

# *NOSON GWRICWLAIDD CA5*



## **KS5 CURRICULUM EVENING**

# **STAFF BUGEILIOL**

# **PASTORAL STAFF**

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- ALED JAMES (Arweinydd Cynnydd 12/13- Progress Leader)
- GARETH THOMAS (Dirprwy Arweinydd Cynnydd 12/13-Deputy Progress Leader – Pennaeth Bl 12 - Head of Year 12)
- Naw Tiwtor Personol / Nine Personal Tutors



# 6ed Dosbarth

# Ysgol Gyfun Gymraeg Plasmawr



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# **PWRPAS Y NOSON**

## **THE PURPOSE OF THE EVENING**

# Canlyniadau Safon Uwch (U2)

Canran Graddau ar Draws y Pynciau / Disgyblion i Gyd



	2020	2019	2018	2017	2016
A*-C	95	84	86	84	91
A*-E	100	100	100	99	100

A\* - A = 39% yn 2020

A\* - A = 38% yn 2019

# Newidiadau Diweddar



## Latest changes

- **Safon A -Galwedigaethol / A Levels - BTEC**
- **UG gwerth 40% / AS worth 40%**
- **Gwahaniaethau rhwng Cymru a Lloegr / Variations between Wales and England**
- **Tariff UCAS Tariff**
- **Y Fagloriaeth Gymreig / Welsh Baccalaureate**
- **Targedau ALPS Targets**

# Tariff UCAS

A level and Advanced VCE

Official title: Advanced GCE and Advanced VCE

Grade	Tariff points
A*	56
A	48
B	40
C	32
D	24
E	16

Size band: 4

Grade bands: 4-14

Offered by AQA, CCEA, OCR, Pearson Edexcel and W

## Pearson BTEC Subsidiary Diploma (QCF)

Grade	Tariff points
D*	56
D	48
M	32
P	16

Size band: 4

Grade bands: 4-14

## Sampl o gynigion Prifysgol

## UCAS

Dyma'r safle a fydd eich cais Prifysgol yn cael ei ddanfon. Mae hefyd yn storfa wybodaeth enfawr i fyfyrwyr a gefnogi eich cais. Mae yma hefyd wybodaeth ar brentisiaethau.

## CUKAS

Dyma'r safle lle'r ydych yn gwneud ceisiadau Drama a Cherdd i Conservatoires. Mae rhai cysiau yn unlongyrch a coleg perfformio.

## SACU

Mae modd gwneud prawf SPARTAN i roi cymorth i chi os ydych yn ansicr o ran eich cysiau. Mae yma wedyn adnoddau i roi cymorth gyda eich ymchwili.

## Gyfra Cymru

Mae'r safle we yma yn cynnwys adnoddau i roi cymorth i chi gyda eich dewisiadau Ŷl 18. Mae yma swyddi gwâg cael ei osod ar y safle pob 24 awr.

## What Uni

Safle we defnyddiol er mwyn cymharu Prifysgolion.

## Potential

Mae Potential yn cynnig cyngor ar eich dewisiadau ac hefyd mae cylchgrawn APPLY yn cael ei gyhoeddi yn flynyd ar gyfer myfyrwyr 6ed dosbarth.

## Studential

Safle arall sy'n cynnig cyngor yn arbennig ar brentisiaethau, blwyddyn Gap a cheisiadau Prifysgol.

## Uni Guide

Yr hen safle we Which sy'n annibynnol ac yn ffordd effeithiol o ymchwilio a chymharu cysiau a Phrifysgolion.

## Discover Uni

Safle we gan Llywodraeth y DU yn cynnig cyngor ac ystadegau ar Brifysgolion.

## Adnoddau HWB - Sut i baratoi at addysg Ŷl 18

Safle Llywodraeth Cymru gydag adnoddau ar gynllunio ar gyfer y camau nesaf sydd hefyd yn cynnwys sylw i lles

## Ymchwil Prifysgolion

# Moodle Opsiynau Ŷl 18

## Prentisiaethau-Safleoedd We Cyffredinol

## Y Broses o wneud cais UCAS

## Datganiadau Personol

## Cwrs Sylfaen Celf

Dilynnwch y cysylltiadau yma o ran gwybodaeth am gyrsiau Sylfaen Celf a sut i wneud cais. Mae nifer o gyrsiau dymuno eich bod wedi dilyn cwrs Sylfaen celf am flwyddyn yn gyntaf.

