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**Linking Self-Assessment Plan to Looking at Our School 2022: A Quality Framework for Primary Schools and Special Schools**

* **Learning and Teaching**

*Domain Two: Learner Experiences*

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| **Standard** | **Statements of Effective Practice** | **Statement of Highly Effective Practice**  |
| **Pupils reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning** | Pupils assess their progress and are aware of their strengths and areas for development as learners.  | Pupils assess their progress realistically and can describe their strengths and areas for development as learners. |
|  | Pupils take pride in their learning and follow the guidance they receive to improve it. | Pupils have a sense of ownership of their learning, take pride in it, and take responsibility for improving it. |
|  | Pupils reflect on their behaviour and attitude to learning, and are able to contribute to setting meaningful goals for themselves. | Pupils reflect on their behaviour and attitude to learning, and are able to set meaningful personal goals as a result of their reflection. |

*Domain Three: Teachers’ Individual Practice*

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| **Standard** | **Statements of Effective Practice** | **Statement of Highly Effective Practice**  |
| **The teacher selects and uses preparation and assessment practices that progress pupils’ learning** | Teachers share success criteria with pupils so that they can assess their own learning through self-assessment and peer assessment. | Teachers share and co-create success criteria with pupils so that they can assess their own learning through self-assessment and peer assessment, and identify areas for improvement and strategies to achieve improvement. |