

Coronavirus crisis

Joint union advice on COVID-19 Wales



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Joint Union Advice on COVID-19

During this time of crisis school leaders, teachers and support staff are doing essential work – caring for the children of key workers and vulnerable children in Wales. The Minister for Education, Kirsty Williams, has said that she is massively thankful for the work you are doing in stepping up to the plate. Your unions are proud of you too and want to work together to enable you to manage your professional and personal lives and keep yourselves and your students safe during this crisis.

The COVID-19 crisis means that school leaders, teachers and support staff are working in new situations and new ways in order to meet the challenges they face every day. These are very stressful and anxious times. Educators want to do the right thing – so that the NHS is not overwhelmed and other essential services keep functioning.

Good professional relationships between colleagues will enable us all to meet the challenges we face. Discussion is essential so that the decisions made are well-informed, well-explained and capable of being implemented. Resilience will be fostered through all colleagues feeling they have been able to be involved in as many decisions that affect their professional lives as possible.

Keeping schools running

We are having frequent meetings with the Welsh Government, where we raise issues that are of concern to our members, whether they are working in a school, a hub or from home. This advice includes matters agreed via that forum.

We are pleased that the great majority of schools or hubs are now operating rotas for staff coming in.

Head teachers should work with their teams to ensure the minimum number of staff are on the school site. This will support the NHS in limiting the spread of COVID-19.

Only staff who are working directly with students or are key to opening, catering and cleaning, should be on the school site.

Teachers should not be asked to be on site if they are not looking after pupils. They should not be asked to attend full staff meetings, to clean cupboards, or take down displays, for example, because this increases their exposure to the virus and endangers the NHS.

All supply teachers must be fairly treated – kept in post, supported if unable to work and employed as a key part of local authorities' response to this crisis.

Government must consider how schools will cope with the additional costs they will incur as a result of managing this crisis. As unions, we will be in discussion with the Government about how this will operate so that schools are not penalised.

During the Easter opening, staff should be organised so that colleagues know when they are working (either in school or at home) and when they are on holiday. Staff on holiday should not be expected to keep in touch – they need some time to switch off and physically and mentally recuperate.

We do not expect schools to have to open on Good Friday and Easter Monday. However, we are aware that there is increasing concern about the pressure on the NHS over this period and we know that many schools are now considering how best they can play their part over the Easter bank holidays.

Schools and colleges considering opening on these days should first determine whether or not demand exists for provision from key worker parents, many of whom will have alternative arrangements already in place, and depending upon response engage their own staff to determine availability. Our expectation is that take-up is likely to be low, and so in many cases we still expect that schools will be closed. Any staff working on these days should do so on the basis that they have volunteered to help in these extraordinary circumstances.

We would emphasise that this is a matter for local judgement and local agreement.

Staff holidays should be operated on a rota basis so that staff get two weeks off, either before, during or after the period when the school would normally be closed for Easter. Having weeks rather than days off will offer significant benefits in protecting the health of staff, by minimising contact with different colleagues. It should not be assumed, however, that staff can change their pre-existing plans, even during the current situation.

We recognise that the use of rotas may pose some specific challenges in special schools, where higher staff ratios are required. Special school leaders should try to take a similar overall approach to the use of rotas, where possible.

We also recognise concerns that members have regarding the use of hubs. The Welsh Government position is that maintaining opening of individual schools is unsustainable and we are aware that more LAs are moving to the hub model. Unions must be consulted on all such proposals in order that key issues can be addressed. The hub leadership team must consist of leaders drawn from each of the schools within that hub's catchment area. The Welsh Government is in the process of considering a national model for hubs and the union will be consulted on it. In discussions with the Welsh Government we have emphasised the need for all such decisions to be backed by medical advice and recommendations from Public Health Wales and they have agreed.

Which staff should be in school?

Colleagues who are healthy and not in a high-risk vulnerable group can be called upon to be in school. Colleagues should be consulted on when they are able to work. There are many considerations, including accommodating staff who now have childcare responsibilities during the normal working week. Schools should try to accommodate these needs wherever possible, although it is important to recognise that this could pose some challenges to those designing the rotas and there will need to be an element of flexibility all round.

