**High-Quality Student Outcomes**

**NGS Definition of Learning At NGS**

High-Quality learning is defined as a reflective and transformational journey that engages and inspires students.

✓ Reflective: Explore identity, ability, and lived experiences to enhance self-knowledge and metacognition.

✓ Transformational: Foster innovation, future fluency, and creativity.

✓ Engage: Encourage collaboration and connections to the real world.

✓ Inspire: Empower students to make changes in their own lives, families, communities, and the world.

**High-Quality Student Outcomes**

1. Are developed as a result of the learning process during each lesson
2. Are the primary driver of meaningful conversations across the community
3. Are the product of the school’s culture and value

**High-Quality Student Outcomes Connection to definition to Learning**

✓ Reflective- Meta-cognition

✓ Transformational-High-Quality Student Outcomes

✓ Engage- Volume

✓ Inspire- High-Quality Teacher Feedback

Meta-cognition

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|  | ELA | Science | Math | QIASS |
| Target | **KG:**  -Use think-aloud strategies during shared reading to model self-reflection.  -Introduce simple self-assessment checklists with smiley faces for students to indicate their understanding.  **Grade 1:**  - Implement guided self-reflection activities for students to track learning progress.  - Incorporate think-aloud strategies during reading and writing activities.  - Introduce self-assessment rubrics for writing tasks.  - Conduct peer reflections on journal work.  - Students correct own/peer spelling checks  Grade 2-5:   1. Set learning goals or targets for learners. 2. Reflect on the reading and writing processes. | **G1-5**  - Student reflection on success criteria to be done after every lesson in the student feedback prompts in the journal.    -Use of traffic lights at the end of every period as a short reflection on their understanding and learning.    -Self and peer assessments in the student’s journals – For every 3-4 pieces of work done by students there should be one self or peer assessment done (Teacher to create the guiding rubrics for self and peer assessment.)    -Implement students’ reflection using; what went well, ‘www’ and even better if, ‘EBI’ where students analyze their lesson progress and understanding in two weeks' time.    -Have Students set their goals, track progress, and reflect- MAP GOALS.  -Students do unit reflection at the end of every unit to reflect on their understanding of the lessons learnt. | **KG:**  -Student reflects on their learning process (e.g., "How did I solve this?")  -Student connects learning to past experiences  -Introduce self- reflection smiley faces in format same as ELA to ensure consistency across subjects and a deep understanding of the reflection  **Grade 1:**  -Continue use of self-reflection smiley faces  - students correct own pre-test and posttest to track progress  - students correct own/peer mental math work  - review Mathematical practices to encourage thinking back and utilizing what they already know  **Grade 2 to Grade 5:**  Empower the mathematicians to become autonomous learners self-capable of going through **UPSCheck Process (Understand – Plan – Solve – Check)** on their own. They can locate which part of UPSCheck they are in, and they can act accordingly. | G1-G5 Arabic and Islamic :  **Enhance Reflective Learning** – Engage in discussions, self-questioning, and journal writing to track personal growth.  **Make Connections** – Relate Islamic teachings and Arabic language skills to real-life situations and ethical decision-making.  **Apply Critical Thinking** – Analyze texts, religious concepts, and linguistic structures with deeper understanding. |
| Evaluation | **KG:**  Review student journals bi-weekly  **Grade 1:**  - Student journals reviewed bi-weekly.  - Analysis of self-assessment rubric outcomes.  - In journal, students' ability to complete the student reflection as per experience in completing tasks  Grades 2-5:   1. Utilize reflection journals, self-evaluations, and verbalized thinking exercises to assess students' awareness of their learning journey. 2. Conduct a student survey to assess and analyze their understanding of the teacher’s feedback. | **G1-5**  **-Journal Reviews:** Periodically review student journals to check for consistent reflection entries linked to success criteria.  Randomly sample journals from different classes to ensure consistency.  **-Lesson Observations:** Look for visible use of traffic light systems (physical cards, stickers, digital tools).  **Student Work:** Check if journals include color coding or brief notes using the traffic light system.    **-Journal Reviews:** Check for self and peer assessment entries every 3-4 pieces of work.  Review the quality and clarity of rubrics teachers are providing for self/peer assessments.  Ensure self/peer assessments are explicitly planned and documented in the teachers’ lesson plan.  **Classroom Observations:** Observe how teachers are guiding students through these assessments.  **-Journal Reviews:** Check for biweekly WWW and EBI student reflections in journals.  Check lesson plans for allocated time for biweekly reflections.    **-Goal-Tracking Sheets:** Review student goal-setting documents or MAP goal sheets.    **-Journal Reviews:** Check for end-of-unit reflections. **Student Work Samples:** Collect and review these reflections across different classes. **Teacher Lesson Plans:** Ensure unit reflections are explicitly included in the unit plan.    **-Teacher Collaboration:** Encourage sharing best practices and samples during department meetings.  **Student Voice:** Periodically gather student feedback and reflection through termly feedback forms on science teaching and learning strategies used in class. | **KG:**  Application of Mathematical practices to verbalize the process of thinking - enabling them to observe and verbalize how they approached a task  **Grade 1**  -Teacher observation of student understanding of mathematical practices and discussions during class share activities.  -Students ability to complete the student reflection as per experience in completing tasks in journals  **Grade 2 to Grade 5:**  **Understand Stage** – Students don’t just say “I don’t understand”, they augment that with what it is that they do not understand “I do not understand how we canceled only one zero when there is another zero in the dividend”.  **Measurable Success Criteria (by the end of Term 3):** If instances arise where students communicate misunderstanding, then at least in half of the instances the student can articulate his/her misunderstanding. In other words, students are articulate in communicating their misunderstanding at least half of the times they share their misunderstanding in class (usually it is verbal). Documentation opportunity: I Used to Think / Now I think thinking routine – encourage students to report both their misunderstanding and their newly found understanding at the end of the lesson (it could be offered as an alternative to the exit ticket) in the student reflection section of the journal.  **Planning Stage** – Students use the relevant values to solve the problem (ignoring any distractors, especially in lengthier word problems). Students source out the manipulatives they need. Students locate any refresher material for algorithms. Students source out the math tools needed. Students creates a logical series of steps to tackle the problem (they can, for example, say “I know we have to first add then multiply”)  **Measurable Success Criteria (by the end of Term 3):** Evidence of 2-step words problems in student journals show the students have set up the workout that logically feeds into the next, for at least 75% of the class’s journals, and for at least 2 times per month for grade 2/3, while for at least 4 times per month for grade 4/5.  **Solve Stage** – Students perform all the steps they are capable of thus far in the lesson. There is a chance that they have not fully yet mastered the series of steps, for which they need to be autonomous to refer to the video explanation/anchor chart to re-study the steps (note: the cognitive load training can be super helpful here insha Allah as a teacher input to facilitate for this particular sub-outcome).  **Measurable Success Criteria (by the end of Term 3):** Evidence of student workout in DOK1 and DOK2 questions. Since some students prefer to work out the problem using mental math, we will have to verify with these students before allowing them not to show their work. So, at least 75% of the journals insha Allah show complete workouts for DOK1 and DOK2 questions, at least 3 times in one month worth of journal work.  **Check Stage** - Students use inverse operations when it is possible (for example, addition (even if estimated addition) to check the result to a subtraction problem). Students use the answer keys to correct DOK1 questions (grade 2), DOK1 and DOK2 questions (grade 3 to grade 5).  **Measurable Success Criteria (by the end of Term 3):**  At least 75% of the journals insha Allah show student used the answer keys to self-check using blue at least 3 times in one month worth of journal work (grade 3 to grade 5). For grade 2, at least twice per unit. | In Arabic and Islamic :  1. Journal Reviews  Regularly check student journals for reflection entries aligned with success criteria.  Ensure self & peer assessments appear every 3-4 pieces of work.  2. Lesson Observations  Look for  Observe how teachers guide self & peer assessments in class.  3. Goal-Tracking & Student Progress  Review goal-setting sheets and learning goals documents for student progress tracking.  4. Teacher Collaboration & Student Feedback  Encourage sharing best practices in department meetings.  Collect student feedback on Arabic & Islamic learning strategies through termly surveys. |
| Actions to be taken | **Grade 1:**  Teachers model reflective practices in lessons.  Grades 2-5:   1. Analyze students’ responses. | **G1-5**  -Have the teachers **t**rain students on how to reflect effectively using success criteria and Model reflection examples for students (do a think-aloud to show your process).  · Regularly (bi-weekly) review journals to check completion and quality.  · Teachers to **p**rovide feedback on student reflections to guide improvement.  -Have teachers introduce and explain the traffic light system and why it's important.  · Create a visible class chart/poster on traffic lights and have it on the class walls.  · Have the teachers **e**mbed the habit by prompting students at the end of every period.  -Have teachers create clear, simple rubrics for self and peer assessment.  -Create a simple template for WWW/EBI reflections (printed in journals or digital if applicable).  -Guide students through goal-setting sessions at the start of each MAP test and Provide goal-setting templatesto the students.  -Teachers toSchedule reflection time at the end of every unit (part of the assessment process) and use reflections to inform teaching. | Uses teacher prompts and peer support to make improvements  **Grade 2 to Grade 5:**  Enrich Math Literacy contact time to facilitate effective communications. Slides to include math literacy review segments in each lesson.  Explicit teaching on how to use the manipulatives and reminders on the slides for the students to use them.  Explicitly refer to the mathematical practices in every lesson – at least one MP needs to be addressed in each lesson – to increase the underlying practices needed to be self-autonomous with UPSCheck.  Include 2-steps word problems opportunities in every lesson. |  |
| Actions Progress Check | **KG & Grade 1:**  Review of journals twice a term.  80 percent of students are completing self-assessments  Adjustments to strategies based on student engagement.  Grades 2-5:   * End-of-unit reflection session (Halaqa). * Assess students' ability to verbalize their thoughts in discussion using a rubric. | **G1-5**  -Most (75% -90%) students can reflect on their learning effectively in their journals/ activities using the success criteria and deciding on their next steps. This can be measured through classroom observations and book scrutiny by HoDs/SLT.  -Termly Students’ reflection and wellbeing surveys.  -Most (75%-90%) students can confidently use traffic light systems to self-assess and communicate their understanding.  -Most (75%-90%) of student journals show correct/consistent use of traffic light indicators. This can be measured through classroom observations and book scrutiny by HoDs/SLT.  -Most (75%- 90%) students from grades 3 to 5 can set, review, and monitor their MAP goals aligned to their learning.  -Most (80%-90%) students can evaluate their learning at the end of each unit, identifying strengths and areas for improvement. | **KG & Grade 1:**  Teacher checks if the student can explain their steps independently  KG:  80 percent of students are completing self-assessments  Journal work reflecting changes and improvement based on teacher feedback  **Grade 1**  80% of students able to communicate their thinking during Explore activities on their whiteboards or through their manipulatives  **Grade 2 to Grade 5:**  Teacher self-evaluation sessions with HOD – all the journals will be consulted from one class at random, and both HOD and teacher will assess according to the above criteria. To be done in May this particular term 3. For the future, insha Allah these sessions can be conducted mid-unit. |  |

