
Please return to bethaneleriroberts@gwegogledd.cymru