Colleagues who have health conditions which make them vulnerable to being badly affected if they catch the virus should not be included on staff rotas for working in school. They will be able to support in other ways which should be discussed with them.

Colleagues who live with someone in a vulnerable health group, as set out in the guidance on shielding, should not be included on staff rotas for working in school, as it is highly unlikely that the required stringent social distancing can be adhered to. It is essential that we do all that we can to reduce the number of people who would require hospitalisation if they caught the virus. Colleagues should not, in addition to all their other worries, be afraid that, because of their attendance in school, they will infect vulnerable relatives who they live with.

Industrial relations during this time

Crisis invariably brings out the best in school teams. Most teams will be able to agree rotas and ways of working through normal work practices and conversations. We are hearing reports of great team meetings where colleagues have supported one another to step up with confidence, whilst supporting those who are unable to take part.

This effort cannot be about command and control.

Success will be borne out of mutual respect, understanding and support underpinned by a generosity of spirit.

The speed with which we need to move right now should not be compromised with formality.

The pursuit of perfection should not become the enemy of a good solution. However, as we settle in for the longer term, we will need to establish the new normal and it is important that teams have confidence in, and some ownership of, their situation.

Involving and consulting colleagues over the longer term must include involving and consulting their trade union representatives, as you normally would. School leaders should, wherever possible, consult with union representatives before publishing protocols and consider comments from staff generally when keeping those protocols under review. School leaders will already be consulting the advice provided for them by their own organisation. They should also consider the advice published by other trade unions via their websites.

During this period, it is not possible to proceed on matters such as reorganisation, restructuring or redundancy which require meaningful consultation. In order to meet the law's requirements, or to proceed on disciplinary, capability or grievance matters which require hearings and representation. In the most serious disciplinary cases, suspension on full pay may be necessary to facilitate this.

Education during the COVID crisis

This is not education as we have known it. National Literacy and Numeracy Tests, GCSEs, AS- and A-level exams, as well as Estyn inspections, have all been cancelled. In addition, Kirsty Williams has confirmed that there is no expectation for teachers to prepare lesson plans and a new curriculum whether in school or at home.

Children and young people have very different home lives and very different levels of parental support. It is not feasible to carry on as before during this crisis. We cannot 'home school' the nation's children.

Children in school will not be following a normal timetable – with lessons and homework. The main focus, certainly in the short-term, will be on ensuring that children are safe and supported. In the slightly longer-term, teachers or educators may have more capacity to think about the learning opportunities they can provide to children in school, recognising that this is likely to continue to look very different from a whole-day timetable of structured lessons.

Whilst the immediate focus will be caring for and supporting those pupils in school, leaders and teachers are also starting to put in place processes and resources to support children's learning at home. However, it is not possible to replicate a usual school experience at home. It is not reasonable, or feasible, for schools to continue to provide a 'normal' school education during this time. Many schools do not have the resources to do this and we know that children and young people have very different home circumstances. Some will have good access to the internet. Others will not.

As schools start to think about how they might want to support those pupils at home, they need to be mindful of these very different circumstances, particularly pupils' access to technology, which may have changed as whole families are working from home. There may be children who aren't able to complete online work and, in these situations, schools should set alternative or complementary learning activities that do not require technology.

It is important to remember that when it comes to younger pupils, schools may also want to give parents ideas for interactive activities, games and 'challenges'.

Teachers working at home can only carry out a reasonable workload, and this must be discussed with staff. Schools should also explore opportunities for teachers to collaborate when it comes to designing home learning activities.

Schools need to be mindful that their staff will have demands and pressures of their own, such as childcare, and so it may not be possible for them to work a 'usual' school day.

Schools also need to be mindful that those staff who are in school cannot be expected to be supporting home learning at the same time.

Schools should not be formally monitoring staff 'performance' during this period.

Teachers should not be asked to personally contact individual students on a daily basis, except where they have agreed with their head teacher a system to contact vulnerable children and families. Teachers should not use personal phones or emails for this contact. It is extremely important that all schools remind their staff and pupils of their policies for safe internet usage and review whether any specific changes to the policy need to be made to take the new circumstances into account.

Schools should also consider setting out a clear statement for parents, which details the school's approach to any home learning and protocols for communication between school and home.