High-Quality Student Outcomes

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|  | ELA | Science | Math | QIASS |
| Target | **KG1:**  Conduct end of unit inquiry presentations providing students opportunities to present and speak.  **KG2:**  A HQ output reflects the child’s complete thought of the writing process from visualizing, drawing, labeling and explaining while following the writing structure.  Encourage storytelling through role-play and puppet theater.  **Grade 1:**  A HQ output reflects structured texts with clear beginnings, middles, and ends, using proper capitalization, punctuation, and spacing. Students apply phonics for spelling, expand their vocabulary, express ideas with relevant details.  Provide opportunities for student-led discussions and presentations.  Grades 2-5:   1. Ensure students write clear, coherent, and well-structured pieces with varied sentence structures and appropriate vocabulary. Improve reading comprehension through critical analysis and inference-making by incorporating DOK 3 and 4 questions. | **G1-5**  -More Written work, less worksheets and more illustrations, explanations and drawings in their journals.  -Incorporate open-ended questions, critical thinking questions, inquiry-based questions and application-based questions.  -Incorporate scientific skills through independent research and experiments, supported by the use of technology and have it in their journals.  -Students choose from various formats (students’ structured choice board) for elaborate activities that covers different levels of DOK and assessments. (DOK Exit Tickets).  -More Scientific literal and comprehension texts in their journals according to different levels and abilities to properly challenge students.  -Provide real time intervention, extension and challenge for all students through enrichment slips during lessons.  -Lesson plans should explicitly require students to document learning. | **KG1:**  Student’s ability to demonstrate learning of concepts through centers and open-ended tasks  **KG2:**  Students demonstrate their thinking and understanding by representing their work in journals for open-ended questions, showcasing a consolidation of knowledge.  **Grade 1:**  Encourage students towards application of concepts to open ended and real life connection questions demonstrating a transfer of knowledge in their journals  **Grade 2 to Grade 5:**   * Full answer statements with units evident in the journals for problems. These problems are a mix from DOK1 to DOK3, regardless of student’s ability grouping level – LA/MA/HA. * Critical-thinking/reasoning questions solved with valid proof. * Questions such as those for rounding, need a full answer to match the requirements. For example, rounding 23 + 43 is not just 20+40 = 60, instead that is considered as showing workout the steps to solve the problem. The full statement in this case will be 23+42 is about 60.   - Use of ruler is beyond just presentation – it is critical for geometry. Ruled diagrams need to be present in the journals as part of the high-quality outcome. |  |
| Evaluation | **KG1:**  Observation of participation in storytelling and role-play.  Review of student engagement in discussions.  **KG2:**  Review of the quality of writing pieces in journals twice a term  **Grade 1:**  Quality of writing and reading activities in journals.  Grades 2-5:  Use detailed rubrics for writing (assessing coherence, organization, grammar, and creativity). Assess reading comprehension through high-order thinking questions and discussions. | **G1-5**  **-Journal Reviews:** Conduct bi-weekly review of student journals to check for balance between written work, illustrations, explanations and worksheets.  **-Lesson Plan Reviews:** Check lesson plans to ensure these types of questions are explicitly included.  **Classroom Observations:** Observe how teachers are asking questions and facilitating discussions.  **Student Work Samples:** Review student responses in their journals to see if they are engaging with higher-order questions.  **-Journal Reviews:** Look for evidence of experiments, research summaries, data collection, and reflections.  **Lesson Observations:** Observe how technology is integrated during independent research or experiments.  **Technology Use Logs:** Track use of educational platforms and applications in the school (like seesaw, study Island and Gizmos), research tools in lessons. Have weekly report of the usage of the educational applications.  **-Lesson Observations:** Look for use of choice boards in practice during the elaborative part of the lesson.  **Student Work Samples:** Collect evidence of completed choice board activities and corresponding assessments.  **Teacher Documentation:** Require teachers to document how they offer these options in their lesson plans.    **-Journal Reviews:** Look for annotated texts, summaries, comprehension responses, and reading reflections.  **Differentiated Materials Audit:** Review teachers’ lesson plans to ensure that the texts they are using match student abilities.  **-Lesson Observations:** Check for evidence of differentiated support (intervention, extension, and challenge)  **Student Work Review:** Collect samples of completed enrichment slips.  **Teacher Reflection Logs:** Ask teachers to document when and how they provided these supports in the student's journals.    **-Lesson Plan Reviews:** Ensure documentation expectations (journals, digital portfolios, reflection tasks) are written into the lesson plans during the weekly lesson plan reviewal.  **Student Work Samples:** Review journals bi-weekly for evidence of consistent documentation. | **KG 1:**  Observe student interaction at centers and their ability to apply teacher taught skills in centers through mid term and end of term rubric style check in points  **KG 2:**  Observe student interaction at centers and their ability to apply teacher taught skills in centers through mid term and end of term rubric style check in points twice a term  **Grade 1:**  Observe students' ability and confidence to attempt open ended and unfamiliar questions in their journals  **Grade 2 to Grade 5:**  **Measurable Success Criteria (by the end of Term 3):**  At least 75% of the content in a student’s journal includes fully solved problems. If there are instances of critical thinking questions, at least 75% of these instances have the workout shown and the full proof (statement + conceptual understanding as evidence + example if relevant as evidence) shown. |  |
