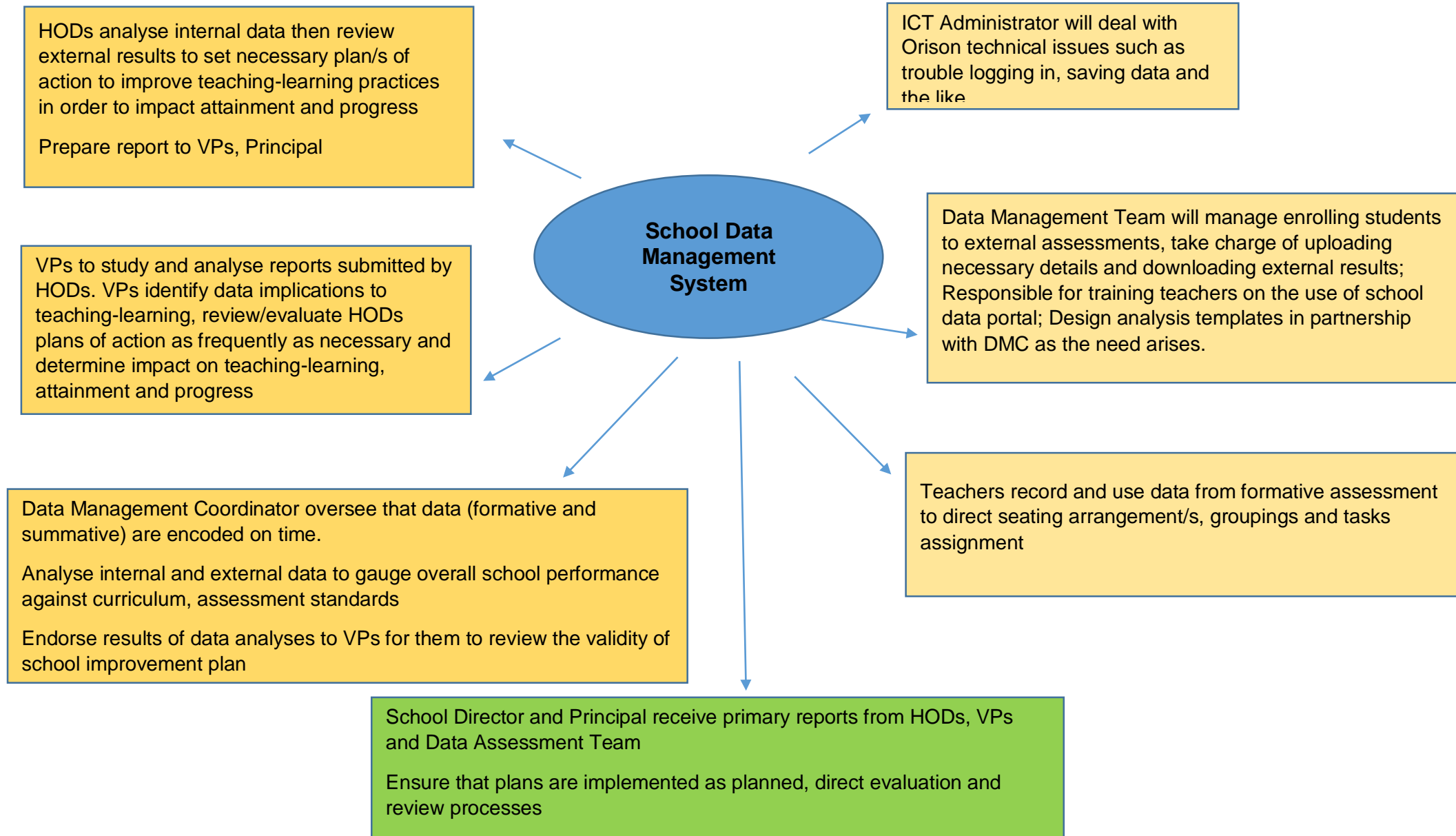


## SCHOOL DATA MANAGEMENT POLICY 2019

Data Assessment is integral to high quality teaching-learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress.



