



**MINISTRY OF EDUCATION,
TERTIARY EDUCATION, SCIENCE AND TECHNOLOGY**

Quality Assurance and Inspection Division

The Quality Assurance Framework

March 2023

QUALITY ASSURANCE AND INSPECTION DIVISION

Vision

To embed notions of quality into every aspect of school life in State Secondary Schools for effective and efficient education delivery and improved student outcomes in a globally competitive environment.

Mission

- *To set agreed benchmarks that ensure optimal attainment in all State Secondary Schools in the domains of Student Attainment, Teaching and Learning, Leadership and Management and School Ethos and Infrastructure.*
- *To help schools identify their strengths and areas for improvement through a robust and comprehensive self-evaluation exercise in the four school domains.*
- *To carry out external evaluation of schools and identify key issues for overall school improvement.*
- *To provide feedback and continuously support schools in achieving their set targets.*

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1. INTRODUCTION

Providing quality education is one of the fundamental pillars around which the educational system in Mauritius revolves. In line with the Sustainable Development Goals and the national development policy, the education system was revisited with the view of ensuring that the country has the capacity to face challenges in the economic, political, environmental and educational spheres in an ever-evolving global setting.

In this context, the Quality Assurance and Inspection Division (QAID), set up in 2012, acts as an interface between the Ministry of Education, Tertiary Education, Science and Technology, State Secondary Schools and other stakeholders in the education sector with the main purpose of ensuring that the vision and the objectives of the Ministry are achieved.

Quality assurance in education is a process of monitoring, assessing, evaluating and reporting objectively on all aspects of school life. The quality assurance system deployed involves a number of linked tasks: schools conducting an initial self-evaluation followed by an external review to corroborate school findings; collaboratively planning the steps for improvement; monitoring and evaluating implementation; and amending the improvement plan in light of experience and progress.

The Quality Assurance Framework (QAF) is an indispensable tool that sets down the parameters to gauge the quality of education and serves as a guide to inform the quality assurance exercise. It spells out a multi-dimensional mechanism comprising well-defined directives and guidelines which incorporate yardsticks and set standards to evaluate the quality of education imparted in schools.

2. OBJECTIVES OF THE QUALITY ASSURANCE FRAMEWORK

The Quality Assurance Framework aims at:

- Evaluating the overall effectiveness of the school in the following four domains:
 - **Student Attainment**
 - **Teaching and Learning**
 - **Leadership and Management**
 - **School Ethos and Infrastructure**
- Reporting on the level that the school has achieved in each of the four domains.
- Help the school to identify its strengths and areas for improvement through a process of self-evaluation in the four domains.
- Setting a benchmark to measure and monitor the progress made by the school, ensuring that it aims at higher student achievement at both academic and non-academic levels.
- Providing feedback to the school and encouraging it to achieve its targets.
- Promoting the implementation of self-improvement action plans which would bring internal and external benefits to the school, reinforcing its image as a dynamic and effective provider of quality education.
- Providing a basis for creating and maintaining a quality culture within the school.
- Giving greater transparency to the processes by which quality is assured and serving as stimulus to maximise interaction among stakeholders.

3. THE QUALITY ASSURANCE EXERCISE

1. A team of Quality Assurance Officers (QAOs)/Senior QAOs, under the supervision of the Assistant Director, Quality Assurance, shall conduct the exercise in a number of schools.
2. The Quality Assurance Exercise shall comprise a **School Self-Evaluation Exercise** followed by an **External Evaluation Exercise**.

The **School Self-Evaluation Exercise**, which is a process of internal review, shall provide opportunities for schools to examine their own practices within their respective contexts in order to identify and report on their personal strengths and areas for improvement.

The **External Evaluation Exercise**, which is an independent review of the overall school effectiveness carried out by the QAID, shall be done after the **School Self Evaluation Exercise**. A school shall be rated according the Overall School Effectiveness criteria as Good, Adequate or Requires Improvement.

Following the external evaluation exercise, a report shall be prepared. The External Evaluation Exercise enables the QAID to report on the current state of schools to the Ministry, thus keeping the latter abreast of conditions prevailing in State Secondary Schools.

