



Ministry of Basic and Secondary Education

(MOBSE)

The Gambia

QUALITY ASSURANCE FRAMEWORK

(QAF)

Revised Version

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By

STANDARDS & QUALITY ASSURANCE DIRECTORATE

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PREFACE

The Quality Assurance Framework outlines plans to strengthen quality in Basic and Secondary Education in the Gambia.

Quality has become a challenge in all aspects and as a result SQAD has been charged to produce this document with a view to improve teaching and learning in schools.

Some of the elements described here are new, others are existing practices, and still others are existing things that have been revised, amended and adapted.

The ideas in the pack are mere proposals. They are collated here in order to provide a focus for continuing discussions about quality assurance.

In view of the above, the manual comprises four parts namely 1, 2, 3 and the fourth represents the Appendix section.

Part 1 outlines the basic expectations regarding quality assurance throughout the Ministry of Basic and Secondary Education.

Part 2 highlights the system of ensuring quality teaching and learning at six levels such as the classroom, the school, the cluster, the regional directorates the headquarter directorates and the community.

Part 3 outlines the other areas of the Quality Assurance Framework..

Part 4, the Appendix section outlines the following:

- Minimum standards
- Cluster Monitors' monitoring plans divided into permanent and quarterly activities

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LIST OF ACRONYMS

SQAD:	Standards and Quality Assurance Directorate
MOBSE:	Ministry of Basic and Secondary Education
PPARBD:	Planning Policy Research Budgeting Directorate
QAF:	Quality Assurance Framework
NAT:	National Assessment Tests
WFP:	World Food programme
ECD:	Early Childhood Development
WSD:	Whole School Development
CPD:	Continuous Professional Development
CMM:	Cluster Monitors Manual
SMM:	School Management Manual
LATs:	Learning Achievement Targets
SMC:	School Management Committee
CM:	Cluster Monitors
RED:	Regional Education Directorate
CCM:	Co-ordinating Committee Meeting
SOS:	Secretary of state
PS:	Permanent Secretary
CREDD:	Curriculum Research Education & Development Directorate
GABECE:	Gambia Basic Education Certificate Examination
BSED:	Basic Secondary Education Directorate
WASSCE:	West African Senior Secondary Education

Part 1: Quality throughout *MoBSE*

Quality is required in all areas covered by the work of *MoBSE*, including the *following*:

Curriculum and Learning Achievement Targets	Internal and External Assessment	Pupil performance in NATs, GABECE and WASSCE	
<i>Teacher training (pre & in-service)</i>	Classroom Learning	Cluster Monitoring	<i>Learners' welfare & school environment</i>
National <i>MoBSE</i> Directorates	Quality	Regional Officers and Regional Directorates	
Reading and Literacy		SoS, PS and National Policy	
<i>Teaching and Learning resources</i>	<i>MoBSE</i> Senior Management Team and CCM	SMC and Community Participation	<i>SMT at school</i>
Postings and Appointments & <i>retention</i>	Meals and Food Programme	Our partner <i>organisations: WFP, UNICEF, Missions BESPOR</i> and others	
	Extra-curricular activities	School Improvement Planning (Whole School Development)	

Assuring quality in these areas requires many strands of activity to take place.

Quality is about excellent performance, highly committed employees, good exam results, well-planned lessons, innovative teaching methods, good attendance and punctuality, accurate collection and analysis of data, annual targets, accepting advice, working together, community participation, listening to each other...and so much more.

Quality Assurance is about having systems in place for verifying the quality of work throughout the system, for feeding back on strengths and *areas for improvement*, and for taking action and providing support, help and guidance where needed. ***It is about taking stock of all the activities designed and implemented to achieve a desired result, and to redirect focus on areas that need improvement.***

Everyone has a part to play in ensuring the quality of their own work, and the work of those people they oversee. Teachers, school leaders, cluster monitors and education officers in regions and at headquarters must all play their parts. And so must others who have a stake in education, such as parents, SMCs, outside consultants, volunteers and donors.

Attaining quality depends on many factors, including the following:

- To understand and follow the guidance of the 2006-15 *MoBSE* Strategic Plan.
- To understand and follow the specific guidance and regulations written for directorates, schools and employees.

- To set and work towards realistic targets as part of a Performance Management system.
- To look for strengths and *areas for improvement* in schools and throughout *MoBSE*. To celebrate our successes and share good practices across the region or nation. To be honest about our *areas for improvement* and seek help or guidance.
- To engage in continuous professional development (training) (CPD). To attend courses and workshops that are relevant (and to stay away from those that are not relevant). To learn from training and workshops and be prepared to pass on what we have learned to our colleagues.
- To understand that the purpose of our business is to bring high quality education to learners in The Gambia. To make this goal the central feature of our work.

Different Areas of the Quality Assurance Framework

The Quality Assurance Framework (QAF) consists of a number of different processes, including monitoring activities. However, monitoring makes most sense when employees have received good guidance on their role, and the expectations placed upon them. Therefore the QAF refers to guidance documents as well as monitoring activities.

MoBSE is a complex organisation. Therefore any attempt to simplify the different areas of the *Ministry of Basic and Secondary Education* will miss out some details, and make things seem simpler than they are. However, below is a simplified division of just some of the things that occur in the different areas of *MoBSE*. All these require procedures to assure quality.

Quality Assurance is required in the area of Teaching and

Learning in Schools, including the following:

- Lesson planning and keeping records
- Consistent and proper internal monitoring of pupil performance and of lesson delivery
- *Analysing tests and examination results and setting SMART targets.*
- Understanding of learning styles, especially child-centred approaches
- Providing a safe and motivational learning environment that is conducive to study
- Fair and consistent application of rules for pupils and teachers on conduct and discipline
- School leadership and management
- School improvement planning (whole school development)
- Attendance and punctuality of teachers and pupils
- The support for schools provided by cluster monitors, regional directorates, national directorates, *community and other stake holders*

Quality Assurance is required for the work of Regional Education Directorates (REDs), including the following:

- *Coordinating* the work of cluster monitors (*cluster monitor coordinator*)
- Responding to needs and concerns raised by schools, cluster monitors, community and other stake holders.

- Overseeing schools' progress on whole school development
- Performance management of staff
- Establishing and **Coordinating** non-formal, Madrassa, ECD and special education opportunities
- Continued focus on reading abilities (EGRA), including promoting subject corners, school, regional and cluster libraries.
- **Accurate data analysis to help inform decision makers**

Quality Assurance is required for the work of National Directorates, **including the following:**

- Carrying out the mandate of each directorate effectively and efficiently
- Carrying out annual operational plans efficiently, and within the agreed timescale
- Implementation of the Performance Management system
- Accurate data analysis to help inform policy
- Efficient systems for postings, salaries **and allowances**, and **Timely** dissemination of information

Part 2: Quality Assurance of Teaching and Learning

Teaching and Learning is the core work of everyone involved with **MoBSE**. Some of us work directly in this area and others support teaching and learning indirectly by doing other work.

This is a key area to get right. We should make every effort to work together and find the best possible Quality Assurance systems for teaching and learning. This may mean some of us have to make concessions or change our current practices a little.

The pages that follow illustrate a proposed system for the quality assurance of teaching and learning in schools. It is divided into the following levels:

- Classroom level
- School level
- Cluster level
- Regional level
- National level
- Community level

The main route for the Quality Assurance of Teaching and Learning in schools can be summarised as follows:

Excellent pupil-centred lessons delivered by classroom teachers , enabling children to learn
Excellent school leadership provided by head teachers , deputies, senior teachers and SMCs
Professional support for head teachers and schools provided by cluster monitors
Cluster monitors are managed and supported and their work <i>coordinated</i> by regional office staff <i>through the cluster monitor coordinator</i>
Regional interventions and their work with cluster monitors is overseen by SQAD
Schools are additionally monitored by representatives of the local community
<u>Outcome: High Quality Education for Pupils in The Gambia</u>

These six levels are considered further in the pages that follow:

Level 1: The Classroom

Teachers are the most important resource that pupils have to **guide** them learn. Teachers plan lessons, *improvise teaching and learning resources*, mark work, assess pupils' progress, keep records, and give individual advice to pupils.

Quality Assurance Activities (Classroom level)

In terms of Quality Assurance, the teacher can monitor and support the work of pupils.

Classroom teachers can monitor the work of pupils in the following ways:

Activity	How is it monitored?	Additional comment
Class work.	Mark pupils' <i>work</i> . Give pupils helpful feedback.	Teacher records pupils' scores in a book (<i>Progress Record Book</i>), <i>and analyse results</i>
Homework.	Mark <i>pupils'</i> work. Give pupils helpful feedback.	Teacher records pupil scores in a book. <i>and analyse results</i>
Class tests and assessments.	Mark test papers. Give pupils helpful feedback.	Teacher records pupil scores in a book. <i>and analyse results</i>

Class teachers should also:

- Plan pupil-centred lessons giving pupils a range of learning experiences.
- Use wisely and responsibly the teaching and learning resources provided.
- Ensure adequate coverage of the whole curriculum.
- Deliver the correct lessons according to the class timetable and as planned.
- Maximise the effective use of class time.
- Record pupils' scores in a book (for class work, homework and *exams*).
- *Analyse assessment results*
- Mark work, and give helpful feedback to pupils on their progress.
- Apply school policies (eg. on assessment and behaviour) fairly and consistently.
- Manage their classroom effectively, and take steps to ensure good pupil behaviour.
- Cater for pupils with special learning needs.

Catering for individual pupils

A teacher is concerned with teaching their class in the best way they can, so that every pupil can succeed. If the teacher can help every pupil to do well, this will raise the quality of education in that class. This means that teachers should plan for the individual needs of their pupils, and not just consider the class as a whole. Here are some things to consider:

- Some pupils will learn quickly and will finish the work early. It is a good idea to have extension work planned for these pupils. Plan a further task or activity for those that finish. This can be on a similar topic to the main work, but is something that stretches these pupils further, making them think and leading them to learn more.
- Some pupils will find the work difficult and will need extra assistance. A teacher should not just sit at their desk, but should move around the room looking out for pupils who need help. There may be many reasons why a pupil cannot do the work. Perhaps they missed the previous lesson. Perhaps they cannot read the instructions. Perhaps this is a subject they find difficult. Perhaps they feel hungry or unwell today, or have been bereaved. Perhaps there is a problem *at* home that they are worried about. Teachers should plan carefully how to help pupils like these, so they are able to continue learning. Teachers should take advice from other colleagues or from the head teacher. In some cases it can be good to discuss with parents, *or even students*, what the problem is.
- Some pupils may find it difficult to learn because they have a special need. Perhaps they have a visual impairment and cannot see the work on the board. Perhaps they have a hearing impairment and cannot hear the teacher. Perhaps they cannot sit comfortably because they

were born with a physical difficulty. Perhaps they find it difficult to concentrate, or their memory is poor. In these cases it is good for the teacher to discuss with parents and with the head teacher, the best ways of helping this child to learn.

Assessment

Ensuring Quality Assurance in schools requires procedures for the assessment of pupil progress and achievement.

External Exams

On behalf of MoBSE, SQAD are overseeing the construction of a national qualifications framework for Basic and Secondary schools. Ultimately this will include formal examinations in six grades:

Grade 3	NAT	Grade 9	GABECE
Grade 5	NAT	Grade 11	NAT
Grade 8	NAT	Grade 12	WASSCE

The new NAT exams do not provide an immediate or effortless solution for anything. They are simply a tool, and we must learn to use that tool effectively.

NATs give us an opportunity to measure pupil achievement nationally, regionally, and in schools. They also allow us to compare progress of this year's students compared to pupils in previous years.

If analysed well, NAT data could be a very helpful diagnostic tool.

Internal Assessments (class tests)

Teachers should regularly assess their classes in every subject. Head teachers, senior teachers and SMCs will be interested in these internal assessments because they inform the school managers about pupil progress. Results of internal assessments can also be helpful for school improvement planning (WSD).

However, not all internal assessments are written tests. There are many ways of making an assessment. This includes

- Written tests
- Practical and oral tests
- Assessed class work
- Assessed homework
- Assessing a presentation made by a group of pupils in front of the class
- Marking books
- ...and many other ways

The School Management Manual (SMM) gives guidance about monitoring pupil achievement (SMM Section 3.3). However, there may be a need for additional clear guidance for schools on scheduling and writing internal examinations. It may be necessary to produce such guidance for school managers and class teachers to help them use a variety of assessment methods with their classes.

Level 2: School Management

Head teachers are crucial for the successful operation of a school. Head teachers provide leadership for teachers and pupils; they have a vision and *mission* for what can be achieved, they are aware of national and regional initiatives, and maintain good links with the community. The most important role of the head teacher is to ensure that high quality teaching and learning takes place in the school.

