



PUPILS COLLABORATION
LEARNING
FUTURE
MANAGEMENT
LEADERSHIP SKILLS




SCHOOL SELF-EVALUATION GUIDELINES 2016-2020 Primary




EDUCATION FOR LIFE
FIELDWORK
PROJECTS
SKILLS AND ATTITUDES
TEACHING
TECHNOLOGIES
CURRICULUM
TEAM
OPERATION
LEARNING



Table 1: Quality Framework for Primary Schools – Overview

		DOMAINS	STANDARDS	
TEACHING AND LEARNING	Learner outcomes	Pupils: enjoy their learning, are motivated to learn, and expect to achieve as learners have the necessary knowledge and skills to understand themselves and their relationships demonstrate the knowledge, skills and understanding required by the primary curriculum achieve the stated learning objectives for the term and year		Supported by 
	Learner experiences	Pupils: engage purposefully in meaningful learning activities grow as learners through respectful interactions and experiences that are challenging and supportive reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning experience opportunities to develop the skills and attitudes necessary for lifelong learning		Supported by 
	Teachers' individual practice	The teacher: has the requisite subject knowledge, pedagogical knowledge and classroom management skills selects and uses planning, preparation and assessment practices that progress pupils' learning selects and uses teaching approaches appropriate to the learning objectives and to pupils' learning needs responds to individual learning needs and differentiates teaching and learning activities as necessary		Supported by 
	Teachers' collective / collaborative practice	Teachers: value and engage in professional development and professional collaboration work together to devise learning opportunities for pupils across and beyond the curriculum collectively develop and implement consistent and dependable formative and summative assessment practices contribute to building whole-staff capacity by sharing their expertise		

For example, a school may decide to focus on the area of differentiation within the domain of teachers' individual practice. The relevant statements of effective practice and highly effective practice are:

STANDARD	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE	
<i>The teacher selects and uses teaching approaches appropriate to the learning objective and to pupils' learning needs.</i>	Teachers meaningfully differentiate content and activities in order to cater for the varying needs and abilities of pupils.	Teachers meaningfully differentiate content and activities in order to ensure that all pupils are challenged by the learning activities and experience success as learners.	Supported by 

Once the process of gathering and considering evidence is completed, the statement of effective practice should be used by the school to identify aspects of their practice that correspond to it. The school will also identify some aspects of practice that are more closely aligned to the highly effective practice and, perhaps, aspects where practice is less than effective. Both the statement of effective practice and the statement of highly effective practice will also help identify specific areas that teachers should focus on in order to bring about and sustain improvements. These may include *meaningful differentiation* or ensuring that *all learners experience success and challenges* in their learning.






