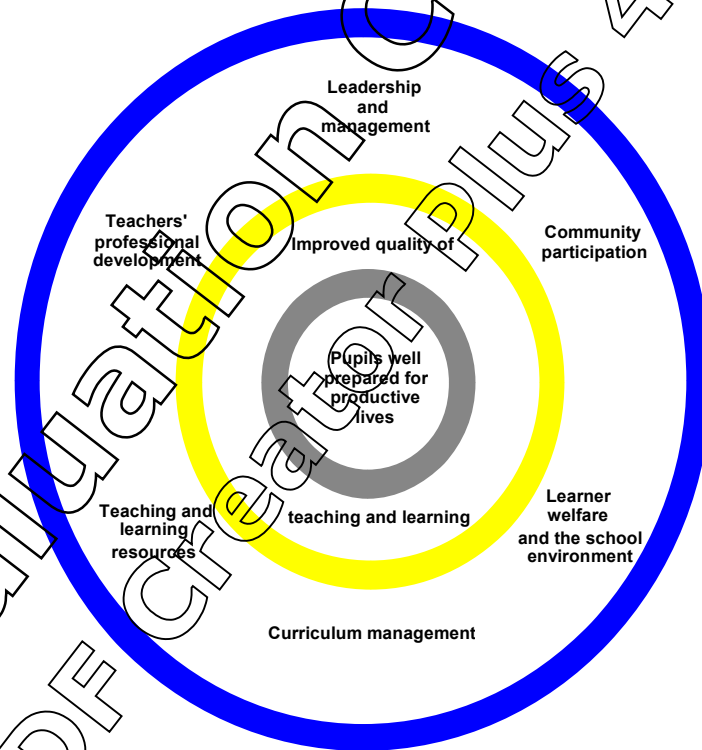


School Management Manual

for

Lower Basic, Basic Cycle and Upper Basic Schools



**Ministry of Basic and Secondary Education
The Gambia**

Revised Text Version 2

July 2011

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Acronyms used

BCS	Basic Cycle School
CPD	Continuing Professional Development
DHT	Deputy Headteacher
MOBSE	Ministry of Basic and Secondary Education
FI	Financial Instructions
GO	General Orders
GoG	Government of The Gambia
HT	Headteacher
LATs	Learning Achievement Targets
LBS	Lower Basic School
NATs	National Assessment Tests
NGO	Non-governmental Organisation
PRSP	Poverty Reduction Strategy Paper
PCU	Projects Co-ordination Unit
PSC	Public Service Commission
PTA	Parent Teacher Association
PTAC	Parent Teacher Association Committee
PTC	Primary Teachers Certificate
QT	Qualified Teacher
SES	Social & Environmental Studies
SFP	School Feeding Programme
SMC	School Management Committee
SMM	School Management Manual
SMT	Senior Management Team
ST	Senior Teacher
TT	Teacher Trainee
UBS	Upper Basic School
UQT	Unqualified Teacher
VDC	Village Development Committee
VSO	Voluntary Service Overseas
WDC	Ward Development Committee

Preface

The development of this manual, including the Parent Teacher Association (PTA) constitution, was co-ordinated by BESPOR on behalf of the Ministry of Basic and Secondary Education (MOBSE). The process was participatory, consultative and broad-based. For both documents, advice was sought throughout from representatives of various directorates and units of the Ministry of Basic and Secondary Education. Both benefited from significant input from national consultants, particularly Africonsult and Emanic Consultancy, as well as BESPOR international consultants.

The PTA constitution was developed with assistance from the Association of Parent Teacher Associations (divisional and national), the Conference of Principals of Upper Basic Schools, the Association of Lower Basic School Headteachers and Action Aid The Gambia. It was piloted in several schools, providing valuable comment and feedback from PTA members, school and regional office staff. The document was then subjected to a national validation workshop, with the participation of students, teachers, PTA and community members and educationalists.

When compiling the School Management Manual (SMM), there was participation and feedback from Voluntary Service Overseas, and consultations with the Gambia Teachers' Union, Association of Lower Basic School Headteachers, as well as individual headteachers and teachers. All these contributions helped to enrich the School Management Manual. The document has been agreed by the Senior Management Team of the Ministry of Basic and Secondary Education, and represents ministry policy.

The SMM was developed to assist school managers and stakeholders better manage schools for effective teaching and learning. As the rules, regulation and standards are changing over time, there must be periodic reviews of the document to ensure that the manual at all time represents the actual situation in the sector.

As a result, the handbook is reviewed to

1. address issues that have been raised during its implementation through different fora and by the respective stakeholders
2. incorporate new elements in the system such as the new five year school development planning, the Minimum Standards for Schools (see annex) and the Performance Management System.

It should be noted however, that the review of the handbook was not as widely involving as its development largely because it is believed that all the feedback and results of debates centred on issues on the handbook over the years have been dealt with and agreed on and therefore addressed as those issues formed the basis of the review.

Introduction

The purpose of this manual is to provide instructions and guidance to all stakeholders on the proper management of lower basic, basic cycle and upper basic schools.

The core purpose of a school is to facilitate learning to take place to develop the pupils into productive citizens. To achieve this effectively all school leaders need to organise and manage their schools in such a way that high standards of teaching and learning are achieved, with the well-being of girls and boys paramount.

In order for this to happen a wide range of activities to support teaching and learning need careful planning and management, such as the professional development of the teaching force, the use of teaching and learning resources, the participation of parents and the community, the delivery of the curriculum and the development of the learning environment.

In recent years, the management of schools has undergone a change of focus. Although responsibility for school management lies principally with headteachers, they are no longer alone in the task of running the schools. Headteachers work in partnership with a range of stakeholders, most notably the Parent Teacher Association (PTA), the School Management Committee (SMC) - formerly known as the Parent Teacher Association Committee (PTAC) - and its sub-committees, all of which have important roles to play.