3. The Quality Assurance Exercise shall be carried out at least once every year for schools rated as ‘Adequate’ and ‘Requires Improvement’ and, at least once every two years for schools rated as ‘Good’.
4. Prior to the External Evaluation exercise, schools shall be required to submit their School Self-Evaluation report to the QAID.
5. Schools will be duly informed of the date on which the Quality Assurance team shall carry out the External Evaluation exercise.
6. At the end of the exercise, there will be a debriefing session where an interim feedback will be given to the Rector, highlighting the major strengths and areas for improvement.

7. Meetings shall be held with stakeholders to verify the reliability and validity of evidence collected. Such meetings shall take place in a spirit of openness and mutual respect.
8. A consultative meeting will then be scheduled with Heads of Schools in order to bridge the gaps between the findings of the Self and External evaluation exercises.
9. The Quality Assurance team shall submit a Final External Evaluation report of the school to the Director, Quality Assurance.
10. The School Improvement Plan (SIP) for each school will be reviewed in the light of the evaluation findings. An Action plan will ensue. QAO(s)/SQAQO(s) attached to the school shall carry out regular visits to monitor the implementation of an Action Plan and to provide necessary and appropriate support.
11. The Assistant Director shall apprise the Director, Quality Assurance, of the findings of the External Evaluation teams. The Director, Quality Assurance, shall then decide on the course of action to be taken.
12. The Director, Quality Assurance, shall then submit a comprehensive report on the overall effectiveness of State Secondary Schools to the Senior Chief Executive of the Ministry.

3.1 Class observations

Class observations carried out by Quality Assurance Officers will provide data to gauge the quality of Teaching and Learning. Class observation reports for the period under review are of fundamental importance for the conduct of the external evaluation exercise.

Procedures for class observations:

QAO(s)/SQAQO(s) will proceed for lesson observation and may be accompanied by either the Rector, Deputy Rector or Senior Educator.

- Upon request of the QAO(s)/SQAQO(s), the Educator shall produce the following documents: Schemes of work, Weekly Plans, Lesson plans, Mark Book/Progress Book and Student Profiling. Moreover, Records of work, Copies and Mark Schemes of assessments, Feedback on assessments carried out and other relevant documents might have to be produced, for which sufficient time will be allowed.

- The QAO(s)/SQAQO(s) shall follow the lesson without disturbing or interfering to observe:
 - i. the processes used to attain the objectives set for the lesson;
 - ii. teaching strategies used by the Educator;
 - iii. the monitoring of students' progress through verification of copybooks/activity books/project work;
 - iv. the measures taken by the Educator to address the learning difficulties of students;
 - v. evaluation techniques used to assess learning.

- The QAO(s)/SQAQO(s) shall also observe whether the classroom environment is conducive to learning.

- The QAO(s)/SQAQO(s) shall use the class visit reporting sheet for recording:
 - observations made during the class visit
 - post lesson observation feedback provided to the educator.

- The feedback session shall be held in the presence of the Rector/Deputy Rector/Senior Educator and shall comprise the following:
 - i. self-evaluation by the educator
 - ii. strengths and areas for improvement
 - iii. any good practice to be shared with educator
 - iv. any actions agreed upon for follow-up

- QAO(s)/SQAQO(s) shall submit a report on their class observations and any agreed follow-up actions.

4. EVALUATION TOOLS FOR THE QUALITY ASSURANCE EXERCISE

The Evaluation tools for the Quality Assurance Exercise comprise:

- Rating of each **Key Result Area** for each of the four domains (Green, Amber, Red)
- **Level Descriptors** for each domain (Good, Adequate, Could Do Better)
- **Overall School Effectiveness** (Good, Adequate, Requires Improvement)

4.1 Key Result Areas and Performance Indicators for each Domain




A. Student Attainment




LEVEL DESCRIPTOR	CRITERIA
Green	There is evidence of significant progress
Amber	There is evidence of sufficient progress
Red	Otherwise

SN	KRA	PERFORMANCE INDICATORS	Green	Amber	Red
A1	Performance at Grade 7	In the pass rate at Grade 7 over the past three years.			
A2	Performance at Grade 8	In the pass rate at Grade 8 over the past three years.			
A3	Performance at NCE	In the pass rate at NCE over the past three years.			
A4	Performance at Grade 10	In the pass rate at Grade 10 over the past three years			
A5	Performance at SC	In the pass rate at School Certificate over the past three years.			
A6	Performance at Grade 12	In the pass rate at Grade 12 over the past three years			
A7	Performance at HSC	In the pass rate at Higher School Certificate over the past three years.			
A8	Overall Quality of attainment at NCE	In the quality of student performance at NCE over the past three years.			
A9	Overall Quality of attainment at SC	In the quality of student performance at School Certificate over the past three years.			

