



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

Schools Reviews Handbook

Edition (2024)





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Introduction

The Schools Reviews Framework is designed by the Education & Training Quality Authority (BQA), as mandated by the Royal Decrees Nos. 83 of 2012, and 74 of 2016. Schools Framework encompasses a thorough evaluation process of each school's performance and the quality against explicit indicators. Our review procedures display independence, objectivity, and transparency. The information yielded from these reviews provides an invaluable insight into each school's strengths and areas for improvement. The goal is to ensure a concentrated deployment of efforts and resources in each school towards enhancing the overall performance as part of the comprehensive school improvement process.



A Twenty-first Century skills as a basis for the Schools Reviews Framework

The 21st Century skills form the main focus of the Schools Reviews Framework, recognising the evolving needs of students in a rapidly changing world, as illustrated in figure (1). The reviews framework evaluates how well schools foster these skills and promote students' growth, adaptability, and preparedness for the challenges and opportunities of the 21st Century, namely the following:

1. **Critical Thinking and Problem Solving:** Students develop the capacity to evaluate evidence, make logical connections, and make informed decisions, enabling them to tackle challenges in various aspects of their lives.
2. **Collaboration and Communication:** Students learn to collaborate with peers, share perspectives, and engage in constructive dialogue. These skills are crucial for fostering teamwork, building relationships, and effectively conveying thoughts and ideas.
3. **Creativity and Innovation:** Students are encouraged to think creatively, generate original ideas, and embrace innovation. They learn to approach problems from different angles, challenge conventions, and develop unique solutions, while being capable of thinking outside the box.
4. **Information Literacy:** With the abundance of information available, students need to develop skills to locate, evaluate, and effectively use information. They learn to discern credible sources, evaluate bias, and critically analyze data to make well-informed decisions.



5. Digital Literacy: Students learn to navigate online environments responsibly and understand digital safety and privacy. Digital literacy equips students to leverage technology effectively for learning, productivity, and responsible digital citizenship.

6. Global and Cultural Awareness: Students learn to respect and value cultural diversity, foster empathy, and develop a global mindset. Global and cultural awareness prepares students to engage in a globally interconnected society.

7. Adaptability and Resilience: Students develop a growth mindset, embrace challenges as opportunities for growth, learn strategies to cope with adversity and effectively respond to evolving circumstances.

8. Emotional Intelligence: Students develop self-awareness, self-regulation, empathy, and social skills. These skills support a positive classroom environment, while also enhancing students' overall well-being and emotional resilience.



Critical Thinking and Problem Solving



Collaboration and Communication



Creativity and Innovation



Information Literacy



Digital Literacy



Global and Cultural Awareness



Adaptability and Resilience



Emotional Intelligence

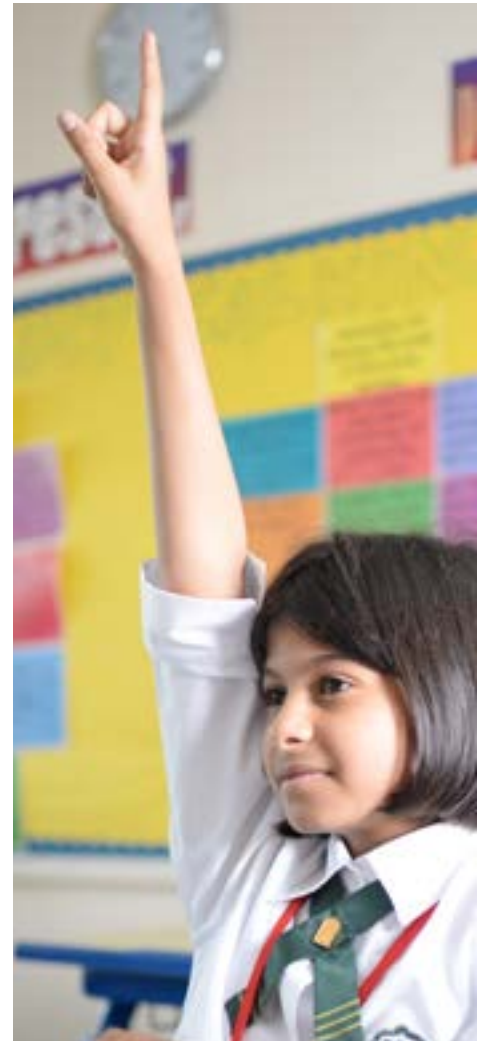
Figure 1: 21st Century Skills



B Schools Reviews Framework

The Schools Reviews Framework sets out the evaluation requirements to be used in the review of all schools in the Kingdom of Bahrain. It lists the main aspects, relevant criteria and indicators that reviewers must evaluate when reaching judgements, in order to arrive at the judgement of the school's overall effectiveness. The Schools Reviews Framework focuses on explaining the aspects as a reference point for both the evaluator and the school under review. This helps guide schoolwork to analyse the current situation and identify priorities and future development. The Framework is intended to evaluate onsite practices and cover the whole educational processes to enable the school to improve its performance.

The Schools Reviews Framework's three principles, namely, intelligent accountability, continuous improvement, and a collaborative approach, promote fair and comprehensive evaluation of schools, foster a culture of ongoing growth and learning, and encourage collaboration and partnership within the education community. These principles are explained below and aim to prioritise student success and empower educators to excel in their profession.



1. Intelligent accountability is a data-driven approach to school improvement that collects and analyses student data. This data is then used to identify areas where students are struggling and to develop targeted interventions. Intelligent accountability can help schools to improve student attainment and close the achievement gap.

2. Continuous improvement in school is a systematic approach to improve student learning. It is a process of identifying areas for improvement, implementing changes, and evaluating the impact of those changes. It views quality as an ongoing process rather than an event.

3. A collaborative approach in schools is a learning model that emphasises the importance of collaboration and cooperation among students, teachers, and other stakeholders. This approach is essential for building a culture of continuous improvement in schools. It involves working together with all stakeholders in the school community to identify and address areas for improvement. This approach is also based on the belief that students learn best when they are actively engaged in learning and when they have the opportunity to share their ideas and work with others.



| Aspects | Criteria | Indicators |
|--|--|--|
| Representing the main areas of schoolwork. These aspects lead to the judgement of the school's overall effectiveness | Representing the areas to focus on and upon which the aspect is judged | Explaining the key elements that the criteria focus on and upon which the criteria are judged. |

Table 1: Schools Reviews Framework structure

The Schools Reviews Framework explains the judgements that review teams arrive at during each school review, based on the BQA's policies and procedures and on the review criteria. Schools are requested to apply the same criteria and judgements when they carry out their own self-evaluation.

C Overall Effectiveness Judgements

Judgements of the overall effectiveness of the school – as detailed in table (2) – are given based on a four-point scale, as follows:

| Judgement | Description |
|---------------------|---|
| Outstanding | The school is Outstanding in the majority of aspects – including student achievement - with nothing less than Good. |
| Good | The school is Good in the majority of aspects – including student achievement – or higher and no aspect rated less than Satisfactory. |
| Satisfactory | The school is Satisfactory in the majority of aspects or better with no Inadequate aspect. |
| Inadequate | The school has one or more aspects rated as Inadequate and there is a need for significant improvement. |

Table 2: Overall effectiveness judgements



Words used in relation to different judgements:

Interpretations of words used in relation to different judgements for Schools Reviews Framework are essential for ensuring consistency and transparency in the assessment process. Table (3) provides a brief overview of some of the key terms involved and explain how they can be interpreted in a fair and equitable manner while reporting on the review, or during communication and discussions with schools.

| Grade | Relative words used | Interpretation |
|---------------------|--|---|
| Outstanding | All | Indicates completeness and comprehensiveness |
| | Almost all | About to reach completeness and comprehensiveness |
| | The vast Majority / Highly exceeds expectations | Indicates an amount that exceeds most |
| Good | Most/effective/positive/exceeds expectations | Indicates an amount that exceeds majority |
| Satisfactory | Majority / Adequate / Suitable / Variable/as expected/meets expectations | Indicates more than average |
| Inadequate | Minority / Few | Indicates less than average |
| | Limited | Indicates less than minority |
| | Very limited | Indicates scarcity/rarity |
| | None | Indicates unavailability/nothing |

Table 3: Words used in relation to different judgements

The Schools Reviews Framework Aspects

The Schools Reviews Framework consists of four main aspects: Students’ Academic Achievement, Students’ Personal Development and Well-being, Teaching, Learning and Assessment and Leadership, Management and Governance, as indicated in figure (2).