## Ceisiadau-Rhydychen/Caergrawnt

## Ceisiadau-Meddygaeth

## Ceisiadau - Deintyddiaeth

## Ceisiadau - Milfeddygaeth

# **ASTUDIAETHAU 6ED / 6TH FORM STUDIES**

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- SGILIAU ASTUDIO / STUDY SKILLS
- DEFNYDD O WERSI DIGYSWLLT / NON CONTACT LESSONS
- SYSTEM LLYTHYRU / LETTER SYSTEM



# Seren 6ed

## Mathemateg, Busnes ac Economeg

Darlithoedd a sesiynau tiwtorial - 'Mathematical Institute' Prifysgol Rhydychen.

[https://www.youtube.com/channel/UCLnGGRG\\_uGSPLBzhygh8dQ/playlists](https://www.youtube.com/channel/UCLnGGRG_uGSPLBzhygh8dQ/playlists)

- [Darlithoedd - London Mathematical Society](#)
- [Hanes Mathemateg BBC Radio4](#)
- [More or Less-Tarfod ystadegau gwleidyddol](#)
- [<https://maths.org/step/welcome>](#)
- [Darlithoedd Mathemateg Coleg Gresham](#)
- [NRICH Maths.](#)
- [TED Talks - Explore Mathematics](#)
- [Plus Maths](#)
- [<https://twitter.com/plusmathsorg>](#)
- [Significance Magazine](#)
- [<https://twitter.com/signmagazine>](#)
- [Maths Centre](#)
- [Numberphile](#)
- [Podcasts Mathemateg-Prifysgol Rhydychen](#)
- [Magic Numbers- Hannah Fry's Mysterious World o](#)
- [HE Plus – Economics \(Prifysgol Caergrawnt\)](#)
- [The Economist](#)
- [50 Things That Made The Modern Economy \(Podcast\)](#)
- [The Dismal Scientist Magazine \(Prifysgol Caergrawnt\)](#)
- [Economics Explained](#)
- [<https://www.youtube.com/user/JitaLounge/feature>](#)
- [Sir Darlith Richard Stone -Economics \(Prifysgol Caergrawnt\)](#)

## Gwyddoniaeth, Iechyd a Thechnoleg

- [New Scientist](#)
- [Cylchgrawn -Nature](#)
- [The Scientist](#)
- [Scientific American](#)
- [The Life Scientific \(BBC Radio 4\)](#)
- [Oxford Science Blog](#)
- [Inside Science \(BBC Radio 4\)](#)
- [iBiology](#)
- [Gresham College – Biology](#)
- [Your Genome Website](#)
- [Swansea University- Elementary Chemistry Course](#)
- [Chemistry World](#)
- [Periodic Videos \(University of Nottingham\)](#)
- [Physics Lab](#)
- [University of Warwick; Physics Department Journal Club](#)
- [CERN](#)
- [The Institute of Physics](#)
- ['I Want to Study Engineering'](#)
- [Swansea University - Engineering](#)
- [University of Cambridge – Engineering Reading List](#)
- [Meddygaeth - Future Learn](#)
- [University of Oxford Medical Sciences Podcasts](#)
- [British Medical Journal](#)
- [Prifysgol Caerdydd -Darlithoedd Iechyd](#)
- [Cyflwyniad i Nyrsio](#)
- [Isaac Computer Science](#)

## Saesneg a Drama

- [Saesneg - Writers Inspire \(University of Oxford\)](#)
- [Saesneg - Peripeteia](#)
- [Saesneg - University of Cambridge Virtual Classroom](#)
- [<https://www.planetebook.com/>](#)
- [Free classic ebooks/Elyfrau clasur am ddim](#)
- [Drama- National Theatre Live](#)
- [Saesneg a Drama - Online Shakespeare](#)
- [Future Learn - English Literature](#)
- [Barddoniaeth Saesneg - Pracrit](#)
- [Gresham College- Darlithoedd Celf a Llenyddiaeth](#)
- [Cambridge Literature Timeline](#)
- [The Poetry Society](#)
- [The Poet Seers](#)
- [Drama -Theatr Dyfelsio](#)
- [Cyfryngau - An Introduction to Screenwriting - University of East Anglia](#)

## Dyniaethau

- [Cambridge Virtual History Classroom](#)
- [History Hit](#)
- [Swansea University History Blog](#)
- [Archaeology Podcast Network](#)
- [Gresham College- Archaeology](#)
- [Geographical](#)
- [University of Cambridge, Geography Lecture on Urbanisation](#)
- [The Religious Studies Project](#)
- [Aeon Magazine](#)
- [Gresham College- Politics](#)
- [Political thinking with Nick Robinson \(BBC Radio 4\).](#)