Many management tasks will be carried out by the SMC and its sub-committees, in consultation with the headteacher. This will enable the headteacher, who is first and foremost an educationalist and whose main purpose is to provide professional leadership for the school, to concentrate on the management tasks which directly improve the quality of teaching and learning. The responsibilities and roles of the headteacher, the PTA, the SMC and its sub-committees are described in detail in this handbook.

The headteacher, the SMC and its sub-committees are responsible and report regularly to the Ministry of Basic and Secondary Education through the Regional Office and to the community served by the school through the whole PTA.

In all planning, management and reporting tasks the headteacher and the SMC are advised and supported by the cluster monitors.

How to use this manual

Effective school management is essential for improving how well pupils achieve. Several attempts have been made in the past to develop the management of schools and improve teaching and learning within them with varying results and experiences. This manual is primarily intended for use by all the stakeholders to support them in the proper management of lower basic and basic cycle schools within the Ministry of Basic and Secondary Education (MoBSE).

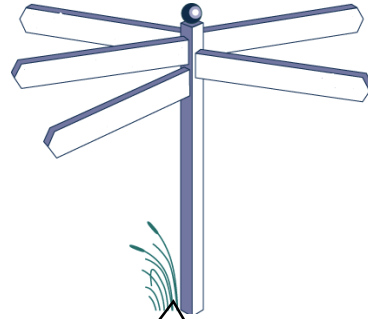
It attempts to provide a reference to guide stakeholders in discharging their respective duties. The manual has been provided with examples, best practices and cases, where appropriate, and users are urged to consider and adapt these materials taking the context of their schools, communities and other realities into consideration. The manual should be read in conjunction with the School Review Handbook, which provides checklists and supporting documentation to support the headteacher and the SMC in their work.

The content covers a range of issues relating to the management of schools and their respective sub-structures and programmes. The manual also provides clear instructions and guidance as regards the composition, functioning and regulation of PTAs, school management committees and sub-committees. Where more detailed information can be found in other documents, reference is made to these.

The sections are presented in line with the responsibilities of the various sub-committees of the SMC, and these are outlined in Section 2, Community Participation, with more information in Appendix 2. Individual sections, where desired, could be used as stand-alone reference materials, depending on the need and context of the users.

Suggestions and/ or comments on the School Management Manual (SMM) are most welcome and should be directed to: *PROSS, C/O the School Improvement Unit, Directorate of Basic and Secondary Education, Regional Education Office Complex, Kanifing, MOBSE, The Gambia. Tel +220 – 4372936.*

Leadership and Management



1.1 School management

What is school management?

The purpose of school management is to facilitate effective teaching and learning. To achieve the highest standards for pupils and teachers, the headteacher and other school leaders must create the conditions and structures to support and develop effective learning and teaching.

For this to happen well, many things need careful **planning** and **monitoring**, such as the professional development of the teaching force, the use of teaching and learning resources, the participation of parents and the community, the management and delivery of the curriculum and the development of a safe and secure school environment that is conducive to the welfare and learning of pupils.

Effective management, therefore, is about ensuring that the many systems for raising pupil achievement are in place and that the compliance of all staff with these systems is supported and monitored.

Why is leadership an important aspect of school management?

The success of any school is critically linked to the quality of its leadership. School leadership and school management are different.

Leadership

is of the spirit.

It is about personality and vision.

Management

is of the mind.

It is about methods, routine, calculation, statistics, planning and organisation.

Effective school leaders combine both these elements, and remember that **day-to-day management is linked closely to the aims and values of education.**

Who is responsible for school leadership and management?

As indicated in the Introduction (page 6), management of the school is shared between the headteacher, assisted in larger schools by senior teachers (referred to as the Senior Management Team [SMT]), and the SMC, assisted by its sub-committees. The headteacher provides professional advice on educational aspects of management to the SMC. In addition, everyone connected with the school has a contribution to make in achieving a well-run, successful school.

Who are the school's stakeholders?

Stakeholders are all those individuals, groups and organisations who have an interest in the school and its success in educating The Gambia's children. These include:

the children who attend the school and who deserve quality education

the parents whose children are in the school and who therefore are interested in ensuring quality education for them

the school management and staff who have a responsibility to fulfil their employment contracts

the local community which looks to the school to develop its children and bring economic and social benefits to the local area

MOBSE staff regionally and nationally who are interested in achieving the education policy and strategic plan

donors and NGOs who want to see their inputs as successful in raising achievement.

	Pupils	
Parents	School Staff	Community
Donors	MOBSE	NGOs

1.1.1 Characteristics of good leadership and management in schools

These are some of the characteristics of effective leaders and managers:

Developing the school

Vision – they have a clear vision and high aspirations for the school

Planning – they think clearly about the way forward, write plans, and follow them, so that the school's development planning reflects and promotes the school's vision

Collaboration – they consult with staff and the community, including a collective review of progress

Creating effective teams

Delegation – they give responsibility to colleagues, and monitor their work, to encourage and guide them

Empowerment – they give responsibility and decision-making freedom to colleagues, and help team members fulfil their responsibilities

Fostering relationships – they develop a sense of secure belonging amongst the whole staff group

Inspiring and communicating

Visibility – they have a high profile in the school, and inspire and motivate staff and pupils, providing a good role models

Professional development – they are committed to the development and professional growth of their staff (and themselves), and are knowledgeable and enthusiastic about teaching and learning

Communication – they keep staff and pupils informed of matters that concern them

Management styles

The role of the headteacher is crucial in achieving the school's vision and purpose. The success of the school depends to a large extent on the headteacher's skilful use of suitable management strategies. Management experts refer to a number of styles including the Democratic, Autocratic, Bureaucratic, Laissez-faire, Consultative, Transactional, and Contingency styles.

There is no best style or worst style, and good managers often use different styles in different situations in dealing with the numerous management challenges in the school. The choice of a suitable management style depends on the headteacher's judgement, and the context in which the decision is taken. The headteacher will consider:

The individual member of staff: their characteristics, backgrounds, abilities and needs

The task under consideration: the nature of the task, the purpose, resources and other requirements

The timing: what is to be done and when.

