



هيئة جودة التعليم والتدريب  
Education & Training Quality Authority  
Kingdom of Bahrain - مملكة البحرين

# **Directorate of Government Schools Reviews Directorate of Private Schools and Kindergartens Reviews**

**Handbook for Evaluating the Quality of School  
Practices During Exceptional Circumstances in  
Government & Private Schools  
in the Kingdom of Bahrain  
(Second Edition)**

**Effective from September 2021**

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## **Introduction**

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### **Background to the Education & Training Quality Authority**

The Authority was established under the name of the 'Quality Assurance Authority for Education & Training' pursuant to the Royal Decree Royal Decree No. (32) of (2008) as an independent national authority governed and supervised by the Cabinet of Ministers in the Kingdom of Bahrain. With the promulgation of the Royal Decrees Nos. (83) of (2012) and (74) of (2016), the Authority was reorganised and renamed to be the 'Education and Training Quality Authority (BQA)'. Pursuant to the Royal Decree duly promulgated in (2012) and subject to Article 4 thereof, one of the BQA mandates is to ensure that the quality of education and training in the Kingdom of Bahrain meets international standards and best practices, whereas it is mandated to 'review the quality of the performance of education and training institutions in light of the guiding indicators developed by the Authority' in accordance with the Kingdom of Bahrain Economic Vision 2030 and directions of the Government Action Plan.

BQA has three core functions, namely: reviewing the performance of education and training institutions, by the General Directorate of Education and Training Institutes Reviews (GDR), managing the National Qualifications Framework (NQF) and conducting the National Examinations by the General Directorate of National Qualifications Framework and National Examinations (GDQ). The (GDR) consists of four directorates: the Directorate of Government Schools Reviews (DGS), the Directorate of Private Schools and Kindergartens Reviews (DPS), the Directorate of Vocational Reviews (DVR) and the Directorate of Higher Education Reviews (DHR). The (DGQ) composes of the Directorate of National Framework Operations and the Directorate of National Examinations (DNE).

## **The Directorate of Government Schools Reviews (DGS) and the Directorate of Private Schools and Kindergartens Reviews (DPS)**

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These two Directorates are responsible for evaluating and reviewing the performance of government and private schools and kindergartens to improve the education level in the Kingdom of Bahrain.

### **The DGS and DPS are responsible for:**

- setting guiding criteria for the quality assurance of education in schools and kindergartens.
- establishing guiding frameworks and rubrics for success criteria and review procedures.
- reviewing and reporting on the quality of provision in all schools and kindergartens.
- spreading best practices.
- making recommendations for improvements in schools and kindergartens.

The evaluation of public and private schools' performance during exceptional circumstances takes place in light of a set of clear indicators. The evaluation processes are completed independently, objectively and transparently, providing significant information on the strengths and areas for improvement. This aids in focusing efforts and resources as part of the process of improving school performance and its outcomes; thus, raising the level of performance in general.

This Handbook provides the required information on evaluating government and private schools' performance during exceptional circumstances. The Handbook is divided into two parts. The first part presents the framework for the evaluation including its different sections and indicators. The second part provides the related evaluation process to explain its mechanisms, stages and information sources.

## Part 1: Framework for Evaluating the Quality of School Practices During Exceptional Circumstances in Government & Private School in the Kingdom of Bahrain

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The second edition of the 'Framework for Evaluating the Quality of School Practices During Exceptional Circumstances' in Government & Private Schools in the Kingdom of Bahrain' is a supplement to the 'Schools Review Framework', issued as Resolution No. (37) of 2018. This Framework identifies the requirements for evaluating the quality of school practices during exceptional circumstances that the Kingdom may experience in general. Its activation is decided according to assessment by the national authorities, and as the BQA sees appropriate. The Framework outlines the sections and indicators which reviewers will evaluate to reach an overall classification of the school performance during the exceptional circumstances. It is worth mentioning that this Framework is only activated in the case of exceptional circumstances that are prevailing in the Kingdom.