## Chwaraeon, Celfyddydau Creadigol a Dylunio

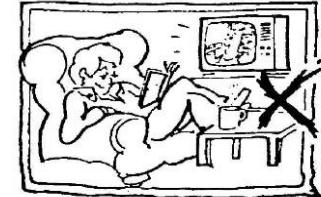
- [HE Plus – Music](#)
- [Discovering Music: Early 20th century](#)
- [The Song Appeal Podcast](#)
- [Music Map](#)
- [BBC 'Record review' and 'Composer of the week'](#)
- [Oxford Music Online](#)
- [University of Cambridge – Faculty of Music](#)
- [Celf - The Fitzwilliam Museum – Cambridge](#)
- [Celf ac Hanes -Amgueddfa Genedlaethol Cymru](#)
- [Celf-Tate Modern](#)
- [A ddysg Gorfforol -BBC Panorama Documentary- Catch Me If You Can](#)
- [TED Talk – Are athletes really getting faster, better, stronger?](#)
- [TED Talk Sports Psychology- Inside the Mind of Champion Athletes](#)
- [Addysg Gorfforol - Optimising Endurance Performance and Training in Elite Cyclist](#)
- [Clef- The National Gallery](#)
- [The New York Metropolitan Museum of Art](#)
- [Art UK](#)
- [Only Artists Podcast \(BBC Radio 4\)](#)
- [Future Learn - Fashion](#)
- [Young Architect](#)
- [Google Arts and Culture: Architecture](#)
- [Modern Building Design – University of Bath](#)

## Ieithoedd

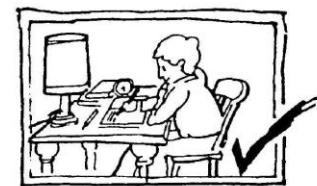
- [HE Plus – Modern Foreign Languages](#)
- [University of Oxford Languages Department](#)
- [iLove Languages](#)
- [Online Newspapers](#)

# 1. Ble i ddechrau?

## Where to start?



Cymryd cyfrifoldeb **Taking responsibility**



Creu'r lle perffaith i weithio **Perfect Place to work**

Llefydd sy'n cynnig awyrgylch addas i astudio:

- Ysgol
- Llyfrgell
- Gartref neu mewn tŷ ffrind
- Caffi – i'r rhai sy'n hoffi gweithio gyda sŵn cefndirol

## 2. Cynllunio cyfnod astudio

### Planning study periods



1. Ydw i'n gwneud hwn i fy  
hun?

**What is my motivation?**

2. A yw fy nisgwyliau yn  
realistik? **Are my expectations  
realistic?**

3. Ydw i yn y lle cywir i  
weithio?

**Do I have a correct  
working environment ?**

4. Ydw i'n gweithio ar yr amser cywir?  
**Am I working at the right time?**

5. Ydw i'n ymwybodol o beth sy'n tynnu fy  
sylw?

**What leads to me losing focus?**

### **3. Sut i astudio? How to study?**

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**Peidio gwastraffu amser** **Avoid procrastination**



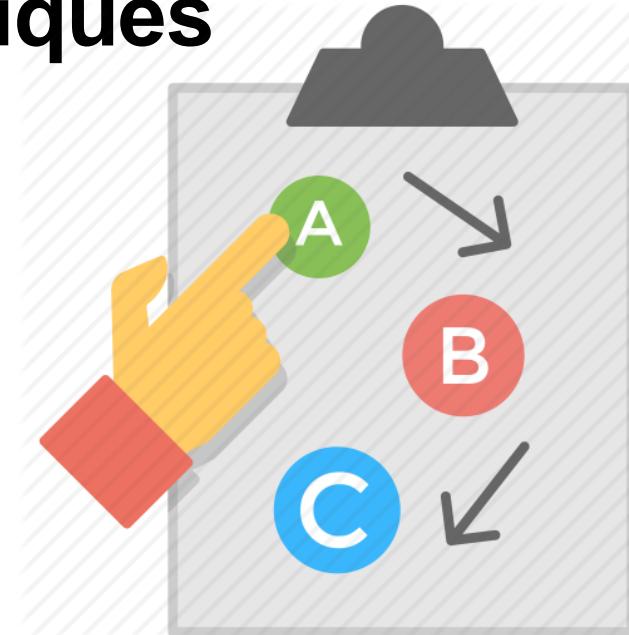
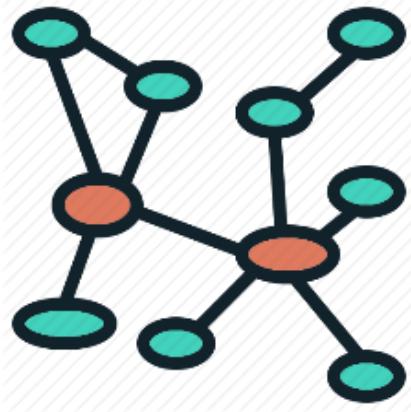
**Bod yn realistig** **Being realistic**