| Actions to be Taken | **KG1:**  Parent feedback collected on inquiry presentations.  **KG 2:**  Review of journal work  Review of observation rubrics to check for progress  **Grade 1:**  Monthly review of student work.  Grades 2-5:   * Books scrutiny. * Conduct peer reviews and give targeted feedback. | **G1-5**  -Set clear expectations with the teachers that at the start of each lesson/ unit students mustdocument their learning through writing, diagrams, and annotated drawings directly in their journals, not just on loose worksheets.  -Have teachers embed these types of questions into lesson plans and classroom discussions (use them in lesson starters, plenaries, or collaborative tasks).  -Have teachers dedicate specific lessons for hands-on investigations or technology-supported research**,** requiring students to **document** their process, observations, and conclusions in their journals**.**  -Have teachers create a structured choice board with tasks aligned to different Depth of Knowledge (DOK) levelsandrequire students to complete one from each level across a unit**.**  -H**ave** teachers Design exit tickets linked to the specific learning goals aligned to different Depth of Knowledge (DOK) levelswhere students reflect on their understanding and how they applied their knowledge.  -Have teachers curate and assign leveled science textsthat match student abilities, ensuring all students regularly read, annotate, andrespond to comprehension questions directly in their journals**.**  -Have teachers prepare differentiated enrichment slips and train students to paste these slips into their journals**,** along with their written responses or solutions, to document their differentiated learning journey**.**  -Have teachers include a specific “Student Journal Documentation” section in every lesson plan, outlining what students must write, draw, or reflect on in their journals during the lesson. | **Kg1 :**  Review of rubrics to check for progress  **KG 2:**  Review of journal work  Review of observation rubrics to check for progress  **Grade 1:**  Monthly review of student journal work.  **Grade 2 to Grade 5:**   * Model full answers during teaching segment and share with student model solution to use a reference. Note: this is different to showing the steps to the solution – the key here is articulation of displaying the final answer. The steps to the solutions are considered presentation in this particular target (the steps to the solutions fall more under metacognition, as a lot of self-reflection is needed when the students decide which steps to use to solve the problem) * Explicitly go through Practice Buddy questions that show the full statements and ask students to take screenshots of those and upload to Seesaw if they wish as part of their notes activity for the week (grade 4 and grade 5) |  |
| Actions Progress Check | **KG2**  Review of journals to check for student writing progress twice a term  **Gr 1:**  Review of journals to check for student writing progress twice a term  Rubric-based assessment of writing tasks.  Grades 2-5:   * Use self and peer assessments to reflect on writing quality using rubrics. * Teacher’s feedback. | **G1-5**  **-**Most (75%-80%) of the student’ journals should have at least 50% of entries are written work, and not worksheets. This can be measured through classroom observations and book scrutiny by HoDs/SLT.  -Large Majority (61%-74%) of student’ journals should show responses to open-ended, critical thinking, or inquiry-based questions.This can be measured through classroom observations and book scrutiny by HoDs/SLT.  -Most (75%-90%)students can demonstrate correct use of scientific methods (question, hypothesis, results, analysis), document independent/group research or experiments**.** This can be measured through classroom observations and book scrutiny by HoDs/SLT.  -Most (75%-90%) of students can select and complete tasks that reflect different Depth of Knowledge (DOK)levels,demonstrate the ability tochoose appropriate tasks and challenge themselves appropriately**.** This can be measured through classroom observations, book scrutiny and the students’ output by HoDs/SLT.  -Most (75%- 90%) of students engage with science texts at their reading level and demonstrate comprehension through summaries, responses, or annotations. This can be measured through lesson plan scrutiny, classroom observations book scrutiny and scrutiny of students’ displayed work by HoDs/SLT.  -Review lesson plans and check that almost all (^90) %explicitly require students to document learning (writing, illustrations, reflections).Almost all of students’ journals showlearning being documented aligned to lesson plans. | **KG2:**  Review of journals to check for student demonstration of understanding and consistency twice a unit  **Gr1**  Review of journals to check for student demonstration of understanding and consistency twice a unit  **Grade 2 to Grade 5:**  Themed bi-weekly journal scrutiny conducted by HOD. Samples from grade 2 to grade 5 (about 3 at random from each section) will collected be scrutinized for quality only so check consistency across grades. |  |