The 'Framework for Evaluating the Quality of School Practices During Exceptional Circumstances in Government & Private Schools-Second Edition' consists of three sections: quality of student welfare, development of students' learning and quality of school change management. It also presents the evaluation classifications decided from the evaluation process of school practices in accordance with the Authority's policies and procedures and based on the established indicators. Schools are required to follow the same Framework and indicators in conducting their own self-evaluation process. It is worth noting that indicators followed by (\*) are considered limiting indicators and will affect the overall evaluation of the concerned section.

### The Framework evaluates the following:

| Section   | Indicator   |
|---|---|
| <b>Section 1:<br/>Quality of students' welfare</b>        | 1.1 Facilitating academic achievement of students of different abilities *<br>1.2 Ensuring students' active participation in school life and educational situations *<br>1.3 Facilitating students' care and personal development                                       |
| <b>Section 2:<br/>Developing students' learning</b>       | 2.1 Use of suitable teaching strategies, educational technology and learning resources*<br>2.2. Assessment utilisation and enhancement of different learning modes *<br>2.3 Learning situation management<br>2.4 Enabling students' acquisition of self-learning skills |
| <b>Section 3:<br/>Quality of school change management</b> | 3.1 Planning and evaluating the school situation and handling exceptional circumstances*<br>3.2 Managing, developing and monitoring staff performance *<br>3.3 Resources management<br>3.4 Communication with stakeholders  |

\* limiting indicator that affects the evaluation of the overall section

## Indicators Evaluation ♦

The indicators in each section of the Framework will be evaluated according to three evaluations as follows:

|                                      | Description  |
|--------------------------------------|--|
| <b>Sufficient response</b>           | The school takes all necessary impactful procedures and measures to handle the exceptional circumstances that affect all the descriptors in the indicator. |
| <b>Partially sufficient response</b> | The school takes a range of impactful procedures and measures to handle the exceptional circumstances that affect most of the descriptors in the indicator |
| <b>Insufficient response</b>         | The school takes procedures and measures that have limited effect according to the descriptors. Procedures and measures might be non-existent              |

♦ Failure to meet the physical, psychological or cyber safety standards will directly affect the evaluation of the relevant indicator.

## Sections Evaluation ♦

The evaluation of the sections will be as follows:

|                                      | Description   |
|--------------------------------------|---|
| <b>Sufficient response</b>           | <b>Limiting indicators are evaluated as ‘Sufficient responses’ and all other indicators are not less than ‘Partially sufficient response’</b> |
| <b>Partially sufficient response</b> | <b>Limiting indicators are evaluated at least ‘Partially sufficient response’</b>   |
| <b>Insufficient response</b>         | <b>Any of the limiting indicators is evaluated as ‘Insufficient response’</b>   |

♦ Failure to meet the physical, psychological or cyber safety standards will directly affect the evaluation of the relevant section.

## Classification of the Overall Performance ♦

The overall performance of the school during exceptional circumstances will be evaluated according to three categories based on the level of performance as follows:

|                                      | Description  |
|--------------------------------------|--|
| <b>Sufficient response</b>           | All sections are evaluated as ‘Sufficient response’  |
| <b>Partially sufficient response</b> | One of the sections is evaluated as ‘Partially sufficient response’ and there are no sections evaluated as ‘Insufficient response’ |
| <b>Insufficient response</b>         | One of the sections is evaluated as ‘Insufficient response’  |

♦ Failure to meet the physical, psychological or cyber safety standards will directly affect the classification of the overall school performance.

Schools classified with 'Sufficient response' are considered to have met the expectations of the evaluation process. However, schools classified with 'Partially sufficient response' have adopted a range of measures and procedures with inconsistent impact which requires them to exert more efforts to meet the requirements of the educational process. Schools classified with 'Insufficient response' need to focus their efforts to improve their provided educational services and may at times need external monitoring and support to improve their performance.