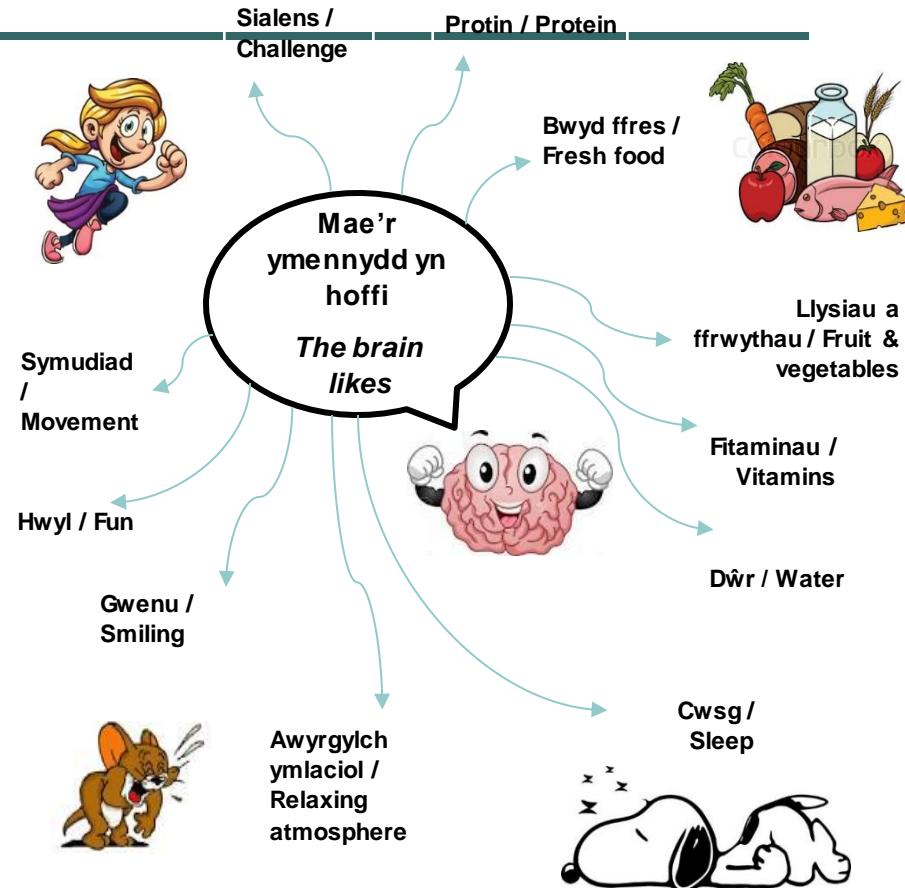
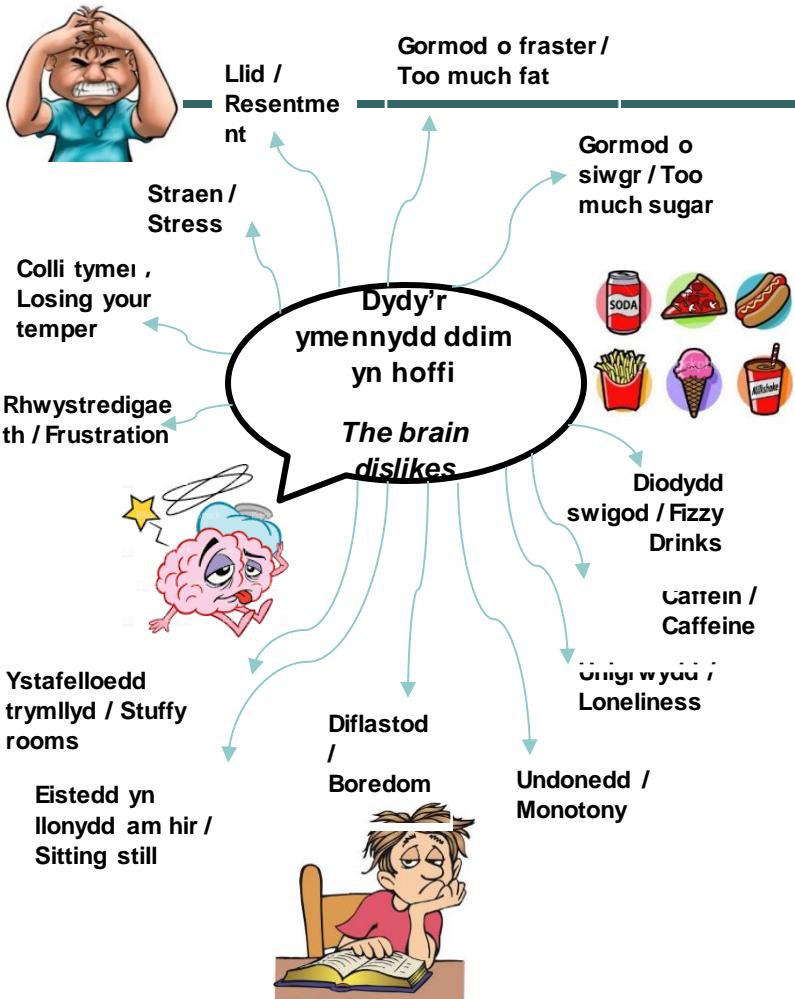
**Dysgu dan ffocws** **Have a clear focus**