## **DATA MANAGEMENT SCOPE OF RESPONSIBILITY**

### **A. Data Identification**

The team will identify all required data such as NAP targets, External and Internal data and provide necessary report based on the 2015-2016 KHDA framework.

### **B. Data Collection**

The team will gather internal and external results and ensure that all mandatory year levels are subjected to external exams as prescribed by the KHDA framework.

### **C. Data Tracking and Analysis**

The team will provide tracking and analysis of both Internal and External data. The reports will present progress and attainment classified as; group wise, class wise, year level wise, phase wise, school wide and overtime to underpin school attainment and projection of progress.

### **D. Data Utilisation**

The team will provide the basic implication of data analysis such as

D.1. seating arrangement

D.2 groupings according to ability, learning preference, learning style and groupings based on data triangulation of NGRT, CAT4 and baseline

D.3 Data as basis of setting individual task and class activity

D.4 List of Students who are highly able and at risk

Further use of data to better impact teaching and learning will be implemented and monitored by the academic school heads following the cycle below

#### **Phase 1: CLASS REPORT**

Teachers review and use student groupings provided by the data management team in lesson planning.

#### **Phase 2: YEAR LEVEL/PHASE WISE REPORT**

HODs and SLTs identify specific needs and year groups who are making lower than expected progress. Set plan of action and monitor its impact to teaching and learning.

#### **Phase 3: YEAR LEVEL/PHASE WISE /SCHOOL WIDE REPORT**

Academic heads review curriculum and assessment implications of year level, phase wise and school wide report. At this point, assessment policy and curriculum are reviewed for modification and adaptation for implementation.

## DATA SOURCE

### STUDENTS

#### A. Internal Year 1-9

1. Formative ( Classwork , Homework, Project, Oral Discussion)
2. Summative ( Termly Assessment)

#### B. External

1. PASS Year 1-9
2. Cat4 Year 2-9
3. NGRT Year 3-9
4. PT Year 3-9
5. TIMSS, PISA PIRLS
6. Board Exam Year 6 and 9

### TEACHERS

#### A. Lesson Plan

1. Data used in setting tasks, assigning groupings
2. Topics/units that need re-teaching
3. Mastery level of students in a particular topic/unit in percentage form
4. Evaluation of objectives against assessment standards

#### B. Lesson Observations/Walk-Throughs

1. Principal
2. VPs of Schools
3. HODs

## USE OF DATA

Data is used for

1. Assessment of Learning - the *main* purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning (*to be assessed by the Teachers*)
2. Assessment for learning - use the outcomes of assessment to check and support our teaching standards and help us in our goal of continuous teaching-learning improvement (*to be assessed by Teachers and HODs*)
3. Assessment for Lesson Evaluation by Ms. Ishani and curriculum modification by Ms. Ella and the next steps.

## SMM TEACHING STAFF

### Data for All Teachers

- ❖ NGRT
- ❖ Verbal
- ❖ Spatial
- ❖ PASS

### English/SST Teachers

- ❖ NGRT
  - ❖ Verbal
  - ❖ Non-Verbal
  - ❖ PTE
- In case of underperformance, review PASS and SPATIAL

### Maths Teachers

- ❖ Quantitative
- ❖ PTM
  - In case of underperformance, review PASS, NGRT and SPATIAL