## **Aspects affecting the evaluation process**

### **Security and safety aspects**

The BQA will contact the concerned authorities at the Ministry of Education to inform them in case there are major risks related to safety and security practices that the school fails to meet. This will also affect the classification of the school's overall performance

### **Failure to comply with evaluation requirements and processes**

The school will obtain the lowest classification if it fails to comply with the evaluation requirements or any of its processes, such as providing information and data, records or access information to electronic platforms, various educational systems or regular and virtual classes. This will be in accordance with the policies and procedures in place at the BQA.

### **Framework sections and performance indicators**

This framework consists of three sections: the quality of students' welfare, developing students' learning and quality of school change management. The effectiveness of the indicators under each section will be evaluated through a set of descriptors. The sections also include the key questions and various information sources that help the school and evaluation teams in evaluating the effectiveness of school procedures in each section.

## **1. Section One: Quality of Students' Welfare**

This section of the 'Framework for Evaluating the Quality of School Practices During Exceptional Circumstances' is concerned with the extent of the school's efforts in facilitating the academic progress of students of different categories to help them overcome any academic difficulties that may hinder their learning, and ensure students' active participation in school life and educational situations , in addition to facilitating their personal development by providing them with the necessary support and guidance It should be noted that the indicators followed by an asterisk (\*) in this document is a key indicator in the section and directly affect its evaluation.

This section will be evaluated according to the following indicators:

### **1.1 Facilitating academic achievement of students of different abilities\***

This indicator is inferred through the following descriptors:



- A clear policy is provided and effectively implemented to diagnose students' standards and evaluate their learning whether in face-to-face or distance learning (synchronous or asynchronous).
- Appropriate plans are provided to support students academically according to their different educational needs.
- A variety of balanced academic support and external enrichment programmes are provided to meet students' needs in both face-to-face and distance learning (synchronous and asynchronous).
- Students' progress and commitment to attending academic support and the different external enrichment programmes is followed up and monitored through various assessment methods.

### **1.2 Ensuring students' active participation in school life and educational situations \***

This indicator is inferred through the following descriptors:

- A variety of different non-academic activities are provided by the school and the participation of students of all categories in these activities is ensured.
- Opportunities are provided for students to actively participate in written, verbal or digital educational situations.
- Adequate opportunities are provided to students to develop their positive values by fostering positive attitudes towards local and global issues and raising their awareness of the importance of engaging and participating in them.

### **1.3 Facilitating students' care and personal development**

This indicator is inferred through the following descriptors:

- Psychological and social care are provided to students when they face problems during their face-to-face or distance learning, in order to make them feel safe.<sup>Δ</sup>
- Students are directed to the assigned support personnel who deal with any behavioral issues that may occur between them. Students are aware of who to resort to when they face any phenomenon that may occur face-to-face or electronically, such as: harassment, bullying, exploitation or abuse in its various forms.<sup>Δ</sup>
- Students' commitment and punctuality are monitored. This includes their commitment to submitting tasks and activities in a timely manner and to attending learning situations offered in different forms.
- The necessary technical support is provided to students when needed to facilitate their access to the required knowledge, skills and understanding needed for their learning and values growth

<sup>Δ</sup>This is a limiting descriptor which will affect the overall evaluation of the indicator.

**The following key questions will help evaluate the indicators in this section:**

How effective are the following:

- academic support programmes provided to students of all academic categories
- diagnostic and evaluation procedures of the different educational needs of students
- training and assistance provided to deal with all types of education
- the school's procedures to ensure students' safety while using the various educational resources and platforms
- the care provided to students to help them overcome problems such as isolation and anxiety
- the electronic support provided to facilitate students' learning
- students' participation in school life and learning situations
- students' commitment to completing tasks and meeting deadlines
- students' commitment to attend learning situations, whether face-to-face or distance ones
- students' ability to communicate through learning channels
- students' awareness of local and global citizenship values
- students' participation in non-academic experiences.

