



Powerstown Educate Together National School

Roll number 20384J

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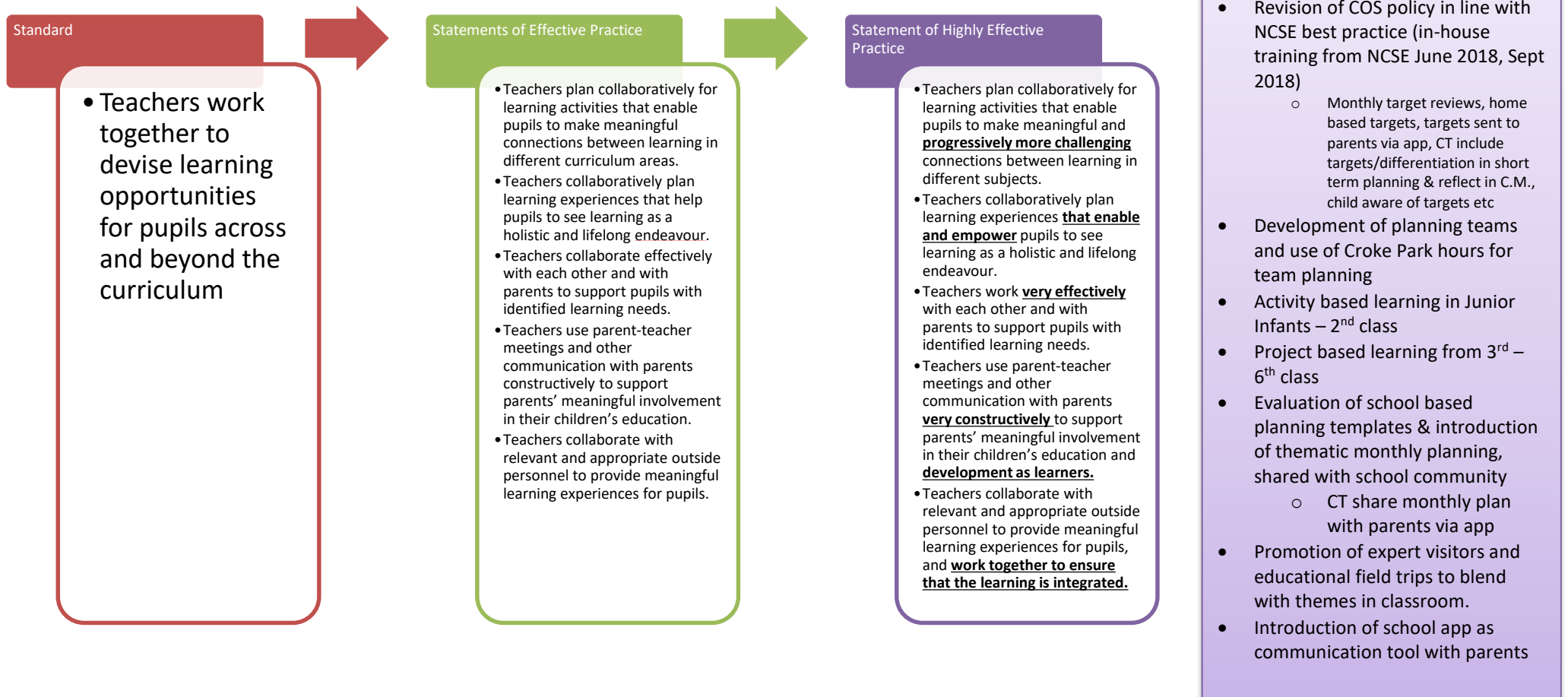
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SCHOOL SELF EVALUATION SUMMARY FOCUS ON ASPECTS OF TEACHING AND LEARNING



Standard

- The teacher selects and uses planning, preparation and assessment practices that progress pupils' learning

Statements of Effective Practice

- Teachers' plans identify clear, relevant learning objectives that are contextualised to pupils' learning needs.
- 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.
- 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.
- Teachers' preparation includes differentiation of learning objectives and learning activities, and is informed by meaningful use of data.
- 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.
- Teachers' assessment practices include not only assessment of knowledge but also assessment of skills and dispositions.
- Teachers regularly provide pupils with constructive, developmental oral and written feedback on their work.
- Teachers share success criteria with pupils so that they can assess their own learning through self-assessment and peer assessment.
- Teachers maintain assessment records that are clear, useful and easy to interpret and share

Statement of Highly Effective Practice

- 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.**
- 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.**
- 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.**
- 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.
- Teachers plan for assessing **all relevant aspects of pupils' learning** using both assessment of learning and assessment for learning.
- 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.**
- Teachers regularly provide pupils with constructive, developmental oral and written feedback. **Teachers use feedback to work with pupils on clear strategies for improvement.**
- 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.**
- Teachers maintain assessment records that are clear, useful, easy to interpret and share, **and tailored to pupils' individual learning needs.**

SCHOOL BASED ACTIVITIES:

- School based planning templates
- Curriculum objectives in SCHOOL PLANS, content specific objectives in teacher's short term planning
- Learning content detailed (tasks and activities) detailed in monthly plans – which replace termly plans
- Differentiation of learning tasks, clearly detailed in fortnightly planning, and specific differentiation evident for COS pupils, & progress detailed in reflection / evident in planning.
- Assessment of learning and assessment for learning strategies present in class:
 - AfL – WALT, WILF, KWL, rubrics shared with pupils, constructive feedback, open questions, learning logs, Self assessment-traffic lights/trays, self-correction (eng correction signals) etc.
 - AoL: regular summative assessments, results recorded on Aladdin and shared with pupils/parents. Teachers' planning reflects results
- Class based and individual based assessment folders in classrooms