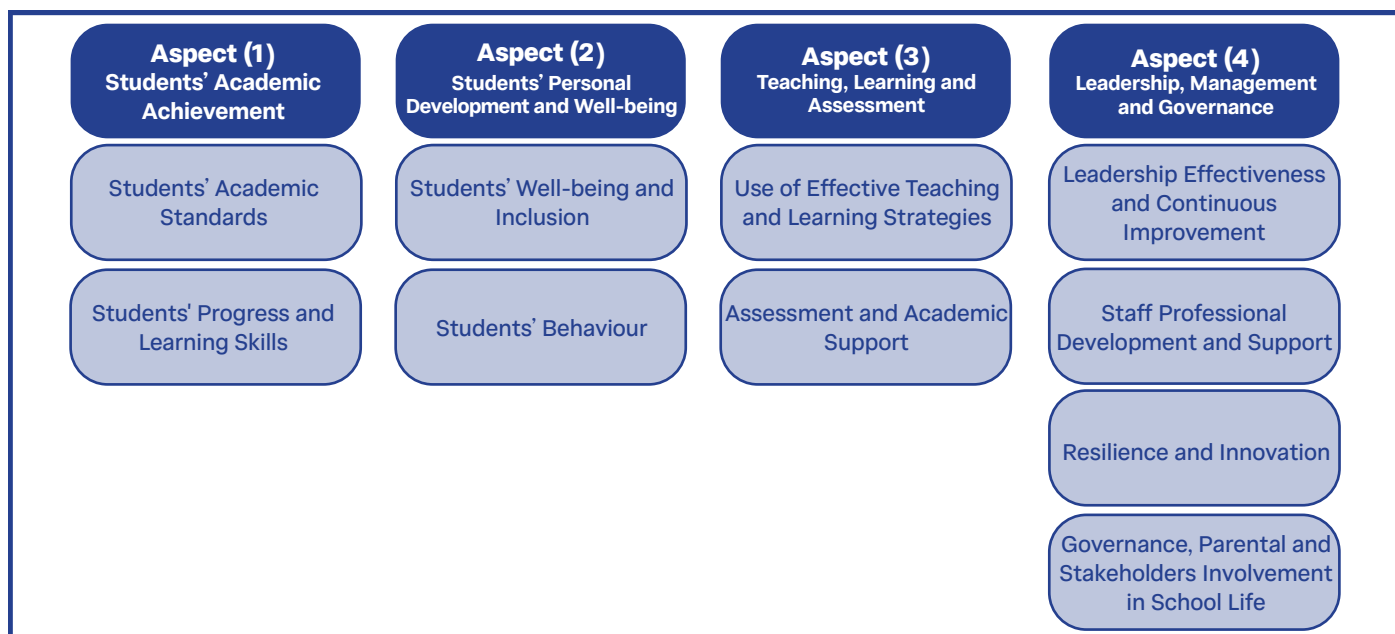


Figure 2: Review framework aspects and criteria



Students' Academic Achievement





1 Students' Academic Achievement

The focus of this aspect is on students' academic standards, progress and development of learning skills. Academic achievement is measured through examination performance and progress over time, with a focus on students' capacity to develop crucial learning skills. These include independent learning, critical analysis, application of knowledge to real-life situations, digital literacy, problem-solving, and e-learning. Table (4) clarifies the criteria and indicators of the aspect:

| CRITERIA | INDICATOR |
|---|--|
| Students' Academic Standards | 1. Students achieve at grade level and demonstrate progress on tests and examinations in core subjects at internal, national, and international level as applicable. |
| Students' Progress and Learning Skills | 1. Students demonstrate progress in their learning and acquiring learning skills over time in lessons, their work and assigned tasks according to stated competencies. |

Table 4: Students' Academic Achievement Aspect

The aspect of 'Students' Academic Achievement' is judged by the quality of the following criteria:

1 1 Students' Academic Standards

Students' academic levels are expectations for what students should know and be able to do in core and specialist subjects at each grade level. It is a key criterion for assessing students' achievement and is used as an indicator to determine whether students are making sufficient progress in their learning and whether the school is providing effective education. Students' academic standards are primarily gauged through their performance in tests and examinations at varying levels, including internal, national, and international ones. This criterion is judged by the quality of the following indicator:



1 1.1

Academic Standards: Students achieve at grade level and demonstrate progress on tests and examinations in core subjects at internal, national and international levels, as applicable.

Examples of school practices:

- a. Tracking students' performance in internal tests, and external examinations such as ministerial, national and international examinations, as applicable.
- b. Providing authentic, robust assessments that are consistent with the competencies of the implemented curriculum.
- c. Tracking the performance of cohorts of students over years.
- d. Tracking the performance of students as per their gender (Boys and Girls) in the case of schools adopting co-educational systems.

Where to obtain data and evidence?

- 1. Analysis of the results of the different types of assessments and examinations.
- 2. Tracking the results of students' cohorts over the last three years.
- 3. Scrutiny of samples of school tests and students' electronic and written work as part of their formative assessments.
- 4. Comparison of pass and proficiency rates, checking how these two are aligned, across core subjects and different stages.
- 5. Discussions and conversations with students, to demonstrate understanding and learning as required.



1 2 Students' Progress and Learning Skills

Progress in lessons is another significant determinant of skills and academic growth, with the capability of students to show development over time in their learning and academic performance being the prime focus. Students' learning skills denote their capacity to learn and apply crucial skills throughout their curriculum. These encompass abilities such as independent learning, critical analysis, application of acquired knowledge to real-life situations, technological adeptness, and other learning skills.

This criterion is judged by the quality of the following indicator:

**1 2.1**

Progress in lessons and learning skills: Students demonstrate progress in their learning and acquiring learning skills over time in lessons, their work and assigned tasks according to stated competencies.

Examples of school practices:

- a. Students' standards and their acquired knowledge, concepts and skills in educational tasks including their written and electronic work and other forms of assessment in subjects, mainly in core subjects: Arabic, English, mathematics, science, and specialised subjects according to stage and specialisation streams.
- b. Students' acquisition of appropriate linguistic, literacy and numeracy skills, such as the ability to use language well, the ability to use Arabic as a mother-tongue language to enrich intellectual creativity, scientific production and to be able to undertake research and study, and use mental mathematics, estimation, problem solving and rounding skills as per curriculum and age expectations.
- c. Students' progress in acquiring knowledge, concepts, and skills acquired in lessons, and in electronic and written work, homework, and different tasks.
- d. Students' ability to learn independently, think critically, and ability to transfer learning skills and knowledge across subjects to real-life situations, and their mastery of learning enabling skills, such as technological skills, data gathering, reading charts, drawing, and reading maps, problem-solving, writing reports, writing resumes and using dictionaries.

Where to obtain data and evidence?

1. Analysis of students' acquisition of knowledge, concepts, and basic skills during lessons in core and specialised subjects.
2. Scrutiny of students' electronic and written work, portfolios, and their individual and collective achievements.
3. Comparison of students' standards demonstrated in lessons, their electronic and written work and other tasks within the implemented curriculum and as per age expectations.
4. Discussions and conversations with different groups of students, to demonstrate development and learning as required.
5. Direct observation of students' acquisition of learning enabling skills in various activities.
6. Analysis of interviews with students in-person and virtually, both collectively and individually.



This aspect will be judged on a four-point scale as detailed in table (5):

| Judgement | Description |
|---------------------|--|
| Outstanding | Students consistently exceed learning expectations, with the majority making significant progress in their learning over time, and have effective learning skills. |
| Good | Students exceed learning expectations, with the majority making positive progress in their learning over time, and have learning skills. |
| Satisfactory | Students meet learning expectations, with the majority making adequate progress in their learning over time, and might need some support to develop their learning skills. |
| Inadequate | The majority of students do not meet most learning expectations, do not make adequate progress in their learning over time, and do not demonstrate strong learning skills. |

Table 5: Students' Academic Achievement Aspect Judgement Scale



**Students'
Personal
Development
and Well-being**

2 Students' Personal Development and Well-being

Personal development, well-being and the sense of belonging are crucial aspects of a students' life within a school setting. These elements correlate with their behaviour, discipline, inclusion, and equity. The students' well-being and sense of belonging are fostered by a supportive, inclusive, and welcoming learning environment. This sense of being valued not only enhances their emotional well-being but also impacts their behaviour, leading to improved discipline and achievement. Furthermore, the provision for inclusion and equity for all students is paramount. This necessitates a learning environment where every student, regardless of their social, cultural, or personal background, receives equal opportunities in education. Inclusion and equity not only promote personal development, well-being, and achievement, but also encourage positive behaviour, as students feel understood, appreciated, and equal. Therefore, schools play a pivotal role in shaping a student's personal development and well-being through the implementation of policies that nurture a sense of belonging, discipline, inclusion, and equity. Table (6) clarifies the criteria and indicators of the aspect:



| CRITERIA | INDICATOR |
|--|---|
| <p>Students' Well-being and Inclusion</p> | <ol style="list-style-type: none"> 1. Students of all abilities are provided with equal opportunities to pursue their talents, interests, and passions. 2. Students show self-confidence, and the ability to seize opportunities, leadership, and initiative. |
| <p>Students' Behaviour</p> | <ol style="list-style-type: none"> 1. Students adopt Islamic and citizenship values and demonstrate positive behaviour and self-regulation skills. 2. School-wide discipline policies are consistently and fairly enforced, and staff use restorative practices to address student behaviour, and promote positive relationships. |

Table 6: Students' Personal Development and Well-being Aspect



The aspect of 'Students' Personal Development and Well-being' is judged by the quality of the following criteria:

2 1 Students' Well-being and Inclusion

Inclusion and equity in education embody the principle that all students, regardless of their individual circumstances or differences, have equal opportunities to participate fully in the educational process and benefit from it equally. The students' well-being and sense of belonging to school shape their holistic development. Central to this is the provision for developmental opportunities, aimed at fostering their talents, interests and passions. These opportunities, often manifested through extracurricular activities, project-based learning, or personalised curricula, stimulate intellectual curiosity, creativity, and motivation; thereby enriching their overall learning experience. Equally critical is the nurturing of independence and leadership skills. Schools must foster an environment that encourages students

to demonstrate self-confidence, seize opportunities, and exhibit leadership. This equips students with the essential skills to succeed beyond the academic realm and prepare them to navigate the complexities of real-world challenges. In addition, personal support systems implemented within schools, inclusive of resources and assistance from trained personnel, serve to ensure the psychological and physical well-being of students. Clearly articulated school policies and practices, representing the diverse needs of students, further support student experience. Together, these elements contribute towards fostering a sense of belonging among students, thereby enhancing their overall well-being and educational outcomes. This criterion is judged by the quality of the following indicators:

2 1.1 Development opportunities: Students of all abilities are provided with equal opportunities to pursue their talents, interests, and passions.