Until we know what arrangements will be made by Qualifications Wales, in consultation with WJEC and other UK regulators, about the awarding of grades for public exams, teachers should not be setting exam-related work for year 11 and 13 students, grading and marking it, collating 'portfolios', and/or doing predicted grades.

School closures

It's important to reiterate that school leaders will still need to make individual decisions about whether it is safe to open their school or hub.

It remains the case that if a school or hub does not have enough staff to care for pupils safely then, subject to a risk assessment and consultation with the chair of governors, a full or partial closure may be necessary. Schools or hubs will need to keep this decision under daily review and should inform their local authority if they are not able to open.

Safeguarding and supporting vulnerable pupils not in school

It is our expectation that Welsh Government will publish detailed guidance to schools on safeguarding arrangements and this will be available shortly.

It is important not to confuse the role of schools and social services.

Our expectation is that schools will continue to have the usual safeguarding responsibilities for pupils that are attending school. This includes making referrals to social services in the usual way, if necessary.

For pupils who are not in school, if schools have safeguarding concerns, these should be reported in the usual way to social services. However, we do not believe that it is the role of school staff to be carrying out home visits. If necessary, this is something for the local authority and Children's Services team to consider.

Schools may want to produce a short annex to their safeguarding policies detailing any changes they have put in place during this period.

Teachers and leaders bringing their own children to school

We are seeking clarity on this from Welsh Government but our understanding is that many schools and LAs have agreed to this. If you are unsure, you should seek advice from your local authority.

Performance management

Given that schools are now officially 'closed' and only open for a small number of pupils, performance management and capability should both be paused until schools formally re-open.

Opening hours

Advice on school opening hours can be found on the Welsh Government website.

School closures continued...

What happens in the event the school has no designated safeguarding lead or first-aider?

Government guidance published on 22 March states: "Where schools and trusts have concerns about the impact of staff absence – such as their Designated Safeguarding Lead or first aiders – they should discuss immediately with the local authority or trust." We support this approach.

The role of local authorities and schools

The large majority of schools have already put in place plans that are working well for them and their communities. Where this is the case we do not expect local authorities to override these decisions. Given the high level of disruption and anxiety, it will generally be the case that those pupils attending this reduced provision offer will be better off in their own schools with the staff they already know well. However, schools should continue to engage with local authorities and discuss any long-term plans being developed.

They should also work with local authorities where there is a risk that they may not be able to sustain the provision being offered.

Argyfwng coronafirws

Cyngor yr undebau ar y cyd ar COVID-19 Cymru



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Yn ystod yr amser hwn o argyfwng mae arweinwyr ysgolion, athrawon a staff cymorth yn gwneud gwaith hanfodol - gan ofalu am blant gweithwyr allweddol a phlant bregus yng Nghymru. Mae'r Gweinidog Addysg, Kirsty Williams, wedi dweud ei bod yn hynod ddiolchgar am y gwaith rydych chi'n ei wneud wrth gamu i'r adwy. Mae eich undebau yn falch ohonoch chi hefyd ac eisiau gweithio gyda'n gilydd i'ch galluogi i reoli'ch bywydau proffesiynol a phersonol a chadw'ch hun a'ch myfyrwyr yn ddiogel yn ystod yr argyfwng hwn.

Mae argyfwng Covid-19 yn golygu bod arweinwyr ysgolion, athrawon a staff cymorth yn gweithio mewn sefyllfaoedd newydd a ffyrdd newydd er mwyn bodloni'r heriau sy'n eu hwynebu bob dydd. Mae'r rhain yn amseroedd llawn straen a phryder. Mae addysgwyr eisiau gwneud y peth iawn - fel nad yw'r GIG yn cael ei lethu a bod gwasanaethau hanfodol eraill yn parhau i weithredu.

Bydd perthnasoedd proffesiynol da rhwng cydweithwyr yn ein galluogi ni i gyd i gyflawni'r heriau sy'n ein hwynebu. Mae trafodaeth yn hanfodol fel bod y penderfyniadau a wneir yn wybodus, wedi'u hesbonio'n dda ac yn gallu cael eu gweithredu. Bydd cadernid yn cael ei feithrin pan fydd yr holl gydweithwyr yn teimlo eu bod yn rhan o gynifer â phosibl o benderfyniadau sy'n effeithio ar eu bywydau proffesiynol.