1.1.2 Time management

Time is a critical resource. Making the best use of the time available is a key element in running a successful school. Headteachers can only manage their time efficiently if they know and understand the tasks that are to be performed. At the beginning of each school year and term it is good practice to list all the major activities to be implemented and design a time management plan. (See Appendix 1 of this manual: Management Year Planner). This plan will enable the headteacher to consider the following points, and this will help him or her make good use of the time available:

major tasks to be performed
demands made by partners and stakeholders
time-wasting practices / tasks and relevant solutions
tasks to be delegated, and
the need to allow for additional time to coach and assist the other teachers.



Teaching is a time-consuming activity, and good use of time is an important skill for all teachers in a school. The headteacher can help all staff develop good time management practices. Details of developing skills and good practices in time management can be found in the Training Resource Materials for School Headteachers, Module 1, Unit 5, available from CREDD.

1.1.3 Staff meetings

Communication is an important part of effective management. The headteacher should hold regular staff meetings, at which essential information is given to staff members. Staff meetings also allow time for discussions, such as looking together at a new policy or discussing how to implement school rules.



When organising staff meetings, the following points should be noted:

There should be a clear expectation that all staff will attend each meeting.

It is helpful if staff meetings take place regularly, perhaps on the same day every two weeks or every month, depending on the needs of the school.

A register should be kept, so that teachers' attendance at the meeting can be checked, and information can be passed to anyone missing the meeting. The register provides a record for the headteacher so that persistent absence can be followed up.

Meetings should be held at a time when the majority of staff can attend, and not during instructional hours. For example, in double-shift schools, they can be held at the break between morning and afternoon shifts.

There should be an agreed starting and ending time, which should be kept to. Any latecomers will miss part of the meeting.

An agenda should be prepared before the meeting, so that everyone knows what will be discussed and can come prepared. The agenda can be posted in a staff room or somewhere in the school where the majority of staff can consult it.

It is useful to establish some ground rules for staff meetings at the first meeting. These might include only one person speaking at a time, ensuring that everyone is given the opportunity to speak, listening politely to one another, switching off mobile phones, etc.

The headteacher or a senior teacher should chair the meeting, making sure that the ground rules are followed. He or she should also make sure that the items on the agenda are given an allowance of time so that everything can be covered and the meeting does not run over.

The agenda and minutes of any decisions taken at the meeting should be kept in a book or file, so that staff can consult these at any time.

Support staff should be invited to these meetings when appropriate, for example if discussing forthcoming school events, working conditions or issues to do with learner welfare in particular.

1.2 Strategic vision

What is a school vision statement?

A vision statement outlines the school's strategic direction, sketching a picture of its desired future, its long-term goals.

As the school's vision is the desirable future state towards which the school works to attain at a specific time, it is imperative that such an aspiration is in line with the national priorities in a wider context. Thus, the vision must address national priorities and objectives. For example, the Education Policy, and education related objectives in the Vision 2020 and Poverty Reduction Strategic Paper. The vision must have clear objectives that spell out the intentions and direction of the school's development agenda.

It should be developed in such a way that the objectives are SMART (T); that is being: **Specific:** the objectives must be exact as there should not be any ambiguity so that the interpretation of the objectives would be the same for all stakeholders.

Measurable: progress should be easily determined.

Attainable: It is prudent to limit the school's objectives to targets that can be achieved within the given timeframe. For example: It is counter productive to set targets that cannot be achieved within a 5 to 10 years timeframe.

Realistic: objectives must be realistic in that the capacity of the school in both human and material resources should commensurate with the targets set.

Time Bound: time scale is very important in setting targets as this is a variable for determining progress

A good school vision is:

- focused on teaching and learning
- readily comprehensible to all. As the school has a wide range of stakeholders, it is very important to communicate to these partners in a way that is easily understandable to any one who reads it particularly the stakeholders within the school and community
- representative of the views and values of all stakeholder groups
- owned by all stakeholder groups. It should be developed in a participatory manner. There should be adequate consultations and involvement of stakeholders as they are the ultimate beneficiaries. This promotes ownership

Why have a school vision statement?

A school vision inspires, challenges and motivates pupils, staff and all other members of the school community. The development of a shared vision is the first step towards agreeing objectives and plans which will promote school improvement.

MOBSE itself has a vision statement:

"By 2015 universal access to relevant and high quality education has been achieved."

Some sample school vision statements

1. GANDAL LOWER BASIC SCHOOL

Vision

By 2013 80% of pupils achieve the national learning targets; have relevant skills and knowledge in exploring their full potentials and respect for humanity.

2. OUMEH BASIC CYCLE SCHOOL

Vision

More than 90% of pupils irrespective of gender complete nine years of Basic Education, attain at least the minimum academic standard, be productive citizens with high principles of peace, democracy

3. HAMLEH UPPER BASIC

Vision

Over 80% of outgoing pupils equipped with the desired learning outcomes coupled with appropriate skills to be independent individuals with interest for lifelong learning, uphold our cultural heritage, peace, democracy and human rights.

Developing a school vision

To develop a school vision statement:

- The school identifies a small team (the headteacher, a member of the SMC and one or two others, either teachers or another parent) to lead the process and plan who and how to consult about the school's proposed direction. The team should aim for gender balance.
- The team then holds meetings with the key stakeholders about the current situation of the school and what they want the school to be like in the future.
- The small team discusses the views of the stakeholder groups, identifying things which all groups regard as important and defining shared values and hopes.
- The team then drafts a vision statement for the school using the information collected from all the stakeholders.
- Discussions are held at a staff meeting and a SMC meeting to review and then agree the vision statement.
- Once the vision statement has been formally approved, all stakeholders should be informed through meetings – such as a school assembly, an open day for parents, or a full PTA meeting. Opportunities should be made for the stakeholders to discuss what their role is in fulfilling the vision.

