Evaluating the Quality of School Practices During Exceptional Circumstances

Directorates of Government and Private Schools and Kindergartens Reviews

September 2021

General Objectives

- **Present the *'Handbook for Evaluating the Quality of School Practices during Exceptional Circumstances'* in government and private schools (Second Edition).**

- **Clarify the evaluation process procedures & stages.**

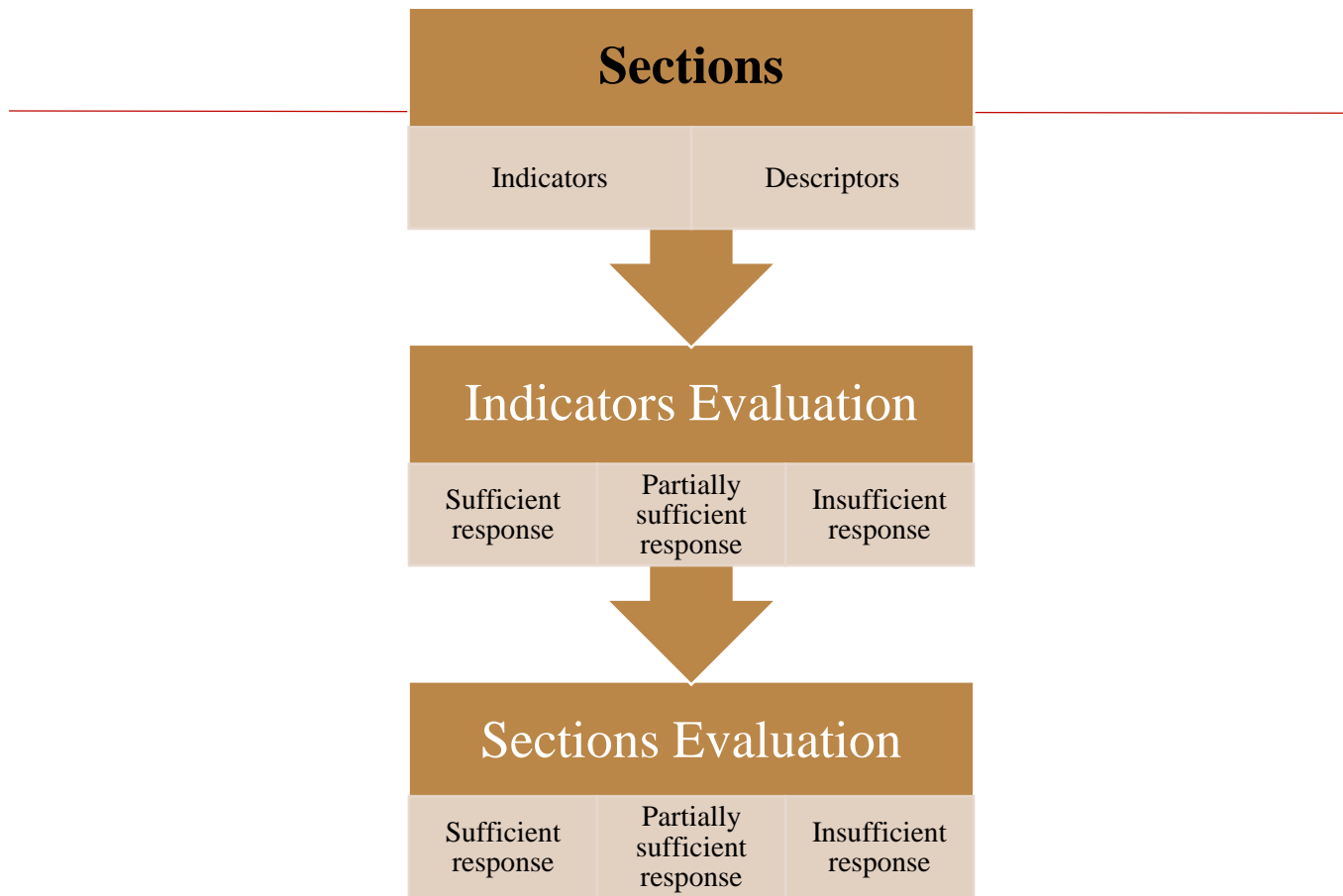- **Review the *Self-Evaluation Form (SEF)* and provide general notes and instructions.**

- **Inquiries.**

- *Evaluating* the sections

- Adding *limiting indicators* in each section

- *Redistributing indicators* between sections

- Modifying the indicators' evaluation rubrics

- Modifying the classifications of the school's overall performance

- Adding the impact of *health and safety* on the evaluation of sections and indicators