Cadw ysgolion i redeg

Rydym yn cael cyfarfodydd mynych gyda Llywodraeth Cymru lle rydym yn codi materion sy'n peri pryder i'n haelodau p'un ai mewn ysgol, hwb neu'n gweithio gartref. Mae'r cyngor hwn yn cynnwys materion y cytunwyd arnynt trwy'r fforwm hwnnw.

Rydym yn falch bod mwyafrif helaeth yr ysgolion neu'r hybiau bellach yn gweithredu rotas ar gyfer gweithio yn yr ysgol.

Dylai penaethiaid weithio gyda'u timau i sicrhau bod lleiafswm o staff ar safle'r ysgol. Bydd hyn yn cefnogi'r GIG i gyfyngu ar ledaeniad COVID-19.

Dim ond staff sy'n gweithio'n uniongyrchol gyda myfyrwyr neu sy'n allweddol i agor, arlwyo a glanhau dylai fod ar safle'r ysgol.

Ni ddylid gofyn i athrawon fod ar y safle os nad ydyn nhw'n gofalu am ddisgyblion. Ni ddylid gofyn iddynt fynychu cyfarfodydd staff llawn, na glanhau cypyrddau, na thynnu arddangosfeydd i lawr er enghraifft oherwydd bod hyn yn cynyddu eu hamlygiad i'r firws ac yn peryglu'r GIG.

Rhaid trin pob athro cyflenwi yn deg – eu cadw yn y eu swydd, eu cefnogi os na allant weithio a'u cyflogi fel rhan allweddol o ymateb awdurdodau lleol i'r argyfwng hwn.

Rhaid i'r Llywodraeth ystyried sut y bydd ysgolion yn ymdopi o ystyried y costau ychwanegol y mae ysgolion yn eu hwynebu o ganlyniad i reoli'r argyfwng hwn. Fel undebau, byddwn mewn trafodaethau gyda'r Llywodraeth ynghylch sut y bydd hyn yn digwydd fel nad yw ysgolion yn cael eu cosbi.

Yn ystod agoriad y Pasg, dylid trefnu staff fel bod cydweithwyr yn gwybod pryd maen nhw'n gweithio (naill ai yn yr ysgol neu gartref) a phryd maen nhw ar wyliau. Ni ddylid disgwyl i staff ar wyliau gadw mewn cysylltiad - mae angen peth amser arnynt i ymlacio o'r gwaith a gwella yn gorfforol ac yn feddyliol.

Nid ydym yn disgwyl i ysgolion orfod agor ar ddydd Gwener y Groglith na dydd Llun y Pasg. Fodd bynnag, rydym yn ymwybodol bod pryder cynyddol am y pwysau ar y GIG dros y cyfnod hwn a gwyddom fod llawer o ysgolion bellach yn ystyried y ffordd orau y gallant chwarae eu rhan dros wyliau banc y Pasg.

Dylai pob ysgol a choleg ystyried yr angen i agor ar y dyddiau banc, gan gysylltu â'r rhieni sydd yn

weithwyr allweddol i wirio'u hanghenion yn y lle cyntaf. Bydd llawer ohonynt a threfniant yn ei le eisoes ar gyfer y dyddiau hyn. Yn ddibynnol ar yr ymateb, gellid wedyn ymgysylltu â staff y sefydliad i weld a ydynt ar gael i weithio. Rydym yn disgwyl i'r niferoedd fydd yn manteisio ar y trefniant fod yn isel, ac felly rydym yn tybio bydd nifer sylweddol o ysgolion ar gau. Rhaid ystyried bod y staff hynny fydd yn gweithio yn gwneud hynny'n wirfoddol oherwydd yr amgylchiadau neilltuol hyn.

Byddem yn pwysleisio bod hwn yn fater i'w ystyried a'i gytuno'n lleol.