# Technegau dysgu gweithredol

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## Active Learning Techniques





# Pa fath o ddysgwyr ydych chi?

## Types of learners

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# Dysgu Gweithredol / Active Learning



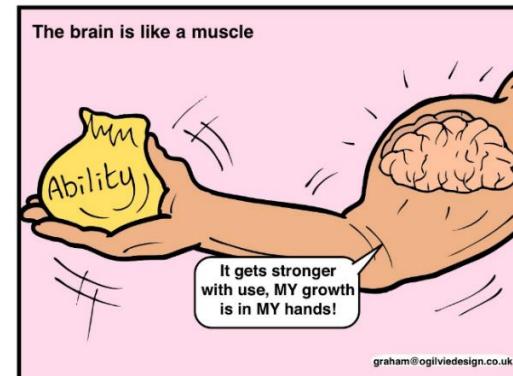
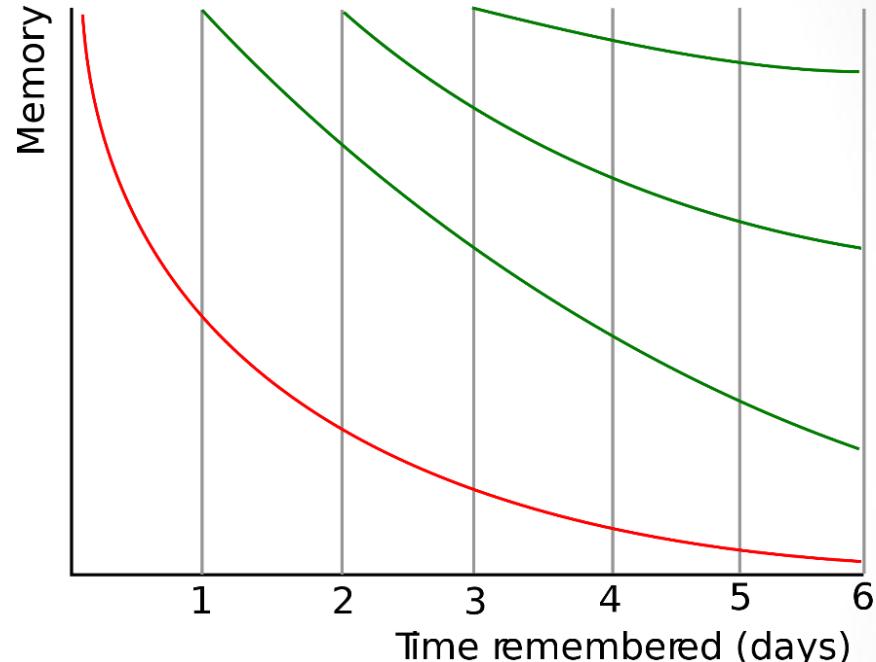
The Forgetting Curve

Mae hyn yn golygu:

Cymeryd yr hyn yr wyt wedi ei  
wneud mewn gwers ac yna  
defnyddio dulliau i wella dy  
ddealltwriaeth o'r gwaith a dy  
helpu i gofio'r gwaith ar gyfer  
profion/arholiadau.