A10	Overall Quality of attainment at HSC	In the quality of student performance at Higher School Certificate over the past three years.			
A11	Attainment in Non-Core subjects at Grade 7	In the level of competencies attained by students in non-core subjects at Grade 7 over the past three years.			
A12	Attainment in Non-Core subjects at Grade 8	In the level of competencies attained by students in non-core subjects at Grade 8 over the past three years.			
A13	Attainment in Non-Core subjects at NCE	In the level of competencies attained by students in non-core subjects at NCE over the past three years.			
A14	Co/extra-curricular activities	In students' participation at all levels in a wide range of co/extracurricular activities which support their overall development for active citizenship.			

B. Teaching and Learning

LEVEL DESCRIPTOR		CRITERIA
Green		There is clear and convincing evidence that
Amber		There is sufficient evidence that
Red		Otherwise

SN	KRA	PERFORMANCE INDICATORS			
B1	Preparation of Scheme of Work and Weekly Plan	Educators prepare schemes of work and weekly plans with clear educational goals in line with curricular objectives set down in NCF/CIE.			
B2	Preparation of Lesson Plans	Educators prepare lesson plans for all lessons with clear learning outcomes, varied teaching strategies and appropriate evaluation tools.			
B3	Knowledge of subject area	Educators demonstrate the content knowledge necessary to challenge and motivate students to higher levels of learning.			

B4	Profiling of Students	Educators conduct proper profiling of their students with regard to their learning abilities and performance and identify learning gaps for remediation.			
B5	Lesson Delivery	<p>Educators clearly</p> <ul style="list-style-type: none"> • communicate the learning objectives and outcomes of the lesson, • test previous knowledge of learners, • make exposition of content clear and simple, • interact with students and • use appropriate pedagogy which can include technology mediated instruction. • Conduct online teaching and carry out assessment and evaluation as and when required. 			
B6	Class management	<ul style="list-style-type: none"> • Educators maintain a conducive classroom environment and are perceived as enthusiastic and supportive instructors. • Educators aim at encouraging and establishing student self-discipline through a process of promoting positive student achievement and behaviour. 			

B7	Assessment & Evaluation of Learning	<ul style="list-style-type: none"> • Educators develop and use appropriate assessment (for, as and of learning) strategies focused on students' acquisition of knowledge, development of their thinking skills, communication and application. • Educators ensure close monitoring of students' work (copybooks/workbooks are verified and marked). 			
B8	Monitoring of Students' Progress and Feedback	Educators provide timely feedback to students (and parents) about the achievement of the learning goals and encourage students to respond to the feedback.			
B9	Remedial Education	School Management and Educators take timely actions to remedy learning difficulties of students to help them in their learning.			
B10	Reporting on Teaching and Learning	<ul style="list-style-type: none"> • Educators carry out class wise performance analysis at the end of every term and submit a report to the HoD and the Rector. • Educators report to their Heads of Department and Senior Educator on curriculum implementation, teaching strategies, assessment and remedial strategies and performance of students. 			

B11	Continuous Professional Development and Professional Sharing	<ul style="list-style-type: none"> • Educators attend induction and in-service courses held by national and international recognised educational bodies, and take personal initiatives for continuous professional development to keep abreast with changes in the education arena. • Educators incorporate new skills and knowledge gained through professional development into the learning environment and share successful areas of practice with colleagues. 			
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C. Leadership and Management

LEVEL DESCRIPTOR		CRITERIA
Green		There is clear and convincing evidence that
Amber		There is sufficient evidence that
Red		Otherwise

SN	KRA	PERFORMANCE INDICATORS	Green	Amber	Red
C1	School Vision and Mission	<ul style="list-style-type: none"> • The school vision and mission statements are clearly displayed in the school. • The school vision and mission statements are aligned with the Ministry's vision and mission. 			