The School Management Manual (SMM) and School Review Handbook (SRH)

Head teachers have recently received the new *MOBSE* School Management Manual (SMM). This manual contains a lot of advice about school management, and some **of them are** relevant to Quality Assurance. During the school year of *2008-2009* schools *received* a School Review Handbook (SRH). The purpose of the SRH is to help with the process of school self-review. Also, the SRH is a companion to the SMM, and helps head teachers know how to implement the requirements of the SMM.

Delegation of responsibility

Leading and managing a school is a large responsibility. Head teachers should resist the temptation to try to do everything on their own, without help. Senior teachers and other members of staff are often pleased to be given a responsibility. This will help build their capacity as they develop in their careers. Also, members of the community, including members of the SMC, can be helpful to fulfil certain roles. It is always good to consider which responsibilities the head teacher should carry, and which ones can be delegated. Of course, the head teacher should be briefed on progress of these delegated activities, and may intervene or offer advice if necessary.

Head teachers should:

- Read the School Management Manual (SMM) very thoroughly. Learn how to use the School Review Handbook (SRH). Ask *their* Cluster Monitor if *they* need help with these two books.
- Ensure that there is an internal monitoring system in place (see below).
- Ensure that the findings of internal monitoring informs school development plans
- Ensure that school improvement planning (WSD) is focussed on issues affecting the quality of teaching and learning. (See SMM 1.3 and SMM Appendix 4). In WSD meetings, try to keep all participants focused on the central issue of quality, not on peripheral matters.
- Organise school-based training to help build capacity amongst school staff on important issues.
- ***Conduct training needs assessment for teachers***

Internal monitoring

The key to providing quality education is to support the teaching and learning that occurs in classrooms. “Internal monitoring” is a way that head teachers can support their teachers and give them advice to improve quality. Therefore ***this section is one of the most important aspects of the whole QAF.***

Nearly all successful schools have an *effective* internal monitoring system. The School Management Manual (SMM) gives advice in section 3.2.2 about the monitoring of teachers. Appendix 11 of the SMM contains guidance notes on what to look for when conducting a classroom observation. The aim is to regularly observe and hold feedback discussions with each teacher, preferably once a

month, and at least once a term. In larger schools, deputies and senior teachers will assist the head teacher with this task.

Following the observation it is important to discuss the lesson with the teacher. In this feedback session, congratulate the teacher on the strengths of the lesson, and then discuss areas for development. It is normally appropriate to set targets for improvement, but no more than two or three. The observer may need to give the teacher guidance on how to achieve these improvements. Keep a note of these targets, and follow them up next time the teacher is observed, to check that improvement has occurred.

All teachers should be observed, including experienced staff. However, less-experienced staff and trainees have particular needs and should be given special attention. Supporting teacher trainees (TTs) is covered in section 4.2 of the SMM.

Following a series of observations with different teachers, the head teacher may become aware that many teachers have similar training needs. The head teacher might then organise some school-based training (see below) to address this need.

In some cases it can be appropriate for teachers to observe each other’s lessons, without a senior teacher being present. These are known as peer observations.

Quality Assurance Activities (School Level)

In terms of Quality Assurance, the head teacher (and senior staff) can monitor and support the work of teachers, and other school staff (see table below).

Head teachers can monitor the work of teachers in the following ways:
(Some of these tasks can be delegated to members of the school management team)

Activity	How is it monitored?	Additional comment
Check that lessons are planned. (See SMM 3.2.1 and SMM Appendix 10)	Check lesson plans <i>and schemes of work</i> . Give teachers helpful feedback.	When observing lessons, check how well the plan is followed.
Check that good use is made of text books, teachers’ guides, <i>syllabus</i> and LATs. (See SMM 5.1)	Make sure that lesson plans refer to text books, teachers’ guides, <i>syllabus</i> and LATs.	Make spot-checks on lessons and check that text books are used, and that the teacher can tell you which learning achievement targets (LATs) are being covered in that lesson.
Check that pupils are regularly assessed (on classwork, homework and internal exams).	Make sure that every teacher assesses pupils regularly. If necessary, write a calendar of internal exams for the school year, and ensure that teachers keep to the calendar.	See SMM 3.3 and 3.4
Check that class records are kept (including marks, attendance, and other records).	Check mark books and teachers’ records.	
Check that class teachers are	Spot-checks on the lessons	See SMM 3.1.2

adhering to the composite timetable.	delivered at certain times of day. Check the lessons plans of teachers for a given day.	
Ensure that less-experienced teachers receive adequate support.	Encourage your experienced teachers to share their expertise and offer advice and support to your newer recruits.	See SMM 4.2
Check that the full curriculum <i>is</i> taught for every class in all subjects.	Check (or write) schemes of work for all subjects. Check that teachers are keeping up with the scheme of work, and are not falling behind.	You can encourage your class teachers to rotate their classes based on their subject strengths. For example, your teachers of Grade 4, 5 and 6 might be specialists in English, Maths and Science. Classes might rotate between them for these subjects.
Check that the curriculum is supported with interesting learning experiences, and with a range of extra-curricular opportunities.	Check lesson plans. Talk to teachers about providing a variety of curricular and extra-curricular experiences.	
Observe lessons to ensure that good quality lessons are delivered. (See SMM 3.2.2 and SMM Appendix 11)	Observe lessons and give teachers helpful feedback. Write a timetable of lesson observations to ensure that all teachers are observed every term (and preferably, every month).	Keep records of these observations in an exercise book.
Check that teachers are using child-centred methods, not just formal chalk-and-talk and rote learning.	Check this in both formal lesson observations and spot-checks on lessons.	Some teachers may need help to learn about child-centred methods and good teaching styles. You could organise a meeting or a discussion for this.
Check that teachers make good use of the library. Seek support for your library, so it can be well-stocked.	For example, you could arrange that every class has a lesson in the library once <i>a week</i> . Check that teachers know how to use the library, and can teach pupils how to choose appropriate books.	
Check that good quality class work and homework is completed by pupils.	Collect exercise books from a class. Read samples of pupil work. Give teachers helpful feedback. (See SMM 3.3 and SMM Appendix 12)	This activity can be done by the head teacher together with two teachers. Review the exercise books together and share your opinions. Spend about 30-45 minutes

School-based training

There is good advice in the School Management Manual (SMM) section 4.1 about how the head teacher can promote continuing professional development (CPD). Head teachers should read these pages and follow the advice.

Ensuring that all teachers continue to develop professionally throughout their teaching careers is a major area of responsibility for head teachers. The aim is to develop a school in which teachers share their strengths, can be open about their difficulties and seek help without fear of criticism, and where they are confident that they will be supported and guided.

The SMM (section 4.1) advises that head teachers (together with senior teachers and the Teachers' Professional Development Sub-committee of the SMC) need to develop a CPD programme each year to meet the specific teaching and learning needs of the school. One way of addressing training needs is to organise a school-based workshop, but there are many other ways, and some of these are listed in the SMM.

It is important for the head teacher and senior teachers to be aware of the training needs of teachers. A head teacher who observes lessons regularly, and who circulates around the school site visiting lessons informally, will learn to spot both the strengths and the areas for development of the teachers.

Level 3: Cluster Monitoring

It is the job of the cluster monitor to help the school achieve the best possible teaching and learning and the highest possible standards for pupils. As cluster monitors work alongside head teachers and other stakeholders, they are helping to build capacity, to assist schools in achieving the quality education that Gambian young people deserve. (Revised Cluster Monitors Manual, Version 2, page 5, September 2008).

In terms of Quality Assurance, Cluster Monitors act as critical friends for head teachers. They help head teachers focus on matters of improving quality. They can provide expertise, and can facilitate helpful links between schools.

The Cluster Monitor Manual (Version 2) contains much advice for Cluster Monitors about their work in schools. The charts in Section C of this manual (pages 12-34) give comprehensive guidance in all areas of school leadership and management. For ease of use, the CMM is written in the same sections as the SMM; these are the six components of Whole School Development (WSD).

This advice and guidance will not be repeated here. However, it is worth noting that there are key areas of this guidance that are extremely important for Quality Assurance of teaching and learning. These areas include the following:

- 1.3 Whole school development
- 1.5.4 Managing staff performance
- 1.5.6 Managing teachers' attendance and punctuality
- 3.1 Organisation of teaching time
- 3.2 Improving the quality of lessons
 - 3.2.1 Lesson planning
 - 3.2.2 Monitoring of teaching
- 3.3 Pupil achievement

5.1 Textbooks, teachers' guides, LATs *and syllabus*

6.1 Enrolment, attendance, retention and punctuality

❖ *Cluster Monitors should play a role in the posting of teachers in their clusters*

Supporting teaching and learning. Cluster Monitors and The Classroom.

Cluster monitors have many demands on their time and skills. *MoBSE* should remember that the position of cluster monitor has been introduced to help raise the quality of education delivered. This means that the focus of cluster monitor work should be at the level of the classroom. Many of the areas listed above are classroom-level activities. The cluster monitor should focus on these kinds of activities, and should encourage the head teacher to do the same.

If a school does not have an internal monitoring system then the cluster monitor should make it a priority to help the head teacher to develop one. (Internal monitoring systems are described above in the 'School Level' of this document and in the SMM Section 3.2.2). The cluster monitor has an important role in equipping the head teacher (and other senior staff) to feel confident and skilled in making classroom observations.

Regional and Headquarters directors should consider the demands they make on Cluster Monitor time. If they are asked to engage in too many data-collection activities or other errands, then they will not be able to perform their primary function of supporting teaching and learning, and raising the quality of education.

Report writing

After conducting their monitoring exercises and before leaving the school premises, cluster monitors are required to fill in the School Report the findings on the observed areas. They should also keep another copy of the School Report not only for it to facilitate the writing of their Cluster Report but to serve for verification purpose. It also enables them keep track of progress and activities of the schools. Both the Cluster monitors and the heads should read it and append their signature.

It is therefore expected that at the end of the quarter, all components or areas of focus stated in the individual quarterly plans are addressed by the Cluster monitors and follow-ups are made if possible.

Also, at the end of each month, based on school reports, cluster monitors should write their Cluster Report which should be submitted to the Regional directorate and then to SQAD for analysis, planning and implementation.

The report should be submitted to the Regional Directorate on the first working week of the following month and by the 7th of the month SQAD should receive the reports.

The cluster monitor coordinator or supervisor will read all reports and prepare his/her Regional Report from all cluster monitors' reports in the region make notes of important points for action

The components or monitoring areas (drawn from the Minimum Standards, see Appendices section) are divided into permanent activities and quarterly activities. For every of the three quarters: quarter 1, quarter 2 and quarter 4, cluster monitors example, monitoring areas will be in:

Quarter 1 plan: Permanent activities + quarter 1 activities (see Appendix section)

Quarter 2 plan: Permanent activities + quarter 2 activities (see Appendix section)

Quarter 4 plan: Permanent activities + quarter 4 activities (see Appendix section)

The monthly activities which are to be drawn from the quarterly plans will be determined by the regional directorates.

Cluster Monitors' reports have a highly important Quality Assurance function. The reports are used by Regional Officers and SQAD Officers to understand the important issues in schools in the region, or in the whole nation. Regional Staff are asked to read all CM reports and make a note of action points (described later in the regional pages of this document). Together, the Regional Staff, Cluster Monitors and Head teachers are responsible for ensuring that these action points are followed up and that improvements are made. Therefore Cluster Monitors are requested to make specific comments on strengths and *areas for improvement* in each school, and not fill reports with bland general statements.

Tasks for Cluster Monitors

- Read carefully your revised Cluster Monitor Manual (CMM) version 2, which gives clear guidance on how to monitor various aspects of school life., especially in Section C pages 11-34, the Cluster Monitor Charts.
- Also read carefully the School Management Manual (SMM) and School Review Handbook (SRH) so *that* you are familiar with the guidance for head teachers.
- Look out for opportunities to help head teachers understand the contents of the SMM.
- Help head teachers fulfil the requirements of the SRH, especially in assessing the strengths and *areas of improvement* of the school, and devising action plans to improve (in the process of WSD).
- Keep notes for each school, either on your laptop or in a notebook. It is good to keep regular notes on what is happening in the school. This is a very professional approach.
- Complete your monthly reports each month by the required deadline. Write about specific strengths and *areas of improvement* in each school, and write about what you are doing to help them. Be clear and give examples – try to avoid making bland general statements.
- In your visits to schools and in your monthly reports, give attention to the areas stated in the cluster monitors' year/quarterly plan.
- Meet with your nominated Regional Officer (the Cluster Monitor Co-ordinator) when requested. Be ready to tell *them* about each school. Be prepared to show *them* your notes. Listen to *their* advice. Help schools carry out the Action Points which arise each month.
- Keep informed about high performing teachers and head teachers in the cluster and be prepared to inform the Regional Director about people suitable for special tasks (e.g. the cluster training team).

