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KOSOVAN PEER LED QUALITY ASSURANCE MODEL

# MUNICIPALITY PEER LED SCHOOL QUALITY ASSURANCE REPORT

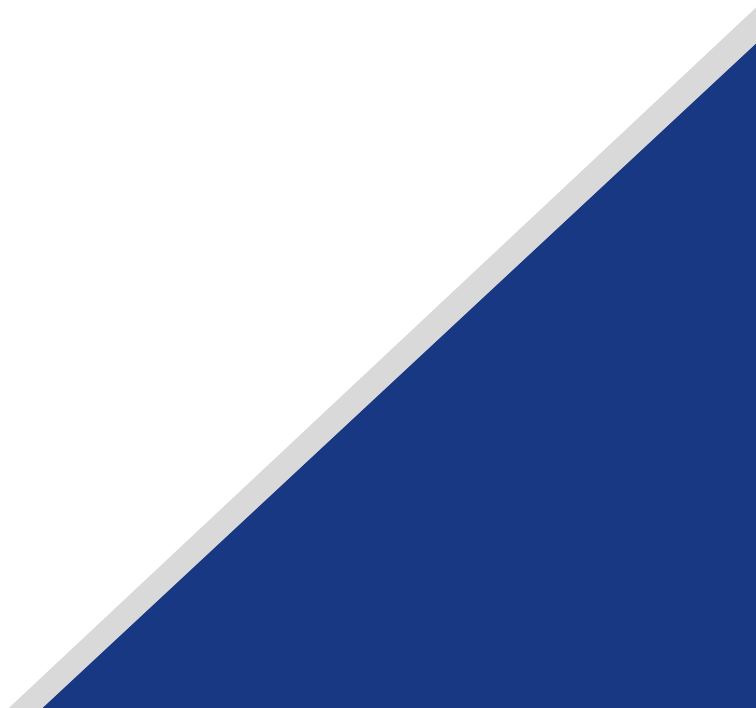
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"Support to basic and upper secondary education" Project





<b>Name of School</b>	
<b>Date of evaluation</b>	
<b>Team members</b>	



# 1. MANAGEMENT AND GOVERNANCE

## 1.1. Governing bodies work effectively to represent interests of the school community

<b>School performance indicators with examples</b>
The views of parents, school staff and students taken into account in the school's decision making process.
<b>Comments with evidence</b>
<b>Commendations</b>
<b>Recommendations</b>

**1.2. Student assessment data is analysed by the school management and informs decision making**

<b>School performance indicators with examples</b>	<b>Examples and questions for assessing the school's performance in relation to each indicator</b>	<b>Possible sources of evidence that can be triangulated</b>
<p>Student attainment is measured effectively, analysed and informs school planning.</p>		
<b>Comments with evidence</b>		
<b>Commendations</b>		
<b>Recommendations</b>		

**1.3. School management effectively implements the curriculum using proven pedagogical practices**

<p><b>School performance indicators with examples</b></p>	<p><b>Examples and questions for assessing the school's performance in relation to each indicator</b></p>	<p><b>Possible sources of evidence that can be triangulated</b></p>
<p>School middle management ensures planning is effective and driven by proven pedagogical practices.</p>		
<p><b>Comments with evidence</b></p>		
<p><b>Commendations</b></p>		
<p><b>Recommendations</b></p>		

#### 1.4. School development prioritises student needs

<b>School performance indicators with examples</b>	<b>Examples and questions for assessing the school's performance in relation to each indicator</b>	<b>Possible sources of evidence that can be triangulated</b>
<p>The school carries out effective school self-evaluations that lead to the improvement of student outcomes.</p>		
<b>Comments with evidence</b>		
<b>Commendations</b>		
<b>Recommendations</b>		

## 15. School development priorities are monitored and analysed effectively

<b>School performance indicators with examples</b>	<b>Examples and questions for assessing the school's performance in relation to each indicator</b>	<b>Possible sources of evidence that can be triangulated</b>
<p>The successful implementation of the school development plan is monitored and analysed by school management and the school council.</p>		
<b>Comments with evidence</b>		
<b>Commendations</b>		
<b>Recommendations</b>		