C2	School Development Planning	<p>The School Development Plan/School Improvement Plan:</p> <ul style="list-style-type: none"> • is focused on achieving the school’s vision. • is based on the review of student achievement and other information. • includes objectives which are strategic, measurable, and achievable, results oriented and timely (SMART). • is monitored regularly to gauge progress and adjust strategies accordingly. • SIP is done as and when the need arises. 			
C3	Monitoring of Curriculum implementation	<p>The Head of School ensures structures (classroom facilities, specialist room facilities, library services, technology logistics and teacher support) are in place to ensure effective implementation of the National Curriculum for Grades 7 to 9 and Curricula for Grades 10 to 13.</p>			
C4	Monitoring of Teaching and Learning	<p>The Head of School monitors tasks assigned to the Senior Educator, Heads of Department and Educators through regular meetings, class visits and discussions to ensure that teaching and learning are aligned to learning and assessment objectives.</p>			

C5	Assessment of learning	<p>The Head of School uses qualitative and quantitative data to make specific and observable decisions about teaching and learning and students' performance in order to meet targets set in the SDP and to support teaching and learning.</p>			
C6	Distributed Leadership and Team Building	<ul style="list-style-type: none"> • The school has a core management team in place to facilitate continuous improvement. • The School Leader creates an atmosphere of high expectations collaboratively with teaching staff, non-teaching staff, pupils, parents and the community. • There is effective two-way communication between the Head of School and Educators. • The Head of School encourages staff members to assume leadership roles by developing a sense of commitment and ownership in them. 			

C7	Performance Management of Staff	<p>The Head of School</p> <ul style="list-style-type: none"> • carries out an evaluation of the performance of all staff members in line with the Performance Management System and identifies training needs. • provides formal, specific and timely feedback to staff with the main purpose of improving individual and overall school performance. 			
C8	Professional Development of Staff	<p>The Head of School has worked out a professional development plan to support staff professional growth in instructional and managerial areas.</p>			
C9	Promoting Holistic Development of Learners	<p>The Head of School encourages, motivates and supports students to participate in co/extra-curricular activities at school, regional, national and international levels to improve their scholastic, social, emotional and life skills.</p>			
C10	Conflict, Risk and Crisis Management	<p>School Management always tries to resolve conflicts and handles disagreement with leadership decisions in the best interest of all stakeholders.</p>			
C11	Use of Technology	<p>School Management makes effective use of appropriate technological tools to manage and manipulate instructional and administrative information.</p>			

D. School Ethos and Infrastructure

LEVEL DESCRIPTOR		CRITERIA
Green		There is clear and convincing evidence that
Amber		There is sufficient evidence that
Red		Otherwise

SN	KRA	PERFORMANCE INDICATORS	Green	Amber	Red
D1	Learning Environment	<ul style="list-style-type: none"> The learning environment encourages and supports the active involvement and inclusion of every student (physically, academically and socially). Students show a sense of belonging to the school. Interactions among students and between students and Educators are respectful. Educators model, teach and reinforce positive character traits. 			
D2	Monitoring of Cleanliness and Tidiness of school premises	The school has a proper mechanism to ensure that school is kept clean and tidy at all times and regular cleaning and maintenance of the school premises is done, hence promoting a conducive atmosphere for teaching and learning.			
D3	Monitoring of Discipline at school	<ul style="list-style-type: none"> The school has an effective mechanism for maintaining discipline, for both student and staff, which is in line with the Ministry's policies. There is an established complaint mechanism whereby concerns of stakeholders are dealt with promptly and fairly. 			

D4	Safety at school	The school fosters a safe, healthy and supportive learning environment.			
D5	Maintenance of Infrastructure	Maintenance of school infrastructure is regularly done.			
D6	Health and Wellness	School caters for students' health and well-being.			
D7	Staff and Students' Voice	Staff and students are consulted and are involved in decision making for the smooth running of the school.			
D8	Work Ethics, Equity and Fairness	<ul style="list-style-type: none"> • School Management and Staff demonstrate respect for human rights, without prejudice to individual cultural differences and maintain appropriate confidentiality of matters relating to all stakeholders. • Celebration of successes occurs in a variety of ways. • Staff members model professionalism in ethics, language and appearance. • The school treats all students, teaching and non-teaching staff fairly, equitably and with dignity. 			
D9	Linkages with the Community and other schools	The school creates and maintains effective linkages with the community and other schools for the benefit of all students.			
D10	Culture of High Expectations	The school develops and maintains a culture of high expectations for all students and takes appropriate actions when performance is unsatisfactory.			