Quality Assurance Activities (Cluster Level)

In terms of Quality Assurance, the cluster *monitor* can monitor and support the work of head teachers, deputies, senior teachers, and other school staff.

Activity	How is it monitored?	Additional comment
<i>A table like this has been written for each level of the QAF.</i>		

*However, this table has not been provided for cluster monitors.
Cluster monitors will find comprehensive advice on monitoring in the Cluster Monitor Charts, in Section C of the revised Cluster Monitors' Manual.*

Level 4: Regional Directorates

Regional Management of Cluster Monitors

The Regional Director and Regional Officers should have an overview of the strengths and the areas for development of schools in that region.

It is recommended that one regional officer becomes the Focal Point for cluster monitors in that region (also known as the Cluster Monitor Co-ordinator). For example this could be the SEO in charge of Quality matters, if you have one. He or she will guide and support the Cluster Monitors to help them fulfil their role. The Focal Point should probably meet formally with every cluster monitor each term. There can also be a termly meeting provide for all cluster monitor together, for sharing information, to discuss areas of concern, and possibly for some training at the regional level.

This Regional Officer will have a number of roles, including:

- Call a meeting of Cluster Monitors (perhaps once per term or once per month) to discuss progress, concerns, and recent initiatives. In this meeting, discuss matters that are relevant to all CMs, rather than individual concerns.
- Meet individually with every Cluster Monitor (perhaps once per term). Ask to see their notes on each school, and give helpful feedback. Discuss strengths and *areas for improvement* of their monthly reports. Discuss the Action Points for each school, the action taken so far, and whether any further follow-up is required. Support the Cluster Monitor if they have concerns.
- Continue ongoing informal discussions with Cluster Monitors when they pass through the Regional office.
- Regularly read the Cluster Monitor Manual (CMM). Become thoroughly familiar with this manual, in order to know the guidance it contains. This will help answer question and solve difficulties that CMs may have.
- Ensure that CMs submit their reports by the required deadline. The deadline is the *first working day* of *the following* month. For example, April reports should be submitted to the Regional Office by *first working day of* May.
- Read all incoming Cluster Monitor monthly reports. Make a note of important issues. Make a list of Action Points every month. There should normally be one action point per school every month). Send a copy of these Action Points to the Cluster Monitor, and send another copy to SQAD at the same time as sending the actual CM monthly reports.
- Maintain dialogue with CMs about these Action Points for each school. Ensure that action is taken, and these Action Points are not ignored.
- Ensure that a copy of the monthly CM reports is sent to SQAD by the required deadline. The deadline is one week after the end of the month. For example, April reports should arrive at SQAD by 7th May.
- Brief the Regional Director every month on the main issues arising from the CM monthly reports, and the Action Points, plus other matters the Director should know about.

- Keep in contact with SQAD. One SQAD Officer is nominated to liaise with each region, so there will always be someone at SQAD who is well informed about your region. Together, the nominated SQAD Officer and the Regional Officer will form a powerful Quality Assurance partnership for Teaching and Learning in that region.
- Be prepared to brief members of SQAD who will visit the Regional Office when they make Quality Assurance Visits, and to answer their questions.
- In addition, Focal Points from different regions may wish to arrange meetings where they can discuss their work together and share experiences and good practice.

Quality Assurance Activities (Regional Level)

In terms of Quality Assurance, Regional Officers can monitor and support the work of cluster monitors (see table below).

Regional Directorates can monitor the work of cluster monitors in the following ways:

Activity	How is it monitored?	Additional comment
Keeping track of cluster monitor visits to schools.	Check that the cluster monitor is keeping an exercise book for each school. This book should contain notes from each school visit, including action points for the cluster monitor and for the school.	<ul style="list-style-type: none"> • The cluster monitor should have an exercise book for each school, clearly labelled. • The cluster monitor should record information from each school visit in this exercise book.
Keeping track of cluster monitor monthly reports.	Check that the cluster monitor submits the monthly cluster report by the deadline (the first working day of the following month).	<ul style="list-style-type: none"> • The cluster monitor must submit the monthly report by the deadline (the first day of the following month). <p><i>Note: The region should keep a chart to record those forms that have been submitted.</i></p>
Keeping a record of action points for every school. <i>Note: As this is a new system, SQAD and REDs should work together to learn the best way of producing these action points, and following them up. There should be opportunities to give and receive advice, and to share good practice.</i>	<p>Read the cluster monitor reports and make a note of action required by the region. Collate information to present to the Regional Director, or to other officers.</p> <p>Check that a monthly cluster monitor reports have been submitted to SQAD.</p>	<ul style="list-style-type: none"> • Take action points from CM reports and compile them into a list. • Keep a copy of these action points is at the regional office. All officers should read these lists every month. • Take follow-up action on these action points.
Keeping track of follow-up action taking place in each school, and on whether schools in each cluster are on course to meet deadlines in the Whole School Development process.	Meet all CMs at least once per term for a detailed one-to-one discussion about schools in their cluster.	<ul style="list-style-type: none"> • The cluster monitor should have a list of schools involved in Whole School Development. • The cluster monitor should be familiar with the progress

		of each school.
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Further Guidelines for Regional Directorates (on Quality Assurance)

Below are some initial suggestions on the Quality Assurance activities that could become the responsibility of the Regional Offices. This list of activities should be reviewed and updated from time to time. Some Regional Directors (in consultation with other stakeholders) may wish to add to this list and assign further duties to their officers. Care to be taken to ensure that all activities suggested for Regional Officers fall within the mandate and responsibilities of REDs in the 2006-15 Strategic Plan and elsewhere.

These activities are for the whole directorate. It is not intended that all these activities be done by the Focal Point for Cluster Monitors.

Regional Quality Assurance Activities might include:

Cluster Monitor Reports

1. Receive monthly reports from cluster monitors. *Triplicate* these reports (x3) and send to:
 - Head teacher – school only receives the page that is relevant to them
 - Cluster Monitor
 - Regional Office
 - *The original given to SQAD*
2. Analyse these reports and write a summary report of important points for the Regional Director. If you wish, you may also send a copy to SQAD. The summary report will pick out examples of good practice, and will identify areas of concern. The report will include a list of action points. It is recommended that there should be one action point per school every month (as mentioned above) and that REDs and cluster monitors should attempt to follow up all the action points and make sure that action is taken. These action points should always be sent to SQAD, even if the main summary report is not sent.
3. Take action on issues arising from cluster monitor reports, and pass on relevant information to the nominated officer at SQAD. Every region has one SQAD officer assigned to them.
4. Follow-up issues from cluster monitor reports. Check that action has been taken. Send reminders to appropriate parties (schools or cluster monitors) and go to visit the school or cluster if necessary.

Managing Cluster Monitors

1. Oversee the work of the cluster monitors. This might include checking the frequency of their visits to schools, checking that their activities are appropriate, checking they have good professional relationships with school staff, etc.
2. Provide support to cluster monitors. Respond to requests from cluster monitors to help them be effective in their work.
3. Provide training and guidance to the cluster monitors. Arrange (monthly?) meetings to share good practice, share information, and give training.
4. Ensure prompt replacement of cluster monitors when they transfer away.

Other Activities

1. Ensure that all Regional Staff are thoroughly conversant with key documents. These include the School Management Manual (SMM), School Review Handbook (SRH) and Cluster Monitor Manual (CMM).
2. Make visits to clusters or schools to identify good practice, and to discern and solve problems. Every cluster should be visited every month; the Regional Office should develop a timetable or schedule to ensure that this is achieved.
3. Oversee the provision of training for teachers (Continuing Professional Development, CPD) in the region. Maintain a record of training that has taken place. Plan for training that needs to take place. Communicate to clusters and schools about opportunities to attend training. Liaise with *CREDD* and outside providers of training and take advantage of training opportunities that are available.
4. Monitor the training needs of Regional Office staff. Submit proposals to HR when training needs are identified.
5. Maintain a file of information about every cluster in the region in an orderly filing system. The file might include cluster monitor reports, annual school development plans (Whole School Development) correspondence, and other important information about schools in that cluster.
6. Collect attendance data (staff and pupils) regularly from each school. Analyse the data to identify areas of concern. Take follow-up action as necessary.
7. Continued focus on reading abilities (EGRA), including promoting school libraries *and subject corners*.
8. Establishing and overseeing ECD *centres*.
9. Meet together with staff from other regions to share advice and good practice.

Level 5: SQAD (The National Level)

SQAD is responsible for ensuring the highest possible standards in *Basic and Secondary Education*. *This can be achieved* by implementing effective Quality Assurance measures.

In the area of Teaching and Learning, SQAD obviously cannot monitor every classroom, nor can they visit every school in The Gambia. Instead, the Quality Assurance Framework system has been designed for *assuring* quality in Teaching and Learning. It is the task of SQAD to monitor the system to ensure that *stakeholders* at all levels (classroom, school management, cluster *monitoring*, regional office and SQAD itself) are fulfilling their roles well.

One Officer in SQAD has been nominated to liaise with each region. In this way, the region can have a strong and well-informed *relationship with SQAD*.

SQAD will receive Cluster Monitor monthly reports. They will record the date they are received. They will pass on the teacher attendance sheets to Planning Directorate.

SQAD will also receive the Action Points (as noted above) from the Regional Focal Point. The SQAD officer will analyse the Cluster Monitor Reports together with the Action Points. SQAD will continue to write a regional summary for each region, and circulate it to Regional and National Directorates.

Suggestions for Quality Assurance Activities in SQAD

Below are some Quality Assurance activities to be carried out by SQAD. This list of activities should be reviewed and updated from time to time.

A range of stakeholders may wish to make suggestions regarding the items on this list, including members of **MoBSE**, SMT, REDs and others. Care to be taken to ensure that all activities suggested for SQAD fall within the mandate and responsibilities of SQAD in the 2006-15 Strategic Plan and elsewhere.

In general, SQAD's role is to monitor the whole Quality Assurance Framework (QAF). This means SQAD will ensure that the whole system functions well at all levels. The result of this should be improvements in the quality of teaching, learning and pupil achievement. SQAD must develop the skills and materials (such as manuals, guidelines and checklists) to fulfil this role. Although SQAD oversee the whole QAF, the primary focus of SQAD will be to monitor the Regional level.

SQAD Quality Assurance Activities might include:

1. Receive Cluster Monitor monthly reports and regional Action Points from REDs. Collate these reports into a National Quality Assurance Report for The Gambia. Add a commentary and explanations where necessary. Using this national Quality Assurance information, make presentations to SMT as requested, with a summary of the current picture and recommendations for action. Recommended action might include policy or practice at any level (national, regional, cluster, school or class levels).
2. Maintain a file of reports from each region within an orderly filing system.
3. Make Quality Assurance Visits to each Regional Office. The purpose of these visits is to oversee the QAF at the Regional level and provide support to regional officers where necessary.
A visit does not require the whole of SQAD – possibly two SQAD officers will be sufficient. Initially, SQAD should aim to visit each Regional office *twice* per term – experience will tell whether this frequency should increase or decrease. The visit may have a particular focus (see point 4 below). There may also be general Quality Assurance questions that will be monitored in every visit, irrespective of the given focus. Additionally, it is likely that elements of the Whole School Development (WSD) process should be monitored in every visit. Other HQ directorates may also make visits to REDs. Or simple requests could be passed on to SQAD for them to deal with during Quality Assurance visits.
4. Write a year plan for Cluster Monitor Monthly Reporting (see Cluster Level, above).
5. SQAD might also set a focus (or more than one) for Quality Assurance activities for each term of the school year. This involves informing REDs, clusters and schools of particular activities that they should concentrate on for that term. This focus is likely to reflect the current priorities of **MoBSE** and may arise, for example, from discussions at SMT *and* the focus *could* be any of these:
 - issues relating to Teachers' Continuing Professional Development
 - use of text books, teachers' guides, LATs and **syllabi** in schools
 - Follow-up from a particular national initiative (eg. Early-grade reading).

Tasks for SQAD

Development tasks (to be done once)

- Nominate one SQAD officer to liaise with each region. Inform regions. Publish these names on *MoBSE* Intranet (Web Bantaba).
- Develop a failsafe administrative system for processing Cluster Monitor monthly reports. (*The system will record date received, display those received and not received in a simple and clear way, and separate attendance logs and send them to Planning Directorate*).
- Streamline and improve the presentation of the quarterly summary of CM reports, for clarity and interest.
- Develop guidelines for SQAD officers for the management of the Quality Assurance Framework. SQAD officers have no formal guidance yet. A manual (or some other document) for SQAD may be required, with checklists of what to look for in CM reports and Action Points from regions.

