

Partnerships



Relationships

Do current practices have a positive impact on learning, teaching and assessment?

How do we build, maintain and sustain caring relationships within our school community?

How do our caring relationships impact positively on children's engagement and motivation?



How do our caring relationships impact positively on children's learning?

How do our caring relationships impact positively on our school community?

Transitions & Continuity

Do current practices have a positive impact on learning, teaching and assessment?

How do we currently share information about learning from class to class/ SET to class/ special class to mainstream?

How do we build, maintain and develop relationships between our school and preschool/post-primary schools and special schools?

Do the structures we have in place help support children and their families during times of transitions?

What inclusive practices do we have to support the transition of our children into and out of school?



Inclusive Education & Diversity

How do our inclusive practices have a positive impact on learning, teaching and assessment?

How do we provide inclusive learning experiences in our everyday practice?

How do our values and practices foster a sense of belonging in our school?



How do we nurture inclusive learning environments in our school?

How are children's home languages, cultures, identities and lived experiences affirmed and valued in our school?

Assessment and Progression

What assessment practices have the most positive impact on learning and teaching and ensure inclusive and empowering experiences for children?

In what ways do we, and can we, use assessment information to best empower learners and inform our decisions as professionals?

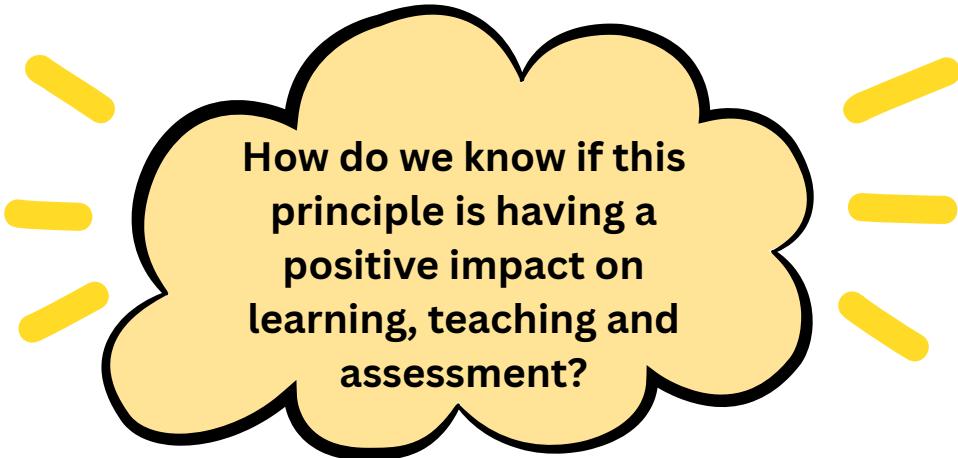
In what ways do we support, monitor, and celebrate progression across the school? How do we share this information with children, parents, teachers and other professionals in collaborating to support children?



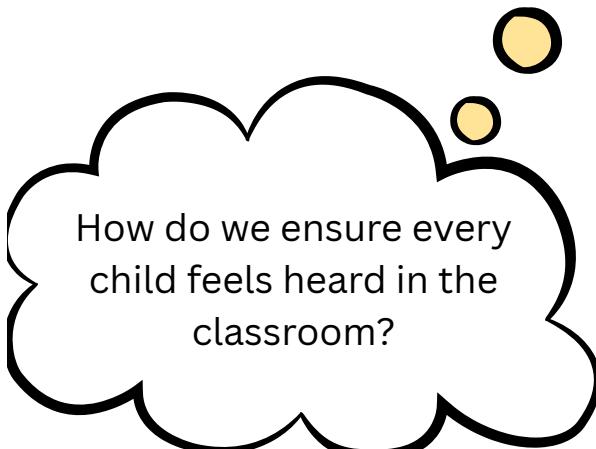
How can we meaningfully involve children in the assessment of their learning?

What are the purposes for which we assess, and how can we ensure our practices are meaningful, to ensure that assessment is integral to teaching and learning?

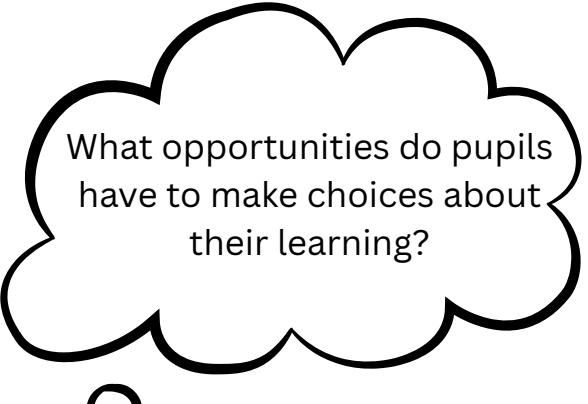
Engagement & Participation



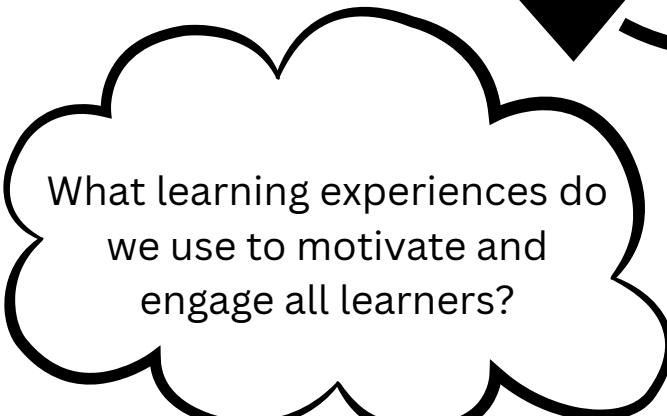
How do we know if this principle is having a positive impact on learning, teaching and assessment?



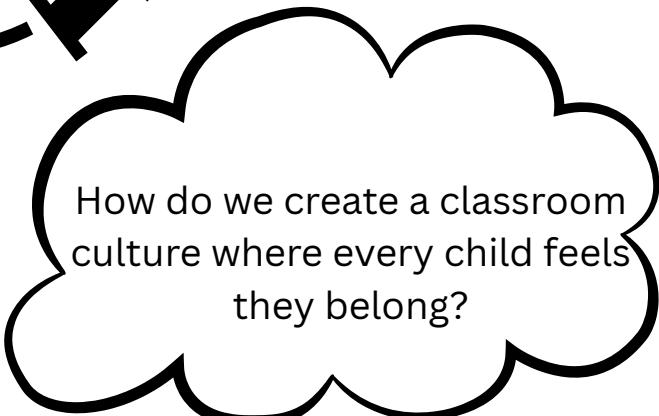
How do we ensure every child feels heard in the classroom?



What opportunities do pupils have to make choices about their learning?



What learning experiences do we use to motivate and engage all learners?



How do we create a classroom culture where every child feels they belong?



Learning Environments

How do we maximise our use of indoor and outdoor spaces ?

Does our current use of learning environments have a positive impact on learning, teaching and assessment?

How do our environments change over time to reflect children's learning journeys and evolving interests? e.g. changing classroom layout/seating/table names.

How do we ensure that our learning environments are inclusive of all children?

How do our classroom routines and layout promote independence and choice for all children?



Pedagogy

Do current pedagogical approaches impact positively on learning and teaching and assessment?

Do you use a variety of pedagogical approaches in providing learning experiences for children?

How do you ensure that all children are provided with appropriate and engaging learning experiences?

How do you use prior knowledge of children's learning to inform your decisions about what children learn, the sequence in which they learn and the pace at which they learn?

Do we incorporate play and playful experiences into children's learning at all ages?