4.2 Level Descriptors for each Domain

The level descriptor will depend on the status reached by the school in KRAs for each domain. A domain will thus be rated as ‘GOOD’, ‘ADEQUATE’ or ‘COULD DO BETTER’ based on criteria set as follows:

For Regional schools admitting students at Grade 7, the following criteria apply:	
STUDENT ATTAINMENT	BENCHMARK
Good	GREEN in at least five of A1 to A8, A13 and A14 and at least AMBER in remaining KRAs
Adequate	At least AMBER in at least five of A1 to A8, A13 and A14 and RED in at most two KRAs
Could Do Better	Otherwise
For Academies, the following criteria apply:	
Good	GREEN in at least three of A5, A7, A9, A10, A14 and at least AMBER in remaining KRAs
Adequate	At least AMBER in at least three of A5, A7, A9, A10, A14 and RED in at most two KRAs
Could Do Better	Otherwise

TEACHING & LEARNING	BENCHMARK
Good	GREEN in at least five of B1 to B10 including B5, B7 and B8 and at least AMBER in remaining KRAs
Adequate	At least AMBER in B5, B7 and B8 and RED in at most one of remaining KRAs
Could Do Better	Otherwise

LEADERSHIP & MANAGEMENT	BENCHMARK
Good	GREEN in C1 to C5 and at least AMBER in remaining KRAs
Adequate	AMBER in C1 to C5 and RED in at most two of remaining KRAs
Could Do Better	Otherwise

SCHOOL ETHOS & INFRASTRUCTURE	BENCHMARK
Good	GREEN in at least four of D1 to D6 including D2 and D3 and at least AMBER in remaining KRAs
Adequate	At least AMBER in D1 to D6 including D2 and D3 and RED in at most two of remaining KRAs
Could Do Better	Otherwise

4.3 Overall School Effectiveness

The Overall School Effectiveness will depend on the status reached by the school in each of the four domains. A school will thus be rated as ‘GOOD’, ‘ADEQUATE’ or ‘REQUIRES IMPROVEMENT’ based on criteria set as follows:

OVERALL SCHOOL EFFECTIVENESS		CRITERIA
Good		GOOD in A, B and C and at least ADEQUATE in D
Adequate		At least ADEQUATE in A, B, C and D
Requires Improvement		Otherwise

5. OVERVIEW OF THE EXTERNAL EVALUATION EXERCISE

5.1 The Quality Assurance Team

The Quality Assurance team undertaking the quality assurance exercise shall comprise the following officers in hierarchical order:

- Director, Quality Assurance
- Assistant Director, Quality Assurance
- Quality Assurance Officers / Senior Quality Assurance Officers
- Any other officer as may be delegated by the Ministry as per Section 28 of the Education Act 1957.

5.2 Notice for External Evaluation

School visits by officers will be in accordance with the Education Act 1957. Section 28 of the Education Act 1957 stipulates,

“The Minister or any officer of his Ministry authorised by him in writing, may, with or without notice, visit any school, whether in receipt of aid from public funds or not, to ascertain whether this Act is being complied with and whether such school is being properly and efficiently conducted.”

5.3 Pre-External Evaluation

The Quality Assurance team will collect information and documents to prepare the school visit. It will provide the Head of School with information and a list of documents which are needed before the External Evaluation Exercise, giving sufficient time to the school to gather all relevant documents and be prepared for the exercise.

5.4 Procedures of the External Evaluation Exercise

Quality Assurance Officers will evaluate school effectiveness by gathering evidence through the following:

- Reports on Lesson observations
- Minutes of Meetings with staff, students and other stakeholders
- Records of student participation in Co and extra-curricular activities
- Documents in connection with the day-to-day running of the school
- Evaluation processes pertaining to students' performance and their progress

The duration of the External Evaluation Exercise will depend on the specificities of the school. The time allocated to External Evaluation Exercise will be mainly for gathering first-hand evidence on the effectiveness of the school in the four domains.

5.5 Post External Evaluation and The Way Forward

Based on evidence collected, the Quality Assurance Team shall submit a Final External Evaluation report to the Director, Quality Assurance.

Following the final report, the findings of both the self and external school evaluation exercises shall be used to facilitate school improvement and to inform and guide policy, planning, training and interventions.