Dylai gwyliau staff gael eu gweithredu ar sail rota fel bod staff yn cael pythefnos i ffwrdd, naill ai cyn, yn ystod neu ar ôl y cyfnod pan fyddai'r ysgol fel arfer ar gau ar gyfer y Pasg. Bydd cael wythnosau yn hytrach na diwrnodau i ffwrdd yn cynnig buddion sylweddol o ran amddiffyn iechyd staff trwy leihau

graddau'r cyswllt â gwahanol gydweithwyr. Ni ddylid cymryd yn ganiataol, fodd bynnag, y gall staff newid eu cynlluniau, hyd yn oed yn ystod y sefyllfa bresennol.

Rydym yn cydnabod y gallai defnyddio rotas gyflwyno rai heriau penodol mewn ysgolion arbennig lle mae angen cymarebau staff uwch, ond dylai arweinwyr barhau i geisio defnyddio dull cyffredinol tebyg o ddefnyddio rotas lle bo hynny'n bosibl.

Rydym hefyd yn cydnabod pryderon sydd gan aelodau ynghylch defnydd o hybiau. Safbwynt Llywodraeth Cymru yw bod cadw ysgolion unigol ar agor yn anghynladwy ac rydym yn ymwybodol bod mwy o ALLau yn symud i'r model hwb. Rhaid ymgynghori â'r undebau ar bob cynnig o'r fath er mwyn gallu mynd i'r afael â materion allweddol. Ein barn ni yw y dylid gosod y nifer lleiaf posib o ddisgyblion fesul athro mewn ystafelloedd dosbarth unigol. Rhaid i dîm arweinyddiaeth yr hwb gynnwys arweinwyr o bob un o'r ysgolion yn nalgylch yr hybiau hynny a rhaid i gyfanswm nifer y myfyrwyr yn yr hwb ar unrhyw ddiwrnod penodol fod cyn lleied â phosib. Mae Llywodraeth Cymru yn y broses o ystyried model cenedlaethol ar gyfer hybiau ac ymgynghorir â ni am hynny. Mewn trafodaethau gyda hwy rydym wedi pwysleisio'r angen i holl benderfyniadau o'r fath gael eu cefnogi gan gyngor meddygol ac argymhellion gan lechyd Cyhoeddus Cymru ac maent wedi cytuno.

Pa staff ddylai fod yn yr ysgol?

Gellir galw ar gydweithwyr sy'n iach ac nad ydyn nhw mewn grŵp bregus risg uchel i fod yn yr ysgol. Dylid ymgynghori â chydweithwyr ynglŷn â phryd y gallant weithio. Mae yna lawer o ystyriaethau, gan gynnwys darparu ar gyfer staff sydd bellach â chyfrifoldebau gofal plant yn ystod yr wythnos waith arferol. Dylai ysgolion geisio darparu ar gyfer yr anghenion hyn lle bynnag y bo modd, er ei bod yn bwysig cydnabod y gallai hyn beri rhai heriau i'r rhai sy'n cynllunio'r rotas a bydd angen elfen o hyblygrwydd yn gyffredinol.

Ni ddylid cynnwys cydweithwyr sydd â chyflyrau iechyd sy'n eu gwneud yn fregus i gael eu heffeithio'n wael os ydynt yn dal y firws ar rotas staff ar gyfer gweithio yn yr ysgol. Byddant yn gallu cefnogi mewn ffyrdd eraill y dylid eu trafod gyda nhw.

Ni ddylid cynnwys cydweithwyr sy'n byw gyda rhywun mewn grŵp iechyd bregus, fel y nodir yn y canllawiau ar warchod, ar rotas staff ar gyfer gweithio yn yr ysgol gan ei bod yn annhebygol iawn y gellir cadw at y pellter cymdeithasol llym gofynnol. Mae'n hanfodol ein bod yn gwneud popeth o fewn ein gallu i leihau nifer y bobl a fyddai angen mynd i'r ysbyty pe baent yn dal y firws. Ni ddylai cydweithwyr, yn ychwanegol at eu holl bryderon eraill, ofni, oherwydd eu presenoldeb yn yr ysgol, y byddant yn heintio perthnasau bregus y maent yn byw gyda nhw.

