



The CSI focused on the basic collection of information on curricula within the cycle of a first reading of SEPs and evaluation of their compliance with FEP and the framework curriculum. The summarised findings highlighted problems of schools when working with the Framework Education Programme. The initial evaluation of SEPs revealed inadmissible risks in 29.9 % of SEPs. Schools did not know how to draw up practical notes concerning the curriculum so that the curriculum is usable in practice and so that it can become a framework for synergic links between syllabi. New terminology was misleading, for example educational area, educational field, subject and cross-curricular topics.

The fact that, as in kindergartens, both levels of basic education thoroughly met the correct content of instruction was positive. Some deficiencies were found in only 2.3 % of the total number of class observations.

A persistent problem was the concept of cross-curricular topics, their inclusion in curricula and the methods used for teaching according to the requirements included in FEP.

### **Impact of Class Sizes on the Quality of Teaching**

The CSI examined the impact of class sizes on the quality of teaching. Teachers with professional qualifications more often taught in **classes with high numbers of pupils**. However, these classes were also taught by teachers with a lower level of knowledge and skills relating to SEP and these teachers were usually unqualified. In these classes teachers predominantly used frontal teaching, usually at the expense of the application of differentiated demands and requirements according to the abilities and competences of pupils. Some partial problems occurred when the content of education was to be connected with practical experience and the life situations of pupils. The motivating function of an ongoing assessment was less utilised. Lower intensity of support for the development of positive self-perception, aesthetic perception, experiencing and pupils' creativity indicates a possible occurrence of risks in the social area in more classes accommodating higher numbers of pupils. Less attention was paid in classes with a lot of pupils to activities supporting education towards health.

The frequency of the forms and methods of education used demonstrates that frontal teaching was preferred (it was observed in 90.3 % of classes; in general, it was used more frequently in large BSs – 94.4 %, especially at the second level of basic schools – 91.1 %) and presentations and lectures of teachers (88.6 %). All these methods were used with reference to the practice, experience and life situations of pupils (84.9 %) and teachers also used activating methods (in general, these methods were used in 76.8 % of the observed classes; they were used more at the elementary level of BSs – 83.4 %). Teachers appropriately included ongoing evaluation and work with errors in a positive way (88.0 %). By doing so teachers provided their pupils with relevant feedback. Open mutual communication was applied more often at the elementary level (83.3 %) than at the second level of BSs (75.9 %).

Pupils' independent work, individualised teaching (77.5 %) and the application of differentiated tasks according to the abilities and possibilities of pupils (62.6 %) were observed more frequently than group (cooperative) teaching (47.5 %);