**In order to evaluate the indicators in this section, the evaluation team will gather information from different sources including but not limited to the following:**

- observation of students' standards and progress in learning situations
- scrutiny of students' work and accumulative personal portfolio, tasks and projects
- meetings and surveying the opinions of: students, parents and teachers
- analysing the following:
  - the school's procedures in diagnosing students' needs of all categories
  - the school's policy to support all categories of students academically in their learning
  - documents related to students' special cases
  - documents related to monitoring students' attendance, adherence and commitment to lesson schedules
  - the school's policy and mechanism for providing technical support to students
  - the school's policy to support students' personal needs in different modes of learning.

## **2. Section Two: Developing Students' Learning**

This section of the Framework focuses on what the school offers to develop students' learning skills by ensuring the utilisation of teaching and learning strategies, educational technology and learning resources that meet the various learning styles and needs of all students. It also includes the teachers' Assessment utilisation and enhancement of different learning modes and their ability to manage different educational situations, in addition to enabling students' acquisition of self-learning skills

It should be noted that the indicators followed by an asterisk (\*) in this document is a key indicator in the section and directly affect its evaluation.

This section will be evaluated according to the following indicators:

### **2.1 Use of suitable teaching strategies, educational technology and learning resources\***

This indicator is inferred through the following descriptors:

- Appropriate teaching and learning strategies are implemented with a variety of attractive and motivating methods and styles.
- Different learning resources are utilised adequately and are adaptive to changing situations which allow students the opportunities to develop their experiences and enhance their knowledge, skills and depth of concepts.
- Positive attitudes are demonstrated by teachers towards using interactive technology in their lessons and various activities.

### **2.2. Assessment utilisation and enhancement of different learning modes \***

This indicator is inferred through the following descriptors:

- The achievement of learning objectives in line with curriculum expectations is ensured by teachers through using a variety of effective assessment tools.
- Assessment results are used by teachers to identify students' different levels and plan appropriate teaching and learning methods according to their different needs, to enable them to achieve the expected progress as per curriculum requirements.
- Feedback and support for students are provided by teachers based on assessment results to enable them to know their strengths and areas for improvement in their performance.

### **2.3 Learning situation management**

This indicator is inferred through the following descriptors:

- Various types of learning situations are planned effectively, including face-to-face and distance (synchronous and asynchronous) ones. Learning time is efficiently used in accordance with curriculum competencies

- A seamless transition is ensured when presenting different knowledge and concepts and meaningful links to real life experiences are provided.
- Clear instructions are provided when giving tasks and assignments with clear expectations from students.
- Motivating students, managing their behaviour and solving issues encountered during educational situations.

## **2.4 Enabling students' acquisition of self-learning skills**

This indicator is inferred through the following descriptors:

- Students are provided with adequate opportunities to develop their positive attitudes towards lifelong learning and dealing with the various organizational disciplines required by their studies as well as their ability to communicate with their teachers and classmates.
- Promoting 21st century skills including independent learning, communication, critical thinking and problem solving that enable them to accomplish assigned tasks.
- Students are encouraged to produce digital content and develop their technological and research skills to access different sources of knowledge.

**The following key questions will help evaluate the indicators in this section:**

How effective are the following:

- teachers' knowledge of appropriate teaching strategies, whether for face-to-face or distance teaching, and their ability to be creative and innovative in this regard
- teachers' effective use of learning time
- students' positive attitudes towards responsible self-learning and independent work
- students' ability to positively deal with learning pressures
- students' development of 21<sup>st</sup> century skills including cooperation, independent learning, critical thinking, communication, problem solving, discussion making and linguistics mastery.
- lesson plans and the adequacy of instructional guidelines
- teachers' ability to utilise different educational and technological resources
- teachers' catering for the different needs of students and providing the appropriate support including students with special needs
- distance learning and self-guided forms of learning and assessment adopted by the school
- teachers' use of continuous assessment and the stability and continuity of implementation mechanisms as per the nature of all subjects