The vision must be accessible to all stakeholders and therefore should be visibly displayed in strategic places like the head teacher's office, school notice board, wall or fence.

The team then makes the vision statement visible around the school by, for example, organising a competition amongst pupils to produce posters which illustrate the vision and displaying them around the school.

Using the school vision

Once the school vision has been agreed, it will form the basis of the school mission and school development planning, together with school data and information gathered from stakeholders about the current situation of the school. These will be considered together, and the priorities for action agreed in the development planning process. Also, when the school has a vision, it is then possible to develop school policies to respond to that vision. (See Section 1.4 of this manual.) The vision should be reviewed together with the rest of the development plan

Mission Statement

Where the **vision statement** is mainly aiming at addressing national education policies and priorities, the **mission statement** seeks to address the community's education priorities and issues and how to achieve the vision. It is expected that the mission will be developed in a participatory manner with all stakeholders represented. The mission should be written in a clear and understandable language and have clear objectives (SMART). The mission should be visible, displayed in the head teacher's office, the school notice board, wall or fence.

The mission has to be developed in sequence with the vision and school plan. Its development follows immediately after that of the vision and the same process is used to develop it. It is the step in between the vision and school plan.

Examples of Mission Statements:

1. GANDAL LOWER BASIC SCHOOL

Mission

Strive to retain or attract good teachers, attain at least the 880 hours for the year and assist pupils acquire the relevant literacy, numeracy and social skills in a conducive teaching and learning environment that nurtures the joy of learning

2. OUMEH BASIC CYCLE SCHOOL

Mission

To retain both boys and girls in school, help them perform well in the GABBECE, to be productive, fit well in our communities, appreciate each other and be able to contribute to national development

3. HAMLEH UPPER BASIC

Mission

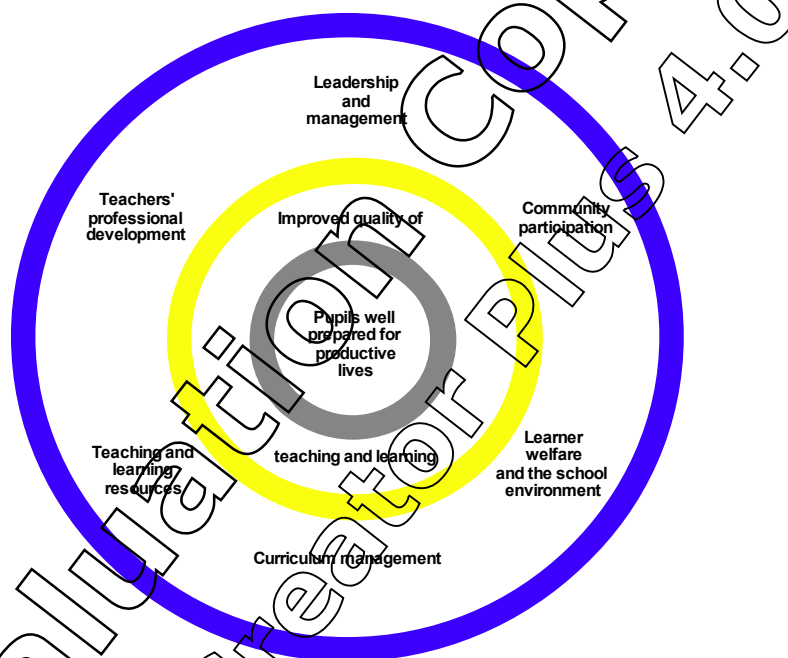
Ensure that pupils finish grade nine with good results, are interested in learning, become role models as self reliant individuals in our communities and respect our socio-cultural values

1.3 Holistic School Development

What is holistic school development?

The purpose of a school is to enable pupils to develop a range of key skills, knowledge and attitudes that will allow them to become useful and productive members of society. In order to fulfil this purpose, we need to improve and develop our schools, focusing clearly on improving the **quality of teaching and learning**, and the **standards** achieved by pupils.

Holistic school development describes a school improvement programme which links up a range of activities, all focussed on **improving teaching and learning**. It is a continuous process.



The diagram above shows the pupil and his or her achievement in the centre of the process. Everything we do in school should support pupils in becoming well prepared for their lives ahead, and ready to contribute to the community and to the country. To achieve that, teaching and learning must be effective. The diagram also shows that a wide range of activities are needed to support this. These are:

- Leadership and management of the school
- Community participation
- Curriculum management
- Professional development of the teaching force
- Management of teaching and learning resources
- Promotion of learner welfare and the school environment.

Each of these activities has its own important role to play in supporting the main business of teaching and learning, and all of these activities need to be supported by

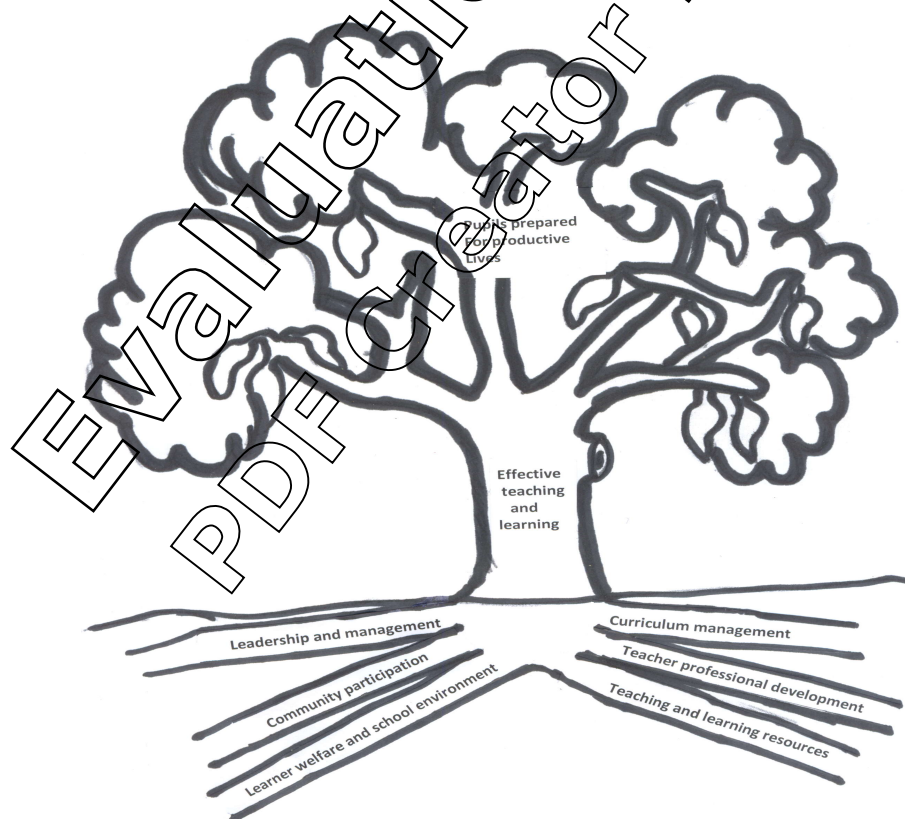
the whole school community – that is pupils, teachers, parents, education officials, including cluster monitors, and local community members.