The statements of practice – teaching and learning

DOMAIN 1: LEARNER OUTCOMES







STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Pupils enjoy their learning, are motivated to learn and expect to achieve as learners	Pupils' enjoyment in learning is evident and is often linked to a sense of making progress and of achievement. Their engagement with learning contributes to their sense of well-being.	Pupils' enjoyment in learning is evident and arises from a sense of making progress and of achievement. Their engagement with learning contributes to their sense of well-being. ✓
	Pupils are motivated to learn, and this is often linked to having a clear sense of attainable learning outcomes.	Pupils are motivated to learn through having a clear sense of attainable and challenging learning outcomes. ✓
	Pupils see themselves as learners and demonstrate this in their positive approach to classwork and homework.	Pupils see themselves as learners and demonstrate this in their positive and reflective approach to classwork and homework. ✓
Pupils have the necessary knowledge, skills and attitudes required to understand themselves and their relationships	Pupils demonstrate a knowledge, appropriate to their stage of development, of their own behaviour as individuals and as members of a group. They can apply this knowledge to manage situations and to support their well-being.	Pupils demonstrate a knowledge, appropriate to their stage of development, of their own behaviour as individuals and as members of a group. They apply this knowledge thoughtfully to manage situations and to support their well-being.
	Pupils have the skills to modify and adapt their behaviour when required.	Pupils have the skills to modify and adapt their behaviour when required, and recognise the need to do so themselves .
	Pupils demonstrate an enquiring attitude towards themselves and those around them.	Pupils demonstrate an enquiring and open-minded attitude towards themselves and those around them.
Pupils demonstrate the knowledge, skills and understanding required by the primary curriculum	Pupils' subject-specific skills and attitudes are developed in accordance with the Primary School Curriculum.	Pupils' subject-specific skills and attitudes are developed in accordance with the Primary School Curriculum. ✓
	The pupils' knowledge, skills and understanding for the specific subjects of the curriculum are at a good standard in accordance with the objectives, skills and concepts of the Primary School Curriculum.	The pupils' knowledge, skills and understanding for the specific subjects of the curriculum are at a very good standard in accordance with the objectives, skills and concepts of the Primary School Curriculum.
	The overall attainment of the pupils is improving or is at a good standard in accordance with the objectives and skills of the Primary School Curriculum.	The overall attainment of the pupils is improving or is at a very good standard in accordance with the objectives and skills of the Primary School Curriculum. ✓

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Pupils achieve the stated learning objectives for the term and year	Pupils achieve the intended learning objectives of the lesson, which have been appropriately differentiated where necessary.	Pupils achieve, and at times surpass , the intended learning objectives of the lesson, which have been appropriately differentiated where necessary. ✓
	Pupils demonstrate that they have achieved the stated learning objectives for the term and year, which have been appropriately differentiated where necessary.	Pupils demonstrate that they have achieved, and at times surpassed , the stated learning objectives for the term and year, which have been appropriately differentiated where necessary. ✓
	Pupils' achievement in summative assessments, including standardised tests, is in line with or above realistic expectations.	Pupils' achievement in summative assessments, including standardised tests, is in line with or above realistic expectations. ✓

DOMAIN 2: LEARNER EXPERIENCES

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Pupils engage purposefully in meaningful learning activities	Pupils demonstrate high levels of interest and participation in learning.	Pupils demonstrate very high levels of interest and participation in learning. 
	They are able to work both independently and collaboratively in a purposeful manner.	They are able to work both independently and collaboratively in a very purposeful and productive manner . 
	They understand and can explain the purpose of the learning tasks they are engaged in.	They understand and can explain the purpose of the learning tasks they are engaged in, and can extend and develop the activity meaningfully . 
	They are able to report on, present, and explain the process and outcome of learning activities to a competent level.	They are able to report on, present, and explain the process and outcome of learning activities to a highly competent level . 
Pupils grow as learners through respectful interactions and experiences that are challenging and supportive	Interactions among pupils and between pupils and teachers are respectful and positive, and conducive to well-being.	Interactions among pupils and between pupils and teachers are very respectful and positive , and conducive to well-being.
	Relationships and interactions in classrooms and learning areas support a co-operative and productive learning environment.	Relationships and interactions in classrooms and learning areas create and sustain a co-operative, affirming and productive learning environment.
	Pupils' experiences as learners generally reflect well on how the code of behaviour is understood and implemented.	Pupils' experiences as learners reflect consistently well on how the code of behaviour is understood and implemented.
	Pupils feel able to contribute their opinions and experiences to class discussion. They listen respectfully to the opinions and experiences of their classmates.	Pupils contribute their opinions and experiences to class discussion with confidence . They are respectful of and interested in the opinions and experiences of their classmates.
	They ask questions and suggest possible solutions confidently. They are willing to risk incorrect responses, and accept that mistakes are part of the learning process.	They ask questions and suggest possible solutions very confidently . They are willing to risk incorrect responses, and understand the value of making mistakes, using them as learning opportunities .
	They demonstrate a sufficient level of motivation to engage and persist with increasingly challenging work.	They demonstrate a high level of motivation , and enjoy engaging and persisting with increasingly challenging work. 



STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE	
<p>Pupils reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning</p>	<p>Pupils assess their progress and are aware of their strengths and areas for development as learners.</p>	<p>Pupils assess their progress realistically and can describe their strengths and areas for development as learners. ✓</p>	
	<p>They take pride in their work and follow the guidance they receive to improve it.</p>	<p>They have a sense of ownership of their work, take pride in it, and take responsibility for improving it. ✓</p>	
	<p>They reflect on their behaviour and attitude to learning, and are able to contribute to setting meaningful goals for themselves.</p>	<p>They reflect on their behaviour and attitude to learning, and are able to set meaningful personal goals as a result of their reflection. ✓</p>	
	<p>Where the curriculum provides opportunities to do so, pupils are able to negotiate their learning thereby increasing their autonomy as learners.</p>	<p>Where the curriculum provides opportunities to do so, pupils negotiate their learning thereby increasing their autonomy and effectiveness as learners. ✓</p>	
	<p>Pupils take responsibility for their own learning, and use the learning resources provided to them to develop their skills and extend their knowledge.</p>	<p>Pupils take responsibility for their own learning, and use both the learning resources provided to them, and those that they source themselves, to develop their skills and extend their knowledge. ✓</p>	
<p>Pupils experience opportunities to develop the skills and attitudes necessary for lifelong learning</p>	<p>Pupils make meaningful connections between learning in different subjects and areas of the curriculum.</p>	<p>Pupils make meaningful and authentic connections between learning in different subjects and areas of the curriculum.</p>	
	<p>Pupils make meaningful connections between school-based learning and learning that takes place in other contexts.</p>	<p>Pupils make meaningful and authentic connections between school-based learning and learning that takes place in other contexts</p>	
	<p>Pupils can, with some guidance, transfer and apply skills learned in one context to another context.</p>	<p>Pupils can, of their own initiative, transfer and apply skills learned in one context to another context ✓</p>	
	<p>Pupils are aware of the key skills underpinning the curriculum and of their relevance to present and future learning.</p>	<p>Pupils can explain the key skills underpinning the curriculum and understand their relevance to present and future learning.</p>	
	<p>They take the opportunities provided by curricular and other learning experiences to apply and develop these key skills.</p>	<p>They take the opportunities provided by curricular and other learning experiences to apply and develop these key skills consciously and deliberately.</p>	
	<p>Pupils have an age-appropriate understanding of the concept of lifelong learning, and are well disposed to continuing education and training.</p>	<p>Pupils have an age-appropriate understanding of the concept of lifelong learning, and see themselves engaging in continuing education and training.</p>	