*This means:*

*Revisiting your class notes and  
using different strategies to  
improve your understanding of the  
subject as well as  
helping you to remember the work  
in preparation for  
test/examinations.*



# Home learning approaches

## Planning framework

Ysgogi / Esbonio / Ymarfer / Myfyrio / Adolygu  
Yn addas ar gyfer CA4 a CA5



The most effective learners can self-regulate and organise their approach to learning. They are aware of their strengths and weaknesses and have well developed metacognitive strategies that help them to learn. Metacognitive strategies can be taught, and are particularly powerful when they are subject specific. These metacognitive strategies will be particularly important for your pupils if you can't be with them in the classroom, along with a consideration of how we learn and how we remember what we have learnt. This framework is for a learning sequence, and is unlikely to take place within a single session.

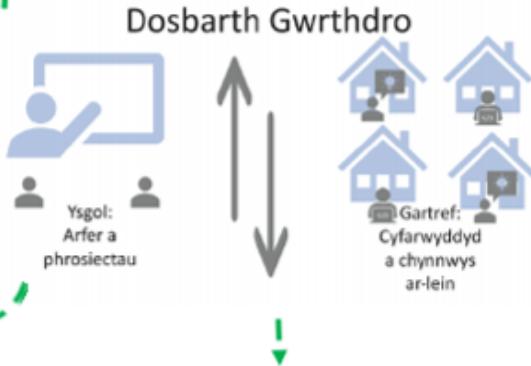
Approach	What is it?	Why include it?	Examples (online / offline)
Activate	Prompting pupils to think about what they have learnt previously, that will help them with their next steps.	An important aspect of metacognition is planning how you'll approach a task, using what you already know.	<p>Pupils watch a relevant video, then write down everything that they remember about it</p> <p>Pupils complete a short quiz (either auto- or self-marked)</p> <p>Pupils read a relevant textbook passage, then summarise the key points from memory</p> <p>Pupils add to a partially complete concept map</p> <p><b>Tip:</b> This can be as simple as reminding pupils of relevant vocabulary and could be combined with a review of previous topics.</p>
Explain	Explicitly teaching strategies to pupils and helping them decide when to use them.	Metacognitive strategies are most effective when they are context-specific, especially if pupils understand when and why to use them.	<p>Use self- or pre-made videos, focussing on explaining your thought processes (<i>why</i>), as well as demonstrating the strategy itself (<i>how</i>)</p> <p>Use a visualiser to model your thinking, as you complete a series of worked examples</p> <p>Use examples in textbooks, giving additional guidance about when and why strategies are used</p> <p>Use a series of worked examples, with particular emphasis on explaining each step: for example, by annotating them</p> <p><b>Tip:</b> Limit the amount of new information you introduce in a particular session, and break explanations into short chunks, where possible.</p>
Practise	Pupils practising strategies and skills repeatedly, to develop independence.	Pupils need to practise new strategies, to develop independence. Scaffolds and support are needed at first, but should decrease over time.	<p>A video leading pupils through a series of practice questions, reducing the guidance with each example</p> <p>A series of questions with partial prompts for each one, and links to further help online when needed</p> <p>Scaffolding—knowledge organisers, essay prompts, bookmarks, structure strips, sentence starters</p> <p>Model answers to questions, with prompts for pupils to explain each step or analyse why they were carried out</p> <p><b>Tip:</b> Consider how tasks can be split up into components, and help pupils to practise these individually before combining them into larger tasks.</p>
Reflect	Pupils reflecting on what they have learnt after they have completed a piece of work.	Self-regulated learners use tasks they have completed to evaluate what went well, and what they will do differently next time.	<p>Videos taking pupils through key learning points for the group as a whole, after they have submitted (or marked) a set of work. Include prompts to help pupils with self-evaluation</p> <p>Short quizzes after activities, supporting pupils to think about what they have learnt, what they had trouble with, and any further help that they think is needed</p> <p>Prompt sheets that help pupils to evaluate their progress, with ideas for further support</p> <p><b>Tip:</b> You can introduce prompts before you reach the end of a learning sequence too, so that pupils can monitor their progress and access appropriate support, if needed.</p>
Review	Revisiting previous learning after a gap.	Retrieving things from memory, particularly after you've started to forget them; aids long-term retention.	<p>Short online quizzes that include questions from previous topics, as well as more recent ideas</p> <p>A 'brain dump' of everything that pupils can remember about a previous topic, with a follow-up activity to correct anything that was wrong, and add anything that was missed, using textbook or other resources</p> <p><b>Tip:</b> A review needn't be a complex task—simply trying to summarise a topic for somebody else is a helpful review.</p>

# Model Dysgu Cyfunol Plasmawr 2020

## Sut i wneud hyn

Addysgu wyneb yn wyneb yn rhoi esboniad, cwestiynau, enghreifftiau parod, modelau, sgaffald, trafodaeth ac adborth wedi'u strwythuro'n ofalus.