## 2. CULTURE AND SCHOOL ENVIRONMENT

### 2.1. The facility and other school spaces are accessible, safe, healthy and friendly

School performance indicators with examples	Examples and questions for assessing the school's performance in relation to each indicator	Possible sources of evidence that can be triangulated
<p>The physical environment of the school is safe and conducive to the development of children.  <i>*Only certified school inspectors and safety officials can make this judgment officially.</i>                      Hygiene in all school spaces is at a high level.  <i>*Only certified school inspectors and safety officials can make this judgment officially.</i>                      The school is supportive and friendly.                      All students, parents and school staff are treated with dignity and respect.</p>		
<p><b>Comments with evidence</b></p>		
<p><b>Commendations</b></p>		
<p><b>Recommendations</b></p>		

**2.2. The school is inclusive and takes account of students' individual needs.**

<p><b>School performance indicators with examples</b></p>	<p><b>Examples and questions for assessing the school's performance in relation to each indicator</b></p>	<p><b>Possible sources of evidence that can be triangulated</b></p>
<p>The school enables all students with specific learning needs to gain access to the curriculum, including gifted and talented students and to have the opportunities for success in their learning, relative to their abilities. The school works effectively with external agencies to ensure all children have equal access to a high-quality education.</p>		
<p><b>Comments with evidence</b></p>		
<p><b>Commendations</b></p>		
<p><b>Recommendations</b></p>		

### 2.3. The range and appropriacy of resources for effective teaching and learning

<b>School performance indicators with examples</b>	<b>Examples and questions for assessing the school's performance in relation to each indicator</b>	<b>Possible sources of evidence that can be triangulated</b>
<p>The resources are sufficient to meet core curricula requirements.</p>		
<b>Comments with evidence</b>		
<b>Commendations</b>		
<b>Recommendations</b>		

## 2.4. School community involvement in the maintenance of the physical environment

<b>School performance indicators with examples</b>	<b>Examples and questions for assessing the school's performance in relation to each indicator</b>	<b>Possible sources of evidence that can be triangulated</b>
<p>Parents, students and staff are involved in improving and maintaining the school's environment.</p>		
<b>Comments with evidence</b>		
<b>Commendations</b>		
<b>Recommendations</b>		

**2.5. The school provides a safe and enabling environment for effective learning**

<b>School performance indicators with examples</b>	<b>Questions for assessing the school's performance in relation to each indicator</b>	<b>Possible sources of evidence that can be triangulated</b>
<p>The school has mechanisms to assess risk and deal with accidents and emergencies. <i>*Only certified school inspectors and safety officials can make this judgment officially.</i></p>		
<b>Comments with evidence</b>		
<b>Commendations</b>		
<b>Recommendations</b>		

# 3. TEACHING, LEARNING AND ASSESSMENT

## 3.1. Teaching and assessment strategies

<b>School performance indicators with examples</b>	<b>Questions for assessing the school's performance in relation to each indicator</b>	<b>Possible sources of evidence that can be triangulated</b>
<p>Teachers use a range of pedagogically proven teaching and learning strategies. Teachers use a range of pedagogically proven assessment strategies and adapt learning to meet individual student needs.</p>		
<b>Comments with evidence</b>		
<b>Commendations</b>		
<b>Recommendations</b>		

### 3.2. Individualisation of learning to meet student needs

<b>School performance indicators with examples</b>	<b>Questions for assessing the school's performance in relation to each indicator</b>	<b>Possible sources of evidence that can be triangulated</b>
<p>Teaching is individualised to support learners needs. Teachers use assessment strategies to adapt learning to meet individual student needs.</p>		
<b>Comments with evidence</b>		
<b>Commendations</b>		
<b>Recommendations</b>		

### 3.3. Involvement of students in the learning process

<b>School performance indicators with examples</b>	<b>Examples and questions for assessing the school's performance in relation to each indicator</b>	<b>Possible sources of evidence that can be triangulated</b>
<b>Comments with evidence</b>		
<b>Commendations</b>		
<b>Recommendations</b>		