In other words, to deliver quality education a school needs to be effective in all these areas, and to be effective in all these areas the school needs to have the full, informed involvement of all its stakeholders

Why have holistic school development?

Holistic school development is a participatory approach to school improvement which will:

- improve teaching and learning. A good school development plan focuses on desired outcomes (what the school wants to achieve) and looks at what that specific school needs to do in order to achieve these outcomes, using the *six development areas* as a guide.
- provide a way forward for the total development of the school. Having a plan based on an analysis of the school's needs will enable the SMC to select the most important improvements to be made, and allocate funds obtained from different sources, according to their identified priorities.
- encourage increased community participation. Involving stakeholders in discussions about priorities and in decision-making about proposed solutions is likely to stimulate their active participation in activities to achieve these plans.
- balance long-term development needs with immediate problems to steadily improve the school.



Another way to think about a school is that it is like a fruit tree. The garden is like the nation, and the soil like the community. The roots are the areas of whole school development. The trunk of the tree is effective teaching and learning, and the fruit of the tree is the children's achievement.

In order for it to grow, the soil must support the tree, as the community must support the school. The roots of the tree must be firm in the soil and strong to support the trunk of the tree, which is teaching and learning. Without a strong trunk, the tree cannot bear good fruit - the pupils achieving well and learning to be productive citizens. So when we take action on whole school development, we are making sure that the school is strong and can bear good fruit.

1.3.1 The school development cycle

The school will:

Familiarise with the policies and standards governing the operation of the school

gather information about how the school is progressing towards achieving its objectives and in meeting the standards.

analyse the information to give a picture of the current situation and **use this analysis** to identify areas where the Minimum Standards are not met

Prepare a rolling 5 year plan to achieve the required improvements, and calculate how much such improvements will cost

Make the first year of the rolling plan the active annual work plan

Raise the funds needed for the implementation of the plan

Implement the plan, once agreed

Monitor how much the changes are making a difference to how well pupils are achieving, using the School Review Handbook

Continue with the actions and monitoring throughout the year

Review implementation at the end of the year

Identify activities not carried out to be included in the second year plan

Identify new activities (unforeseen or new developments) to be included in the plan

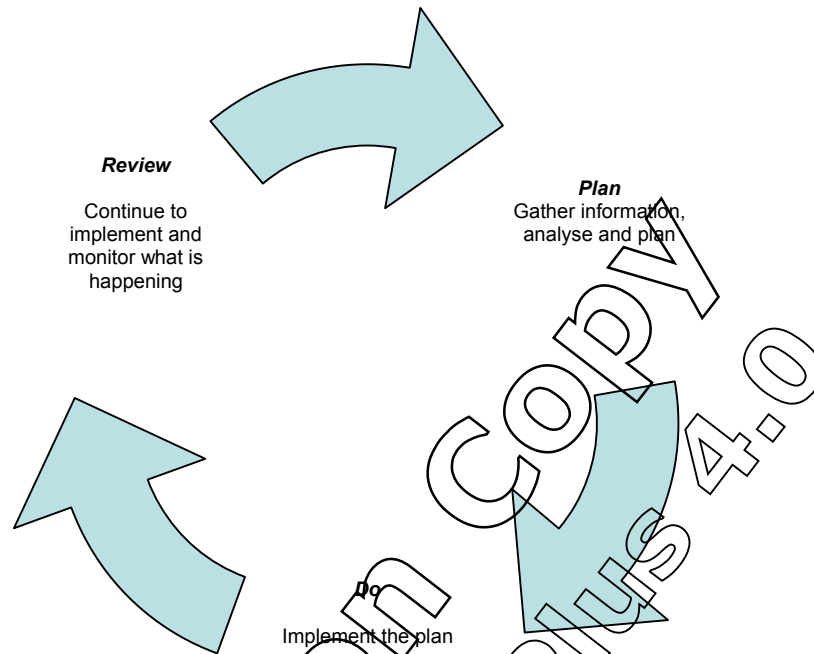
Revise the second year plan to include the identified activities

Develop new fifth year plan for the rolling plan

Share the plan with the stakeholders (PTA) to obtain agreement and buy-in to the plan

submit the plans to the Regional Office for approval

For each subsequent year, follow the same procedure



The members of the SMC will lead the planning process. The chairs of each committee will be responsible for gathering the views of the groups which they represent. The cluster monitor will facilitate the process, asking questions and making suggestions to guide the team.