2 1.2 Independent learning and leadership: Students show self-confidence, and ability to seize opportunities, leadership, and initiative.



Examples of school practices:

- a. The school's enhancement of the curriculum, with various classroom and school extracurricular activities including field trips to meet students' different needs, interests and talents.
- b. The school's provision of induction and transition programmes and activities to prepare students for school, the next stage of education or employment.
- c. Students' abilities to work confidently and independently to identify on real life problems and lead as individuals who are able make and justify decisions while providing them with a variety of opportunities to do so.
- d. Students' initiative to present ideas and develop these into innovative projects while showing dedication and maintaining a high quality of work.
- e. School provides positive support for students in different situations, particularly in addressing their personal problems including their psychological, financial and physical issues, with an open-door policy and clearly identified channels and personnel.
- f. School fosters an inclusive environment for SEN students. This includes accessible facilities, curriculum modifications, and inclusive teaching methods. It has a clear and accurate mechanism for identifying, diagnosing their needs and providing needed support.
- g. School has a robust system that includes providing comprehensive and effective training for teachers and supporting staff to teach SEN students, track their social, emotional and behavioural progress and inclusion in school life.

Where to obtain data and evidence?

1. Evaluation of breadth, diversity, effectiveness and regularity of programmes, activities, services, and support resources offered to students of different categories.
2. Scrutiny of work, portfolios, and achievements of the different categories of students.
3. Monitoring students during their participation in school activities and programmes in and outside lessons, with a focus on participation, representation, diversity, and quality.
4. Evaluation of activities that promote confidence, initiation, innovation, and students' leadership roles.
5. Discussions with students, parents and the various educational, administrative, and technical staff, in-person and virtually, both collectively and individually.
6. Analysis of systems for identifying and diagnosing students with special needs through tracking all educational activities and tasks, and the extent to which these cater effectively for SEN needs.
7. Analysis of the quality of the school's provision of physical resources to support students with disabilities.



2 2 Students' Behaviour

The notion of responsible citizenship, where students assimilate Islamic and citizenship values, is integral to fostering positive behaviour and developing self-regulation skills. Emphasis on the application of these values not only contributes to individual growth but also nurtures a sense of responsibility and respect for societal norms. On the other hand, restorative discipline in schools is critical. A consistently enforced school-wide discipline policy ensures fairness and offers a structured environment conducive to learning. These practices aim to address student behaviour as opportunities for learning and fostering positive relationships. Such an approach underpins the essence of restorative discipline, which is to repair harm, rebuild relationships and reintegrate students into the community, rather than to isolate or stigmatise them. This criterion is judged by the quality of the following indicators:

2 2.1 Responsible citizenship: Students adopt Islamic and citizenship values and demonstrate positive behaviour and self-regulation skills.

2 2.2 Restorative discipline: School-wide discipline policies are consistently and fairly enforced, and staff use restorative practices to address student behaviour and promote positive relationships.

Examples of school practices:

- a. Students' awareness of their rights, duties and responsibilities, and their full understanding of the school's procedures with reference to 'Child Protection Protocol'.
- b. Students demonstrate positive behaviour including clear self-discipline, being responsible for their own learning, including maintaining punctuality and attendance.
- c. Students demonstrate physical and psychological safety within the school.
- d. Students demonstrate awareness of Bahrain's heritage, local and global citizenship values, and Islamic values, and demonstrate tolerance and acceptance towards each other.
- e. Students' contribution to social responsibility in school life and society, such as contributing to voluntary work and awareness of social and global issues, while interacting, working, and communicating together effectively.
- f. The school's policies and practices for solving any behavioural problems occurring among school members or students, such as corporal punishment, harassment, bullying/cyberbullying, exploitation, and abuse in its various forms while ensuring their privacy and the confidentiality are implemented fairly and consistently.



Where to obtain data and evidence?

1. Analysis of meetings with students in-person and virtually, both individually and collectively.
2. Meeting social counsellors and administrative supervisors.
3. Evaluating the implemented policies and procedures that deal with harassment, behaviour and physical and cyberbullying.
4. Analysis of information from parents' interviews and surveys.
5. Observation of verbal and physical interaction between students and their behaviour in different situations, both in and outside lessons.
6. Evaluation of students' participation in internal and external health and environmental programmes, events, and projects
7. Analysis of attendance and case studies documents and records.
8. Review of the procedures taken by the school in response to violations and non-educational practices, whether made by administrative and teaching staff or students.

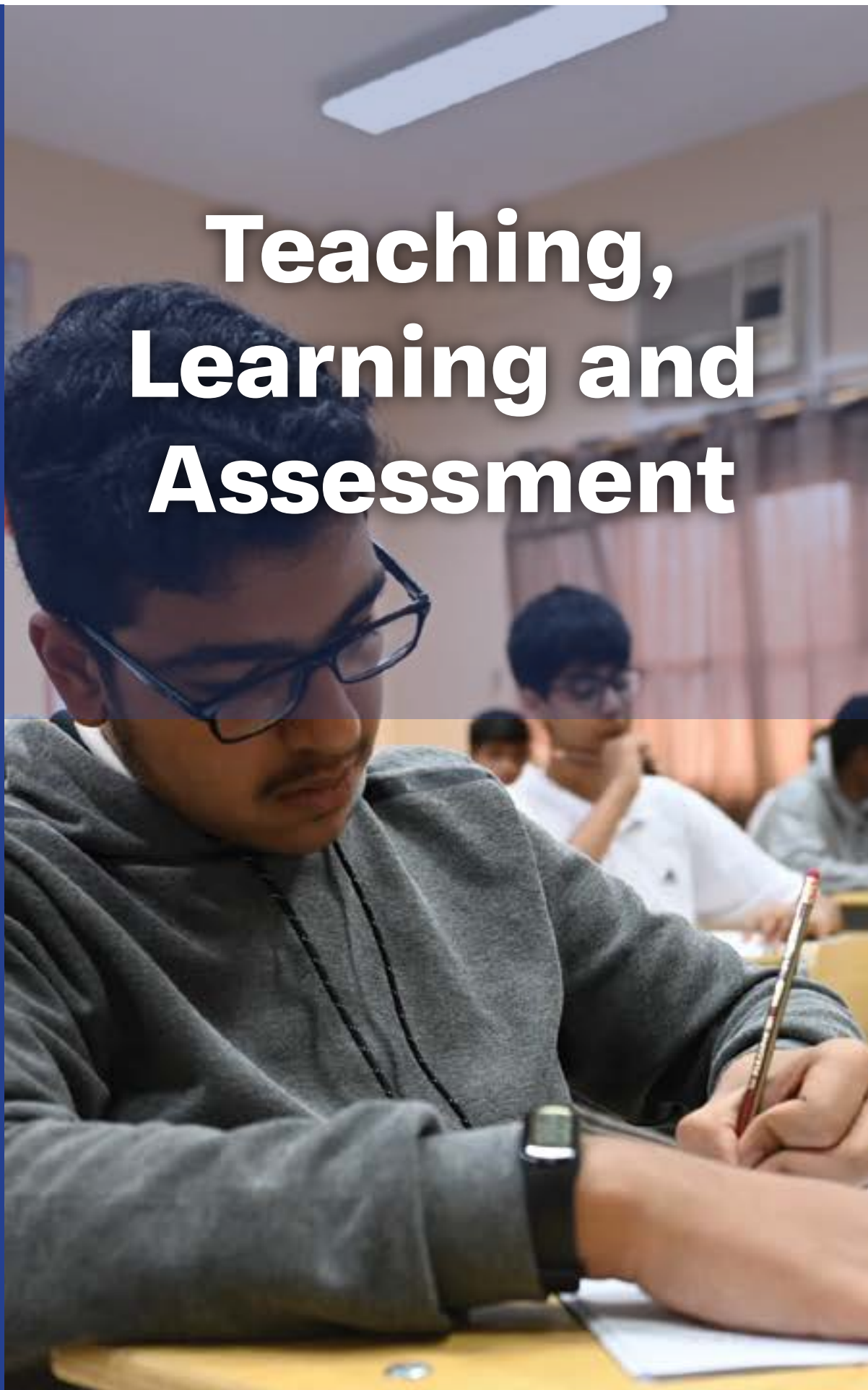
Aspect will be judged on a four-point scale as detailed in table (7):