Volume of Work

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|  | ELA | Science | Math | QIASS |
| Target | **KG1:**  1 End of Unit inquiry presentations  1 reflection piece/ writing piece at the end of every two weeks  **KG2**  Encourage writing across genres, including informational, opinion pieces, and narratives  Establish daily reading and writing targets.  Per unit (6 weeks):  **5** writing pieces  **3** reading activities  **Grade 1:**  Encourage writing across genres, including informational, opinion pieces, and narratives  Establish daily reading and writing targets.  Per unit (6 weeks):  **5** writing pieces  **3** reading + language pieces  **5** spelling checks  Grade 2-5:   * 4-5 writing pieces per unit. * 3 reading and language pieces. * 4 spelling tests | **G1-5**  -Weekly Expectations: Students should produce at least three pieces of evidence per week in their journals (e.g., experiment reports, diagrams, data charts, or inquiry-based responses, vocabulary sheets, exit tickets).  -Student Engagement & Effort: Work should reflect active engagement in scientific vocabularies, scientific inquiry, written explanations of concepts learned and applied, exit tickets based on different DOK Levels, Pre and post diagnostic tests for very unit and End of Unit reflections. | **KG1:**  1 End of unit reflection of learning using an art piece that synthetizes the learning of the unit  **KG2**  Weekly journal tasks for consolidation and evaluation of knowledge at least two journal pieces for students on and above level  And 1 piece for students below level  **Grade 1:**  Lesson planned over a two day cycle with one day as explanation and practice and second day for journal work to evaluate  Hence at least 2 pieces of differentiated journal work per week  **Grade 2 to Grade 5:**   * Groupwork documentation (paper-based or digital) – at least once a week (can be used for the display boards). * Journal pieces (paper-based) – at least one per week (can be increased towards the end of the unit when the concept has matured and the students have gained stamina to attempt more pieces in the journal) * Practice Buddy (digital) – at least one exercises set of practice buddy is solved per week (and it will be used as a formative to help the student gauge what level of differentiated exercises he/she needs to attempt) |  |
| Evaluation | **KG and Grade 1:**  Scrutiny of student reading and writing journals  Peer and teacher feedback on writing.  Grades 2-5:   * Rubrics * Self-assessment. * Peer-assessment. * Completing two Achieve articles with 75% success rate. | **G1-5**  -Conduct bi-weekly random sampling of student journals across classes to check for at least three pieces of evidence per week.  Will look for a variety of **f**ormats (reports, diagrams, data charts, inquiry responses, vocabulary work, etc.).  -Use a journal review checklist to ensure all formats are represented by the end of every unit.    -Check if the weekly plans include inquiry-based activities, vocabulary work, exit tickets etc.  -Ensure lesson plans explicitly require students to produce work aligned to these expectations.    -Create a simple tracker for each class/teacher where you record the journal reviews done to ensure the following:   * At least 2 scientific vocabulary sheets done for every unit. * At least 2 scientific inquiry tasks done for every unit. * At least 2 differentiated tasks appropriate to their level. (these to include critical thinking questions, application based and comprehension responses) * At least 2 exit tickets for every unit to be seen. * Pre- and post-diagnostic test sheets for the unit. * End-of-Unit reflections in journals.   **-Classroom Observations:**  Observe if teachers are explicitly modeling and reinforcing **scientific vocabulary**.  Check if students are actively using scientific language in **pair work, discussions, and independent work**.  