**TEAMSS ppt**

1. Start
2. Our Istituto Comprensivo Statale “Vincenzo Mennella” is located in Lacco Ameno,the smallest village on the island of Ischia, in the Gulf of Naples, Southern Italy, with its 4500 inhabitants.
3. Photo
4. Photo
5. The institute includes a kindergarten, a primary school and lower secondary school. They’re situated in different buildings and areas of the village.
6. The nursery and primary school are located in the centre of Lacco Ameno, close to the well-known “Fungo”. The lower secondary school is in the area called “Fundera”.
7. Photo
8. Photo
9. Infact the Italian school system consists of four main levels:

NURSERY SCHOOL: 3-6 AGED PUPILS

PRIMARY SCHOOL: 6-11 AGED PUPILS

LOWER SECONDARY SCHOOL: 11-14 AGED PUPILS

UPPER SECONDARY SCHOOL: 14-19 AGED PUPILS

1. This Erasmus + Project involves the Lower Secondary classes of «Fundera».
2. Law n. 59/1997, approved with Presidential Decree n. 275/1999, grants autonomy to all schools as concerns teaching, organization, research, experimentation and development.

A Legislative Decree,n. 286/2004, sets up the Servizio nazionale di valutazione del sistema educativo di istruzione e formazione (National Service for the Evaluation and Training System) with the task of improving the quality of the Education System, through the evaluation of its efficacy and efficiency also by following the dictates of the international context.

The Istituto Nazionale di valutazione del sistema educativo di istruzione e formazione – INVALSI – (National Institute for the Evaluation of the Education and Training System) is entrusted with the national service.

1. So our lower secondary school, through the study of different disciplines, focuses on the acquisition of
	* knowledge (assigning marks from 4 to 10 to each student), with an evaluation that concernes on products
	* skills and competences (assigning a level from A to C, in a final “Certificate of competences” ), with a assessment concerned with process and a national control (on Mothertongue, English, Maths) promoted by INVALSI

taking into account also cultural traditions, economic issues and social needs, according to the new National guidelines and to the European Recommendation of 2006 and the new ones of 2018.

1. The periodic and annual evaluation of pupils focuses on the learning process, their behaviour and their overall learning outcomes.

The behaviour is described analytically, it’s separated from the learning marks.

These assessments should be consistent with the learning objectives established in the educational offer plan (PTOF) of school with its projects.

1. To achieve our goals we have several projects with music activities, literacy activities, sport activities, and so on…
2. In the PTOF, a Teachers’ Council also defines the methods and criteria for assuring that pupil assessment is uniform, transparent and fair.

Periodic assessment takes place at the end of each term. For assessment purposes, our school year is divided into four-month terms.

Teachers certify the competences attained by pupils by the end of lower secondary education.

1. Teaching and encouraging behaviours, attitudes, values, such as performance-related traits (adaptability, persistence, resilience) and moral-related traits (integrity, justice, empathy, ethics) is an essential part of the mission of our school.
2. School promotes inclusiveness: the school community supports and addresses the individual needs of each child, so that every student has the opportunity to flourish.
3. The teaching process is characterized by different methodologies and approaches (in particular as regards ICT, with a national plan to improve digital competences- known as “Piano Nazionale Scuola Digitale”, according to the learning modalities that suit our students best.
4. Photo
5. Specifically, the purpose of lower secondary education is to enable pupils to acquire the fundamental knowledge and skills to develop basic cultural competence. At this level, this is achieved by using school subjects and disciplines as a means to know, interpret and represent reality and the world, to start a process of self evaluation to identify strengths and weaknesses to improve their performance.

So we use common tests to verify the level reached from each class.

1. This are the last year common test results of third classes, the Knowledge evaluation in Mothertongue, Maths and Technology, where we can observe their trend over the time
2. The same for English
3. But we can make more detailed reflections with the Invalsi’s report, comparing our results with those of similar schools, and correlating our level to the national one.
4. These are English results, reading
5. And listening
6. INVALSI results demontrate that school actions improve Italian and Maths results
7. And school represents a cultural reference point with its positive effects
8. What about competences? These are final first cycle leaving examination reports, with the levels reached from our students leaving for upper secondary school.
9. All these results are used in order to improve one's training offer, identifying the strengths and weaknesses on which to work and improve performance.