Ongoing tasks (to be done regularly, every month or year)

- Receive a copy of CM reports and Action Points from each region. Record the date received.
- Separate attendance logs from the CM reports and send them to Planning Directorate.
- The SQAD officer attached to that region should review CM reports and the monthly Action Points. Follow up with the Cluster Monitor Co-ordinator (Focal Point) of the region where necessary.
- Review Action Points from previous months. Compare with Follow-Up reports received from region to assess progress against these previous Action Points.
- Meet as a group of SQAD officers to share good practice and advice.
- Prepare a quarterly national summary of the CM reports for circulation to SMT and to Regional and national Directorates. SMT can use this summary to inform policy decisions.
- Identify capacity gaps and organise training for Cluster Monitors

<h4>Level 6: Community Level</h4>
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A school exists within a community comprising of parents, guardians, relatives and peers who are all the beneficiaries of school services. Schools provide *services* to the community. Both the school and the community have significant roles to play in ensuring quality hence success and *a brighter future for* pupils or students. Therefore, schools operate in partnership with their community.

The School Management Manual has a whole chapter on Community participation; this is Section 2 of the SMM. A number of recent initiatives have begun to explore the role that communities can play in schools. These include the School Management Committee (SMC), Participatory Performance Monitoring (PPM), and the Whole School Development process (WSD).

Here in the QAF there is no need to repeat the advice and guidance offered by these three initiatives. What follows below is just a brief summary of some ways that community members can become involved in supporting their school.

For example, the community can contribute to quality education through the following areas:

- Management of the school, especially in the work of the Parent-Teacher Association (PTA) and the School Management Committee (SMC).
- Supervision and monitoring practices, including Participatory Performance Monitoring (PPM) system which is under development. (**to be confirmed**)

- Contributing to school development planning (Whole School Development, WSD).
- Ensuring the welfare of pupils/students and teachers.
- Assisting with conflict resolution.
- Supporting and running extra curricular activities.
- Promoting girls' education.
- ***Participate in the provision of improvised teaching and learning materials.***

These areas are *elaborated upon* in the following pages.

Management of the School. The Parent-Teacher Association (PTA) and the School Management Committee (SMC).

The head teacher and school leadership team (head, deputies and senior teachers) are employed to lead and manage the school. But they do not perform this role alone. In *effective* schools, the head teacher (and his/her team) are supported by an effective Parent-Teacher Association (PTA) and its School Management Committee (SMC). (The SMC was previously known as the PTA Executive).

The PTA is an organ composed of teachers and parents/guardians. The PTA facilitates the communication process and strengthens the relationship between the school and the community. The PTA should ensure that the following are put in place:

- Understand and adopt the PTA Constitution (see appendix 2 of SMM) that stipulates clearly the aims, objectives and structure of the Association and Committee, and their rights, duties and responsibilities.
- Elect (democratically) the **SMC** Chair, the SMC and sub-committees (see School Management Manual Section 2.2). The members of the SMC should be prepared to represent the community, and not just give their own views. The Chair should be someone who is able to mobilise the community into activities contributing to quality education in the school.
- participate in School Development Planning (see below).
- ensure that the CMs and the REDs are duly and well informed about all the plans and developments.
- Be cooperative, transparent and open to any question, supervision or monitoring move by the CM or the RED regarding the functioning, the activities and the financial state of the Association.
- Organise regular general meetings to explain plans and activities undertaken or/and to render accounts in a very transparent way during which all the stakeholders will be present or be invited. (***Refer to the SMM***)

The School Management Manual (SMM) Section 2.1 describes the structure and work of the School Management Committee (SMC). In addition, further guidance is contained in the PTA Constitution, which is included as an appendix at the back of the SMM.

The work of school managers falls into six broad areas, and the SMC has six sub-committees to help support these areas. Therefore the six SMC sub-committees are:

1. The Leadership and Management Committee
2. The Community Participation Committee

3. The Curriculum Management Committee
4. The Teachers' Professional development Committee
5. The Teaching and Learning Resources Committee
6. The Learner Welfare and School Environment Committee

Advice regarding elections to the SMC and frequency of meetings can be found in the SMM Section 2.

By participating in these committees, members of the community can be involved in many areas of school management, including:

- the *preparation of school calendar*.
- the planning of programmes such as open days, speech day, sports day, fundraising activities, excursions, etc.

Supervision and monitoring. Participatory Performance Monitoring (PPM).

Effective schools are supported by community members who want the school to perform well. In some schools, community members are involved in monitoring school performance. This process is under trial in some parts of The Gambia. It is known as Participatory Performance Monitoring.

In a PPM system the community can:

- visit regularly the school to enquire about the performance and conduct of their children.
- check on the regularity and punctuality of the children and the school staff as a whole.
- check on the maintenance of their learning materials.
- check on teachers' compliance to the class timetable.
- verify the level of coverage of the syllabus. This can also be done by the Curriculum Management Committee of the SMC.
- inform the school authorities on children's truancy or misbehaviour outside the school during instructional hours.

School Development Planning. Whole School Development (WSD).

All successful organisations spend time planning. This includes schools. All good schools take time to review their current position, and plan how to improve.

There have been a number of different initiatives in The Gambia to encourage schools to write plans. Currently, some schools are part of an initiative known as Whole School Development (WSD). But let us not forget that all schools should write development plans (and not just WSD schools). When it is written, the plan should *be* implemented, and then reviewed.

The community has a central role to play in school development planning. This is described in the SMM section 1.3. Members of the community should be involved in all stages of planning, including:

- reviewing the current position of the school (school self-evaluation).
- writing the plan.
- helping to implement the plan.
- monitoring to see if the plan is implemented.

- reviewing at the end, in preparation for writing the next plan for the following year.

Welfare of pupils and teachers

Community members can play a key role here. They can:

- Provide suitable homes and living conditions for school children such as food, shelter *and* clothes. The absence or lack of these can seriously affect their learning abilities.
- Mobilise support for children who *have lost* their homes or *are in* difficult **circumstances**.
- Create a conducive or acceptable living environment for teachers. That is to ensure that they are well accommodated *and* integrated in the community. Remember that many teachers *come* from outside the local area, and may be unfamiliar with your village. Your help may boost their motivation and make them more committed to their work.

Conflict resolution

No-one wants a problem to grow out of control. The community can assist with conflict resolution by:

- intervening in good time, appropriately and adequately to help the school settle any internal or external problem that can impede the teaching and learning process.
- acting maturely and appropriately whenever an understanding or any school related problem involving the community arise.

Extra curricular activities

These activities do not feature in the curriculum. They are taken by pupils outside normal instructional hours or outside the school. Extra curricular activities include: quiz competitions, drama, study classes, sports, excursions, fundraising, cleaning exercises and other school clubs activities. The community can:

- help the school in planning or running its activities.
- involve pupils in appropriate activities geared to raising their *academic performance*.

Girls' Education

The promotion of girls' education has already *yielded* good results in many areas, with increased attendance and achievement for girls. But there is still a need for continued focus on this issue. Community members can:

- understand fully and clearly the importance of education in the development of girls and women.
- encourage all children to be enrolled in school including girls.
- organise drama, group discussions or use the Mothers' Clubs to sensitize the rest of the community (especially reluctant parents) on the importance of girls' education.
- abide by the principles or rules that govern the Mothers' Clubs (see SMM section 2.5).

Parents and Guardians

Parents and guardians of school children have a very special and important role to play in the education of their children. Pupils who do best at school are often those *whose parents show keen* interest in the school and follow the progress that their *children are* making. Parents do not have to

be literate or qualified to help in this way – all parents can encourage their children to attend school regularly and to study hard.

Parents can:

- provide learning materials for their school children.
- remind them to do their homework, identify when they find it hard and give them the necessary attention to overcome their problems.
- restrict the amount of domestic work school children are given, to enable them do their homework better and concentrate more in class as well.
- check on children’s appearance before they go to school. Parents should regularly check whether their child or children are properly dressed and appear neat and tidy before going to school.
- observe their level of willingness to go to school or to learn, and talk to them if there appears to be a problem.
- verify whether their class work is marked by the teacher or make an evaluation on the homework given by teachers. If a parent has concerns regarding whether the work is of a suitable and appropriate level or whether it is marked properly then they should contact the teachers or sometimes the head teacher of the school. Parents who are good at reading may be able to help those who are not quite as good.

Summary of the six levels of support for teaching and learning

<p style="text-align: center;">1 Class level</p>	<p>Class teachers use their skills and training to <i>plan and</i> deliver quality lessons.</p> <p>Class teachers keep good records of pupil progress, and <i>submit</i> data to head teachers as requested.</p>
<p style="text-align: center;">2 School level</p>	<p>Head teachers and senior staff follow the guidance in the School Management Manual SMM.</p> <p>Head teachers and senior staff analyse pupil data (results, attendance etc.) to identify areas of strength and for development.</p> <p>Schools record information in the School Review Handbook (<i>SRH</i>) and use <i>this information</i> in writing school <i>development</i> plans (Whole School Development).</p>
<p style="text-align: center;">3 Cluster level</p>	<p>Cluster Monitors follow the guidance in the Cluster Monitor Manual CMM.</p> <p>Cluster Monitors support schools in understanding the SMM and in completing the SRH.</p> <p>Cluster Monitors report on their work in each school, and send reports to the Regional Office.</p>

<p>4 Regional level</p>	<p>Using CM reports, Regional Officers identify areas of strength and for improvement. Regional Officers visit schools accordingly and take appropriate action. For each cluster they make a list of action points (one per school every month). These are given to CM, Regional Director and SQAD, so that action can be taken.</p> <p>Regional Officer also sends to SQAD and the Regional Director a follow-up report on Action Points noted in previous months.</p>
<p>5 National level</p>	<p>SQAD Officers analyse CM reports and prepare summaries to present to SMT. SMT communicate their decisions (on policy and practice) back to relevant parties (HQ directorates, REDs, clusters and schools). Any action required is monitored at the appropriate level.</p> <p>SQAD Officer (one assigned to each region) reads the Action Points from that region. This officer maintains dialogue with that region, and checks progress of action by reading follow-up reports in later months <i>and</i> issues reminders as necessary.</p>
<p>6 Community level</p>	<p>The local community keeps involved in the school. Additional monitoring and support at this level keeps the school accountable to the local community.</p> <p>At this level, responses can be rapid, and support can be offered quickly when the school needs it.</p>

PART 3: OTHER QAF AREAS.

Quality Assurance Activities beyond the *English conventional schools*

At this stage, this QAF document is restricted to *the English conventional school* activities in Basic Education classrooms. In the future, it is intended to widen the scope of the QAF to cover additional areas such as:

- Non-formal education and literacy centres
- Special educational needs
- Arabic and Islamic education

Some units may wish to make a start on developing their own Quality Assurance procedures.

SQAD *is* willing to assist in this process, if requested.

Quality Assurance Activities in *MoBSE* Directorates

This QAF document has concentrated on Quality Assurance Activities that will have a more-or-less direct impact on teaching and learning, on the classroom, and on raising the quality of education delivered.

It is recommended that this be the initial area of focus for Quality assurance in *MoBSE*

However, *MoBSE* as a wider organisation can also develop the Quality Assurance procedures that exist throughout the sector. By their work, *MoBSE* headquarters directorates support the delivery of education to learners in The Gambia. The QAF must include an emphasis on headquarters directorates, to ensure that their work is carried out to a high degree of quality.

Therefore, at a later date the QAF can be developed further to include Quality Assurance procedures within headquarters directorates.

These might include the following:

- Clear understanding of the mandate of each directorate.
- Measures to ensure good attendance and punctuality of employees.
- Strategic planning of training (CPD). Attendance at training and workshops should be based on training needs and the strategic priorities of *MoBSE*.
- Target setting and review. Adherence to an appropriate Performance-Management system.
- Good communication between directorates. Efficient use of the website (*MoBSE* Bantaba), newsletter, and communicating minutes and actions from meetings.
- Weekly, monthly and *annual planning* for all directorates.
- Weekly meetings for all directorates; good sharing of information.
- Efficient data analysis and storage.
- Efficient planning, so that activities are not disrupted by ‘last-minute’ initiatives organised at short notice.

(This is not an exhaustive list).

The relationship between the Quality Assurance Framework (QAF), the Education Sector Strategic Plan (ESSP) 2006-2015, and the Performance Management System (PMS).

Quality Assurance within *MoBSE* is a matter of fulfilling the aims and objectives of the 2006-2015 Education Sector Strategic Plan (ESSP). This is true throughout the system but particularly at headquarters level.

The ESSP states a number of activities for directorates to carry out. (Some of these have been modified or eliminated as part of more recent developments and discussions). The QAF should include a means to ensure that these activities take place at the correct time, and to a high standard. The most obvious tool to effect this is the Performance Management System (PMS).

It is hoped that directors and PEOs would take time to study, discuss and understand the mandate given to their directorate. It is recommended that the PMS targets assigned to Directors and PEOs should be those that enable the directorate to work towards fulfilling the mandate of the directorate.