| Judgement | Description |
|---------------------|--|
| Outstanding | Students are provided with a diverse range of opportunities to develop their talents, interests, and passions. The vast majority of students are self-confident, self-disciplined, and able to work independently and as members of a team. Students constantly follow fair and strict school discipline policies. Students demonstrate their different abilities at all times in a supportive environment. All students benefit from the services provided by the school in accordance with the outstanding and continuous support that is provided. |
| Good | Students are provided with a wide range of opportunities to develop their talents, interests, and passions. In general, most students are self-confident, self-disciplined, and able to work independently and as members of a team. Most students constantly follow effective school discipline policies, with limited areas for development. Most students demonstrate their different abilities through available opportunities. Most students benefit from the services provided by the school with good support. |
| Satisfactory | Students are provided with adequate opportunities to pursue their talents, interests, and passions. Some of the students are not always self-directed, and they may need more support to work independently and as members of a team. The majority of students follow adequate school discipline policies, with some areas for improvement. The majority of students demonstrate their different abilities through varying opportunities provided by the school. The majority of students benefit from the services provided by the school with the potential to improve provided support. |
| Inadequate | Students are provided with limited or non-existent opportunities to pursue their talents, interests, and passions. The majority are not self-confident or self-directed students and require a high level of support to work independently and as members of a team. The majority of students do not follow school discipline policies, which may not be implemented or sometimes does not exist. Limited number of students demonstrate their different abilities due to insufficient opportunities provided by the school. The majority of students do not benefit from the services provided by the school due to the limited support provided and the lack of clarity in implemented procedures. |

Table 7: Students' Personal Development and Well-being Aspect Judgement Scale



Teaching, Learning and Assessment





3 Teaching, Learning and Assessment

Teachers utilise an array of teaching and learning strategies to stimulate and motivate students. Examples include cooperative learning, where students learn through group projects and inquiry-based learning, in which students develop problem-solving and critical thinking skills. Teachers skillfully incorporate technology and learning resources, enhancing the learning experience, and facilitating student engagement.

Creating a safe, respectful, and inclusive classroom environment is also pivotal for productive learning. This positive atmosphere fosters respect, encourages participation, and supports diversity, ultimately leading to improved students' outcomes. A variety of assessment methods, such as performance tasks, portfolios, and self-assessment, are utilised to evaluate student learning. These assessments are based on curriculum

expectations and aimed at challenging higher order thinking skills.

Teachers provide timely, constructive feedback, addressing the unique educational needs of each student. This approach ensures that feedback is a tool for the students to understand their strengths and areas for improvement. As a result, students are more likely to be engaged and motivated, contributing to a more productive learning environment and improved outcomes. Academic support provides a comprehensive, data-driven approach to identify learning, detect achievement gaps, and customize the curriculum to accommodate a variety of students. It includes recognising students' academic needs, monitoring progress of different groups, and implementing appropriate support initiatives. Table (8) clarifies the criteria and indicators of the aspect:

| CRITERIA | INDICATOR |
|--|--|
| Use of Effective Teaching and Learning Strategies | <ol style="list-style-type: none"> 1. Teachers create a safe, respectful, and inclusive positive classroom environment for productive learning. 2. Teachers use a variety of effective teaching and learning strategies to engage and motivate students. 3. Teachers incorporate technology and learning resources effectively. |
| Assessment and Academic Support | <ol style="list-style-type: none"> 1. Teachers use a variety of assessment methods to evaluate student learning. 2. Assessment is based on curriculum expectations and challenges higher order thinking skills. 3. Teachers provide timely and constructive feedback to students to address different educational needs. 4. School users data to identify achievement gaps and adapt curriculum to meet the needs of all students through targeted interventions and academic support. |

Table 8: Teaching, Learning and Assessment Aspect



The aspect of 'Teaching, Learning and Assessment' is judged by the quality of the following criteria:

3 1 Use of Effective Teaching and Learning Strategies

Effective teaching and learning strategies are pivotal in fostering an enriching educational experience for students. Firstly, active learning is a crucial approach where teachers employ a range of methodologies to stimulate and engage students, thereby facilitating a more involved learning process. Secondly, the utilisation of technology is indispensable in the contemporary educational landscape. Teachers skilfully integrate various technological tools and resources to enhance the learning experience, making it more interactive, accessible, and comprehensive. Lastly, the creation of a conducive learning environment is fundamental to productive learning. Teachers are responsible for fostering a safe, respectful, inclusive, and positive classroom ambience, which significantly contributes to the students' overall learning process and development. This criterion is judged by the quality of the following indicators:

3 1.1 Managing conducive learning environment: Teachers create a safe, respectful, and inclusive positive classroom environment for productive learning.

3 1.2 Active learning: Teachers use a variety of teaching and learning strategies to engage and motivate students.

3 1.3 Technology and resources utilisation: Teachers incorporate technology and learning resources effectively.

Examples of school practices:

- a. Teachers' implementation of effective teaching and learning strategies which are impactful on learning, student-centred and cater for all learning styles.
- b. Teachers' degree of linking the process of learning to curriculum competencies, across subjects and application into real-life.
- c. Teachers enabling students to access and use technology effectively.
- d. Teachers' clear instructions in lessons to ensure productivity and optimisation use of learning time.
- e. Teachers' motivation of students and stimulation of their interest in learning through encouragement techniques that are age-appropriate and suitable to their abilities and previous knowledge and that inspire them to positively engage in lessons and activities.



Where to obtain data and evidence?

1. Analysis of direct lessons observation of all types of educational situations -including virtual learning - and students' work and behaviour during lessons.
2. Analysis of lesson plans' effectiveness and flexibility of implementation.
3. Evaluation of educational and technological resources utilisation.
4. Observation of classroom management techniques and methods of protecting every student's right to learn.
5. Analysis of meetings with students, their parents, and various educational and administrative staff.
6. Analysis of parents' and teachers' surveys.

3 2 Assessment and Academic Support

Assessment and constructive feedback in an educational context enhance student learning and performance. Teachers should utilise authentic assessment methods that holistically evaluate a student's grasp of subject matter. These assessments are crafted to align with curriculum expectations and are differentiated to challenge higher order thinking skills, thus promoting cognitive development and deeper understanding. Furthermore, they serve as a tool for teachers to provide constructive feedback to students. This timely and targeted feedback is instrumental in addressing the diverse educational needs of students. It helps identify areas of strengths and areas of improvement, guiding the students towards academic improvement and fostering an effective learning environment.

Academic support employs data-driven strategies, as well as knowledge of individual student preferences to identify the onset of learning, recognise achievement gaps, and tailor the curriculum delivery through specific interventions to cater to diverse students. It is a comprehensive process involving the identification of students' academic requirements, monitoring, and assessment of progress across different categories of students, judging student engagement and the execution of support initiatives. This criterion is judged by the quality of the following indicators:

3 2.1 Authentic assessment: Teachers use a variety of effective assessment methods to evaluate student learning.

3 2.2 Differentiation and challenge: Assessment is based on curriculum expectations and challenges students higher order thinking skills.



3 2.3

Constructive feedback: Teachers provide timely and constructive feedback to students to address different educational needs.

3 2.4

Academic support: School uses data to identify achievement gaps and adapt curriculum to meet the needs of all students through targeted interventions and academic support.



Examples of school practices:

- a. Teachers' use of a variety of effective assessment methods – such as performance tasks, portfolios, self-assessment - and use of results to identify students' academic standards and planning for these accordingly.
- b. Teachers' mechanisms of following up learning activities and homework with regular marking, while providing encouragement and guidance.
- c. Teachers' provision of comprehensive feedback on the assessment process to help students identify strengths and areas to be developed in their performance.
- d. Teachers promote higher order thinking skills through their lessons and promote curiosity to explore and question to discover and apply new information.
- e. Teachers' consideration of students' different cultures, interests, and ambitions in relation to their learning requirements are reflected in student experiences.
- f. The school's adoption of systems to diagnose students' learning needs, evaluate, monitor and track the academic progress of students of different groups and educational categories.
- g. The school's level of implementation of plans, effective support, and enrichment programmes to support students of different educational abilities and enhance their learning outside the classroom.
- h. The progress of the different categories of students in their special programmes (remedial and enrichment), such as the high and low achieving students and those with special education needs (SEN).