Disgyblion yn cymhwys o'r wybodaeth a'r ddealltwriaeth a ddatblygwyd ar-lein. I gychwyn, gall yr athro arwain hyn yn agos. Er hynny, daw disgyblion yn fwyfwy annibynnol.



Bydd athrawon yn rhoi sylw i gwestiynau a chamsyniadau yn yr ysgol ac wrth ddarparu cyfarwyddiadau ar-lein. Defnyddir asesu i adnabod meysydd i'w datblygu a'r camau nesaf yn y dysgu.

Athrawon yn cyflwyno esboniadau fideo ac/neu sain fel gwersi byw (cydamserol) i egluro cysyniadau a dysgu newydd. Mae gwersi fyw wedi'i chynllunio o gwmpas camau dysgu bach a thasgau addysgu sydd wedi'u diffinio a'u gosod yn glir. Bydd y sesiynau hyn yn cyd-fynd â, ac yn cyfoethog i'r gweithgareddau a gyflwynir wyneb yn wyneb.

Athrawon, yr 'arbenigwyr', yn rhoi cyflwyniad. Gall disgyblion gyflwyno cwestiynau neu wneud sylwadau ar gyfleuster sgwrsio.

Gall y disgyblion gwblhau tasgau yn barod am brosiectau wyneb yn wyneb.

# Rheoli Amser

# Time Management

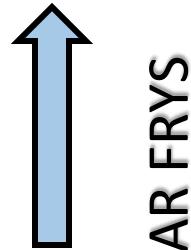


# Blaenorriaethu

# Prioritise



PWYSIG



AR FRYS

**PWYSIG ac AR FRYS**

**AR FRYS ond nid yw'n  
BWYSIG**

**PWYSIG ond nid yw AR  
FRYS**

**Nid yw'n BWYSIG nac AR  
FRYS**

## Wythnos yn dechrau

## Wythnos 1



Ysgol



	1	2	3	4	5	6	4yh	5yh	6yh	7yh	8yh	9yh
Llun	Saes 3A4	Hanes EM C2	AC VP	AC RED	TG KG G3							
Mawrth		AC VP			Hanes EM C2	Saes KJ						
Mercher	Saesneg KJ				Hanes EM C2							
Iau	BAC	Saes CALL 2A1			Saes CALL 2A1	BAC						
Gwener	Hanes GT 3B3				Saes CALL 2A1							
	10yb	11	12	1yh	2	3	4	5	6	7	8	9
Sadwrn												
Sul												



# Fy Wythnos 1

Ysgol



	1	2	3	4	5	6	7	8	4	5	6	7	8	9	10	11
Llun	BAC	Darllen Heart of Darkness	Saesneg CAH			Dysgu gwybodaeth ffragog	Gwener gyrrd					Darllen	Heart of Darkness			
Mawrth	Ffrangeeg CAT		Saesneg 3A4			Ail ddrafft traethawd Ffrangeeg - Ystw.					Gym gyda down:		Nodiadau ar Pennod 3 - Heart of Darkness.			
Mercher	FFr BK	Dysgu gwirfodol ffrangeeg		Sae RJ		Cynllun traethawd Saesneg + dyfyniadau.					← TESCO. (GWANTH)					
Iau	Seicoleg			Saes SJ		Traethawd Saesneg							→ Gwylia Ffilm Ffrangeeg.			
Gwener	Gwaith Gwirfoddol BAC					Darllen nodiadau Theatr pavib	Seicoleg		← ZUMBA! →			Parti Lowri				
	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11
Sadwrn			← TESCO. (GWANTH)			→	Dre prynu traethawd newydd.					Gorffen traethawd Saesneg.				
Sul							Cwestiynol Cyn-bapur Seicoleg.					Dechlawn traethawd Ffrangeeg.	→	Darllen Heart of Darkness.		