In this way the PMS is a Quality Assurance tool that helps *MoBSE* achieve the requirements and aims of the ESSP.

Some examples from the mandates of each directorate are given here. These are all taken from the ESSP.

REDS	School environments conducive to teaching and learning (para 25) Improved learning opportunities in basic education (para 28) Effective and efficient school management (para 196) Improved quality of teaching and learning (para 198)
SQAD	An effective education quality assurance system developed and implemented at all levels (para 197) Improved system of keeping teaching records (para 35)
CREDD	Relevant and up-to-date curriculum for Basic Education (para 30) Improved availability and quality of teaching and learning materials and facilities (para 22)
HRD	Set up mechanisms for addressing teacher attrition (para 36) Establish relevant management capabilities in schools (para 203)
PPARBD	Comprehensive policy agenda an framework developed (para 45) Effective financial planning and management (para 45) Effective education information and knowledge management system (para 45)
BSED	Expand the Child-Friendly School initiative (CFSI) (para 39) Survey on school library facilities (para 42)
ANFEU	Expanded access to literacy courses (para 33)
ECD	Children adequately prepared for teaching and learning (para 31) Develop an ECD curriculum for pre-schools (para 46)

(This is not an exhaustive list).

Implementation

The *MoBSE* Quality Assurance Framework (QAF) is a new system.

	Example
<ul style="list-style-type: none"> • some elements that already exist and are in common use 	Existing <i>MoBSE</i> elements incorporated in the QAF include the work of cluster monitors in acting as a critical friend to head teachers
<ul style="list-style-type: none"> • some elements that already exist but have been revised or changed a little 	Revised elements within the QA include the Cluster Monitor Manual (CMM), the cluster monitor monthly report
<ul style="list-style-type: none"> • and some elements that are completely new. 	Completely new elements include the School Management Manual (SMM) and School Review Handbook (SRH), the monthly summary report written by REDs, and Quality Assurance visits to REDs by SQAD.

There are a number of issues to consider when introducing any new system. It is important for those who are familiar with how the new framework operates (for example, those who have been involved in its construction) to bear in mind that many of those involved will not be so conversant with what is expected of them.

Therefore the following recommendations are made:

1. Training will be necessary at many levels (see next page). Some participants and stakeholders will find their way easily, but others may need help to understand what is required of them.
2. Advice should be available. The materials should state who they can contact for advice. For example, cluster monitors can contact their Focal Points (regional officer). Focal Points can contact a nominated officer in SQAD. Therefore, Regional Officers and SQAD officers must read this document (and related documents) very carefully, and ask questions where they do not understand.
3. Reminders should be issued when important deadlines approach. With a new system it is not sufficient to rely on participants finding deadlines from within multi-page documents. They may have received many documents at the same time, and it is possible to miss certain points, however important they may be. SQAD (with overall responsibility for implementation of the QAF) should issue reminders to REDs as necessary and Focal Points should issue reminders to Cluster Monitors (and through them to schools) as necessary.
4. Implementation of policy is never simple. *MoBSE* staff should not believe that this document provides all the answers and will bring an immediate improvement in quality. Real progress depends on work that people do, not on words written in a document like this.
5. Not everything suggested here will work well. This document contains a lot of advice. It has been prepared collaboratively, so lots of people have contributed to what it says. But some things may not work well in reality for a variety of reasons. This always happens when implementing change. Relevant parties should be prepared to engage in continuing dialogue over the years ahead, in order to help the QAF evolve and grow. This includes

SQAD, the *MoBSE* SMT, Regional Staff, Cluster Monitors, School Leaders, School Teachers, and Members of the Community.

Training and support

Ongoing training for Cluster Monitors

There is good advice to be found in the SMM and SRH. In an ideal situation all HTs and CMs would follow all this advice. However it is unrealistic to expect HTs and CMs to get to grips with all this from the start. Therefore ongoing training will be required to help everyone learn and use the advice in these manuals.

It is likely that one long training session (e.g. a 5-day workshop) may have only a limited impact. It may be more effective to commit to ongoing training spread out over the forthcoming terms and years.

One possible model for CM training is as follows:

First quarter	National conference for CMs and Regional Staff. (2 days?) The priorities for the year are introduced. Training and information provided on key themes.
Second quarter	Regional training. (1 day?) One day of training provided in each region (or pairs of REDs taken together).
Third/fourth quarter	Regional training. (1 day?) One day of training provided in each region (or pairs of REDs taken together).

The above table refers to “priorities for the year” and “key themes”. The idea here is that the *MoBSE* leadership should know what their priorities are, and this should be communicated to workers within the system. In a given year the *MoBSE* SMT might wish to set a focus on teaching reading, or pupil attendance, or classroom observations, or transparent financial arrangements, or classroom display, or lesson planning, etc.

At times, a Regional Director might wish to set an additional key theme for his or her region. They might be concerned about pupil attitude, the school environment, or pupil exercise books, for example.

It would be good practice to set this focus at the beginning of the year (or term) and for everyone to know what this focus is. This would enable CMs to focus on this item during their work in schools, and enable REDs to focus on the same item as they support CMs, and enable SQAD to focus on the same item as they make QA visits to REDs.

Ongoing training for Head teachers

Similarly, it would be good practice to provide ongoing (regional-based?) training for head teachers, possibly once per term. This training could initially focus on the guidance in the SMM, and on effectively using the SRH. One important issue to consider will be school-improvement planning (WSD), which is covered in the SMM.

Proposed timescale

January 2011	Review the Quality Assurance Framework Review the Cluster Monitors' Manual V2.
February 2011	Validate the Quality Assurance Framework. Validate the Cluster Monitors' Manual v3. Review the School Review Handbook.
March 2011	Brief CCM member on the validated QAF and CMM.
April 2011	Consider input at CCM in the final copies of the QAF and CMM.
May to August 2011	Print final copies of QAF and CMM. Sensitise Regional officers, CMs, HTs, Trs, and Community members on the QAF.
September 2011	These materials "go live". Head teachers are expected to follow QAF guidance, and begin to complete their SRH. Cluster Monitors are expected to follow CMM guidance, and help schools adhere to QAF and complete SRH.
October 2011	Ongoing training for Cluster Monitors. Ongoing training for Head teachers. Quality assurance activities by Regional Directorates. Quality Assurance visits (and other activities) by SQAD.
Nov. to Dec.2011	SQAD monitor implementation of the QAF. Encourage all parties to play their part, as described. Offer advice where there are misunderstandings. Report to SMT on level of implementation found.
From January 2012	SQAD begin to collect feedback on QAF. What works well? What needs to change?
From June 2012	Meet with a range of stakeholders to discuss the effectiveness of the QAF. Amend the QAF documents where necessary. Publish outcomes of this consultation.
September 2012	National Training for Cluster Monitors. Focus on important priorities for the new school year.

4. APPENDIX SECTION

1. MINIMUM STANDARDS FOR BASIC SCHOOLS

Section	Curriculum Management (220 points)
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Component	Organisation of Teaching Time	(Maximum points = 30)	
Standard	Indicators	Weight	Total
Regional Calendar (5) Low Cost	Calendar available in school	20%	1
	Displayed in head teacher's office	20%	1
	Indicates opening and closing dates for each term as well as school holidays	20%	1
	Aligned to regional - religious, cultural, social and agricultural events	20%	1
	Evidence that SMC and PTA have been informed about the contents of the regional calendar	20%	1
The School Calendar (5) No cost	Adapted from the regional calendar, accessible and displayed in head teachers office and staff room	20%	1
	The calendar developed in a way that ensures the achievement of a minimum of 880 hours instruction time	20%	1
	Indicates school based activities such as training days, sport events, extra curricula activities	20%	1
	Aligned to community context- religious, cultural, social and agricultural events ("Lumo days", social ceremonies,).	20%	1
	Availability of records showing Teachers, SMCs involvement in the development of the calendar and verification by the Cluster Monitor.	20%	1
Composite Time Table (10) Low cost	Composite timetable available	25%	2.5
	Displayed in Head Teacher's office and staff room and shared with stakeholders.	20%	2
	All core and non-core subjects receive the prescribed number of periods (as per the Curriculum Framework)	25%	2.5
	Library sessions are clearly specified	15%	1.5
	Minimum allocation of 30 min per period for all subjects	15%	1.5
Class Time Table (10)	Extracted from the composite time table	20%	2
	Displayed in all classrooms	20%	2

Low cost	Written in a format that allows $\geq 80\%$ of students to read and identify subjects time allocation on it	20%	2
	Attainment of minimum instructional hours per week (on average 25 hours per week)	20%	2
	$\geq 90\%$ adherence to the class timetable	20%	2
Component	Work Planning and Lesson Preparation (Maximum points = 35)		
Standard	Indicators	Weight	Total
Scheme of Work (10) No cost	Each teacher has an approved scheme of work	30%	3
	Syllabus, LATs and teachers' guides are referenced in the development of the scheme	20%	2
	The scheme is structured as prescribed in the QAF	10%	1
	Scheme is always available during lesson delivery	20%	2
	Documented monitoring of scheme by HT, DHT and CM	20%	2
Lesson Plans (10) No cost	Lesson plans prepared for all lessons	30%	3
	Lesson plans are consistent with the approved schemes of work	20%	2
	Each Lesson plan includes all elements prescribed in the SMM	15%	1.5
	Lesson plans are available during lesson delivery	15%	1.5
	Documented internal monitoring of lessons	20%	2
Teaching and Learning Aids (10) Low cost	T & L aids available in accordance with lesson plans	25%	2.5
	T & L aids are relevant to the subject taught	25%	2.5
	>5% of the school budget allocated for acquisition of teaching and learning materials	15%	1.5
	Writing on flash cards and vanguards are legible from the furthest corners of the classroom	15%	1.5
	>25% of T & L materials are made from local resources/materials	20%	2
Extra Curricular Activities (5) Low cost	Extra curricular activities are based on the approved scheme of work	40%	2
	All extra-curricular activities are covered by lesson plans and should contain the following : - issues relevant to curricular areas such as talks on HIV & Aids, Tuberculosis, Malaria and environmental issues - description of activities	30%	1.5

	<ul style="list-style-type: none"> - duration and time - remarks and general comments - management of risk and hazards 		
	Extra curricula activities include at least one study visit annually	10%	0.5
	Assembly File Available	10%	0.5
	Assembly content are documented in the assembly file (mention of topics discussed)	10%	0.5
Component	Lesson Delivery (Maximum points = 50)		
Standard	Indicators	Weight	Total
Classroom organisation (10) Medium cost	Teacher student ratio is <1:45	20%	2
	Student classroom ratio is < 53:1	20%	2
	There is adequate light for the lesson	20%	2
	Furniture availability and placement allows easy movement and class activities	20%	2
	Classes are clean, tidy and secure	20%	2
Method of Delivery (10) No cost	Method of delivery is in line with lesson plan	20%	2
	The method of delivery is suitable to subject taught	20%	2
	The method is child centred	20%	2
	100% feedback given all the time	20%	2
	The method of delivery used will allow all planned activities to be carried out according to time prescribed in the lesson plan	20%	2
Presentation (10) Medium cost	Teacher explains the lesson objectives and expected learning outcomes at the start of the lesson	10%	1
	BB work : all text is visible and legible from the furthest corners of the classroom	20%	2
	Clarity of voice/voice projection : clearly audible from the furthest corners of the classroom	20%	2
	Competent and correct use of medium of instruction (English, French and local languages)	20%	2
	Facts, concepts, and processes employed are correct	30%	3
Use of Teaching and Learning Resources (10) Medium cost	Text books ratio is 1:1 and available in the classroom	30%	3
	Use of the prescribed textbooks, teacher's guide and Learning Achievement Targets (LATs)	30%	3
	Availability of supplementary readers e.g. library	10%	1

	books		
	Students have exercise books and pen/pencils	15%	1.5
	The relevant teaching aids are displayed in classrooms	15%	1.5
Behaviour Management (10) No cost	Class rules and code of conduct developed and displayed in the classroom	20%	2
	Fair system of rewards and sanctions applied	20%	2
	100% compliance with legislation, rules and guidelines on disciplinary actions	20%	2
	All disciplinary violations and actions logged	20%	2
	Availability of Guidance and counselling measures for students with learning and behavioural difficulties	20%	2
Component	Assessment (Maximum points = 40)		
Standard	Indicators	Weight	Total
Homework (5) No cost	Adherence to the school's homework policy	20%	1
	Home work provided at least twice a week	20%	1
	Marking and feedback provided for any given home work	20%	1
	Establishment of home work clubs	20%	1
	Evidence of internal monitoring of students home work	20%	1
Continuous Assessment (10) No cost	Assessment policy and guidelines available	15%	1.5
	100% of test and assignments marked with written feedback provided	40%	4
	Test schedule as prescribed in the school calendar	15%	1.5
	100% tests questions vetted	15%	1.5
	Records of individual students' performances available and accessible by students and parents	15%	1.5
Internal Exams (10) No cost	All exams are benchmarked against WAEC's formatting and standards	20%	2
	All marking of exams is completed and feedback given to students by the end of term.	30%	3
	100% of marks submitted to senior teachers for verification	15%	1.5
	Exams results are analysed and shared with relevant stake holders.	20%	2