Cysylltiadau diwydiannol yn ystod yr amser hwn

Mae argyfwng yn ddieithriad yn dod â'r gorau o dimau ysgolion. Bydd y mwyafrif o dimau yn gallu cytuno ar rotas a ffyrdd o weithio trwy arferion gwaith a sgysiau arferol. Rydym yn clywed adroddiadau am gyfarfodydd tîm gwyh lle mae cydweithwyr wedi cefnogi ei gilydd i gamu i'r adwy gyda hyder wrth gefnogi'r rhai na allant gymryd rhan. Ni all yr ymdrech hon ymwneud â gorchymyn a rheolaeth.

Bydd llwyddiant yn deillio o barch, dealltwriaeth a chefnogaeth ar y cyd y mae haelioni ysbryd yn sail iddynt.

Ni ddylid cyfaddawdu pa mor gyflym y mae angen inni symud ar hyn o bryd â ffurfioldeb. Ni ddylai ceisio perffeithrwydd ddod yn elyn i ddatrysiad da. Fodd bynnag, wrth i ni setlo ar gyfer y tymor hwy, bydd angen i ni ddod i arfer â'r drefn newydd ac mae'n bwysig bod gan dimau hyder yn eu sefyllfa, a rhywfaint o berchnogaeth ohoni.

Rhaid i gynnwys ac ymgynghori â chydweithwyr dros y tymor hwy gynnwys ymgynghori â'u cynrychiolwyr undebau llafur fel y byddech chi fel arfer. Dylai arweinwyr ysgolion, lle bynnag y bo hynny'n bosibl, ymgynghori â chynrychiolwyr undeb cyn cyhoeddi protocolau ac ystyried sylwadau gan staff yn gyffredinol wrth adolygu'r protocolau hynny. Bydd arweinwyr ysgolion eisoes yn ymgynghori â'r cyngor a ddarperir ar eu cyfer gan eu sefydliad eu hunain. Dylent hefyd ystyried y cyngor a gyhoeddir gan undebau llafur eraill trwy eu gwefannau.

Yn ystod y cyfnod hwn, nid yw'n bosibl bwrw ymlaen â materion fel ad-drefnu, ailstrwythuro neu ddiswyddo sy'n gofyn am ymgynghori ystyrllon er mwyn bodloni gofynion y gyfraith, neu symud ymlaen ar faterion disgyblu, medrusrwydd neu achwyniad sy'n gofyn am wrandawiadau a chynrychiolaeth. Yn yr achosion disgyblu mwyaf difrifol, efallai y bydd angen gwaharddiad dros dro, ar dâl llawn, i hwyluso hyn.

Addysg yn ystod argyfwng COVID

Nid addysg fel yr ydym yn gyfarwydd ag ef ydyw mwyach. Mae Profion Llythrennedd a Rhifedd Cenedlaethol, TGAU, arholiadau UG a Safon Uwch, ynghyd ag arolygiadau Estyn i gyd wedi'u canslo. Yn ychwanegol, cadarnhaodd Kirsty Williams nad oes disgwyliad i athrawon baratoi cynlluniau gwersi a chwricwlwm newydd p'un a ydynt yn yr ysgol neu gartref.

Mae gan blant a phobl ifanc fywydau cartref gwahanol iawn a lefelau gwahanol iawn o gefnogaeth gan rieni. Nid yw'n ymarferol parhau fel o'r blaen yn ystod yr argyfwng hwn. Ni allwn addysgu plant y genedl o gartref.

Ni fydd plant yn yr ysgol yn dilyn amserlen arferol - gyda gwersi a gwaith cartref. Bydd y prif ffocws, yn y tymor byr yn sicr, ar sicrhau bod plant yn ddiogel ac yn cael cefnogaeth. Yn y tymor ychydig yn hwy, efallai y bydd gan athrawon neu addysgwyr fwy o gapasiti i feddwl am y cyfleoedd dysgu y gallant eu darparu i blant yn yr ysgol, gan gydnabod bod hyn yn debygol o barhau i edrych yn wahanol iawn i amserlen diwrnod cyfan o wersi strwythuredig.