Sections of the Exceptional Circumstances

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

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Indicators Evaluation

Evaluation	Description
Sufficient response	The school takes *all* necessary impactful procedures and measures to handle the exceptional circumstances that affect *all* the descriptors in the indicator.
Partially sufficient response	The school takes a *range of* impactful procedures and measures to handle the exceptional circumstances that affect *most* of the descriptors in the indicator
Insufficient response	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

Evaluation	Description
Sufficient response	Limiting indicators are evaluated as *'Sufficient responses',* and all other indicators are *not less than 'Partially sufficient response'*
Partially sufficient response	Limiting indicators are evaluated *at least 'Partially sufficient response'*
Insufficient response	Any of the limiting indicators is evaluated as *'Insufficient response'*

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

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Classification of Overall school performance

Classification	Description
Sufficient Response	*All* sections are evaluated as *'Sufficient response'*
Partially sufficient response	*One* of the sections is evaluated as *'Partially sufficient response'* and there are no sections evaluated as *'Insufficient response'*
Insufficient Response	*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**

Section 1: Quality of students' welfare	
Indicator 1.1	**Descriptors**
1.1 Facilitating academic achievement of students of different abilities*	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
	Students' progress and commitment to attending academic support and the different external enrichment programmes is followed up and monitored through various assessment methods

Section 1: Quality of students' welfare	
Indicator 1.2	**Descriptors**
Ensuring students' active participation in school life and educational situations *	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 for students to actively participate in written, verbal or digital situations are provided.
	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.

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Section 1:
Quality of students' welfare

Indicator 1.3	Descriptors
• **Facilitating students' care and personal development**	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 $^\Delta$.
	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$^\Delta$.
	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

ΔThis is a limiting descriptor which will affect the overall evaluation of the indicator

Section 1: Quality of students' welfare (Sources of Evidence)

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 school's procedures in diagnosing students' needs of all categories	Analysing the school's policy to support all categories of students academically in their learning	Analysing documents related to students' special cases
Analysing documents related to monitoring students' attendance, adherence and commitment to lesson schedules	Analysing the school's policy and mechanism for providing technical support to students	Analysing the school's policy to support students' personal needs in different modes of learning

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Section Two: Developing Students' Learning

Indicator 2.1	Descriptors
• **Use of suitable teaching strategies, educational technology and learning resources***	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

Section Two: Developing Students' Learning

Indicator 2.2	Descriptors
• **Assessment utilisation and enhancement of different learning modes** *	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
	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.

Section 2: Developing students' learning	
Indicator 2.3	**Descriptors**
• **Learning situation management**	• 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.

Section 2: Developing students' learning	
Indicator 2.4	**Descriptors**
• **Enabling students' acquisition of self-learning skills**	• 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 and group work, critical thinking and problem solving.
	• Students are encouraged to produce digital content and develop their technological and research skills to access different sources of knowledge.

Section 2: Developing students' learning (sources of evidence)

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.

Section Three: Quality of School Change Management

Indicator 3.1	Descriptors
Planning and evaluating the school situation and handling exceptional circumstances*	• 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$^\Delta$.
	• The curriculum is reviewed and its implementation is monitored to meet the rapid developments in education and to meet students' needs during exceptional circumstances.

$^\Delta$This is a limiting descriptor which will affect the overall evaluation of the indicator.

Section Three: Quality of School Change Management	
Indicator 3.2	**Descriptors**
Managing, developing and monitoring staff performance*	• 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.

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Section Three: Quality of School Change Management	
Indicator 3.3	**Descriptors**
Resources management	• 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. [Δ]

[Δ]This is a limiting descriptor which will affect the overall evaluation of the indicator.

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Section Three: Quality of School Change Management

Indicator 3.4	Descriptors
Communication with stakeholders	• 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.

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Section Three: Quality of School Change Management (Examples of sources of evidence)

Analysing school policies related to handling developments and risks

Scrutiny of mechanism for reviewing the curriculum to cater for the shift towards different modes of learning

Ensuring the fulfillment of the curriculum requirements and its scheme of work

Interviewing and surveying the views of parents, 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

Checking 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.