6. CODE OF PRACTICE FOR QUALITY ASSURANCE OFFICERS

Quality Assurance Officers should abide by the ‘Code of Ethics for Public Officers’ in Mauritius which sets out the standards of correct conduct expected of Public Officers.

The three guiding principles of the Code are as follows:

- 1. Public Officers shall fulfill their lawful obligations to Government with professionalism, integrity and loyalty;*
- 2. Public Officers shall perform their official duties honestly, faithfully and efficiently while respecting the rights of the public and their colleagues; and*
- 3. Public Officers shall not bring the Civil Service into disrepute through their private activities.*

Moreover, Quality Assurance Officers are expected to:

1. Carry out their work with professionalism, integrity, objectivity, impartiality and honesty while dealing with Educators and other staff members involved in the Quality Assurance Exercise.
2. Be well conversant with government policies
3. Have a good rapport with colleagues, Educators and other stakeholders in education
4. Demonstrate impartiality in judgment and ensure that these are based on:
 - Evidence
 - Direct observation and not hearsay
 - Agreed and consistent assessment procedures
 - Recommendations on facts which are valid and comprehensive, thus avoiding pre-conceived judgments
5. Safeguard the interest of students and staff
6. Be unbiased in collecting information during evaluation and keep same confidential
7. Submit reports that are relevant and accurate
8. Avoid using positional power to get advantages from schools
9. Avoid seeking or accepting information which does not relate to the professional performance of members of the staff.

7. DOCUMENTS NEEDED DURING QUALITY ASSURANCE EXERCISE

SN	DOMAIN	DOCUMENTS TO BE CONSULTED / INFORMATION TO BE GATHERED
1	Student Attainment	Performance Audit/Mark lists
		Progress Books
		NCE Results
		SC Results
		HSC Results
		Aggregate distribution at NCE
		Aggregate distribution at SC
		Aggregate points scored at HSC
		Number of laureates/Students ranked at SC/HSC
		Records of activities (co and extra-curricular)
2	Teaching and Learning	Schemes of work
		Weekly Plans
		Lesson Plans
		Differentiated Education Plans
		Records of Work
		Remedial Plans
		NCF/CAIE syllabi as and when required
		Class/Lesson Observation Reports
		Mark Books
		Student Profiling Sheets/SSR Reports
		Pink/Movement of student cards
		Assessment Papers
		Mark Schemes
		Copybooks / Worksheets / Projects
		List of Practicals/Demonstrations
		Library Accession Books
		Records of use of IT/Internet
		Qualitative/quantitative analysis of results
Minutes of Departmental/Pedagogical/Textbook Committee/SMT Meetings		
Records/Reports on Workshops attended		
3	Leadership and Management	Display on boards/Students Journals/Other School Documents
		SDP/SIP
		Minutes of SMT/HoD/Pedagogical/Staff Meetings
		Records/Evidence of Monitoring of Submission and/or Implementation of Schemes of Work/Weekly Plan/Remedial Plans/Records of Work/Assessments
		Replacement Book
		Timetables/Room Allocation
		Rectors Class Visit Reports
		List of border line students/high flyers
		Staff Professional Development/Performance Improvement Plans

		List of Clubs/Committees
		Records of Activities
		Correspondence/Records of Meetings with Cleaning Contractors
		School Rules and Regulations
		Records of Disciplinary Actions
		Occurrence/Log Books/Visitors' Book/Complaints Book/Suggestion Box
		Records of student lateness – books and cards
		Records of student attendance
		Records of Analysis of Results
		Pedagogical Improvement Plans/Revision Plans
		Records of Community-Based Activities
		Use of ICT to communicate/Prepare time tables/Record Data/Record staff attendance
4	School Ethos and Infrastructure	Records of Morning Assembly
		Newsletters/Minutes of Staff Meetings/Address during Prize Giving Ceremony/Laureate Board/Sayings/Display of Trophies
		School Rules and Regulations
		Records of cases of bullying/Corruption
		Safety Rules and Precautions
		Fire Services Clearance Certificates
		Expiry Date of gas hose
		Dates of cleaning of water tanks
		Certificates of Water Sample Testing
		First Aid Box and Burglar-proofing devices
		Food Handlers Certificates
		Display of Food Act
		Records of Student Screening
		Reports from Health and Safety Department
		Emergency Exits/Assembly Points/Emergency Evacuation and Rescue Plans
		Records of sensitization actions initiated
		Records of Meeting with Prefect Body/Student Council
		Movement Book
		Compilation of Minutes of Lateness of Staff
		Records and safekeeping of expired chemicals
		Ledgers/Store Books
		Replacement Book
Records of Equipment to be written-off		
Records of vehicles and visitors entering and leaving school premises		
Maintenance/Repairs Book		