Er y bydd y ffocws uniongyrchol ar ofalu am y disgyblion hynny yn yr ysgol a'u cefnogi, mae arweinwyr ac athrawon hefyd yn dechrau rhoi prosesau ac adnoddau ar waith i gefnogi dysgu plant gartref. Fodd bynnag, nid yw'n bosibl ailadrodd profiad ysgol arferol gartref. Nid yw'n rhesymol, nac yn ymarferol i ysgolion barhau i ddarparu addysg ysgol 'normal' yn ystod yr amser hwn. Nid oes gan lawer o ysgolion yr adnoddau i wneud hyn a gwyddom fod gan blant a phobl ifanc amgylchiadau cartref gwahanol iawn. Bydd gan rai fynediad da i'r rhyngwyd. Ni fydd gan eraill.

Wrth i ysgolion ddechrau meddwl sut y gallent fod eisiau cefnogi'r disgyblion hynny gartref, mae angen iddynt gofio am yr amgylchiadau gwahanol iawn hyn, yn enwedig mynediad disgyblion at dechnoleg a allai fod wedi newid gan fod teuluoedd cyfan yn gweithio gartref. Efallai y bydd plant nad ydynt yn gallu cwblhau gwaith ar-lein ac yn y sefyllfaoedd hyn dylai ysgolion osod gweithgareddau dysgu amgen neu gyflenwol nad oes angen technoleg arnynt.

Mae'n bwysig cofio, o ran disgyblion iau, efallai y bydd ysgolion hefyd eisiau rhoi syniadau i rieni ar gyfer gweithgareddau rhyngweithiol, gemau a 'heriau'.

Dim ond llwyth gwaith rhesymol y gall athrawon sy'n gweithio gartref ei gyflawni, a rhaid i hyn gael ei drafod gyda'r staff. Dylai ysgolion hefyd archwilio cyfleoedd i athrawon gydweithio o ran cynllunio gweithgareddau dysgu gartref.

Rhaid i ysgolion gofio y bydd gan eu staff ofynion a phwysau eu hunain, fel gofal plant, ac felly efallai na fydd yn bosibl iddynt weithio diwrnod ysgol 'arferol'.

Rhaid i ysgolion gofio hefyd na ellir disgwyl i'r staff hynny sydd yn yr ysgol fod yn cefnogi dysgu gartref ar yr un pryd.

Ni ddylai ysgolion fod yn monitro 'perfformiad' staff yn ffurfiol yn ystod y cyfnod hwn.

Ni ddylid gofyn i athrawon gysylltu'n bersonol â myfyrwyr unigol yn ddyddiol, ac eithrio pan fyddant wedi cytuno â'u pennaeth â system i gysylltu â phlant a theuluoedd bregus. Ni ddylai athrawon ddefnyddio ffonau neu e-byst personol ar gyfer y cyswllt hwn. Mae'n hynod bwysig bod pob ysgol yn atgoffa eu staff a'u disgyblion o'u polisiau ar gyfer defnyddio'r rhyngwyd yn ddiogel ac yn adolygu a oes angen gwneud unrhyw newidiadau penodol i'r polisi i ystyried yr amgylchiadau newydd.

Dylai ysgolion hefyd ystyried amlinellu datganiad clir ar gyfer rhieni sy'n rhoi manylion ymagwedd yr ysgol tuag at ddysgu yn y cartref a phrotocolau ar gyfer cyfathrebu rhwng yr ysgol a'r cartref.

Hyd nes y byddwn yn gwybod pa drefniadau a wneir gan Gymwysterau Cymru, mewn ymgynghoriad â CBAC a rheoleiddwyr eraill y DU, ynghylch dyfarnu graddau ar gyfer arholiadau cyhoeddus, ni ddylai athrawon fod yn gosod gwaith cysylltiedig ag arholiadau ar gyfer myfyrwyr blwyddyn 11 a 13, gan raddio a marcio, coladu 'portffolios', a/neu wneud graddau a ragwelir.

Cau ysgolion

Mae'n bwysig ailadrodd y bydd angen i arweinwyr ysgol wneud penderfyniadau unigol o hyd ynghylch a yw'n ddiogel agor eu hysgol neu eu hwb.