	100% data/records of individual students performance are preserved, available and accessible by all interest groups	15%	1.5
External Exams (10) Low cost	All results analyzed	30%	3
	All analyzed results are presented in graphs and /or other pictorial form and compared with previous year(s)	15%	1.5
	All analyzed results displayed in head's office, classrooms and staff room	15%	1.5
	20% of school population attain mastery level (80%) in all core subjects and 80% of children attain minimum competency level (40%)	20%	2
	Annual Action Plan available for the attainment of national targets	20%	2
Feedback on performance (5) Low cost	Individual student report cards maintained and distributed to parents/guardians	20%	1
	Student test and exam performances are continuously analysed with regard to level, std. distribution and trends	20%	1
	Analyzed results discussed with pupils and parents	20%	1
	Analysis is used to set strategies for improvements for both students and teachers	20%	1
	Strategies disseminated to and discussed with SMC and Parents/guardians	20%	1
Component	Teaching and Learning Resources (Maximum points = 35)		
Standard	Indicators	Weight	Total
Core Text Books (10) Low cost	Core text books are available for all grades	30%	3
	School policy available on use of text books and disseminate to all parents/guardians	20%	2
	Core text books available in classes	20%	2
	Maintenance and replacement plan developed and implemented	15%	1.5
	Effective monitoring system for storage, use and maintenance of core text books in place	15%	1.5
Supplementary Text Books (5) Medium cost	Supplementary books are available	30%	1.5
	All students have access to supplementary books	20%	1
	Supplementary books are registered and covered	15%	0.75

	Teacher and students use supplementary books in class and homework activities	20%	1
	All students are allowed to take books home when needed	15%	0.75
Teaching Equipment (10) Medium cost	<u>Garden tools:</u> <ul style="list-style-type: none"> • simple hand tools (at least 1 rake, 3 cutlasses, 1 wheel barrow) ... are available • at least 1 rope /1 tape measure, • at least 1 scale 	20%	2
	<u>PE equipments:</u> <ul style="list-style-type: none"> • At least 1 first aid box • sporting gears for all students (at least school T-shirt, long or short trousers) • at least 2 footballs, tennis balls, 1 rope, 1 timer, 1 tapeline, ... are available 	20%	2
	<u>Home economics:</u> <ul style="list-style-type: none"> • at least 1 set of basic cooking utensils, • basic sewing equipment/materials (pieces of cloth, thread, needles, scissors,...) 	20%	2
	<u>SES</u> : at least 1 compass, 1 world map / Atlas / globe ... are available	20%	2
	<u>Sciences and mathematics</u> : <ul style="list-style-type: none"> • science kits • at least 1 microscope, at least 1 mathematical blackboard set (1 ruler, 1 protractor, 1 compass, divider, set squares)	20%	2
Use of local material and environment (10) Low cost	A Committee on resource development and maintenance established. (consider TLR sub-committee)	20%	2
	Cluster monitor involved in the development of locally made teaching/learning resources	15%	1.5
	A bank of locally made teaching and learning resources is established	20%	2
	Students involved in the mobilization and production of locally made teaching and learning resources	30%	3
	Documented evidence of support by RED in the preservation, storage, acquisition of resources	15%	1.5

Component	Library (Maximum points = 30)		
Standard	Indicators	Weight	Total
Library (10) Medium cost	Library structure /cupboard / book corner available.	20%	2
	Situated within school premises	20%	2
	Students have regular access	20%	2
	Students allowed to borrow books and read at home	20%	2
	Availability of a trained staff to manage the library	20%	2
Use of Library Facilities (5) No cost	Library time is in line with library period in class time table	20%	1
	Lending rules and regulations are available	20%	1
	Lending rules and regulations are enforced	20%	1
	A lending register to record books that are borrowed and returned is available and up-to-date	20%	1
	Library hours are both during and outside school hours	20%	1
Condition of Library Facilities (if separate from class rooms) (5) Low cost	Clean, well lit and ventilated	20%	1
	Library rules and regulations clearly displayed on the library wall	20%	1
	Maintenance plan available	20%	1
	Study seats and tables are arranged in a way that allows ease of movement and use of the library facilities	20%	1
	Evidence of external monitoring of library facilities	20%	1
Availability and suitability of books (5) Medium cost	The core books and prescribed supplementary materials are available	20%	1
	All the library books are within the curriculum scope	20%	1
	All the library books relevant to students' level	20%	1
	Consultation of teachers in stocking and acquiring library books is documented	20%	1
	At least 1 monthly documented visit to the library facilities by the cluster monitor	20%	1
Management and Organisation (5) Low costs	Library committee established	20%	1
	At least one student is designated to help in the management of the library	20%	1
	Books are properly classified and catalogued and all shelves are labelled and referenced	20%	1

	An inventory of the books in stock is available and up to date	20%	1
	The person in charge has a certificate from the GNLA or equivalent	20%	1

Section	Leadership and Management (191 points)
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Component	Strategic and Operational Planning (maximum points = 20)		
Standard (points)	Indicators	Weight	Total
School Vision (5)	Address national policy priorities and objectives	20%	1
Low cost	Has clear objectives (SMART)	20%	1

	Clear and understandable by stakeholders	20%	1
	Visibility; Displayed in HT's office, school notice board; wall or fence	10%	0.5
	Developed in a participatory manner	30%	1.5
School Mission (5)	Address community education priorities and issues	30%	1.5
Low cost	Has clearly stated objectives (SMART)	20%	1
	Is written in a clear and understandable language	10%	0.5
	Has been developed in a participatory manner	30%	1.5
	Is displayed in HT's office, school notice board, wall or fence	10%	0.5
School Development Plan (10)	Has measurable objectives and targets	25%	2.5
Low cost	Clear identification of resource requirements	20%	2
	Demonstrated Feasibility (Technical and financial)	20%	2
	Demonstrated Sustainability	20%	2
	Approved by SMC and Regional Directorate	15%	1.5
Component	Financial Management	(maximum points = 45)	
Standard	Indicators	Weight	Total
Budgeting (5)	Revenue projections	20%	1
No cost	Specification of income budget items	20%	1
	Expenditure projections	20%	1
	Specification of expenditure budget items	20%	1
	Surplus or deficit projection	20%	1
Financing plan (5)	Funding gaps identified	25%	1.25
No cost	Prioritisation of activities	15%	0.75
	Fund raising committee established	15%	0.75
	Fund raising strategies developed	25%	1.25
	Fund raising strategies implemented	20%	1
Banking (5)	A savings account opened	20%	1
Low cost	Guidelines for signatories followed	20%	1
	Passbook kept under lock at the school premises but accessible to members of the SMC	20%	1
	Bank reconciliations carried out and documented	20%	1
	Bank reconciliations presented to the SMC	20%	1

Cashbook (10) Low cost	Cashbook available	20%	1
	Prescribed format (analysis double entry) used	10%	0.5
	All financial transactions (regardless of source) recorded	30%	1.5
	The cashbook is up-to-date	20%	1
	Accuracy (correct recordings; no corrections)	20%	1
Vouchers and receipts (10) Low cost	Authenticity (original, dated, signed and stamped)	40%	4
	Security (Location, storage, retrievability, filing)	10%	1
	Use of prescribed formats	10%	1
	Accurate (supporting documentation)	20%	2
	Accessibility to stakeholders	20%	2
Financial control systems (5) No cost	Authorisation system in place for expenditures	25%	1.25
	Verification system in place for revenue	25%	1.25
	Financial files intact, up-to-date and accessible	20%	1
	Quarterly financial reports are prepared and presented to the SMC	20%	1
	Leadership and Management Committee ensures that the financial situation is reported to the PTA	10%	0.5
Audit (5) (Optional) Medium cost	Where feasible an external auditor should be appointed		
	The auditor is independent (non staff/SMC)		
	The auditor has verified all transactions		
	Annual audit report is presented to the SMC/PTA		
	All audit reports and comments are filed and kept under lock in the HT's office but accessible to stakeholders		
Component	School Policies (maximum points = 20)		
Availability of policies (10) No cost	Students and Staff Discipline	20%	2
	Sexual Harassment Policy	20%	2
	Homework Policy	20%	2
	Maintenance Policy	20%	2
	Other policies	20%	2
Policy contents (10)	The policies are in line with national policies	30%	3

No cost	Clear objectives (SMART)	10%	1
	Policies developed using participatory methods	20%	2
	Visibility (HT's office, classrooms, notice boards)	20%	2
	Effective monitoring of implementation	20%	2
Component	Assets management (maximum points = 25)		
Standard	Indicators	Weight	Total
Availability of Inventory or Assets Register (10) Low cost	Identification, description and numbering of assets done	20%	2
	Quantity of each asset recorded	15%	1.5
	All assets valued	10%	1
	Acquisition and disposal dates and methods recorded	15%	1.5
	Existence of an up-to-date assets register/inventory	40%	4
Maintenance register (5) Low cost	Adherence to maintenance policy	15%	0.75
	Availability of maintenance rota	15%	0.75
	Budgets for maintenance	20%	1
	Documentation of all maintenance activities	30%	1.5
	Monitoring and quality assurance of maintenance in place	20%	1
Status/handling over report (10) Low cost	Complete status report prepared by end of each academic year and signed by HT, CM and SMC Chair.	30%	3
	Status report signed by incoming HT	15%	1.5
	Status report includes all assets and school accounts	25%	2.5
	Status report includes all admin files and records	15%	1.5
Component	Staff Management (Maximum points = 46)		
Standard	Indicators	Weight	Total
Number and qualification of staff (6) No cost to school	All substantial positions filled	25%	1.5
	>75% of teaching staff have the relevant qualifications	25%	1.5
	>40% of teaching staff are female	25%	1.5
	Availability of mentors	25%	1.5
Attendance and punctuality (10)	Up-to-date attendance/time book available	25%	2.5
	Systems in place to monitor and analyse	15%	1.5

No cost	attendance data		
	>95% attendance and punctuality achieved	30%	3
	Analysed attendance and punctuality data displayed in graphical form in HT's office and in staff room	20%	2
	Attendance information shared with SMC	10%	1
Performance management (10) Low cost	Clear job descriptions available	10%	1
	Staff competence assessed and PDPs developed	20%	2
	Performance agreements agreed and signed	20%	2
	Quarterly reviews done, documented and signed	30%	3
	Annual performance appraisals done and documented	20%	2
Staff Development (10) Medium cost	School training team established	20%	2
	School training plan developed	20%	2
	Induction program for new teachers, TTs and UQTs	20%	2
	Mentoring program established	20%	2
	Monitoring and evaluation of training	20%	2
Classroom observations (10) No cost	Plan and schedule for classroom observation available	20%	2
	Format used follows guidelines in SMM	20%	2
	Procedure in line with guidelines in SMM	20%	2
	Written and verbal feed-back provided	20%	2
	Documentation on all classroom observations available	20%	2
Component	School Data	(maximum points =35)	
Standard	Indicators	Weight	Total
Enrolment, transition and completion data (10) No cost	Admission, class and transfer registers kept up-to-date	30%	3
	Data analysed and segregated	20%	2
	Analysed data displayed in HT's office	15%	1.5
	Data accuracy	20%	2
	Data shared with stakeholders	15%	1.5

Instructional hours (10) No cost	Data on daily hours of instruction collected per class/subject	20%	2
	Weekly hours of instruction analysed	20%	2
	Analysed data displayed in graphical form	15%	1.5
	Evidence of use of analysed data for decisions	30%	3
	Documentation	15%	1.5
Student performance data (10) No cost	Student performance data for all assessments, tests and exams collected and filed	20%	2
	Performance data analysed by gender, mean, grade, pass and mastery	20%	2
	Analysed data displayed in graphical form in HT's office and in the relevant class rooms	15%	1.5
	Performance data used to inform curriculum management decisions	30%	3
	Performance data shared with SMC and parents	15%	1.5
Personnel data (5) Low cost	Personnel files established for all staff with all relevant bio data and employment history	20%	1
	Personnel files updated with relevant information, including training activities and certification	20%	1
	Staff data base established and maintained	20%	1
	Number of instructional hours per teaching staff member segregated on subjects and grades	20%	1
	Student performance per staff (not clear)	20%	1