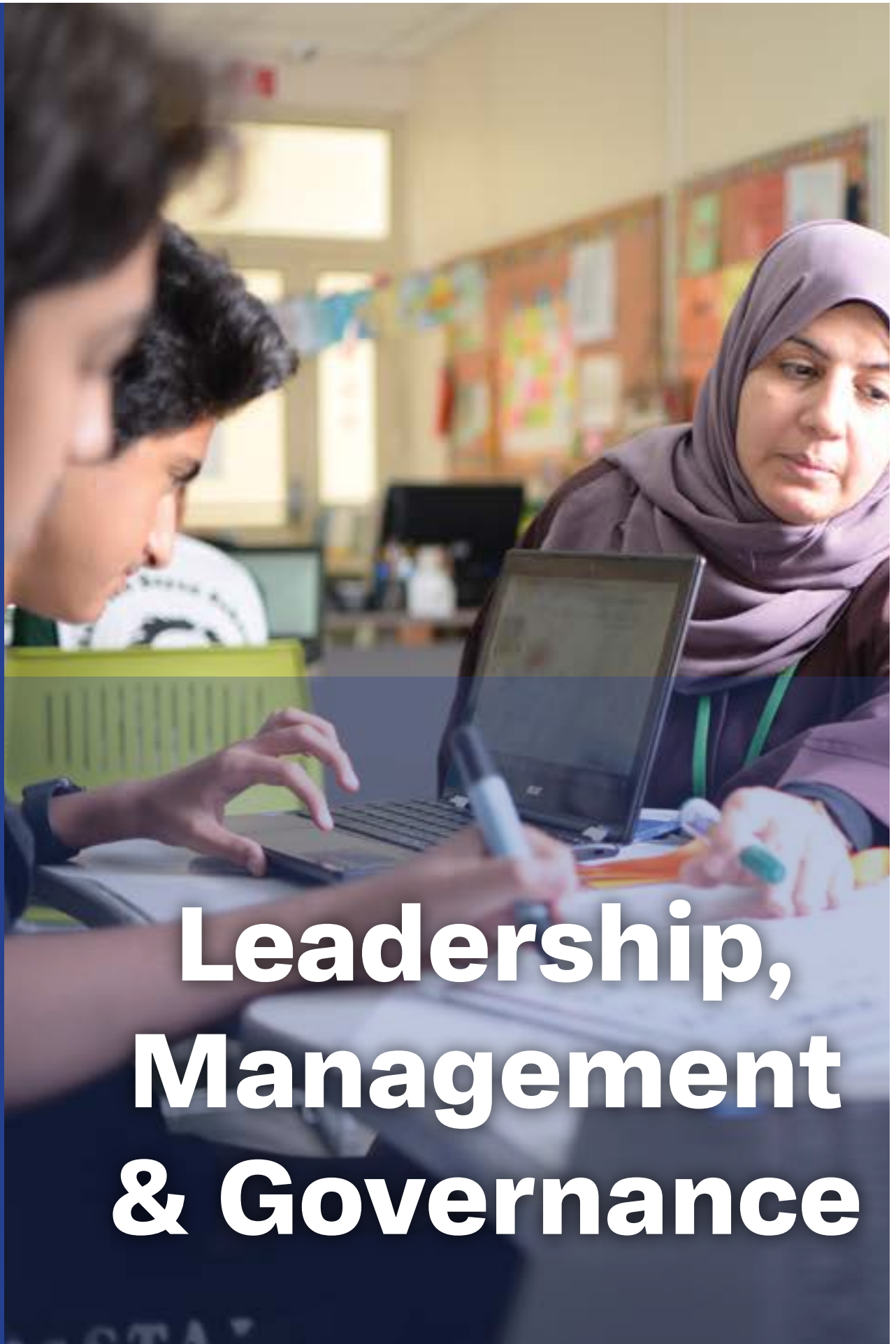
Where to obtain data and evidence?

1. Analysis of school's assessment policy and lesson plans and their focus on differentiated learning, developing students higher-order thinking skills.
2. Observation of lessons and talking to students to assess their understanding and performance whenever opportunities are present.
3. Scrutiny of the assessment quality of electronic and written work of the different groups of students.
4. Evaluation of the balance and suitability of assessment activities, considering their diversity and quality.
5. Evaluation of teachers' feedback to students.
6. Observation of teaching and learning in lessons and tasks, and students' engagement.
7. Analysis of meetings with students, their parents and various educational and administrative staff and parents' and teachers' surveys.
8. Review of support systems and programmes in terms of quality, diversity, and appropriateness to identify, diagnose and address the needs of different groups of students.
9. Analysis of records and discussion with those responsible for monitoring students of different abilities such as social counsellors and special education specialists.

This Aspect will be judged on a four-point scale as detailed in table (9):

| Judgement | Description |
|---------------------|--|
| Outstanding | Teachers employ highly productive teaching and learning strategies. They apply a variety of purposeful evaluation methods; to evaluate students' learning. They use the results in a systematic manner to develop students' learning and provide them with feedback. They also provide a wide range of academic support programmes for students to achieve their full potential. |
| Good | Most teachers employ effective teaching and learning strategies. They apply a variety of effective evaluation methods; to assess most students' learning. There may be some minor developmental aspects to using assessment results to develop students' learning. They also provide a good range of academic support programmes for most students to achieve their potential, but in a few cases, they may not provide sufficient support or may not provide it in a timely manner. |
| Satisfactory | The majority of teachers employ appropriate teaching and learning strategies, with no significant negative impact on students; however, there is room for improvement. The teaching and learning strategies used focus mainly on students with average achievement, and do not necessarily meet the needs of all students. Teachers also use inconsistently effective evaluation methods, and there is a need for improvement in terms of the quality of feedback provided, and how the results of evaluations are used to benefit students. They also provide the expected academic support to most students who need it. |
| Inadequate | Teachers do not use effective teaching and learning strategies or assessment methods that meet the majority of students' needs. They may not assess students' learning accurately or regularly or they may not use the results to develop their learning. They also do not provide the academic support students need. |

Table 9: Teaching, Learning and Assessment Aspect Judgement Scale



Leadership, Management & Governance



4 Leadership, Management and Governance

Effective leadership is the cornerstone of any thriving school and is critical for fostering continuous improvement. School leaders, including principals and administrative staff, play a pivotal role in driving improvement by setting ambitious objectives and encouraging staff to strive for excellence in their roles. They also ensure that sufficient support and opportunities for professional development are available to all staff members, thereby promoting a culture of lifelong learning and improvement. Resilience and innovation are other key aspects of leadership, as school leaders must be capable of navigating challenges and driving change in a dynamic and often unpredictable educational landscape. Lastly, effective school leaders recognise the importance of parental and stakeholder involvement in school life, and actively seek

to engage these parties and involve them in the decision-making processes. This inclusive approach to governance not only fosters a sense of community but also ensures that the school's direction and policies reflect the needs and values of all its stakeholders. In private schools, a professional dialogue should be maintained with the Board of Directors or Advisory Group – as applicable – to achieve effective cooperation with the school's leadership. The Board of Directors or Advisory Group are expected to take responsibility for the school's performance and participate in setting the strategic plan. It is expected that private schools will undergo the processes of institutional listing and their qualifications placed on the National Qualifications Framework (NQF). Table (10) clarifies the criteria and indicators of the aspect:

| CRITERIA | INDICATOR |
|---|---|
| Leadership Effectiveness and Continuous Improvement | <ol style="list-style-type: none"> 1. Have a clear vision and an effective strategic plan for the school's improvement and communicate it effectively to staff. 2. Use data to review the curriculum and develop targeted action plans to deliver continuous improvement informed by accurate self-evaluation. 3. Effectively manage and allocate resources to support student learning and achievement and ensure facilities and resources are safe and secure. |
| Staff Professional Development and Support | <ol style="list-style-type: none"> 1. Use data to identify areas for staff development and support and provide ongoing professional development opportunities aligned with the school's improvement goals. 2. Provide regular feedback and support to staff to engage in regular critical reflection to improve their performance and use data to inform their teaching practices. 3. Foster a culture of collaboration and encourage staff to share best practices and learn from each other. |
| Resilience and Innovation | <ol style="list-style-type: none"> 1. Manage change effectively and respond swiftly to challenges and setbacks. 2. Foster and provide resources for a culture of innovation and experimentation and encourage staff to try new approaches to teaching and learning. |
| Governance, Parental and Stakeholders Involvement in School Life | <ol style="list-style-type: none"> 1. School leadership and staff foster positive relationships with parents and community members by involving them actively in school policies, practices and activities and seeking their feedback. 2. Parents are informed about their children's progress, challenges and required support. 3. Governance bodies operate with clear responsibilities and support school in achieving its strategic goals (Private Schools Only). |

Table 10: Leadership, Management and Governance Aspect



The aspect of 'Leadership, Management and Governance' is judged by the quality of the following criteria:

4 1 Leadership Effectiveness and Continuous Improvement

Effective school leadership plays a critical role in fostering a culture of continuous improvement. A vision for constant advancement, strategically charted out, serves as a blueprint, guiding all stakeholders towards common educational goals. Data-driven action plans, a cornerstone of successful leadership, utilise quantifiable information to address specific areas of development, thereby facilitating informed decision-making and targeted improvement. Furthermore, astute resource management is indispensable for maximising student learning outcomes. Ensuring a safe and secure environment for these resources, leaders optimise the use of assets, thereby driving productivity and creating a conducive atmosphere for ongoing growth and development. Regularly reviewing and accurately implementing the curriculum, as promised to parents, is essential to meet the set curriculum expectations. This criterion is judged by the quality of the following indicators:

4 1.1 Continuous improvement vision: Have a clear vision and an effective strategic plan for the school's improvement and communicate it effectively to staff, students, and families.

4 1.2 Data-driven action plans: Use data to review the curriculum and develop targeted action plans towards continuous improvement efforts informed by accurate self-evaluation.

4 1.3 Effective resource management: Effectively manage and allocate resources to support student learning and achievement and ensure facilities and resources are safe and secure.