### 3.4. Feedback and Marking

<b>School performance indicators with examples</b>	<b>Examples and questions for assessing the school's performance in relation to each indicator</b>	<b>Possible sources of evidence that can be triangulated</b>
<p>Effective targeted written and oral feedback helps meet students' individual needs.</p>		
<b>Comments with evidence</b>		
<b>Commendations</b>		
<b>Recommendations</b>		

**3.5. The school is constantly committed to improving teaching and learning practices**

<b>School performance indicators with examples</b>	<b>Examples and questions for assessing the school's performance in relation to each indicator</b>	<b>Possible sources of evidence that can be triangulated</b>
<p>Formal and informal quality assurance practices are embedded into the school culture. Staff regularly review and adapt professional practice based on the schools' internal quality assurance mechanisms.</p>		
<b>Comments with evidence</b>		
<b>Commendations</b>		
<b>Recommendations</b>		

# 4. TEACHER PROFESSIONAL DEVELOPMENT

## 4.1. School management involves students, parents and teachers in the planning of TPD

<b>School performance indicators with examples</b>	<b>Examples and questions for assessing the school's performance in relation to each indicator</b>	<b>Possible sources of evidence that can be triangulated</b>
<p>The school uses an effective mechanism to identify the individual training needs of teachers.</p>		
<b>Comments with evidence</b>		
<b>Commendations</b>		
<b>Recommendations</b>		

## 4.2. School Based Teacher Professional Development

<b>School performance indicators with examples</b>	<b>Examples and questions for assessing the school's performance in relation to each indicator</b>	<b>Possible sources of evidence that can be triangulated</b>
<p>The school provides sustained and targeted professional development to teachers.</p>		
<b>Comments with evidence</b>		
<b>Commendations</b>		
<b>Recommendations</b>		

### 4.3. Monitoring of Professional Development

<b>School performance indicators with examples</b>	<b>Examples and questions for assessing the school's performance in relation to each indicator</b>	<b>Possible sources of evidence that can be triangulated</b>
<p>The school uses effective mechanisms to monitor the effectiveness of professional development.</p>		
<b>Comments with evidence</b>		
<b>Commendations</b>		
<b>Recommendations</b>		

# 5. Student performance

## 5.1. Students exercise their social and civic responsibilities in the classroom, at school and in the community

School performance indicators with examples	Examples and questions for assessing the school's performance in relation to each indicator	Possible sources of evidence that can be triangulated
<p>Students feel safe, respected, fulfilled, involved in school life and responsible for contributing to the positive climate at school.</p> <p>Students are active and vigilant in identifying problems in the classroom, school and community and contribute to decision making.</p> <p>Students' initiatives are highlighted and valued</p>		
<p><b>Comments with evidence</b></p>		
Empty space for comments with evidence		
<p><b>Commendations</b></p>		
Empty space for commendations		
<p><b>Recommendations</b></p>		
Empty space for recommendations		

## 5.2. Student achievement is monitored and analysed

<b>School performance indicators with examples</b>	<b>Examples and questions for assessing the school's performance in relation to each indicator</b>	<b>Possible sources of evidence that can be triangulated</b>
<p>Assessment outcomes are monitored and evaluated with clear feedback into teaching and learning strategies. Student progress is tracked systematically, using a range of achievement data in order to support the students in maximising their potential'.</p>		
<b>Comments with evidence</b>		
<b>Commendations</b>		
<b>Recommendations</b>		

### 5.3. Students are engaged in extracurricular activities

<b>School performance indicators with examples</b>	<b>Examples and questions for assessing the school's performance in relation to each indicator</b>	<b>Possible sources of evidence that can be triangulated</b>
<p>Learning is enhanced through involvement in intra and extracurricular activities.</p>		
<b>Comments with evidence</b>		
<b>Commendations</b>		
<b>Recommendations</b>		



#### 5.4. Students are engaged in managing their own progress

<b>School performance indicators with examples</b>	<b>Examples and questions for assessing the school's performance in relation to each indicator</b>	<b>Possible sources of evidence that can be triangulated</b>
<p>Students reflect upon their progress systemically and can identify their next steps in learning.</p>		
<b>Comments with evidence</b>		
<b>Commendations</b>		
<b>Recommendations</b>		



Kosovo Legal  
Services Company



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