Section	School Environment (120 (140) Points)
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Component	Community Participation (Maximum points = 40)		
Standard	Indicators	Weight	Total
Adoption of the PTA Constitution (10) No costs	Copies of constitution available at the school	15%	1.5
	Records on sensitization of stakeholders available	15%	1.5
	Elections carried out in accordance with the constitution	20%	2

	The constitution adopted by SMC (signed by chair)	25%	2.5
	SMC Committees established	25%	2.5
Active PTA/SMC (10) Low cost	A list of active PTA/SMC members available	15%	1.5
	Records of SMC sub-committees activities available	20%	2
	SMC participation in formulation of SDP documented	20%	2
	Minutes of SMC meetings available and signed by chair	20%	2
	Evidence of resource mobilisation by SMC	25%	2.5
Participatory Performance Monitoring (PPM) (5) Low cost	Monitoring framework developed and agreed on	20%	1
	Sensitisation on PPM carried out	15%	0.75
	Records on monitoring of teaching and learning by SMC	25%	1.25
	Records on PPM review meetings	15%	0.75
	Records on impact of PPM on student performance	25%	1.25
Capacity (5) Medium cost	Members of SMC trained in WSD	20%	1
	Relevant competences on PPM built	20%	1
	SMC members trained in supervision of SFP	20%	1
	SMC members trained in classroom observations	20%	1
	SMC members trained in financial control	20%	1
Wider community participation (10) Low cost	Establishment and operation of Mothers' Club	30%	3
	Evidence of community involvement in maintenance of school facilities	30%	3
	Minutes available on community meetings	10%	1
	Evidence of community involvement in enrolment drive	30%	3
Component	Physical Environment (Maximum points = 60 (70 with kitchen))		
Standard	Indicators	Weight	Total
Classrooms (10) High cost	Adequate number of classrooms available	25%	2.5
	Building is of required quality and safe	20%	2
	Size of classrooms adequate to house 45 children	20%	2
	All classrooms are ventilated and floors level	20%	2
	The classroom is kept clean and tidy	15%	1.5

Classroom furniture (10) High cost	All classrooms are adequately furnished	25%	2.5
	Seat to child ratio = 1:1	20%	2
	The furniture is suitable for the purpose (grade/subject)	20%	2
	The standard and quality of the furniture is acceptable	20%	2
	Rules and guidelines for use and handling of furniture available	15%	1.5
Offices (5) Medium cost	Suitable office space available	25%	1.25
	Doors are fitted with suitable locks and fittings	20%	1
	The offices are adequately furnished	20%	1
	The offices have sufficient light for office work	20%	1
	The offices are kept clean and tidy	15%	0.75
Staff rooms (5) High cost	Suitable space available for use as staff room	25%	1.25
	Doors are fitted with suitable locks and fittings	20%	1
	The staff rooms are adequately furnished	20%	1
	The staff rooms have sufficient light for meetings and lesson preparations	20%	1
	The staff rooms are kept clean and tidy	15%	0.75
Kitchen (5) High cost	A temporary or permanent structure is available for cooking of food for school feeding programs	20%	1
	The floor is level and walls plastered	20%	1
	A set of basic cooking utensils are available	20%	1
	Cooking facilities (stove/fireplace) are safe	20%	1
	Kitchen environment is kept clean and tidy (Hygiene)	20%	1
Food Store (5) High cost	A food store is available	20%	1
	The floor is level and walls plastered	20%	1
	The store is suitable, free of pests and water leaks etc.	20%	1
	The store is kept clean and tidy	20%	1
	The store is secure (Lockable)	20%	1
Toilet facilities (10) High cost	Pupils/toilet ratio <25:1	20%	2
	Toilets are located at a safe distance from other structures	20%	2

	Separation of male and female toilets	20%	2
	Toilets are protected to ensure privacy	20%	2
	Safe construction and maintenance	20%	2
Water and hygiene (10) High cost	Availability of water at the school premises	25%	2.5
	The water is safe for drinking	30%	3
	Guidelines available for use of water	10%	1
	Guidelines for maintenance of hygienic standards available	10%	1
	Monitoring of hygiene and use of water	25%	2.5
School yard (5) High cost	The school yard is fenced if necessary with temporary materials	20%	1
	Suitable vegetation and trees are planted	15%	0.75
	Playground, assembly area and garden areas demarcated	10%	0.5
	The school yard is kept clean, tidy and free from harmful subjects and animals	30%	1.5
	The school yard is monitored effectively	25%	1.25
School Garden (5) Medium cost	A school garden is available within the school premises	20%	1
	The garden is fenced	20%	1
	The garden is used as a teaching and learning resource across the curriculum	20%	1
	The produce or proceeds from sales of the produce are used for supplementing the school feeding program (Where relevant)	20%	1
	Up-to-date records of sales or use of garden produce available	20%	1
Component	Student Welfare (Maximum points = 20 (30 with SFP))		
Standard	Indicators	Weight	Total
School Feeding (10) High cost	Adequate food supplies available	25%	2.5
	Clear rules and guidelines for access to and distribution of school meals available	20%	2
	Up-to-date records of supplies and consumption available	20%	2
	Up-to-date records of income and expenditure for the feeding program available	20%	2

	No exclusion of “poor” children	15%	1.5
Extra Curricular Activities (10) Low cost	The time table for extra-curricular activities is available	20%	2
	There is proof that the extra-curricular activities are integrated in or derived from the relevant curriculum	20%	2
	Proof of integration of local culture and/or cultural events in the extra-curricular activities	20%	2
	Proof of gender balance/integration/equality in extra-curricular activities	20%	2
	Proof of inclusion of relevant health and environmental issues in the extra-curricular activities	20%	2
Safety and security (10) No cost	Zero tolerance towards bullying	25%	2.5
	Zero tolerance towards teacher’s use of corporal punishment	25%	2.5
	Zero tolerance towards sexual harassment	25%	2.5
	Monitoring of school yard and play ground	10%	1
	Adequate protection against intrusion by animals and thugs	15%	1.5

Section	Monitoring and Quality Assurance (62 points)
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Component	External Monitoring (Maximum points = 35)		
Standard	Indicators	Weight	Total
Cluster monitoring (10) Medium cost	Monitoring visits planned in accordance with the year plan	15%	1.5
	Minimum 3 monitoring/support visits per month	25%	2.5
	Duration of each visit >4 hours	25%	2.5
	Feed-back provided and documented	25%	2.5
	Copies of feedback and reports provided to HT	10%	1

Standard	Indicators	Weight	Total
Monitoring by Regional Education Directorate Officers (10) Medium cost	School visited minimum once every month	25%	2.5
	Duration of each visit >2 hours	20%	2
	Purpose of visit is monitoring and/or provision of management/administration/pedagogical support	25%	2.5
	Feedback provided and documented	25%	2.5
	Visitor's book signed and purpose of visit specified	5%	.5
Standard	Indicators	Weight	Total
Monitoring by Head Office Directorates (5) Medium cost	Purpose of visit clearly specified as monitoring of program implementation	15%	0.75
	Duration of visit > 2 hours	25%	1.25
	Feedback provided and documented prior to departure	25%	1.25
	Visitor's book signed	10%	0.5
	Copy of monitoring reports submitted to HT	15%	0.75
Standard	Indicators	Weight	Total
Monitoring by the community (10) Low cost	Community monitoring plan drawn up and approved by SMC	20%	2
	Frequency: minimum once per term	20%	2
	Duration > 2 hours per visit	20%	2
	Observations and findings documented	20%	2
	Feedback provided and shared	20%	2

Component	Internal Monitoring and Quality Assurance (Maximum point = 27)		
Standard	Indicators	Weight	Total
Internal Monitoring system (6) Low cost	An internal monitoring system developed and documented	25%	1.5
	Participatory processes used for the development	25%	1.5
	System approved by the SMT	25%	1.5
	All teachers sensitized	25%	1.5
Standard	Indicators	Weight	Total
Monitoring by HT, DHT and/or STs (6) No cost	Termly monitoring schedule available	25%	1.5
	Standard formats and processes employed	25%	1.5
	Verbal and written feedback provided	25%	1.5
	Documentation available	25%	1.5
Standard	Indicators	Weight	Total
Classroom Observations (10) No cost	A schedule for classroom observations available	15%	1.5
	Duration of the observation = a whole lesson	20%	2
	Observations and recommendations documented	20%	2
	Verbal and written feedback provided to teacher	30%	3
	Evidence of impact from COs available	15%	1.5
Standard	Indicators	Weight	Total
Quality Analysis (5) No cost	Analysis of classroom observations available	20%	1
	Evidence available that general findings and trends have been discussed with the teaching staff	25%	1.25
	Evidence available that findings from classroom observation analysis has been used to improve quality of teaching across grades	25%	1.25
	Evidence of impact on quality of learning	20%	1
	Documentation on QA available	10%	0.5

2. CLUSTER MONITORS' PLANS

PERMANENT (RECURRENT) ACTIVITIES

Component	Standard	Indicators	Weight	Score
Staff Management	Attendance and punctuality (10) No cost	Up-to-date attendance/time book available	25%	2.5
		Systems in place to monitor and analyse attendance data	15%	1.5
		>95% attendance and punctuality achieved	30%	3
		Analysed attendance and punctuality data displayed in graphical form in HT's office and in staff room	20%	2
		Attendance information shared with SMC	10%	1
School data	Instructional hours (10) No cost	Data on daily hours of instruction collected per class/subject	20%	2
		Weekly hours of instruction analysed	20%	2
		Analysed data displayed in graphical form	15%	1.5
		Evidence of use of analysed data for decisions	30%	3
		Documentation	15%	1.5
Work Planning and Lesson Preparation	Scheme of Work (10) No cost	Each teacher has an approved scheme of work	30%	3
		Syllabus, LATs and teachers' guides are referenced in the development of the scheme	20%	2
		The scheme is structured as prescribed in the QAF	10%	1
		Scheme is always available during lesson delivery	20%	2
		Documented monitoring of scheme by HT, DHT and CM	20%	2
	Lesson Plans (10) No cost	Lesson plans prepared for all lessons	30%	3
		Lesson plans are consistent with the approved schemes of work	20%	2

		Each Lesson plan includes all elements prescribed in the SMM	15%	1.5
		Lesson plans are available during lesson delivery	15%	1.5
		Documented internal monitoring of lessons	20%	2
Teaching and Learning Aids (10) Low cost		T & L aids available in accordance with lesson plans	25%	2.5
		T & L aids are relevant to the subject taught	25%	2.5
		>5% of the school budget allocated for acquisition of teaching and learning materials	15%	1.5
		Writing on flash cards and vanguards are legible from the furthest corners of the classroom	15%	1.5
		>25% of T & L materials are made from local resources/materials	20%	2
Extra Curricular Activities (5) Low cost		Extra- curricular activities are based on the approved scheme of work	40%	2
		All extra-curricular activities are covered by lesson plans and should contain the following : - issues relevant to curricular areas such as talks on HIV & Aids, Tuberculosis, Malaria and environmental issues - description of activities - duration and time - remarks and general comments - management of risk and hazards	30%	1.5
		Extra curricula activities include at least one study visit annually	10%	0.5
		Assembly File Available	10%	0.5
		Assembly content are documented in the assembly file (mention of topics discussed)	10%	0.5
	Method of Delivery	Method of delivery is in line with lesson plan	20%	2

	(10) No cost	The method of delivery is suitable to subject taught	20%	2
		The method is child centred	20%	2
		100% feedback given all the time	20%	2
		The method of delivery used will allow all planned activities to be carried out according to time prescribed in the lesson plan	20%	2
	Presentation (10) No Cost	Teacher explains the lesson objectives and expected learning outcomes at the start of the lesson	10%	1
		BB work : all text is visible and legible from the furthest corners of the classroom	20%	2
		Clarity of voice/voice projection : clearly audible from the furthest corners of the classroom	20%	2
		Competent and correct use of medium of instruction (English, French and local languages)	20%	2
		Facts, concepts, and processes employed are correct	30%	3
	Behaviour Management (10) No cost	Class rules and code of conduct developed and displayed in the classroom	20%	2
		Fair system of rewards and sanctions applied	20%	2
		100% compliance with legislation, rules and guidelines on disciplinary actions	20%	2
		All disciplinary violations and actions logged	20%	2
		Availability of Guidance and counselling measures for students with learning and behavioural difficulties	20%	2
Assessment	Homework (5) No cost	Adherence to the school's homework policy	20%	1
		Home work provided at least twice a	20%	1

		week		
		Marking and feedback provided for any given home work	20%	1
		Establishment of home work clubs	20%	1
		Evidence of internal monitoring of students home work	20%	1
	Continuous Assessment (10)	Assessment policy and guidelines available	15%	1.5
	No cost	100% of test and assignments marked with written feedback provided	40%	4
		Test schedule as prescribed in the school calendar	15%	1.5
		100% tests questions vetted	15%	1.5
		Records of individual students' performances available and accessible by students and parents	15%	1.5
	Internal Exams (10)	All exams are benchmarked against WAEC's formatting and standards	20%	2
	Low cost	All marking of exams is completed and feedback given to students by the end of term.	30%	3
		100% of marks submitted to senior teachers for verification	15%	1.5
		Exams results are analysed and shared with relevant stake holders.	20%	2
		100% data/records of individual students performance are preserved, available and accessible by all interest groups	15%	1.5
	Feedback on performance (5)	Individual student report cards maintained and distributed to parents/guardians	20%	1
	Low cost	Student test and exam performances are continuously analysed with regard to level, std. distribution and trends	20%	1
		Analyzed results discussed with pupils and parents	20%	1