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The Evaluation Stages and Processes

First Stage

Second Stage

Third Stage

Pre-evaluation Process

During Evaluation Process (normally lasts for five days)
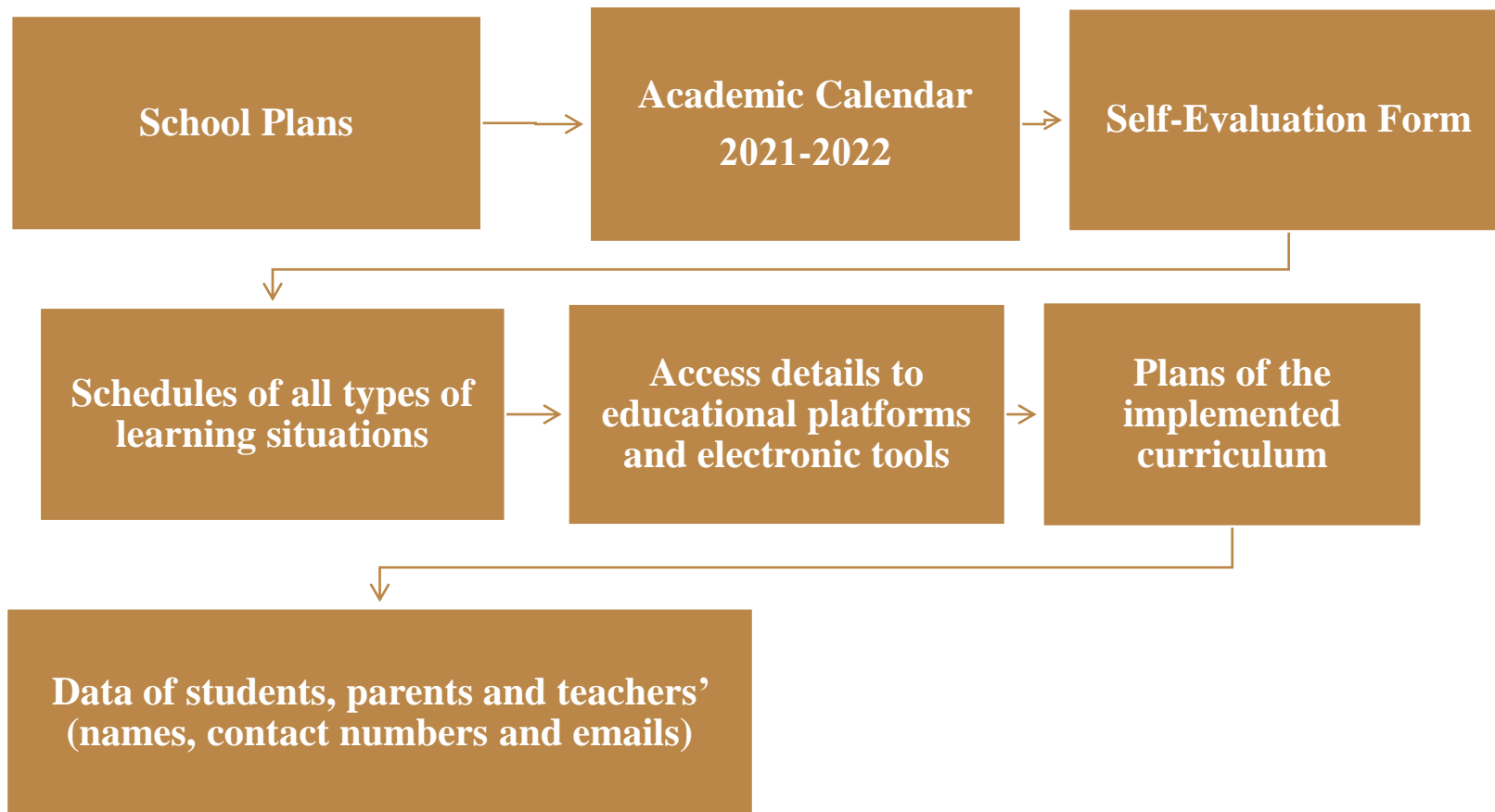
Post Evaluation Process
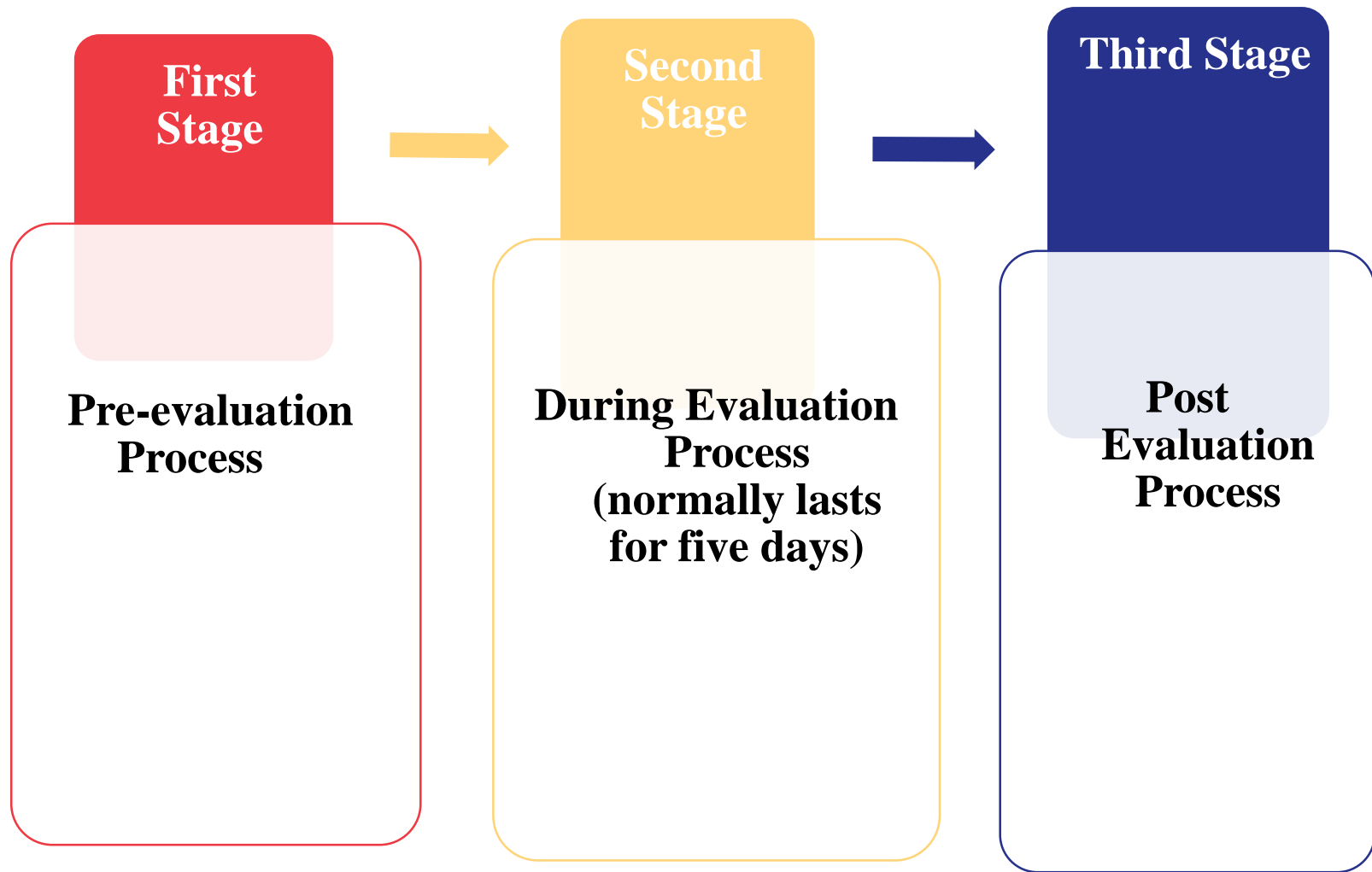
First Stage- Pre-Evaluation Process

