Evaluation Report of the Quality of School Practices During Exceptional Circumstances
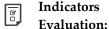
Abdul Rahman Kanoo International School (Private School)
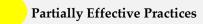### Date of Evaluation: 7–11 March 2021

The Directorate of Private Schools and Kindergartens Reviews (DPS), which is part of the Education and Quality and Training Authority (BQA) conducted an evaluation of the quality of the school's practices during exceptional circumstances according to the designated Framework.

During the evaluation, the reviewers observed different educational situations, scrutinised students' works, analysed school's data and other documents. Reviewers also surveyed and met with staff, students, and parents. This report summarises the findings and recommendations of the evaluation process.

Indicators Evaluation: 🟢 **Effective Practices**   🟡 **Partially Effective Practices**   🔴 **Ineffective Practices**

Section 1	Section 2	Section 3
Quality of Student Welfare	**Development of Student Learning**	**Quality of School Change Management**
Facilitating students' academic achievement 🟢	Use of suitable teaching and learning strategies for all learning styles 🟢	Planning and evaluating the school situation and handling exceptional circumstances 🟢
Facilitating students' personal development 🟢	Learning situation management 🟢	Managing, developing and monitoring staff 🟢
Facilitating development of students' technological skills 🟢	Assessment utilisation and enhancement of all learning styles 🟢	Resource Management 🟢
	Utilisation of technology 🟢	Communication with stakeholders 🟢

Overall School's Performance Classification

Category: (A)

Key positives areas ✓

) School's identification of its situation and the measures taken to deal with the exceptional circumstances while providing a safe learning environment

) Academic support and personal guidance are provided based on students' needs identified through monitoring their performance and progress.

) Use of technology that provides students with access to various learning opportunities, developing their experiences, and enhancing their skills.

) Further focus on accommodating low achieving students in lessons to ensure their motivation and engagement.

Key Findings on Evaluation Sections

This section of the report highlights the 'positive features' and 'areas for improvements' in each section as a result of the evaluation process. These were thoroughly discussed with the school's leadership and reinforced with examples during the evaluation process. These areas focus on indicators explained in the 'Handbook for Evaluating the Quality of School Practices During Exceptional Circumstances' published on the BQA website.

Section 1: Quality of Student Welfare

Positive features	
	ʃ Academic support and enrichment programmes are provided to students based on identifying their needs such as afterschool support classes and club activities which include public speaking.
	ʃ A clear policy is shared and implemented to evaluate students' learning, monitor their progress through the regular unit test and take follow-up procedures.
	ʃ Personal guidance sessions and various activities matching their interests are provided to students such as the virtual marathon relay and talent clubs. Their participation in activities such as 'Injaz' and Model United Nations (MUN) develops awareness towards local and global issues.
	ʃ The development of students' technological skills is facilitated through providing them with access to resources such as eBooks required for hybrid learning and technical support when needed.

Areas for improvement	
	ʃ Students' punctuality and commitment in joining virtual lessons on time.

Section 2: Developing Student Learning

Positive features	
	ʃ Teachers use suitable strategies such as project-based learning in Elementary School and investigative learning in the Middle and High Schools. This enables students to develop their experiences and enhance their knowledge. Learning and electronic resources such as Abacus, videos, and materials for experimental science are effectively used.
	ʃ Learning situations are planned appropriately and delivered seamlessly, promoting students' 21st-century skills, including critical thinking and independent learning.
	ʃ Learning outcomes are mostly linked to students' experience and interests in real life through discussions and writing prompts such as writing about preventing cyberbullying and the spread of COVID-19.
	ʃ Teachers use various assessment tools, including Peardeck, Quizziz, Word-Wall, and Flipgrid to measure students' understanding and progress in curriculum competencies and provide them with feedback and support.

	ʃ Learning platforms and digital tools such as G-Suit and Padlet are used effectively by teachers and students to interact, collaborate, and produce digital content.
Areas for improvement	ʃ Motivating low achieving students to engage them productively in lessons.

Section 3: Quality of School Change Management

Positive features	ʃ The school assesses its situation and potential risks accurately, responding appropriately to the current exceptional circumstances. Purposeful action groups such as the 'Curriculum Review Team'. 'Covid Committee' are formed to ensure continuity of learning in a safe environment.
	ʃ The school has developed an online Resource HUB for staff and adequately raises their professional competence through various workshops including 'Blended Learning' and 'G Suite' training while regularly monitoring their performance. Their welfare is appropriately considered through different means, such as flexible schedules.
	ʃ The school readily offers educational resources to its students and staff. It ensures cybersecurity through various measures such as raising safety awareness among students and parents and training staff on safeguarding and child protection procedures.
	ʃ Various channels of communication are provided to stakeholders including the digital campus. The school maintains connections with the local community through participation in various competitions and charitable work such as the 'Blanket Drive' supporting Bahrain's Migrant Workers Protection Society.
Areas for improvement	ʃ Further monitoring of virtual classes to ensure motivation and engagement of low achieving students.