		Analysis is used to set strategies for improvements for both students and teachers	20%	1
		Strategies disseminated to and discussed with SMC and Parents/guardians	20%	1
Teaching and Learning Resources	Use of local materials and environment (10)	A Committee on resource development and maintenance established. (consider TLR sub-committee)	20%	2
	Low cost	Cluster monitor involved in the development of locally made teaching/learning resources	15%	1.5
		A bank of locally made teaching and learning resources is established	20%	2
		Students involved in the mobilization and production of locally made teaching and learning resources	30%	3
		Documented evidence of support by RED in the preservation, storage, acquisition of resources	15%	1.5
		Use of Library Facilities (5)	Library time is in line with library period in class time table	20%
	No cost	Lending rules and regulations are available	20%	1
		Lending rules and regulations are enforced	20%	1
		A lending register to record books that are borrowed and returned is available and up-to-date	20%	1
		Library hours are both during and outside school hours	20%	1
		Condition of Library Facilities (if separate from class rooms) (5)	Clean, well lit and ventilated	20%
	Library rules and regulations clearly displayed on the library wall		20%	1
	Maintenance plan available		20%	1
	Low cost		Study seats and tables are arranged in a way that allows ease of movement and use of the library facilities	20%

		Evidence of external monitoring of library facilities	20%	1
External Monitoring	Monitoring by the community (10)	Community monitoring plan drawn up and approved by SMC	20%	2
	Low cost	Frequency: minimum once per term	20%	2
		Duration > 2 hours per visit	20%	2
		Observations and findings documented	20%	2
		Feedback provided and shared	20%	2
Community Participation	Wider community participation (10)	Establishment and operation of Mothers' Club	30%	3
	Low cost	Evidence of community involvement in maintenance of school facilities	30%	3
		Minutes available on community meetings	10%	1
		Evidence of community involvement in enrolment drive	30%	3
Student Welfare	Extra Curricular Activities (10)	The time table for extra-curricular activities is available	20%	2
	Low cost	There is proof that the extra-curricular activities are integrated in or derived from the relevant curriculum	20%	2
		Proof of integration of local culture and/or cultural events in the extra-curricular activities	20%	2
		Proof of gender balance/integration/equality in extra-curricular activities	20%	2
		Proof of inclusion of relevant health and environmental issues in the extra-curricular activities	20%	2
		Safety and security (10)	Zero tolerance towards bullying	25%
	No cost	Zero tolerance towards teacher's use of corporal punishment	25%	2.5
		Zero tolerance towards sexual harassment	25%	2.5

		Monitoring of school yard and play ground	10%	1
		Adequate protection against intrusion by animals and thugs	15%	1.5
Internal Monitoring	Internal Monitoring system (6) Low cost	An internal monitoring system developed and documented	25%	1.5
		Participatory processes used for the development	25%	1.5
		System approved by the SMT	25%	1.5
		All teachers sensitized	25%	1.5
	Monitoring by HT, DHT and/or STs (6) No cost	Termly monitoring schedule available	25%	1.5
		Standard formats and processes employed	25%	1.5
		Verbal and written feedback provided	25%	1.5
		Documentation available	25%	1.5
	Classroom Observations (10) No cost	A schedule for classroom observations available	15%	1.5
		Duration of the observation = a whole lesson	20%	2
		Observations and recommendations documented	20%	2
		Verbal and written feedback provided to teacher	30%	3
		Evidence of impact from COs available	15%	1.5
	Quality Analysis (5) No cost	Analysis of classroom observations available	20%	1
		Evidence available that general findings and trends have been discussed with the teaching staff	25%	1.25
		Evidence available that findings from classroom observation analysis has been used to improve quality of teaching across grades	25%	1.25
		Evidence of impact on quality of learning	20%	1
		Documentation on QA available	10%	0.5
School Data	Student	Student performance data for all assessments, tests and exams collected	20%	2

	performance data	and filed		
	(10) No cost	Performance data analysed by gender, mean, grade, pass and mastery	20%	2
		Analysed data displayed in graphical form in HT's office and in the relevant class rooms	15%	1.5
		Performance data used to inform curriculum management decisions	30%	3
		Performance data shared with SMC and parents	15%	1.5

ACTIVITIES FOR QUARTER 1
(January, February, March/April)

Component	Standards	Indicators	Weight	Score
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Strategic and operational Planning	School Vision (5) Low cost	Address national policy priorities and objectives	20%	1
		Has clear objectives (SMART)	20%	1
		Clear and understandable by stakeholders	20%	1
		Visibility; Displayed in HT's office, school notice board; wall or fence	10%	0.5
		Developed in a participatory manner	30%	1.5
	School Mission (5) Low cost	Address community education priorities and issues	30%	1.5
		Has clearly stated objectives (SMART)	20%	1
		Is written in a clear and understandable language	10%	0.5
		Has been developed in a participatory manner	30%	1.5
		Is displayed in HT's office, school notice board, wall or fence	10%	0.5
	School Development Plan (10) Low cost	Has measurable objectives and targets	25%	2.5
		Clear identification of resource requirements	20%	2
		Demonstrated Feasibility (Technical and financial)	20%	2
		Demonstrated Sustainability	20%	2
		Approved by SMC and Regional Directorate	15%	1.5
Financial Management	Budgeting (5) No cost	Revenue projections	20%	1
		Specification of income budget items	20%	1
		Expenditure projections	20%	1
		Specification of expenditure budget items	20%	1
		Surplus or deficit projection	20%	1
School Policies	Availability of policies (10) No cost	Students and Staff Discipline	20%	2
		Sexual Harassment Policy	20%	2
		Homework Policy	20%	2
		Maintenance Policy	20%	2
		Other policies	20%	2

	Policy contents (10)	The policies are in line with national policies	30%	3
	No cost	Clear objectives (SMART)	10%	1
		Policies developed using participatory methods	20%	2
		Visibility (HT's office, classrooms, notice boards)	20%	2
		Effective monitoring of implementation	20%	2
Staff Management	Number and qualification of staff (6) No cost	All substantial positions filled	25%	1.5
		>75% of teaching staff have the relevant qualifications	25%	1.5
		>40% of teaching staff are female	25%	1.5
		Availability of mentors	25%	1.5
Organisation of Teaching Time	Regional Calendar (5) Low Cost	Calendar available in school	20%	1
		Displayed in head teacher's office	20%	1
		Indicates opening and closing dates for each term as well as school holidays	20%	1
		Aligned to regional - religious, cultural, social and agricultural events	20%	1
		Evidence that SMC and PTA have been informed about the contents of the regional calendar	20%	1
	The School Calendar (5) No cost	Adapted from the regional calendar, accessible and displayed in head teachers office and staff room	20%	1
		The calendar developed in a way that ensures the achievement of a minimum of 880 hours instruction time	20%	1
		Indicates school based activities such as training days, sport events, extra curricula activities	20%	1
		Aligned to community context-religious, cultural, social and agricultural events ("Lumo days", social ceremonies,).	20%	1
		Availability of records showing Teachers, SMCs involvement in the	20%	1

		development of the calendar and verification by the Cluster Monitor.		
	Composite Time Table (10) Low cost	Composite timetable available	25%	2.5
		Displayed in Head Teacher's office and staff room and shared with stakeholders.	20%	2
		All core and non-core subjects receive the prescribed number of periods (as per the Curriculum Framework)	25%	2.5
		Library sessions are clearly specified	15%	1.5
		Minimum allocation of 30 min per period for all subjects	15%	1.5
	Class Time Table (10) Low cost	Extracted from the composite time table	20%	2
		Displayed in all classrooms	20%	2
		Written in a format that allows $\geq 80\%$ of students to read and identify subjects time allocation on it	20%	2
		Attainment of minimum instructional hours per week (on average 25 hours per week)	20%	2
		$\geq 90\%$ adherence to the class timetable	20%	2
	Core Text Books (10) Low cost	Core text books are available for all grades	30%	3
		School policy available on use of text books and disseminate to all parents/guardians	20%	2
		Core text books available in classes	20%	2
		Maintenance and replacement plan developed and implemented	15%	1.5
		Effective monitoring system for storage, use and maintenance of core text books in place	15%	1.5
Management and Organisation (5) Low costs	Library committee established	20%	1	
	At least one student is designated to help in the management of the library	20%	1	
	Books are properly classified and catalogued and all shelves are labelled and referenced	20%	1	

		An inventory of the books in stock is available and up to date	20%	1
		The person in charge has a certificate from the GNLA or equivalent	20%	1
Community Participation	Adoption of the PTA Constitution (10) No costs	Copies of constitution available at the school	15%	1.5
		Records on sensitization of stakeholders available	15%	1.5
		Elections carried out in accordance with the constitution	20%	2
		The constitution adopted by SMC (signed by chair)	25%	2.5
		SMC Committees established	25%	2.5
	Active PTA/SMC (10) Low cost	A list of active PTA/SMC members available	15%	1.5
		Records of SMC sub-committees activities available	20%	2
		SMC participation in formulation of SDP documented	20%	2
		Minutes of SMC meetings available and signed by chair	20%	2
Evidence of resource mobilisation by SMC		25%	2.5	

ACTIVITIES FOR QUARTER 2

(April, May, June &/ July)

Financial Management	Financing plan (5) No cost	Funding gaps identified	25%	1.25
		Prioritisation of activities	15%	0.75
		Fund raising committee established	15%	0.75
		Fund raising strategies developed	25%	1.25

		Fund raising strategies implemented	20%	1
	Banking (5) Low cost	A savings account opened	20%	1
		Guidelines for signatories followed	20%	1
		Passbook kept under lock at the school premises but accessible to members of the SMC	20%	1
		Bank reconciliations carried out and documented	20%	1
		Bank reconciliations presented to the SMC	20%	1
	Cashbook (10) Low cost Vouchers and receipts (10) Low cost	Cashbook available	20%	1
		Prescribed format (analysis double entry) used	10%	0.5
		All financial transactions (regardless of source) recorded	30%	1.5
		The cashbook is up-to-date	20%	1
		Accuracy (correct recordings; no corrections)	20%	1
		Authenticity (original, dated, signed and stamped)	40%	4
		Security (Location, storage, retrievability, filing)	10%	1
		Use of prescribed formats	10%	1
		Accurate (supporting documentation)	20%	2
		Accessibility to stakeholders	20%	2
	Financial control systems (5) No cost	Authorisation system in place for expenditures	25%	1.25
		Verification system in place for revenue	25%	1.25
		Financial files intact, up-to-date and accessible	20%	1
		Quarterly financial reports are prepared and presented to the SMC	20%	1
		Leadership and Management Committee ensures that the financial situation is reported to the PTA	10%	0.5
Assets	Maintenance	Adherence to maintenance policy	15%	0.75

Management	register (5) Low cost	Availability of maintenance rota	15%	0.75
		Budgets for maintenance	20%	1
		Documentation of all maintenance activities	30%	1.5
		Monitoring and quality assurance of maintenance in place	20%	1
School Data	Personnel data (5) Low cost	Personnel files established for all staff with all relevant bio data and employment history	20%	1
		Personnel files updated with relevant information, including training activities and certification	20%	1
		Staff data base established and maintained	20%	1
		Number of instructional hours per teaching staff member segregated on subjects and grades	20%	1
		Student performance per staff (not clear)	20%	1

ACTIVITIES FOR QUARTER 4

(September &/ October, November and December)

School Data				
	Enrolment, transition and completion data (10)	Admission, class and transfer registers kept up-to-date	30%	3
		Data analysed and segregated	20%	2
		Analysed data displayed in HT's	15%	1.5

	No cost	office		
		Data accuracy	20%	2
		Data shared with stakeholders	15%	1.5
Assets Management	Status/handing over report (10) Low cost	Complete status report prepared by end of each academic year and signed by HT, CM and SMC Chair.	30%	3
		Status report signed by incoming HT	15%	1.5
		Status report includes all assets and school accounts	25%	2.5
		Status report includes all admin files and records	15%	1.5
		Status report includes all PTA/SMC files and records	15%	1.5