### Science Teachers

- ❖ PTS
- ❖ SAS
  - In case of underperformance, review PASS, NGRT and SPATIAL

Types of Data	Purpose of Data	Monitoring Body	Outcome
1. Summative result	<ul style="list-style-type: none"> <li>✓ Analysed and interpreted to determine student's attainment against curriculum standards.</li> <li>✓ Basis on determining progress within the year and over time</li> <li>✓ Basis for curriculum adaptation and modification</li> <li>✓ Identifying students at risk</li> </ul>	<p>HODs and VPs</p> <p>Assessment Data Team/HODs</p> <p>Ms Ella</p> <p>HODs/SEND Team</p>	<ol style="list-style-type: none"> <li>1. Analysis of least mastered skills for curriculum adaptation</li> <li>2. Identification of fields /areas for teacher training and continuous professional growth</li> <li>3. Modified /adapted curriculum suitable for the school population</li> </ol>
2. Formative result	<ul style="list-style-type: none"> <li>✓ Lesson planning</li> <li>✓ Re-teaching</li> <li>✓ Student groupings</li> <li>✓ Modification of updating of lesson resources /scaffolding</li> <li>✓ Teacher's Collaboration, department meeting</li> </ul>	<p>Subject Teachers</p> <p>Subject Teachers</p> <p>Subject Teachers</p> <p>Subject Teachers</p> <p>Subject Teachers, HODs</p>	<ol style="list-style-type: none"> <li>4. Proficient teachers</li> <li>5. Improved student attainment</li> </ol>
3. External /Benchmark	<ul style="list-style-type: none"> <li>✓ Analysed to determine students attainment against curriculum standards</li> <li>✓ Set individual targets</li> <li>✓ Opportunity for personalised teaching</li> <li>✓ Identify learning styles and preference of students</li> <li>✓ Modify curriculum</li> <li>✓ Set targets to meet the national agenda requirements</li> <li>✓ Pattern, basis for a standardised internal</li> </ul>	<p>HODs, VPs, Assessment Data Team</p> <p>Subject Teachers</p> <p>Subject Teachers</p> <p>Subject Teachers</p> <p>HODs, Ms Ella</p> <p>HODs</p> <p>HODs, Subject Teachers</p>	

	<ul style="list-style-type: none"> <li>✓ examination</li> <li>✓ Pattern, basis to adjust teaching content and methodology</li> </ul>	HODs, Subject Teachers	
4. Board Exam/EdExcel	<ul style="list-style-type: none"> <li>✓ Exit qualification</li> <li>✓ Validate curriculum and assessment practices of the school</li> </ul>	HODs, Assessment Data Team, VPs and Principal	
5. CAT4 and Baseline	<ul style="list-style-type: none"> <li>✓ Formative assessment</li> <li>✓ Transition teaching</li> <li>✓ Set meaningful groupings</li> <li>✓ Determine and use effective teaching strategies</li> </ul>	Subject Teachers Subject Teachers, HODs Subject Teachers Subject Teachers  <u>Data should be tracked by teachers, monitored by the HODs and interpreted for policy, curriculum development by the SLTs.</u>	

**EXTERNAL EXAMINATIONS 2019- 2020**

<b>MONTH</b>	<b>DATE ( TENTATIVE)</b>	<b>EXAMS</b>	<b>YEAR LEVEL</b>
<b>SEPTEMBER</b>	<b>Commence Second Term</b>	<b>PASS</b>	<b>YRS. 1- 9</b>
	<b>September 22, 2019</b>	<b>NGRT 1</b>	<b>YRS. 1- 9</b>
<b>OCTOBER</b>	<b>October 13, 2019</b>	<b>CAT 4</b>	<b>Year 2, 4, 6, 8 and 9</b>
<b>NOVEMBER</b>	<b>November 17, 2019</b>	<b>IBT ARABIC A &amp; B</b>	<b>YRS.4-9</b>
<b>JAN- APRIL</b>	<b>NO DATE</b>	<b>( PISA, PIRLS, TIMMS)</b>	<b>N/A</b>
<b>MAY</b>	<b>NO DATE</b>	<b>NGRT 2</b>	<b>YRS. 1-9</b>
<b>MAY- JUNE</b>	<b>26TH MAY- JUNE 7</b>	<b>PROGRESS TEST</b>	<b>YRS 4-9</b>

## Data Management Team Reflection and Evaluation Guide

- Are teachers developing quality Common Formative Assessments that are for learning and not just a summative assessment of learning?
- Are teachers setting objectives that are specific, measurable, achievable, relevant and time-bound?
- How are Data Assessment action plan help in furthering school improvement goals?
- How does the selection of Effective Teaching Strategies in the Data Team process inform lesson and unit planning?
- How do teachers identify purposeful intervention measures to gauge progress as Effective Teaching Strategies are implemented?
- How does the Data Team extend teaching-learning for students who are already proficient?
- How does the Data Team provide intervention for students who need extra support?
- What strategies have proven most effective in regards to student mastery of the standards?
- Do Data Teams collaboratively impact lesson planning and delivery?