Mae'n dal yn wir, os nad oes gan ysgol neu hwb ddigon o staff i ofalu am ddisgyblion yn ddiogel yna, yn amodol ar asesiad risg ac ymgynghori â chadeirydd y llywodraethwyr, efallai y bydd angen cau'n llawn neu'n rhannol. Bydd angen i ysgolion neu hybiau gadw'r penderfyniad hwn dan adolygiad dyddiol a dylent hysbysu eu hawdurdod lleol os na allant agor.

Diogelu a chefnogi disgyblion bregus nad ydynt yn yr ysgol

Ein disgwyliad yw y bydd Llywodraeth Cymru'n cyhoeddi canllawiau manwl i ysgolion ar drefniadau diogelu a bydd hwn ar gael yn fuan.

Mae'n bwysig peidio â drysu rôl ysgolion a gwasanaethau cymdeithasol.

Ein disgwyliad yw y bydd ysgolion yn parhau i fod â'r cyfrifoldebau diogelu arferol ar gyfer disgyblion sy'n mynychu'r ysgol. Mae hyn yn cynnwys atgyfeirio at wasanaethau cymdeithasol yn y ffordd arferol os oes angen.

Ar gyfer disgyblion nad ydynt yn yr ysgol, os oes gan ysgolion bryderon diogelu, dylid rhoi gwybod i'r gwasanaethau cymdeithasol yn y ffordd arferol. Fodd bynnag, nid ydym yn credu mai rôl staff ysgol yw cynnal ymweliadau cartref. Os oes angen, mae hyn yn rhywbeth i'r awdurdod lleol a'r tîm Gwasanaethau Plant ei ystyried.

Efallai y bydd ysgolion eisiau cynhyrchu atodiad byr i'w polisiâu diogelu yn manylu ar unrhyw newidiadau y maent wedi'u rhoi ar waith yn ystod y cyfnod hwn.

Athrawon ac arweinwyr yn dod â'u plant eu hunain i'r ysgol

Rydym yn ceisio eglurder ar hyn gan Lywodraeth Cymru ond ein dealltwriaeth yw bod llawer o ysgolion ac ALLau wedi cytuno i hyn. Os ydych chi'n ansicr, dylech ofyn am gyngor gan eich awdurdod lleol.

Rheoli perfformiad

O ystyried bod ysgolion bellach wedi'u 'cau' yn swyddogol a'u bod ar agor i nifer fach o ddisgyblion yn unig, dylid oedi rheoli perfformiad a medrusrwydd nes bod ysgolion yn ailagor yn ffurfiol.

Oriau agor

Gellir dod o hyd i gyngor ar oriau agor ysgolion ar wefan Llywodraeth Cymru.

Parhad i gau ysgolion...

Beth fydd yn digwydd os nad oes gan yr ysgol arweinydd diogelu na swyddog cymorth cyntaf dynodedig?

Mae canllawiau'r llywodraeth a gyhoeddwyd ar 22 Mawrth yn nodi: "Lle mae gan ysgolion ac ymddiriedolaethau bryderon ynghylch effaith absenoldeb staff - fel eu Harweinydd Diogelu Dynodedig neu swyddogion cymorth cyntaf - dylent drafod ar unwaith gyda'r awdurdod lleol neu ymddiriedolaeth." Rydym yn cefnogi'r ymdriniaeth hon.

Rôl awdurdodau lleol ac ysgolion

Mae mwyafrif helaeth yr ysgolion eisoes wedi rhoi cynlluniau ar waith sy'n gweithio'n dda iddyn nhw a'u cymunedau. Lle mae hyn yn wir nid ydym yn disgwyl i awdurdodau lleol ddiystyru'r penderfyniadau hyn. O ystyried y lefel uchel o aflonyddwch a phryder, yn gyffredinol bydd y disgyblion hynny sy'n mynychu'r cynnig darpariaeth gostyngedig hwn yn well eu byd yn eu hysgolion eu hunain gyda'r staff y maent eisoes yn eu hadnabod yn dda. Fodd bynnag, dylai ysgolion barhau i ymgysylltu ag awdurdodau lleol a thrafod unrhyw gynlluniau tymor hir sy'n cael eu datblygu.

Dylent hefyd weithio gydag awdurdodau lleol lle mae risg na fyddant o bosibl yn gallu cynnal y ddarpariaeth sy'n cael ei chynnig.