DOMAIN 3: TEACHERS' INDIVIDUAL PRACTICE

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
<p>The teacher selects and uses planning, preparation and assessment practices that progress pupils' learning</p>	<p>Teachers' plans identify clear, relevant learning objectives that are contextualised to pupils' learning needs.</p>	<p>Teachers' plans identify clear, relevant learning objectives that are contextualised to pupils' learning needs. Learning objectives reflect a developmental and incremental approach to progressing pupils' learning.</p>
	<p>Teachers design and prepare in advance a sequence of learning tasks and activities suitable for the specific learning objectives of the lesson or series of lessons.</p>	<p>Teachers design and prepare in advance a sequence of learning tasks and activities suitable for the specific learning objectives of the lesson or series of lessons. The lesson design is flexible to allow for emerging learning opportunities.</p>
	<p>Teachers identify and prepare in advance resources suitable for the specific learning objectives of each lesson, or series of lessons, and the learning needs of the class.</p>	<p>Teachers identify and thoroughly prepare in advance resources tailored to match the specific learning objectives of each lesson, or series of lessons, and individual pupils' learning needs.</p>
	<p>Teachers' preparation includes preparation for the differentiation of learning objectives and learning activities, and is informed by meaningful use of data.</p>	<p>Teachers' preparation includes preparation for the differentiation of learning objectives and learning activities, including personalised learning opportunities, and is informed by meaningful use of data.</p>
	<p>Teachers plan for assessing pupils' attainment of the intended learning objectives of the lesson, or series of lessons, using both assessment of learning and assessment for learning.</p>	<p>Teachers plan for assessing all relevant aspects of pupils' learning using both assessment of learning and assessment for learning.</p>
	<p>Teachers' assessment practices include not only assessment of knowledge but also assessment of skills and dispositions.</p>	<p>Teachers' assessment practices include not only assessment of knowledge but also assessment of skills and dispositions. Teachers tailor assessment strategies to meet individual learning needs.</p>
	<p>Teachers regularly provide pupils with constructive, developmental oral and written feedback on their work.</p>	<p>Teachers regularly provide pupils with constructive, developmental oral and written feedback. Teachers use feedback to work with pupils on clear strategies for improvement.</p>
	<p>Teachers share success criteria with pupils so that they can assess their own learning through self-assessment and peer assessment.</p>	<p>Teachers share success criteria with pupils so that they can assess their own learning through self-assessment and peer assessment, and identify strengths, areas for improvement and strategies to achieve improvement.</p>
<p>Teachers maintain assessment records that are clear, useful and easy to interpret and share.</p>	<p>Teachers maintain assessment records that are clear, useful, easy to interpret and share, and tailored to pupils' individual learning needs.</p>	



STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
<p>The teacher selects and uses teaching approaches appropriate to the learning objective and to pupils' learning needs</p>	<p>Teachers strategically select and use approaches to match the learning objective of the lesson and meet the learning needs of pupils.</p> <p>Teachers deliver good-quality instruction which is directed at eliciting pupil engagement. Teachers maintain a balance between their own input and productive pupil participation and response.</p> <p>Teachers use a range of questioning techniques effectively for a variety of purposes including stimulating substantial pupil responses and facilitating deeper engagement with lesson content.</p> <p>Teachers meaningfully differentiate content and activities in order to cater for the varying needs and abilities of pupils.</p> <p>Teachers purposefully develop relevant literacy and numeracy skills during lessons.</p> <p>Teachers enable pupils to make meaningful links between lesson material and their learning in other subjects and elsewhere.</p>	<p>Teachers strategically select and use approaches to match the learning objective of the lesson, meet the learning needs of pupils, and open up further learning opportunities.</p> <p>Teachers deliver highly effective instruction which is directed at eliciting deep pupil engagement. Teachers skilfully manage their own input to optimise pupil participation and response.</p> <p>Teachers use a range of questioning techniques effectively for a variety of purposes including stimulating substantial pupil responses, facilitating deeper engagement with lesson content and extending learning beyond the lesson.</p> <p>Teachers meaningfully differentiate content and activities in order to ensure that all pupils are challenged by the learning activities and experience success as learners.</p> <p>Teachers integrate relevant literacy and numeracy skills into the fabric of the lesson.</p> <p>Teachers enable pupils to make meaningful links between lesson material and their learning in other subjects and to transfer their learning to unfamiliar experiences.</p>
<p>The teacher responds to individual learning needs and differentiates teaching and learning activities as necessary</p>	<p>Teachers are aware of pupils' individual learning needs, and adapt teaching and learning practices to help pupils overcome challenges.</p> <p>Teachers engage with pupils' opinions, dispositions, and contexts, and modify their teaching practice to build on opportunities and address any limitations that they present.</p>	<p>Teachers are aware of pupils' individual learning needs, and design and implement personalised interventions to help pupils overcome challenges.</p> <p>Teachers engage with pupils' opinions, dispositions, and contexts, and modify their teaching practice to build on opportunities and address any limitations that they present. Teachers empower pupils to exploit these opportunities and overcome their limitations.</p>