Plan

Analyse the national policy targets and the minimum standards

The SMT, together with the SMC and the Cluster Monitor must identify the policy objectives in the Education Policy 2004 – 2015 that are relevant to the school and extract them for use in the planning process. In the same way, the school must identify the standards which are not yet met by the school and extract them for use in the planning process

Gathering information

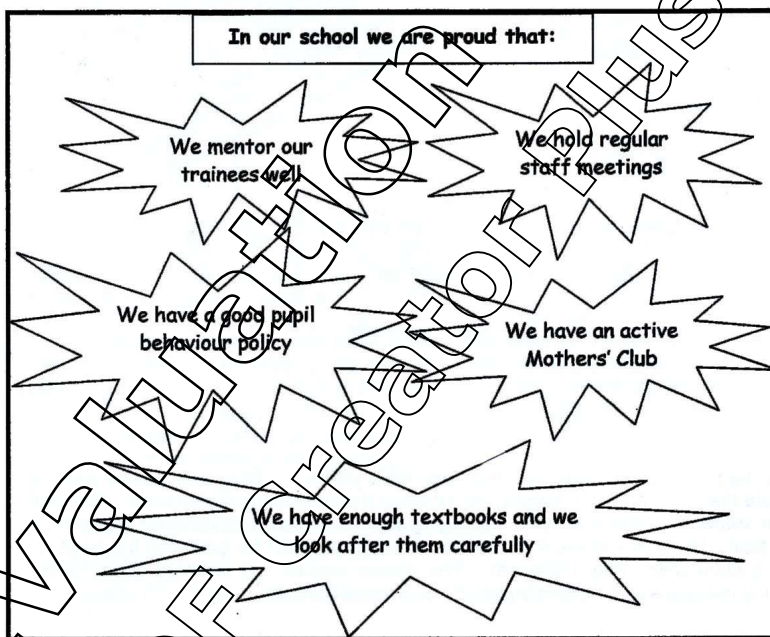
This is done in two ways. The headteacher, together with the cluster monitor, will prepare a short report on the school's current situation. The report will include brief analysis of test results and other school statistics, to show any particular curriculum subjects or specific issues such as gender differences, attendance and punctuality

which need attention. For further guidance on what this should contain, see Appendix 3 of this manual.

The information will then be shared with the SMC, as the representatives of stakeholders, who will then be asked for their input on the situation of the school, and the most urgent areas to address. This meeting will be facilitated by the cluster monitor. At any time in the process, the SMC may decide to share information and questions with the wider PTA, teachers and pupils, and should keep them informed throughout the process. The key points for this consultation are specifically noted in the stages outlined here.

Analysing and using the information

Members of the SMC will combine the information from both the initial analysis and the stakeholders' views into a single document, on which to base the next stage of planning. They should also take into consideration the school's vision statement, which sets out what the school is aiming for. At this stage, strengths of the school should be noted and celebrated, perhaps by drawing up posters to display around the school building. These could be designed by pupils. See the example below.



Drawing up the plan

To ensure more consistency and sustainability in the development and management of the schools a system of 5 year rolling plans will be used, replacing the previous one year planning cycle. The first five year cycle will aim at implementing and meeting all the new minimum standards for basic cycle schools (upper and lower basic schools).

Costing

Once the group has decided on the actions to take, they will assess the approximate costs of each action in the plan. These will fall into four bands.

No-cost items – these are changes which do not need any money to achieve. Instead they need reorganisation of current practice or better implementation of policies, for example prompt starts of teaching at the beginning of terms, more classroom observation of teachers, action to improve attendance and punctuality of teachers and pupils.

Low-cost items – up to D5, 000. They might include, for example, buying pencils or exercise books, paying travelling expenses for a member of the cluster training team if the distance is far, or printing costs for certificates to reward good attendance.

Medium-cost items – between D5, 000 and D15,000. These might include buying books to supplement the school's reading materials, science or mathematics equipment, organising open days, or small-scale furniture repair.

High-cost items – over D15, 000. These are mainly items of infrastructure. For most schools, there will not be sufficient funds to pay for these in the school's budget, even if they are successful in a grant application. They should, however, still appear in the school's plan, so that the information about the need for teachers' accommodation or new classroom blocks can be passed to the Project Co-ordination Unit for their consideration.

To facilitate a smooth implementation of the minimum standards it is advised to identify all the standards that can be implemented without the school incurring any extra costs. Those standards can be scheduled for the first year. For the subsequent years the school can plan to implement the standards that require low cost and medium cost investments respectively, while at the same time negotiating with the Directorate for Planning and the PCU respectively on the possible implementation of the high cost standards which typically are related to improvements of the school's infrastructure.

Considerations to be made when planning for the first year:

Essential?

Does this address the **most important** issues in teaching and learning as outlined in the five year plan?

Doable?

Do we have the technical and practical skills required to implement?

Realistic?

Is this within our power to change? Can it be done in one year?

Equitable?

Would this meet the approval of as many as possible of the stakeholders?

Affordable?

Can we afford it? Are the resources available and at our disposal this year

Consulting with stakeholders

At this stage, there should be widespread consultation with stakeholders about the priorities in the plan, and what the school wants to improve in the current school year. It is up to the SMC how they do this, but it can be done at a joint meeting, or a series of meetings. Stakeholders must be reminded that the focus is on teaching and learning. The draft plan should be displayed where stakeholders can see it.

Evaluation

Once the draft plan is ready, it should be submitted to the Regional Office for evaluation. The cluster monitor, who will be present at the evaluation meeting, will bring back feedback to the school on the quality of the plan and whether it needs any improvements or changes.

Revising and costing the plan

When the school receives the feedback on their plan, they may need to make changes. Once these have been made, more detailed costing should be added, and the column for suggested funding sources should be completed. More information for this column may be sought from other stakeholders, who may have ideas about sources of funding. (For further guidance on managing school finance, see Section 1.6 of this manual.)

They will then need to resubmit the plan once they have made the alterations.

Do

Implementing the plan

As soon as the plan is approved, the school should display the final version, and set about taking the actions described in the plan. Any no-cost item and any for which the school has the funds should be commenced immediately. For some items, there will be a need for fund-raising. These actions also should be commenced as soon as funds are available. (For guidance on grant applications, see Appendix 5 of this manual.)