- The 'Self-Evaluation Form of School Practices in Exceptional Circumstances', is sent to the MOE and private schools.

- A school completes it and sends it back along with all relevant documents to the BQA through the Hub

- The Directorate notifies the school of the dates and the lead of the evaluation team

- The Team Lead contacts the school to discuss preparations and the evaluation plan

- The school can designate a coordinator on its behalf to coordinate between the evaluation team and the school regarding the provision of the necessary technical support

- The BQA surveys the views of parents and teachers

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Relevant Evaluation documents required from schools prior to the evaluation process

| School Plans | → | Academic Calendar 2021-2022 | → | Self-Evaluation Form |

| Schedules of all types of learning situations | → | Access details to educational platforms and electronic tools | → | Plans of the implemented curriculum |

| Data of students, parents and teachers' (names, contact numbers and emails) |

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Second Stage-During the Evaluation Process

Observe various types of learning situations

Scrutinize different samples of students' work including electronic ones

Scrutinize samples of students' activities and assessment

Scrutinize any documents and files of the school relevant to the evaluation 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.

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Stage Three- Post Evaluation Process

- **The Team Lead drafts the evaluation report and a copy is sent to the school**
- **School checks the draft report for factual accuracy only**

- **The school provides its view and feedback on the evaluation process by completing the specified form**

Complaints

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Self-Evaluation Form

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 failure will directly affect schools' classification.

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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.

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Thank you