- the variety of assessment of learning and the accuracy of mechanisms used
- teachers' diversification of what is being presented to cater for the different levels of students and their modification of plans accordingly
- the feedback provided to students
- teachers' utilisation of various technological tools and encouraging students to use them

**In order to evaluate the indicators in this section, the evaluation team will gather information from different sources including but not limited to the following:**

- observation of different types of learning situations
- scrutiny of different types of in-class and out of class assessments, as well as students' work and accumulative portfolio, tasks and projects
- meeting and seeking the opinions of: administrative and teaching staff, students and parents
- analysing and scrutinizing samples of daily lesson plans, different educational guidelines and instructions, and ensuring the effectiveness of their implementation
- scrutiny of independent learning skills demonstrated by students.

### **3. Section Three: Quality of School Change Management**

This section of the Framework focuses on the effectiveness of school leadership practices in leading change during any exceptional circumstances in the educational process. This starts with the process of assessing and analysing the school situation to develop appropriate school plans to deal with these situations. It also focuses on the school mechanisms to ensure the performance development of their staff by providing them with professional programmes that meet the requirements of this stage and, consequently monitoring staff performance while implementing the requirements of the educational process and supporting them when needed. This section also evaluates the school's ability to manage and provide various educational resources, and effectively communicate with stakeholders to, ultimately achieve learning goals.

It should be noted that the indicators followed by an asterisk (\*) in this document is a key indicator in the section and directly affect its evaluation.

This section is going to be evaluated through the following indicators:

#### **3.1 Planning and evaluating the school situation and handling exceptional circumstances\***

This indicator is inferred through the following descriptors:

- The school's situation is accurately and comprehensively assessed to identify the strengths and areas for improvement, and plan to develop performance in accordance with the requirements of exceptional circumstances.
- The school's policies and procedures in identifying opportunities and potential risks that may affect overall performance and providing an appropriate response to them. This includes risks related to health, security and safety and follow up of performance.<sup>Δ</sup>
- The curriculum is reviewed and implementation is monitored to meet the rapid developments in education and to meet students' needs during exceptional circumstances.

<sup>Δ</sup>This is a limiting descriptor which will affect the overall evaluation of the indicator.

### **3.2 Managing, developing and monitoring staff performance\***

This indicator is inferred through the following descriptors:

- Adequate attention is given to reorganising and managing human resources to meet the challenges of exceptional circumstances. This is done through re-assigning them to various tasks and organising them according to need.
- The professional competence of teachers and staff is raised through various programmes to ensure their readiness to stay up to par with the required changes.
- Teachers' welfare is considered by providing appropriate professional, psychological and social support during exceptional circumstances.

### **3.3 Resources management**

This indicator is inferred through the following descriptors:

- Material and educational resources are reviewed and organised to meet the requirements of exceptional circumstances.
- Information technology services and communication technology are provided and organised.
- Effective measures are taken to ensure cyber security while employing various digital resources.<sup>Δ</sup>

<sup>Δ</sup>This is a limiting descriptor which will affect the overall evaluation of the indicator.

### **3.4 Communication with stakeholders**

This indicator is inferred through the following descriptors:

- Channels of communication are provided with the various stakeholders including parents, students and teachers to seek their opinions and suggestions and respond to them.
- Communication is established with local community institutions and learning communities to support the learning process during exceptional circumstances.

**The following key questions will help evaluate the indicators in this section:**

How effective are the following:

- the infrastructure supporting all, modes of education
- the school's objectives of the educational practices in the current stage, whether in face-to-face or distance learning (synchronous and asynchronous)
- the school's readiness to provide education in light of exceptional circumstances and in line with the changes
- the school's curriculum competencies that have been supported with electronic content to suit the age group, needs of students and real life outside the school
- the school's development of its infrastructure and professional development programmes for teachers to deal with the current situation and the subsequent stages
- the channels of communication between the school, parents and students to achieve, understand and accept the required changes
- the achievements accomplished by the school to complete the required change plan.