8. QUALITY ASSURANCE TEMPLATES

8.1 Scheme of Work

The Scheme of Work is a plan of what an educator aims to teach in a particular subject across a term. It is a road map for the subject content that will be covered specifying:

- the learning objectives that students should attain
- the pedagogical strategies and educational resources that will be used and
- the details of assessment and evaluation.

This document is vetted by Heads of Departments, prior to submission to School Administration.

QUALITY ASSURANCE AND INSPECTION DIVISION, MOETEST						
SCHEME OF WORK						
Zone:		School:		Term:		Year:
Subject:		Grade:		Section:		Number of Periods:
Prescribed Textbooks:						
WEEK	TOPICS / SUB TOPICS	LEARNING OUTCOMES / OBJECTIVES	PEDAGOGICAL STRATEGIES	EDUCATIONAL RESOURCES	ASSESSMENT / EVALUATION	REMARKS
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

Name of Educator:		Signature of Educator:	
Date:			
Vetting by Head of Department			
Name of HOD:		Signature of HOD:	
Date:			
Monitoring by Rector / Deputy Rector / Senior Educator			
Name:		Signature:	
Rank:		Date:	

8.2 Weekly Plan

The Weekly Plan is a document submitted by educators on a weekly basis prior to teaching. It details out the topics/sub-topics to be covered on a daily basis as well as the homework/classwork set to students. It is vetted by Heads of Departments, who then submit same to the School Administration.

QUALITY ASSURANCE AND INSPECTION DIVISION, MOETEST				
WEEKLY PLAN				
Name of Educator: _____		Week: _____		
Term: _____		Monday: _____		
Subject: _____		to Friday: _____		
Monday				Date: _____
PERIOD	GRADE	TOPICS/ SUBTOPICS TO BE COVERED	CLASSWORK & HOMEWORK	REMARKS
1				
2				
3				
4				
5				
6				
7				
8				
9				
:				
:				
:				
:				
:				

Date: _____		Signature of Educator: _____		
Vetting by the HoD				
Name of HOD: _____		Signature of HOD: _____		
Date: _____				
Monitoring by Rector /Deputy Rector/Senior Educator				
Name of Rector/DR/SE: _____		Signature of Rector/DR/SE: _____		
Date: _____				

8.3 Lesson Plan

A Lesson Plan is an educator’s plan of what students need to learn and how it will be done effectively during lesson time. The main components in a lesson plan include the learning outcomes to be attained by students, the teaching strategies to be used, the procedures for lesson delivery and evaluation/assessment of learning.

It is prepared by educators for each lesson and should be made available during lesson observations or upon request.

QUALITY ASSURANCE AND INSPECTION DIVISION, MOETEST	
LESSON PLAN	
School:	Name of Educator:
Class:	Date:
Period:	Subject:
Duration:	Topic:
Roll:	Sub-Topic:
AIM	
LEARNING OUTCOMES	
STUDENT'S PRIOR KNOWLEDGE	
TEACHING STRATEGIES	Brainstorming <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Questioning <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Technology Mediated <input type="checkbox"/> Other: <input type="checkbox"/>
TEACHING AIDS & RESOURCES	Markers/Whiteboard <input type="checkbox"/> Textbook <input type="checkbox"/> Lab Resources <input type="checkbox"/> Visual Aids <input type="checkbox"/> Multimedia (Audio/Video) <input type="checkbox"/> Handout <input type="checkbox"/> <small>(charts, diagrams, sketch, models)</small> Other Technology Tools <input type="checkbox"/> Others <input type="checkbox"/>
PROCEDURES	
EVALUATION/ ASSESSMENT	Questioning <input type="checkbox"/> Homework <input type="checkbox"/> Classwork <input type="checkbox"/> Student Interaction <input type="checkbox"/> Other: <input type="checkbox"/>
SELF- REFLECTION/ REMARKS	

8.4 Class Visit

The class visit reporting sheet is used by QAOs/SQAOs for recording observations made during class visits and for post lesson observation feedback provided to the educator. It has been prepared in line with the Key Result Areas for Teaching and Learning that can be observed during lessons and makes provision for recording observations pertaining to planning, knowledge of subject area, lesson delivery, class management, assessment and evaluation of learning, monitoring students' progress and remedial education.