Examples of school practices:

- a. The school leadership's ability to implement a comprehensive and accurate shared self-evaluation and update it as required, effectively use the data and results to drive continuous improvement and manage both strategic and operations matters.
- b. The schools' links between their self-evaluation analysis and strategic planning based on schoolwork priorities with clear performance indicators, effective procedures, and specific mechanisms for monitoring the quality of implementation.
- c. The leadership's provision of guidance to school members on the effective and best and optimal use of educational and technological resources including the use of school buildings, facilities and grounds to facilitate and support teaching and learning processes.
- d. The school's provision of a safe, risk-free learning environment to all its stakeholders at all times, including managing changing circumstances.
- e. The school's provision of programmes and projects to raise health and environmental safety awareness, etc.
- f. The school's compliance with curricula requirements as approved by the regulatory bodies, whether national or international, in terms of curricula choice and/or design (Private Schools Only).



Where to obtain data and evidence?

1. Assessment of objectivity and accuracy of self-evaluation data and self-assessment tools, analysis and monitoring mechanisms, through analysis of plans and layered application of priorities.
2. Scrutiny of strategic and action plans to ensure they are realistic, aligned, linked to the outcomes of self-evaluation processes and implemented effectively.
3. Monitor the school leadership's awareness of strategic priorities, implementation, and monitoring – through following up on their decisions, actual classroom practices, and procedures around the school.
4. Analysis of system robustness in providing real-time reliable data related to school and students, such as achievement, absence and punctuality records, surveys, and any other credible source of information.
5. Assessment of the school's utilisation of physical, financial, and educational resources to achieve goals and priorities.
6. Analysis of meetings conducted with the school's different teaching and administrative staff and parents.
7. Evaluation of the school's risk and safety assessment procedures and the necessary measures taken to address risks.
8. Review of accreditation status of the implemented curricula by the relevant official authorities (Private Schools Only).



4 2 Staff Professional Development and Support

Staff development and support constitute the bedrock of effective school leadership that seeks to foster a successful learning and teaching environment. Capacity building, reflective practices, and the cultivation of a positive culture are key components. Capacity building encompasses the strengthening of skills, competencies, and abilities of staff members, which empowers them to deliver high-quality education. Reflective practices, on the other hand, involve a deliberate and structured process where educators examine their teaching methods and strategies for improvement. This not only enhances their professional growth but also leads to improved student outcomes. Lastly, fostering a positive culture underscores the role of leadership in creating an environment that values collaboration, respect, empowerment, and positivity. This serves to boost staff morale, encourage innovation, and ultimately leads to the achievement of the school's educational goals. This criterion is judged by the quality of the following indicators:

4 2.1 Capacity building: Use data to identify areas for staff development and support and provide ongoing professional development opportunities aligned with the school's improvement goals.

4 2.2 Reflective practices: Provide regular feedback and support to staff to engage in regular critical reflection to improve their performance and use data to inform their teaching practices.

4 2.3 Positive culture: Foster a culture of collaboration and encourage staff to share best practices and learn from each other.

Examples of school practices:

- a. The leadership's identification of teachers' and other staff's individual and group needs, including those related to their training and development, particularly with newly recruited staff.
- b. The leadership's ability to motivate staffs' engagement through clear performance monitoring system based on classroom visits and constructive feedback.
- c. School leadership encouragement to its members to be creative, innovative and seek self-development.
- d. The effectiveness of distributed leadership models across the school to raise standards.
- e. The leadership's enhancement of a positive relationship between themselves and staff to influence and improve performance and increase the sense of responsibility.
- f. The school's participation in building learning communities within the school to exchange experiences and provide mutual support.



Where to obtain data and evidence?

1. Assessment of senior and middle leadership and management roles in identifying teachers' needs, securing appropriate professional development programmes, and measuring impact on performance.
2. Examination of the application of the impact of training programmes on classroom practices and the impact on students' achievement and progress.
3. Analysis of performance metrics and measures such as student outcomes, staff turnover rates, and the success of collaborative projects within the school.
4. Analysis of investigative school staff surveys and interviews about the quality of collaborative activities and the staff's perception of the culture of collaboration in the school.
5. Analysis of post-teacher observation reports and feedback provided.
6. Identification of the extent to which the school leadership provides guidance and support to its members and its adoption of an open-door policy and teamwork.
7. Analysis of ethical practices exerted by school leadership including the demonstration of integrity, fairness, and respect, setting the standard for ethical behaviour in the school community.
8. Analysis of leadership meetings minutes and agendas.
9. Analysis of meetings conducted with the school's different teaching and administrative staff, parents and students.

4 3 Resilience and Innovation

Resilience and innovation, two crucial factors for success in education, are directly influenced by agile leadership and innovative practices. Agile leaders in a school setting are characterised by their ability to adapt and respond to changes promptly, ensuring the continuance of quality education in all circumstances. Such leaders leverage innovative practices to promote creative problem-solving, critical thinking, and a culture of continuous improvement. It requires a resilient and innovative approach to maintain the highest educational standards, adapt to evolving educational needs, and equip students with the knowledge and skills they need in today's ever-changing world. This criterion is judged by the quality of the following indicators:

4 3.1 Agile leadership: Manage change effectively and respond swiftly to challenges and setbacks.

4 3.2 Innovative practices: Foster a culture of innovation and experimentation and encourage staff to try new approaches to teaching and learning.



Examples of school practices:

- a. The leadership's adherence to the principles of consultation, participation, teamwork, fairness, and objectivity.
- b. The leadership's identification of available opportunities and potential threats and risks that might affect overall performance.
- c. The school development of alternative solutions to deal with emergency changes that may affect the school's overall performance.
- d. The leadership's flexibility and encouragement of its staff members to pursue creative and innovative pedagogical practices.
- e. The leadership's continuous review and evaluation of the school processes, updating them to reflect local context/values and recent developments.

Where to obtain data and evidence?

1. Analysis of educational practices and policies that are future-oriented and responsive to the evolving societal needs, including projects, initiatives and action research provided and conducted by teachers.
2. Analysis of evidence on leadership's ability to make fast, effective decisions, including reacting to unexpected situations, such as changes in educational policies, with sound, timely decisions that advance the school's objectives.
3. Assessment of leadership commitment to their continuous learning. It involves staying updated with the latest educational research, pedagogical strategies, and technological innovations and incorporating them into the school system.
4. Assess change initiatives introduced and successfully implemented by the leadership. This could include changes in teaching methodologies, introduction of digital platforms, or curriculum revisions.
5. Analysis of meetings conducted with the school's various teaching and administrative staff, parents, and students.

4 Governance, Parental and Stakeholders Involvement in School Life

The school leadership plays a pivotal role in fostering parental, student, and stakeholder involvement in the school's life, with the objective of enhancing the educational experience for students. Fostering community involvement is crucial, as it broadens the school's support network, enriches student activities, and promotes a sense of ownership among those served by the school. Furthermore, the leadership ensures that parents are well-informed about the school's vision, children's progress, and various ways they can contribute, facilitating their transition from passive recipients of information to active participants in their children's education. The governance aspect further highlights the importance of this involvement, as parents and stakeholders can hold the school accountable, ensure transparency, and participate in decision-making, ultimately leading to a more responsive and effective educational institution.



This criterion is judged by the quality of the following indicators:

4 4.1 Community involvement: School leadership and staff foster positive relationships with parents and community members by involving them actively in school policies, practices and activities and seeking their feedback.

4 4.2 Informed Parents: Parents are informed about their children's progress, challenges and required support.

4 4.3 Governance: Governance bodies operate with clear responsibilities and support schools in achieving their strategic goals (Private Schools Only).

Examples of school practices:

- a. The school makes use of national institutions, local facilities, various community events and programmes and local expertise to develop and expand students' knowledge, experiences, and skills.
- b. The local community has access to the school's facilities to hold events and activities (the Parents' and Students' Councils should be encouraged to play an active role in achieving this).
- c. The school's utilisation of its website to provide information to parents and others who are unable to physically access the school.
- d. The school's participation in the establishment of professional learning communities with other schools, to exchange experiences and provide support to each other.
- e. The school's approach to online learning for parents, students, and other stakeholders as well as providing opportunities for them to communicate with the school.
- f. Leadership ensures that parents are informed of their children's academic progress, welfare, and any challenges they may encounter.
- g. The Board of Directors/ Trustees/ Governing Body (the Board) involvement in providing strategic direction to the school's leadership and holding them accountable to achieve objectives (Private Schools Only).
- h. The Boards' effective contribution to developing school's plans and providing financial support (Private Schools Only).
- i. The Board's degree of taking responsibility for monitoring and investing in school staff, environment, learning resources and bearing their responsibility to the relevant authorities for school results (Private Schools Only).



Where to obtain data and evidence?

1. Assessment of the established partnerships between the school and the community, including parents and community institutions.
2. Evaluation of use of and access to community resources to support teaching and learning.
3. Analysis of the content provided by the school on websites, electronic educational platforms, and distance learning channels.
4. Verification of the role of the school owner(s) in supporting schoolwork without negatively affecting the school’s technical processes (Private Schools Only).
5. Evaluation of the Board’s role in ensuring the realisation of school vision and goals while providing needed support and motivation to school leadership (Private Schools Only).
6. Analysis of Board’s job descriptions to verify that roles and responsibilities are explained clearly and carried out effectively (Private Schools Only).
7. Discussions and conversations with students, parents, Board members and stakeholders.