**In order to evaluate the indicators in this section, the evaluation team will gather information from different sources including but not limited to the following:**

- analysing school policies related to handling developments and risks, including teaching strategies and assessment mechanisms
  - scrutiny of mechanisms for reviewing the curriculum to cater for the shift towards different modes of education
  - ensuring the fulfilment of the curriculum requirements and its scheme of works
  - interviewing and surveying the views of parents and students
  - meeting the school leadership, members of the administrative and teaching staff and seeking their opinions
  - analysing professional development programmes' documents to ensure that they meet requirements of all modes of education
  - check the readiness and appropriateness of school preparations for implementing different education modes
  - ensuring the establishment of mechanisms to monitor the availability of technological resources for students, and procedures for dealing with special cases
  - checking online platforms and resources to ensure their activation
- analysing documents related to community partnership programmes which support all modes of education.

## **Part 2: Evaluation process guidelines**

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The aim of the evaluation process during any exceptional circumstances in the Kingdom of Bahrain is to identify the quality of practices and procedures implemented in schools, and to identify the main positives and areas for improvement. This is done to improve the performance of schools and the practices they provide. The evaluation process will involve professional dialogues and feedback. Additionally, the school evaluation report, which will be based on the evaluation process findings, will present the most significant areas and recommendations that will aid the school in setting the necessary plans for development.

### **The approach to the evaluation process**

The evaluation approach is based on collaboration between the school and the evaluation team. The evaluation process depends on the school's self-evaluation of the quality of its practices and procedures during exceptional circumstances through filling in the 'Self-Evaluation Form of School Practices in Exceptional Circumstances' objectively and accurately. The process of evaluating the quality of school practices should be guided by the same indicators and descriptors described in each section of the exceptional framework.

Reviewers will use the information the school offers in its 'Self-Evaluation Form of School Practices in Exceptional Circumstances', alongside any information gathered from other documents the school provides, to form hypotheses and questions that the evaluation process will revolve around. These hypotheses and questions will be verified through monitoring the procedures implemented in the school.

Reviewers will form their evaluations of the different indicators of the evaluation framework based on the information they collect during the evaluation process. Regular feedback to the school's leadership is an essential part of the process, so that the school administrative and teaching staff are aware of how the evaluations are reached.

### **The evaluation stages and procedures**

The evaluation of the quality of school practices during exceptional circumstances in the Kingdom of Bahrain has three key stages as follows:

#### **Stage 1: Pre-evaluation process**

- The 'Self-Evaluation Form of School Practices in Exceptional Circumstances', is sent to schools. They must complete it and send it back by the allocated date to the administration concerned at BQA, along with any other relevant documentation including the following:
  - the school's different plans, including the strategic and operational plans



- a schedule of learning situations including face-to-face and distance learning, indicating the timing of the different sessions
  - access details to educational platforms and electronic tools
  - a list of the names of students and their parents, contact numbers and e-mails, if available
  - the school's assessment policy
  - information about the implemented curriculum.
- The Directorate concerned notifies the school of the dates of the evaluation and the name of the Lead of the evaluation team (Team Lead).
  - The Team Lead contacts the school to discuss preparations, the evaluation plan and any related issues including the most important areas that require follow-up by the team during the evaluation process.
  - The school administration can, at this stage, designate a coordinator on its behalf. The coordinator will only undertake the task of coordinating between the evaluation team and the school regarding the provision of the necessary technical support.