The person or group designated responsible for that improvement, usually the chair of the relevant sub-committee with one or two people to assist, should ensure that actions outlined in the plan are not delayed. They should also ensure that staff, pupils and the community are well informed about the action being taken and why, to ensure the best possible support.

Review

Monitoring the changes

When the implementation of the plan is taking place, the relevant person or group should monitor how effective the action is being. Some actions will take time to have an impact such as new teaching methods on the achievement of pupils. However, actions such as a focus on improving attendance and punctuality should be observable in a very short time.

The school should use the success criteria in the plan as a basis for evaluation of its effectiveness.

Continue

The focus on the actions in the plan should continue throughout the year, or as long as is necessary to complete them. Many actions will continue into the following years, and become part of the school's established practice. For example, once improvements in attendance and punctuality have been achieved, the school should continue to work hard to sustain the new situation.

Monitoring should also continue alongside the actions.

Using the information from monitoring

As time goes on, it should be possible to compare the new information about the school's situation with that from the analysis done at the start of the process. This can then be used to decide whether to continue the action into the following year, or whether the lessons learned can be transferred to another priority. For example, new teaching methods which have been successful in one subject can be adapted to work in another subject.

At Oumeh Lower Basic School, an important focus in the first year of PIQSS was the teaching of reading, in line with the national phonics training in the summer. Most teachers were excited by the progress their pupils had made, and determined to carry on with this way of teaching. Some of the teachers adapted the new, more child-centred methods they had learned for teaching phonics to apply them to teaching mathematics, which was an area for improvement in the second year.

Continue the cycle

Before the start of the second year, the school will have accumulated a good deal of information about any changes or trends resulting from school improvement. So, in all but the first year, there will now be three sources of information about the school:

information from monitoring

analysis of statistical information (See the first point in this section, and Appendix 3 of this manual for the information needed.)

Stakeholders' views

As in the first cycle, this should be used as a starting point for planning, together with the school's vision statement, which may need revising in the light of what has been learned. The school will then begin the next cycle of planning, reviewing what the strengths and weaknesses of the school are now, and developing new priorities for action in the second round. Thus the cycle begins again, holding on to progress already made. In this way, the school's capacity can be built, and sustainable improvements in teaching and learning should be seen.

1.4 School policies

Why have school policies?

School policies help teachers, pupils and parents understand their duties and responsibilities as members of the school community. In this way, school policies provide a clear framework to guide the behaviour of all members of the school community.

What are school policies?

School-based policies provide a set of rules and/or guidelines for teachers, pupils, and parents about how the school will carry out its duty of educating the children under its care.

There are two kinds of policies:

National policies

Where policies have been developed by the MoBSE or the Regional Education Directorate, it is the duty of the Regional Office to inform schools of the policy. Cluster monitors will ensure that this information is passed on, and if necessary will provide guidance and advice to schools as to how to implement the policies. Schools should be aware of the following external policies and guidance documents, and there may be additional documents to which they should have reference, not on this list.

Gambia Government's General Orders (1994)
Public Service Regulations and Code of Conduct for Civil Servants
Financial Instructions (2004)
School Policy Guidelines for Sexual Misconduct and Harassment (2004)
Schemes of Service
The Education Act (1992, *under revision*)
Education Policy 2004-2015
Education Sector Strategic Plan (ESSP)

School policies

These are policies developed by the school itself, involving teachers, pupils and parents, and are designed to meet the specific needs of the school. If schools develop their own policy on any issue, they may expand upon national policies, but must not contradict or reduce the requirements contained in them.

Schools should consider developing the following:

Staff Discipline Policy (see Section 1.4 and Appendix 7 of this manual for further information about staff discipline procedures. More detailed guidance can be found in the draft Human Resources Department Policy)
Pupil Attendance Policy
Pupil Assessment Policy
Pupil Behaviour and **discipline** Policy
Homework Policy
Healthy and Safe Environment Policy
Dress Policy
Sexual Harassment Policy
Maintenance Policy
Inclusion Policy (Special Needs)
Other Policies

Policy contents: the policies must have clear (SMART) objectives and visibly displayed in head teacher's office, classrooms and notice boards to ensure accessibility. Schools must inform the RED of the policies for approval and support to facilitate implementation. It is the responsibility of school managements and relevant committees to ensure implementation of policies and enforce rules and regulation. Therefore mechanisms should be put in place for the effective monitoring of implementation of Policies.

With both external and internal policies, it is the school's responsibility to make sure that all teachers, pupils and parents understand their rights and responsibilities under the policy. It is also the school's responsibility to ensure that the policy is followed at all times.

1.4.1 Developing a school policy

To develop a school policy:

The SMC should decide which sub-committee of the SMC is the most appropriate to lead the development of the policy.

The sub-committee should identify a small group of teachers, pupils and parents/community representatives to develop a draft policy.

The headteacher or a senior teacher will contact the Regional Education Office to obtain any official MoBSE documents that relate to the proposed policy, possibly with the help of the cluster monitor.

The group should produce a draft policy clearly stating what behaviour or actions are expected of the school, teachers and pupils under that policy.

Once a draft policy has been developed, consultation meetings should be held with the PTA and the student council (See Section 6.3 of this manual) to collect further views and opinions.

Once all views and opinions have been collected, the sub-committee tasked with drafting the policy will incorporate any changes and then submit the report to the SMC for final approval.

Once the policy has been formally approved, all stakeholders should be informed of the new policy through meetings such as a school assembly, an open day for parents, or a PTA meeting.

The policy should be displayed around the school, on notice boards and posters, which may be designed by pupils.

1.5 Management of staff

Why is good management of staff important?