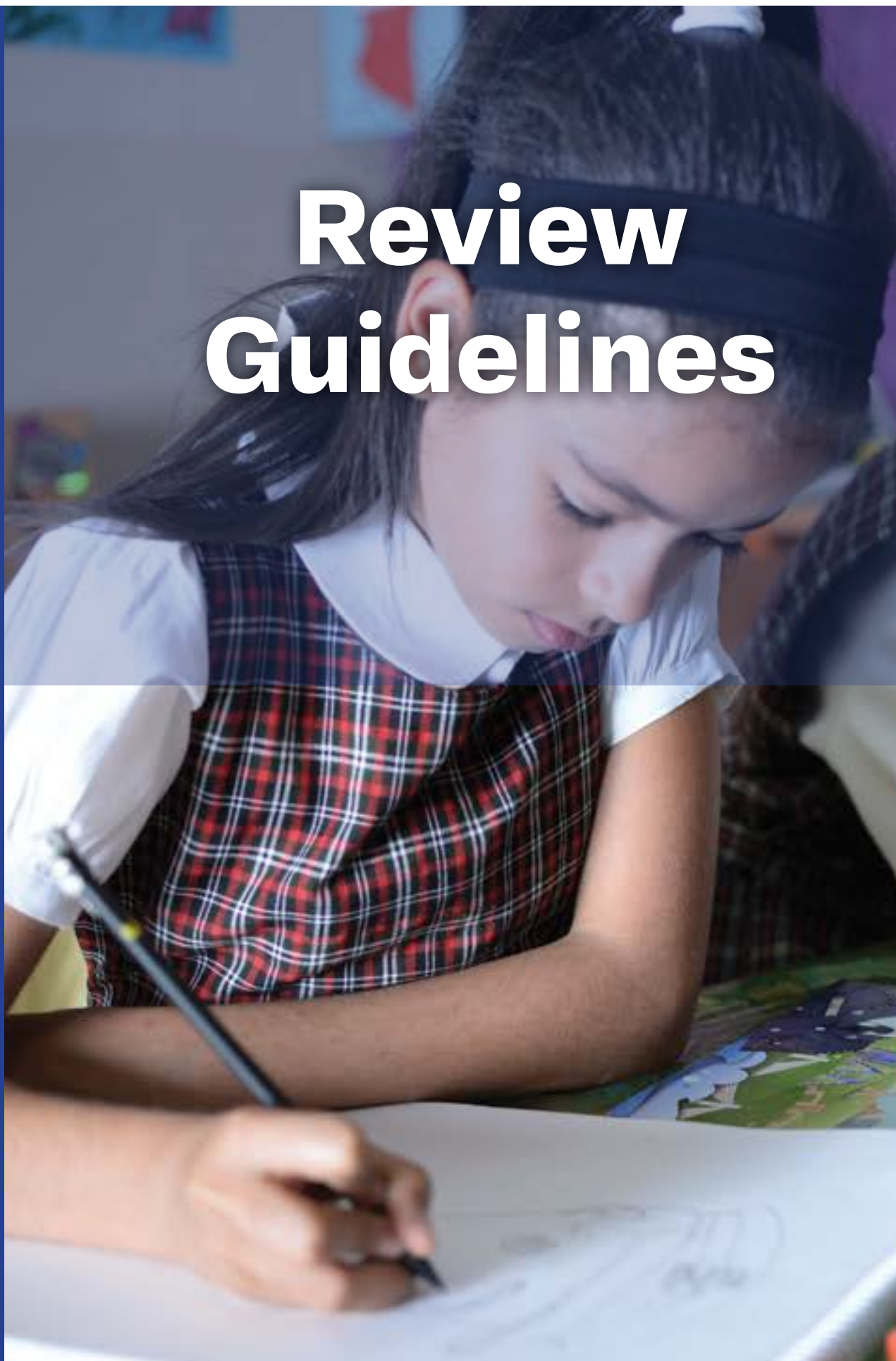
This Aspect will be judged on a four-point scale as detailed in table (11):

| Judgement | Description |
|---------------------|---|
| Outstanding | The school leadership team has a clear vision for the school and is committed to continuous improvement. They provide excellent opportunities for staff development and support, and the school is resilient and innovative. Parents and stakeholders are actively involved in school life. |
| Good | The school leadership team has a clear vision for the school, but there is some room for improvement in terms of continuous improvement. They provide effective opportunities for staff development and support, and the school demonstrates many elements of resilient and innovative practice. Parents and stakeholders are involved in school life, but there is some room for improvement in minor aspects. |
| Satisfactory | The school leadership team has a vision for the school, but there is a need for improvement in terms of clarity and commitment to continuous improvement. They provide adequate opportunities for staff development and support, and the school may not be as resilient and innovative as it should be. Parents and stakeholders are involved in school life, but there is a need for more engagement. |
| Inadequate | The school leadership team lacks clear vision for the school, and there is no evidence of a focus on continuous improvement. They do not provide opportunities for staff development and support, and the school doesn’t apply resilient or innovative practices. Parents and stakeholders are only partially involved in school life. |

Table 11: Leadership, Management and Governance Aspect Judgement Scale



Review Guidelines





Review Guidelines

The review process helps develop and improve schools' performances, since it is measured through clear criteria. Additionally, it contributes to the identification of the strengths and areas for improvement within the school. This is underpinned by a professional discussion with the school about its work and its self-evaluation. The Review Report provides the school with the judgements and recommendations arising from the review aspects and overall effectiveness. The task of improvement is the responsibility of the school and those who provide it with constant support.

The Approach to Reviews

Regular and continuous self-evaluation is essential for the school's performance, development and improvement, which is emphasised through the approach adopted in the review process. Schools are asked to evaluate and note down the results of the process in the BQA Self-Evaluation Form (SEF). Schools evaluate their performance according to the same measurement and criteria used by the reviewers to evaluate the school's overall effectiveness and quality of main aspects. This is done against the criteria of the Review Framework. Accurate self-evaluation will enable the school to identify strengths and areas of improvement in all aspects of its work.

Reviewers use the evidence the school offers in its SEF, alongside other documents the school provides, to form hypotheses about the school. These are included in a Pre-Review Brief (PRB). Reviewers test the hypotheses by directly observing students and teachers at work, scrutinising students' work and their portfolios including the electronic and digital productions, analysing data in the school documents, and conducting interviews and/or surveys with all concerned parties such as staff, students

and parents. This multifaceted approach culminates in a thorough assessment of the school's overall performance.

The review approach is based on collaboration between the school and the review team. Through the SEF, the school provides the starting point for the review team, thereby contributing to the preparation of the review plan to be discussed with the school's leadership. The Lead Reviewer will also collaborate with the school to arrange the interviews between reviewers and the administrative and teaching staff, who can shed light on the main issues and hypotheses. The school will be able to suggest where particular practices, either strong or needing improvement, can be seen in the school.

Reviewers will form judgements about the school's provision based on the evidence they collect during the review process. Regular feedback to the school's leadership is an essential part of the review process, so that the school staff are fully aware of how the judgements are reached.



Review Types

Standard review: Reviewing schools' performance

A standard review is a comprehensive assessment of a school's performance against established criteria, identifying strengths, areas for improvement, and overall effectiveness. This rigorous process involves professional dialogue between reviewers and the school, culminating in a review report that provides judgements and recommendations for continuous improvement, spearheaded by the school and its stakeholders. Conducted by a team of reviewers, a standard review typically requires three days to complete.



Short review: Reviewing 'Outstanding' schools

A one-day short review is applicable to schools which are judged as 'Outstanding' in their last review and subject to BQA policies. At the end of the day, the review team presents feedback to the school, advising whether the school is sustaining its 'Outstanding' judgement and continuously developing and improving or if it needs to undergo a full three days – or more – review to reach an accurate judgement about its overall effectiveness. The review will be scheduled according to the BQA's policies and procedures.

Monitoring visit: Assessing 'Inadequate' schools progress

A one-day review is conducted to assess 'Inadequate' school progress in addressing recommendations of previous review according to BQA's policies and procedures. This type of review is typically conducted by a smaller team of reviewers.



Thematic review: National priorities

The thematic review is a national level targeted review of a particular aspect of school's operation. This type of review is typically conducted by smaller teams for sample schools.