### **Stage 2: During the evaluation process**

- The evaluation process will normally last for five days, during which reviewers will:
  - observe learning situations of various types, including face-to-face and distance ones (synchronous and asynchronous), according to their availability
  - scrutinise different samples of students' work, especially electronic ones
  - scrutinise samples of students' activities and assessment
  - scrutinise documents and files of the school related to the sections in the framework
  - hold meetings with members of the administrative and teaching staff, students and their parents
  - follow up on security and safety measures to ensure the safety of students and school personnel
  - provide feedback sessions by the Team Lead to the school leadership. The final feedback will be given on the last day of the evaluation by the Lead Reviewer.

### **Stage 3: Post evaluation process**

- The Directorate concerned at BQA endorses the team's evaluations of school practices in accordance with the established quality assurance procedures.
- The Team Lead drafts the evaluation report and a copy is sent to the school for a factual accuracy check.
- The school expresses its view on the evaluation process by completing the assigned form.
- The Directorate concerned sends the final report to the school to benefit from it and implement the recommendations.

## **Code of conduct**

Reviewers are committed to the highest professional standards in their work and to the code of conduct, which represents the values of the authority. They adhere to these standards at all times and in all their work in accordance with the authority's policies and procedures. This is achieved through adhering to the codes of conduct:

- evaluate objectively and impartially
- report honestly, ensuring that judgements are fair and reliable
- carry out their work with integrity
- treat all those the team meets with courtesy, and do all possible to minimise the stress on school staff involved in the evaluation
- maintain a purposeful and productive dialogue with anyone involved in the evaluation process without revealing any names
- respect the confidentiality of information, particularly about individuals and the nature of their work.

The school and its staff are also expected to commit to professional conduct and objectivity in meetings and dialogues while openly sharing any relevant information.

## **Complaints**

The Directorates expect evaluations to be completed smoothly and efficiently, but in some exceptional cases, the school may not be satisfied with an aspect of the evaluation process and procedures. In this case, the school Principal should discuss this with the Team Lead immediately. If the matter is not resolved during the evaluation process, the school leadership can express its dissatisfaction to the concerned directorate at BQA through following the approved procedure for formal complaints within three working days as per the BQA policies, procedures and timeframes.

Complaints can only relate to reviewers' behaviour, their compliance with the professional code of conduct and the quality of communication and interaction during the evaluation. Complaints cannot be filed about school evaluations and classification. In turn, according to BQA's policies and procedures, the evaluation team is entitled to file a complaint in the event of any violation by the school to any of the Team members.

## **Main sources of information in the evaluation process**

The evaluation process will depend on gathering information from multiple sources through using various tools. These will consist of surveying the opinions of school personnel, students and their parents, observing educational situations, interviews, analysing documents and records, analysing the results of paper and electronic questionnaires and examining students' work and electronic activity.

The following is an explanation of the most significant sources of information in the evaluation process.

- **Observation of educational situations**

Planning for observation of different types of educational situations including face-to-face and distance (synchronous and asynchronous) ones, to assess the quality of teaching, learning and support in these sessions. Observation of the learning situations is an essential part of the evaluation process. The focus will be on core subjects such as Arabic, mathematics, science, English and specialised subjects whenever possible. Reviewers will sample lessons which should be representative of the school, therefore not all teachers are necessarily seen while teaching. Reviewers will determine the time needed for observation.

The reviewers will silently observe virtual lessons while noting the different aspects of the teaching process, and students' standards and the level of interaction between them without any interference in the educational situation. When evaluating face-to-face lessons, reviewers will evaluate lesson plans during observations, try to minimise disruption to lessons during site visits and will not intervene in a lesson in any way. However, reviewers will seize the opportunity to talk sensitively with students about their work to identify their standards.

The Team Lead will not report on individual teachers to the Principal or other senior managers, except in exceptional circumstances such as when issues of safety are involved.

- **Interviews**

Reviewers will aim through interviews to reach a clear view about different aspects of the evaluation, and the practices listed in the 'Self-Evaluation of Quality of School Practices During Exceptional Circumstances'. This includes finding answers to questions relating to the evaluation indicators, through monitoring the school practices and procedures.