# **BUGEILIAETH/ PASTORAL**

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# **COFRESTRU/ REGISTRATION**

# **MENTORA/ MENTORING**



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# **ETHOS CHWECHED**

## **6<sup>TH</sup> FORM ETHOS**

# **GWISG Y CHWECHED DOSBARTH**

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## **6th FORM UNIFORM**





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# CYFRANOGIAD

## COMMUNITY PARTICIPATION

- MAPs
  - CCCs
  - DIPs
  - Llyfrgellwyr
  - Newid Ffem
  - BALCH
  - DIGON



# Her y Gymuned



**CLWB YMLACIO PLASMAWR**

Cyfle i ddysgu am ffyrdd o ymlacio ac hefyd cael amser tawel yn ystod prysurdeb y diwrnod ysgol:

- ❖ Technegau Anadlu
- ❖ Chill Skills
- ❖ Lliwio, Crefftaw
- ❖ Cerdidoriaeth Ymlacio
- ❖ Sgiliau Adolygu/Delio

gyda straen arholiadau

**Amser Cinio, 1 o'r gloch:**  
Dydd Mawrth,  
Dydd Mercher,  
Dydd Iau a  
Dydd Gwener  
yn **3B4**

## Community Challenge

I may not have gifts, Money or any kind of present you're worth, I offer my friendship and my heart to you. Please remember, I never played <sup>with</sup> ruby before with you around, I played and enjoyed. It has been a long time since I smiled after exams but you just <sup>had</sup> ~~have~~ to touch my heart and I smiled.

Whilst volunteering in Lesotho in June 2016, I learnt about the African tradition of poetry and read classic English children's books to the children. It was interesting to compare the rhythmic oral style with the more considered written stories, although both relied on repetition.

(Beca , English)



The volunteering opportunity has enabled me to assemble a mental health group with younger students. Through this experience, I have learnt to be more sympathetic to the pupils' needs and has developed my interpersonal skills.  
( Georgia , Speech and Language Therapy)

I believe that the Global Citizenship Challenge in the Welsh Baccalaureate has also played a significant role in my studies; considering solutions to matters such as the recent refugee crisis has furthered my **critical thinking** ability while being at the heart of the Welsh Assembly, for my individual project I plan to **research** the causes and results of devolved Welsh Government.  
(Elis , International Politics)

By completing the Welsh Baccalaureate I have developed several **unique skills** that help me stand out as an individual. I have shown **strong research and communication skills** by presenting solutions to the global water shortage in a conference at school.

( Laura, Biomedical Science)

Within Welsh Bac, group tasks have allowed me to develop and **perfect key skills** such as **teamwork** and **time management**. Teamwork is an important skill to have in order to thrive in the field of Marine Biology for working with a group of people is a large part of the job. Having **communication skills** will not only help me in the modules but also it will make me **confident** to prosper in the fieldwork for I will have the right attitude when exploring and learning new things.

(Nia, Marine Biology)

These skills also proved useful in the Welsh baccalaureate Enterprise and Employment ability challenge. In this project I was assigned the role of **team leader**. The challenge required the creation of a business based on monetary themes where I was then required to **present** it to a team of experts from NatWest bank. The principle skills I was able to develop were teamwork and **leadership** through having to motivate, assist and communicate with members of the team individually and collectively.

(Jessica, Management with Spanish)

# Cynigion Blwyddyn 13

University	Subject	Offer
Liverpool	Law	ABB BB + A (BAC)
Birmingham	Business Management and Marketing	ABB (A or B in the BAC)
Cardiff	Medicine	A in the BAC and AA ( Must Include Chemistry)
Exeter	Politics and International Relations	A in the BAC and AA ( All grades equivalent to other subjects )
Bath	Accounting and Finance	AAA ( Must include Mathematics) AAB + ( B BAC)
Bristol	Zoology	AB (Biology/ Maths) + A BAC

## Year 13 University Offers



# AMSERLEN Y FLWYDDYN

- HYDREF a RHAGFYR - (Tracio 1 a 2) Crynodeb o Gynnydd
- RHAGFYR 8-18 - Cyfnod o ffug arholiadau
- CHWEFROR 4- Noson Rieni
- EBRILL 2 - Adroddiad Academaidd Llawn
- MAI 14 - Arholiadau UG
- MEHEFIN 14 - Cyrsiau A2 a chyfnod y Fagloriaeth
- GORFFENNAF 12-16 - Cyfnod o Brofiad Gwaith



# THIS YEAR'S TIMETABLE

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- OCTOBER & NOVEMBER - (Tracking 1 and 2) Interim Report
- DECEMBER 8-18 - Mock Examinations
- FEBRUARY 4- Parents' Evening
- APRIL 2 - Full Academic Report
- MAY 14 - AS Exams
- JUNE 14 - A2 Courses and Baccalaureate study
- JULY 12-16 - Work Experience Period



# CYSYLLTU CONTACT

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