Observe **how exit tickets are used**, especially those linked to different **Depth of Knowledge (DOK) levels**. | **KG and Grade 1:**  Scrutiny of student journals  Peer and teacher feedback  **Grade 2 to Grade 5:**  **Measurable Success Criteria (by the end of Term 3):**  At least 90% of the journals contain one piece of journal work per instruction week. If the student is absent, then glue the journal work and note that he/she was absent. Leave a space for the solutions (make a note of that too).  Digital reports from teachers show that 90% of students have attempted practice buddy. For now, we can consider in progress as a valid entry to the 90%. But, in term 1 of the academic year, only fully completed practice buddy exercises can be considered as part of the 90%.  Groupwork sheets (if they are not displayed) are stored in a labeled place in the classroom and at least 75% of them show solution attempts. |  |
| Actions to be Taken | End-of-term analysis of student progress.  Grades 2-5:   * End-of-unit review and analysis. | **G1-5**  -Set up a clear departmental journal policy and monitoring system, requiring teachers to check and document weekly evidence in student journals.  -Conduct bi-weekly reviews where you collect a sample of journals from each class, check for required evidence, and provide feedback to teachers.  -Create a departmental checklist or rubric for teachers to assess student engagement and effort in journals. This should cover:   * Use of scientific vocabulary * Quality of inquiry-based work * Depth of written explanation * Evidence of differentiation * Quality and frequency of exit tickets (linked to DOK) * Completion of pre/post diagnostics * Quality of end-of-unit reflections.   **Use this tool in lesson observations, work scrutiny, or collaborative reviews.**  -Schedule department meetings to review student work samples as a team (book scrutiny sessions), highlighting strong examples and areas for improvement.Use these meetings to:   * Identify gaps (e.g., missing vocabulary work or shallow reflections) * Share strategies for improving engagement and documentation * Ensure all teachers are consistently applying expectations. | **Kg and Grade 1**  Monthly book scrutiny and work progress  **Grade 2 to Grade 5:**  When students give out the journals, the journals of the absent students should be kept at the teacher’s desk so he/she can glue the exercises for those who are absent.  Those who take longer to finish practice buddy, need to reserve a page for the journal piece using the bar we will insha Allah print on each page. It is their responsibility (the LA of the class can help too) to later stick a set of exercises there and to have enough space to solve.  Challenges to be stuck in the journal and to be attempted there. In case the student is attempt the challenge board question, then that is considered as part of the external work (not to be included in the journal). |  |
| Actions Progress Check | **KG2:**  Review of journals to check for student writing progress twice a term  **Gr 1:**  Review of journals to check for student writing progress twice a term  Rubric-based assessment of writing tasks.  Grades 2-5:   * EOT assessments. * MAP testing. | **G1-5**  -Most (75%-90%)of students’ journals should meet the **3 pieces per week requirement**.  -Most (75%-90%)students consistently **document experiments, diagrams, data analysis, and inquiry responses**, showing their scientific thinking over time.  This can be measured through book scrutiny by HoDs/SLT.  -Almost all (^90%) of students’ journals should show:   * Students consistently **engage with scientific vocabulary** in context. * Students **document their thinking processes** through inquiry and differentiated tasks. * Students evidence of **understanding and self-assessment through pre/post diagnostics and reflections**. * Students produce **exit tickets at varied Depth of Knowledge (DOK) levels**, demonstrating different levels of mastery.   This can be measured through book scrutiny by HoDs/SLT. | **Kg and Grade 1**  Monthly book scrutiny and work progress  **Grade 2 to Grade 5:**  Themed weekly journal scrutiny conducted by HOD. Samples from grade 2 to grade 5 (about 3 at random from each section) will be scrutinized for volume of work only to check consistency across grades. |  |