Meeting Mechanisms may include virtual, in person meetings, or through phone calls. Discussions are likely to occupy a good proportion of the evaluation time. Reviewers will conduct interviews with students to gather their views on the competence of the school in supporting their academic and personal progress. Meetings will also be held with samples of parents, administrative and teaching staff and perhaps others if needed.

- **Scrutiny of students' work**

Reviewers will see students' work including electronic samples. The school will be asked to provide the evaluation team with samples of different kinds of students' work, such as that relating to core and specialised subjects for different grades and different levels of students. This work will be scrutinised and analysed. The samples will include projects, presentations, achievements and products. Assessment tasks and activities will also be scrutinised to evaluate their construction, design, evaluation rubrics, responses, accuracy of correction and accuracy of feedback.

- **Analysis of documents and records**

Reviewers will examine and review various school documents and records, particularly those relating to the sections and indicators of the evaluation process. This is done to analyse the data and information available therein, with the aim of collecting information from various sources of information that are used to evaluate the various indicators. The evaluation team relies mainly on the documents mentioned by the school in the school's 'Self-Evaluation Form of Quality of School Practices During Exceptional Circumstances', while the evaluation team leader may request additional documents when needed to assist in the evaluation process. The evaluation team does not impose the existence of specific documents, as records and documents keeping differs from one school to another.

- **Analysis of questionnaires results**

The school is expected to regularly survey the opinions of students and their parents, in order to find out the extent of their satisfaction, and to appropriately respond to their suggestions to improve the practices and procedures it provides. The school can survey the views of students and parents through any means it considers suitable including paper or electronic questionnaires. The evaluation team will scrutinise the results of any surveys the school conducts and gauge the school response to the results. The Education and Training Quality Authority also pays attention to the opinions of those concerned about what the school offers, especially parents, as they are one of the key stakeholders. This is done by sending electronic questionnaires to parents by the Authority, via text messages or e-mail, prior to the evaluation of their children's school.

- **Analysis of electronic communication and networking accounts**

The evaluation team will review and analyse what the school officially adopts from the various electronic means. The school may opt to use these accounts to provide information about the school, documents and announcing its activities and events, and they may even be used to celebrate students' abilities and various achievements. These accounts include the school website and various electronic platforms and tools, as well as official school accounts on social media such as Twitter, Facebook, Instagram and others.

## **Mechanisms for issuing evaluations**

Evaluations are reached collectively by the evaluation team during the daily and continuous team meetings. These evaluation team meetings are essential to complete the evaluation requirements and agree on issues arising during the evaluation process. Discussions in these meetings are vital to reach collective evaluations when considering the evaluation of indicators in the framework and school classification.

The final evaluations on the Sections of the Framework for Evaluating School Practices During Exceptional Circumstances are reached professionally. This is particularly so when evaluating the educational situations as well as the school documents and supporting information in the

Self-Evaluation Form of Quality of School Practices and the information collected during the evaluation process.

It should be noted that the evaluation process in exceptional circumstances does not include issuing judgements, but rather focuses on giving a professional reflection of the school's fulfilment of the basic requirements to perform its tasks in line with expectations. The classifications of the school based on the evaluation process aims mainly to direct support efforts to schools and take appropriate procedures to ensure the best possible schoolwork. The schools classified under category "Sufficient Response" are considered schools that meet the expectations to handle appropriately the educational process during exceptional circumstances.

## **Feedback**

Effective evaluations are not possible unless the Team Lead engages in professional dialogue with the school's leadership. This requires the Team Lead to share key observations and issues found during the evaluation process in a way that allows the school to discuss and respond to them. The evaluation team will be open to receiving additional sources of information in accordance with the evaluation procedures and timeframe. The final feedback will be delivered by the Team Lead on the last day.

This verbal feedback is not considered a final report. The evaluations and classification offered during the verbal feedback are provisional and may change. If they do change as a result of the quality assurance procedures, the school Principal will be informed by the Team Lead before the final written report is issued.