Review Stages and Procedures

The review process includes quality assurance procedures throughout its different stages. The review process has three key stages as follows:

Stage 1: Pre-review visit procedures

- **The school sends the completed SEF within the deadline assigned to the concerned directorate, with the following documents:**
- the school's strategic plan and calendar/timetable of events and activities
- teachers' weekly lesson and learning situations schedule with clear period timings of all modes of learning
- students' attainment results
- students' data across all grades for the current academic year
- assessment policy (for private schools)



- **The Lead Reviewer analyses school's submission covering the school's relevant issues based on the SEF, the analysis of Parent Questionnaire (PQ), Teachers Questionnaire (TQ), and Students Questionnaire (when applicable), and any other available school documents. The following will be outlined in the PRB:**
 - apparent strengths and areas for improvement, particularly in relation to the criteria in the Schools Reviews Framework
 - hypotheses about the performance of the school and factors likely to influence it
 - any remarks on the evidence
 - areas where the judgements in the SEF conflict with the evidence provided
 - internal inconsistencies between aspects, for example: students' achievements against the quality of teaching, or two judgements gap between aspects.
- **The concerned Directorate notifies the school of the dates of the review and the name of the Lead Reviewer.**
- **The Lead Reviewer discusses the Review Plan and review requirements with the school's leadership in a scheduled meeting during the week before the review.**

Stage 2: During the review visit procedures

- **The on-site review will normally last for three days, in which reviewers will:**
 - observe learning situations and school activities
 - scrutinise students' electronic and written work and monitor their standards and progress
 - scrutinise samples of students' marked tests and examinations
 - analyse any available data and statistics about the performance of students
 - study any additional documents that are related to the review aspects
 - hold interviews and discussions with staff, students and parents, and representatives from the Board of Directors/Trustees in private schools
 - inspect students' safety and security measures according to the 'Child Protection Protocol' (as explained below)
 - inspect school's resources and premises utilisation
 - hold team meetings to discuss review findings and developments
 - provide daily feedback by the Lead Reviewer to the school leadership
 - provide final feedback of the provisional judgements to the school leadership.
- **Reviewers are committed to the highest professional standards.**



Stage 3: Post review visit procedures

- The concerned Directorate endorses the Review Team's judgements.
- The Directorate concerned sends a copy of the draft report after 4 weeks to the school.
- The school scrutinises the draft report for factual accuracy and responds to it within five working days.
- The final report is published and sent to the school after securing all needed approvals according to BQA regulations.
- All schools are required to submit their action plans - to implement the given recommendations - after 2 weeks from receiving the draft report. The concerned Directorate will also check the submitted plans and communicate any comments - if any - to the concerned party.
- The Directorate concerned keeps a record of all evidence concerning each school review for one year.

Child Protection Protocol

Child Protection Protocol (CPP) aims to ensure that all schools have robust and effective child protection policies and procedures in place to safeguard the well-being of all children. This protocol applies to all schools, including public and private schools. Key Principles are:

- The safety and well-being of all children is paramount.
- All children have the right to be protected from harm.
- Schools have a duty of care to protect children from harm.
- Schools must have clear and effective child protection policies and procedures in place.
- All staff must be trained in child protection.
- All concerns about child safety must be taken seriously and investigated promptly

Reviewers will assess the school's child protection arrangements against the following key criteria:

- Policy and procedures: The school has a clear and up-to-date child protection policy that is in line with national and local guidance. The policy is easily accessible to all staff and parents.
- Training: All staff have received appropriate training in child protection. Training is



up-to-date and refresher training is provided regularly.

- Awareness and reporting: Staff are aware of the signs of abuse and neglect and know how to report concerns. Children are aware of how to seek help if they feel unsafe.
- Record keeping: The school maintains accurate and up-to-date records of all child protection concerns. Records are kept securely and confidentially.

Reviewers will gather evidence from a variety of sources, including:

- School documents: Child protection policy, training records, child protection incident reports.
- Interviews with staff: Designated social supervisors/ workers, or other staff.
- Interviews with children: Children's views are sought through age-appropriate methods.

Reviewers will provide feedback to the school on its child protection arrangements. If the school's arrangements are inadequate, issues will be reported to the regulator.

Reviewers Code of Conduct (ASPIRE)

To uphold the highest professional standards among school reviewers and ensure they conduct reviews with integrity, impartiality, and respect for all stakeholders. Key values are:

- Accountability: Take full responsibility for actions and decisions, ensuring transparency and adherence to ethical standards.
- Sensitivity: Demonstrate empathy, understanding, and cultural sensitivity in all interactions with school stakeholders.
- Professionalism: Conduct oneself with the utmost professionalism, maintaining a courteous and respectful demeanor.
- Integrity: Uphold the highest ethical standards, acting with honesty, transparency, and fairness in all aspects of review work.
- Respect: Treat all individuals with dignity and respect, valuing their perspectives and contributions to the school community.
- Excellence: Strive for excellence in all aspects of review conduct, providing comprehensive, insightful, and actionable feedback to schools.

All school reviewers must commit to upholding the highest standards of professional conduct and adhering to the principles outlined in this code. By consistently demonstrating ASPIRE key principles, reviewers can contribute to a fair and effective school review system that safeguards the interests of all stakeholders, especially the well-being of students.



Disruption/Incompletion of the Review Process

If the review process is disrupted for any exceptional circumstances such as natural disasters or epidemics, cases will be considered in accordance with the BQA policies and procedures.

Explanations of Key Procedures

The following is a detailed explanation of key procedures which are essential in the different stages of the review:

Review Quality Assurance

All review teams will be supervised by a designated quality assurance manager (QAM), with the task of ensuring that teams' practices are in line with BQA regulations. Schools will be invited to give their views on the review and the extent of reviewers' adherence to the code of conduct to the Directorate concerned via a questionnaire once the review is completed to further develop the review process.

Appeals

The BQA strives for a smooth and efficient review process, but in rare instances, a school may have concerns related to code of conduct or review operations. In such cases, the school principal should immediately address them with the Lead Reviewer and the QAM. If the issue remains unresolved and impacts the review outcomes, the school can submit a written appeal to the Director of the Directorate concerned. Appeals cannot be made about review judgements, only regarding processes and conduct. Additionally, the formal letter should be accompanied with the official BQA Appeal Form. This should be carried out in accordance with the BQA policies, procedures and timeframe.



Lessons Observations

Educational modes and situations are scheduled to be observed to follow up on the hypotheses in the PRB. Reviewers will spend the majority of their time observing lessons, with focus on core subjects such as Arabic, mathematics, science, English and specialised subjects according to different educational tracks, as in technical education, and based on the language used in teaching. Reviewers will sample lessons which should be representative of the school, therefore not all teachers are necessarily seen while teaching. Reviewers will usually observe a full lesson, with the exception of some cases where at least 20 minutes of the lesson will be observed. Reviewers will review lessons' plans during observations, try to minimise disruption to lessons, 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 assess their standards.

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



Discussions

Reviewers will aim through discussions to reach a clear view about different aspects of the review, including finding answers to the questions in the PRB that are related to the review criteria and aspects. All educational practices will be monitored, and their impact on students' achievement and personal development and well-being will be determined.

Discussions are likely to occupy a good proportion of the review time. Reviewers will conduct pre-arranged interviews with students to gain their views on the competence of the school in supporting their academic and personal progress, as well as having random meetings during breaks and extracurricular activities. Meetings will be held with parents, administrative and teaching staff and perhaps others if needed. The Lead Reviewer will ask to meet with representative/s of the Board of Directors/ Trustees in private schools.

Discussions will focus on:

- how certain processes in the school are managed, such as self-evaluation and induction and settlement of new students
- what has been done about particular concerns and emerging changes
- school priorities and how they are identified
- recent developments and how they were implemented, and plans for the future
- perceptions of strengths and areas for improvement
- how the views of staff, students and parents are handled.

Examination of Students' Work

Reviewers will see students' work as they visit lessons. Reviewers will be also scrutinising and analysing the samples of students' work when needed, which the school will be asked to gather, such as the written work of students of different abilities in core and specialised subjects in different grades, as well as students' products, handiwork and achievements including digital productions.

Issuing Judgements

Judgements are reached collectively by the review team during the daily and continuous team meetings. These review team meetings are essential to complete the review requirements and agree on issues arising during the review. Discussions



in these meetings are vital to reach collective judgements when evaluating the review criteria, aspects, and overall effectiveness.

The final judgements are not made by averaging or aggregating the grades for each criterion, nor is the 'overall effectiveness' judgement arrived at by averaging the grades for the individual criteria. These are professional judgements, made on the basis of weighing all the evidence, particularly those relevant to lessons observations, and taking into account documents and supporting information given by the school in the SEF and during the review, and considering the circumstances of the school. Students and school's best interest will always be the core focus of the judgements.

Feedback

Effective reviews are not possible unless the Lead Reviewer engages in professional dialogue with the school's leadership. Throughout the review, the Lead Reviewer will share with the school the review team's observations and emerging issues in a way that allows the school to discuss and respond. The review team will be open to receiving additional evidence in accordance with the review procedures and timeframe.

Three types of meetings will take place: Day's Navigation, Reflection Roundup & Closing Judgement meetings. The feedback will be delivered as follows:

- Day's Navigation: at the start-of-day (if needed), a brief session between the review lead and school principal to discuss any logistical updates that may affect the review process. This session should not exceed 5-10 minutes.
- Reflection Roundup: is an overall feedback session of a maximum of 30 minutes session led by the team Lead Reviewer to supply clear feedback on the main points and initial findings from the day. Usually, feedback session takes place at the end of schooling day.
- Closing Judgement: Final feedback session at the end of the last day of review, a maximum of 45-minute session will be conducted by the Lead Reviewer. Provisional Judgement for each aspect, the overall evaluation and recommendations will be shared during the session.

This verbal feedback provided in the closing judgement session is not considered a final report. The main judgements offered are provisional and may change. If they do change because of the BQA quality assurance procedures, the principal will be informed by the Lead Reviewer before the written report is issued.

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