High-Quality Teacher Feedback

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|  | ELA | Science | Math | QIASS |
| Target | **KG:**  Train teachers in effective feedback techniques and share samples with high quality feedback.  Use writing rubrics connected to the expected standards for constructive feedback on student writing.  **Grade 1:**  Implement structured feedback cycles (peer, teacher, self).  Train teachers in effective feedback techniques and share samples with high quality feedback.  Use writing rubrics connected to the expected standards for constructive feedback on student writing.  Grades 2-5:   * Ensure students receive timely, specific, and actionable feedback on their writing, reading responses, and verbal contributions. | **G1-5**  **-Written Feedback:** Teacher adds WWW, EBI, and Next Steps comments in student science notebooks. They should follow this structured approach:  **A. What Went Well (WWW) – Positive Reinforcement-** Focus on highlighting what the student did successfully in their work, connecting it to NGSS Science and Engineering Practices (SEPs), Crosscutting Concepts (CCCs), and Disciplinary Core Ideas (DCIs).  **B. Even Better If (EBI) – Areas for Growth-**Provide specific and constructive feedback on how students can improve their work. This should focus on deepening scientific understanding, improving inquiry skills, and refining explanations.  **C. Next Steps – Clear Actionable Goals-** Provide a roadmap for improvement with actionable steps that align with NGSS. Ensure students understand what to do next to refine their skills.    -Organize **peer-feedback sessions** where teachers review and refine each other’s feedback. Use **exemplars of high-quality feedback** for consistency across the department.  -Conduct **bi-weekly notebook checks** to assess the **quality and consistency** of teacher feedback.  -Share feedback to the teachers and line managers after notebooks scrutiny. | **KG and Grade 1**  Share sample feedback and next steps with teachers to ensure an understanding of effective feedback per unit and standard band  **Grade 2 to Grade 5:**  Teacher feedback needs to be accessible to the student at his/her reading and comprehension level. The comments given need to be **clear, concise, and targeted** to a particular segment of the student’s work. For example, the feedback that says. “Presentation needs to be improved” without circling the area that needs to be improved (or pointing to it with an arrow) will be considered as clear, concise but NOT targeted.  **Four levels of feedback:**  **Level 1 (most basic level - general):** Meeting minimum requirements, such as you did not complete the exercises, no LG, no date, you did not follow presentation rules etc.. (general subject requirements)  **Level 2 (math-specific, still general):** Marking codes for miscalculation, not showing workout, not including units etc..  **Level 3 (math-specific, personalized):** Example, “Hmm it seems you keep adding the numbers from left instead of right. Remember, in the addition algorithm we start from the right”, “Your timeline is missing the start and end time, write them and attempt this question again.”)  **Level 4 (math-specific/cross-curricular opportunity, extension to student’s work):** “Wow! It is interesting how you first broke the hundreds, added them, and then proceeded to the 10s and did that too. Do you think that would work with decimals too?” |  |
| Evaluation | **KG and Gr1:**  Review student writing progress based on teacher’s previous feedback  Review of teacher feedback quality and consistency and shared with line manager in weekly report  Grades 2-5:   * Provide a rubric-based mix of written and verbal feedback. * Implementation of the NGS feedback. * Assess whether students apply feedback in subsequent tasks every Friday. | **G1-5**  -Review **samples of student notebooks** from each class bi-weekly.  Check if the feedback follows the **WWW (What Went Well), EBI (Even Better If), and Next Steps** structure.  Confirm and assess if that feedback is:   * **Specific** (clearly linked to student scientific work) * **Constructive** (actionable and focused on scientific thinking and skills) * **Forward-looking** (clear next steps)  1. Schedule **structured peer feedback sessions** in departmental meetings where teachers bring samples of feedback they’ve given. Use **exemplars of high-quality feedback** for consistency and calibration.   -Document **how teachers refine their practices** based on peer feedback.    -Keep a **tracker** for each teacher, recording strengths, gaps, and progress over time.    -After each bi-weekly notebook check, **write a brief feedback summary** for each teacher. Highlight:   * **Strengths** in feedback practice. * **Areas to improve**. * **Next steps or PD suggestions**.   -Share these reports with: Individual teachers (for personal reflection and improvement) and Line managers (for coaching conversations). | **KG and Grade 1**  Review student work improvement based on teacher feedback  **Grade 2 to Grade 5:**  **Measurable Success Criteria (by the end of Term 3):**  **A student’s journal contains the following distribution of the different levels of teacher’s feedback:**  Level 1: 100% of general subject requirement need to have teacher feedback.  Level 2: 100% of general math-specific requirements need to be addressed using codes.  Level 3: At least 50% of the instance that call for level 3 comments need to have teacher feedback.  Level 4: At least 25% of the instances that call for level 4 comments need to have teacher feedback.    **In the student journal – student’s response:**  At least 50% of the level 1 comments have been responded to by the student.  At least 50% of the level 2 comments have been responded to by the student.  At least 25% of the level 3 comments have been responded to by the student.  For level 4, it won’t be measurement with a minimum percentage term 3. Insha Allah in the future it will follow the suit of level 3 percentage. |  |
| Actions to be Taken | Grades 2-5:   * Design short surveys with questions like: "How often do you apply teacher feedback in your writing?" or "What type of feedback helps you the most?" | **G1-5**  - Create and share the feedback policyoutlining theexpectation that all feedback must include WWW (What Went Well), EBI (Even Better If), and Next Steps.Provide exemplars so teachers have a consistent reference.  -After each bi-weekly notebook check, provide written summary feedback to individual teachers, highlighting strengths and areas for improvement.Ensure this feedback isspecific and linked to your departmental feedback policy.  -Maintain a tracking documentwhere you logfindings for each teacherafter every notebook check. Use this for follow-up discussions with individual teachers.  -Prepare summary reports for line managersthat highlight department-wide trends**,** including:   * Teachers excelling in feedback quality. * Teachers who need targeted support.   Overall progress in consistency across classes. | **KG and Grade 1**  Feedback samples to be provided to teachers  **Grade 2 to Grade 5:**  Explicitly teach students how to respond to the teacher response by copying a sample of the teacher’s feedback on to the slide. To be done in the MAP lesson.  Encourage students to use MP stickers in each MAP lesson (especially in grade 2/3) after they have responded to the teacher’s feedback.  Include Fantastic Feedback examples on the boards and in the slides (during MAP) to showcase models across the grade level.  Be conscious as a teacher of distributing the efforts of marking to be 1 Level 3/4 comment to match the 4 Level 1/2 comments you made. |  |
| Actions Progress Check | Grades 2-5:   * Track students’ revisions after receiving feedback. Encourage students to reflect on feedback by setting personal learning goals based on the rubric. * Use survey results to adjust feedback strategies. | **G1-5**  -Check for presence and quality of:  **WWW** comments, **EBI** comments, **Clear Next Steps** and Student response to feedback (visible corrections or improvement work).  This can be measured through book scrutiny by HoDs/SLT.  -80% of the teachers show evidence of implementing at least one improvement suggestion in their feedback practices after the book scrutiny. | **KG and Grade 1**  Ongoing review of feedback effectiveness.  Adjustments in feedback strategies based on student needs.  **Grade 2 to Grade 5:**  Themed bi-weekly journal scrutiny conducted by HOD. Samples from grade 2 to grade 5 (about 3 at random from each section) will collected be scrutinized for teacher feedback/student responses only to check consistency across grades. |  |