CLASS OBSERVATION								
Name of QAO/SQAO:			Duration of Visit:					
Educator:		HoD/Edu/NR/Supply:	Subject Taught:		Topic:			
Grade:		Number of periods:	Number of students:	<i>Roll</i>		<i>Present</i>		
SN	KRA	Items	Observations	Remarks				
B1	Preparation of Scheme of Work and Weekly Plan	Scheme of Work						
		Weekly Plan						
B2	Preparation of Lesson Plans	Learning Objectives						
		Teaching Strategies						
		Evaluation Tools						
B3	Knowledge of subject area	Content Knowledge						
		Ability to stretch Students						
B4	Profiling of Students	Profiling of Students						

B5	Lesson Delivery	Communication of Learning Objectives		
		Testing of previous Knowledge		
		Exposition of Content and Pace of Delivery		
		Communication Skills and interaction with Students		
		Appropriateness of Pedagogy/ Educational Resources		
B6	Class management	Classroom Environment		
		Interpersonal Skills and Work Attitude		
		Ability to maintain Classroom Discipline		
		Reinforcement of Positive Behaviour		
B7	Assessment & Evaluation of Learning	Assessment for Learning		
		Assessment as Learning		
		Assessment of Learning		
B8	Feedback and Monitoring of Students' Progress	Feedback to Students		
B9	Remedial Education	Evidence of Implementation of Remedial Plan		

POST LESSON OBSERVATIONS AND FEEDBACK

School:	Subject Taught:
Name of Educator:	Topic:
HoD/Edu/NR/Supply:	Duration of Visit:
Grade:	Number of students:
	<i>Roll</i>
	<i>Present</i>

1. Feedback session held in the presence of	
2. Self-Evaluation by Educator	
3. Strengths observed	
4. Areas for improvement	
5. Any good practice shared with Educator	
6. Actions agreed upon/to be followed up	

8.5 Record of Co and Extra-Curricular Activities

This template records all co/extracurricular activities that are carried out at school. It provides relevant information about the activities carried out by specific grades and is used to rate the level attained by the school in A14.

QUALITY ASSURANCE AND INSPECTION DIVISION, MOETEST									
RECORD OF CO/EXTRA CURRICULAR ACTIVITIES									
SN	Date/ Timeframe	Grade/ Section	Activity	Responsible Officers	Venue	Organising Body	Resource Persons <i>(if any)</i>	No. of Participants	Remarks

8.6 Remedial Plan

The Remedial Plan is prepared by educators to record remedial work carried out after continuous assessments. It records the major learning difficulties of students, spells out the strategies for improvement and provides details about consolidation work set in class. It also provides information about the outcome of the remedial work.

This document should be prepared for each class and should be submitted to the School Administration, through the HoD, at the end of each term.

QUALITY ASSURANCE AND INSPECTION DIVISION, MOETEST						
REMEDIAL PLAN						
School:		Year:		Term:		
Subject:		Grade:				
Week (Date)	Topic	Major Learning Difficulties	Strategies to Improve	Consolidation Work	Outcome of Remedial Work	Remarks
1						
2						
3						
4						
5						
6						
7						
8						
9						
Name of Educator:		Signature of Educator:				
Date:						
Vetting by the HoD						
Name of HoD:		Signature of HoD:				
Date:						

8.7 School Development Planning (SDP)

The SDP is a strategic plan for improvement prepared by schools for a specific period. The template for the SDP focuses on the school's priorities, targets and the main tasks that will be carried out to attain set targets.

SCHOOL DEVELOPMENT PLAN							
Priority:				Plan Period:			
Target:				Evaluation:			
SN	TASK	RESPONSIBILITY	TIME PERIOD	RESOURCES	SUCCESS CRITERIA	MONITORING PROCEDURES	EVALUATION PROCEDURES
1							
2							
3							
4							