Teachers are the school's most valuable asset. You cannot have a good school without good teachers. The headteacher is responsible for the overall management of the teaching and support staff, including general discipline and the professional development of the staff, although in larger schools day-to-day supervision and guidance can be delegated to a deputy or senior teacher. The headteacher should also make sure that he or she keeps the SMC fully aware of staff discipline and professional development issues. The draft Human Resource Department Policy document sets out the rules and regulations for all employees, and should be read in conjunction with this section.

Specifically, it is the responsibility of a headteacher to ensure that:

all substantial positions are filled and at least more than 75% of teaching staff have the relevant qualifications. In response to the growing need for the retention and performance of girls in schools, there is need for more female teachers in schools to serve as role models therefore more than 40% of the teaching staff should be female. His or her school has enough staff to teach classes (and in upper basic schools, subjects) throughout the whole school year (See Section 1.5.1: Deployment of teaching staff) Also the availability of mentors in school are a necessity to sustain the mentoring scheme introduced for Teacher Trainees and others, **(see pp72/3)**

teachers are aware of, and carry out, their responsibilities and understand the standards of behaviour expected of them (See the draft Human Resources Directorate Policy, as well as Section 1.4: School policies, Section 1.5.6: Managing staff attendance, Section 1.5.7: Staff discipline and Appendix 6: Codes of Conduct);

puts in place systems to monitor and analyse attendance, the analysed attendance and punctuality data displayed in graphical form in HT's office and staff room and information shared with SMC.

teachers receive professional development opportunities appropriate to their individual needs and the stage in their career (See Section 3: Teachers' Professional Development).

In addition, headteachers and SMCs will work together to ensure that teachers' welfare needs are considered in order to motivate and retain capable teachers.

1.5.1 Deployment of teaching staff

Lower basic and basic cycle schools are staffed according to the school classification which in turn is based on the approximate number of pupils and the number of classes. Although headteachers are not involved in decisions about staffing levels they do have a key responsibility in helping to ensure that the school is adequately staffed. After thorough discussions with senior staff and the SMC, they will inform the Regional Office of the projected number of pupils, by year group, for the following academic year before the end of the second term of the preceding school year. This will enable the Regional Office to carry out their responsibilities for planning teacher deployment.

Headteachers are also responsible for allocating existing staff to classes and, in basic cycle schools, to subjects for Grades 7-9. If the headteacher knows which staff will be returning for the next year, these staff can provisionally be allocated to classes before the end of the preceding year, although adjustments may be necessary once actual staffing is known. As far as possible, these adjustments should be made during the planning week (last week of the summer holiday), so that teaching can begin promptly. In allocating teachers to classes and subjects, headteachers should take into consideration the following:

the relative strengths and areas for improvement of individual teachers

the need to build effective teams, so that where there is more than one class per grade, inexperienced or unqualified teachers are paired with more experienced colleagues

staff development issues – ensuring that over time teachers are given the opportunity to teach more than one age group so that they extend their skills and their understanding of how the curriculum builds on what has gone before

subject specialisms.

Once teaching responsibilities have been allocated, the headteacher should look at the amount of teaching time for each teacher. Teachers with lower numbers of teaching hours, such as senior teachers, should be allocated additional duties, including responsibilities as mentors, responsibility for classroom observations and feedback discussions and other supporting roles within the school.

1.5.2 Staff job descriptions

What is a job description?

A job description sets out a clear statement about a post which is understood and agreed by all stakeholders in the education system, from MoSBSE centrally through to school staff and to stakeholders at school level including pupils and PTA members. Job descriptions for school staff will be set out under the performance management system.

A job description indicates the scope of each post's responsibilities and imposes obligations upon that post holder. A job description covers:

the job title and the main purpose or purposes of the job

the relationships involved in the post (**to** whom the post holder is accountable, **with** whom he or she liaises and **for** whom he or she is responsible)

the responsibilities and key tasks which are allocated to a generic post (e.g. for all deputy headteachers or classroom teachers)

These three elements constitute the nationally agreed generic job description. In addition, a particular job description might include any specific responsibilities or tasks allocated to a post holder at a specific school **by agreement** and signed between the headteacher, the teacher concerned.

Why have job descriptions?

Generic job descriptions (applicable to all headteachers, deputy headteachers or class teachers regardless of the school in which they work) assist in a number of ways. They can help:

reduce the scope for differences of opinion as to what should or should not be expected from post holders. It is good practice for all staff to be aware of each other's responsibilities.

prevent the imposition of excessive or unreasonable workloads on individual teachers, assisting with a fair distribution of workload within a school's staff

ensure proper recognition for additional responsibilities

ensure that the performance management system runs well. (See Section 1.5.4 of this manual.) This is based on an accurate job description for each post, so that teachers and their managers have a clear, comprehensive and mutual understanding of the teachers' work before the process starts, to avoid problems.

Agreeing job descriptions at school level

The generic job descriptions will be agreed by MOBSE and will form the core of the responsibilities and obligations of the post holder. Although all teachers' statutory professional duties are the same, and are covered by the core job descriptions, individual teachers play different roles within their schools and as a result their specific responsibilities may be different. Because of this, there is scope for schools to **agree** some additions to the job descriptions. The agreed job description is the performance agreement that has to be agreed and signed. These agreed specific additions:

are essential for the good management of the school. The objectives of the school development plan for example, may require the development of a staffing structure which allocates fairly to individual members of staff particular responsibilities which have to be undertaken in order to attain them. For example, the development of a school library, or the establishment of a homework club, will require a member of staff to take responsibility in order for the initiative to succeed.

assist with the fair distribution of workload within a school's teaching staff and protect individual teachers from inequitable workloads by having additional tasks added on an ad hoc basis.

must be agreed with the post holder. A disputed job description is not a good basis for ensuring school development or for performance management and is likely to cause a breakdown of performance or even a grievance at some point.

1.5.3 Staff motivation

To motivate staff means to encourage them to perform efficiently in their jobs for their own good and for the benefit of their pupils. Motivation affects performance. The headteacher should therefore always try to identify the needs of staff, pupils and PTAs, and support and encourage good performance.

Motivation works best on these principles amongst others:

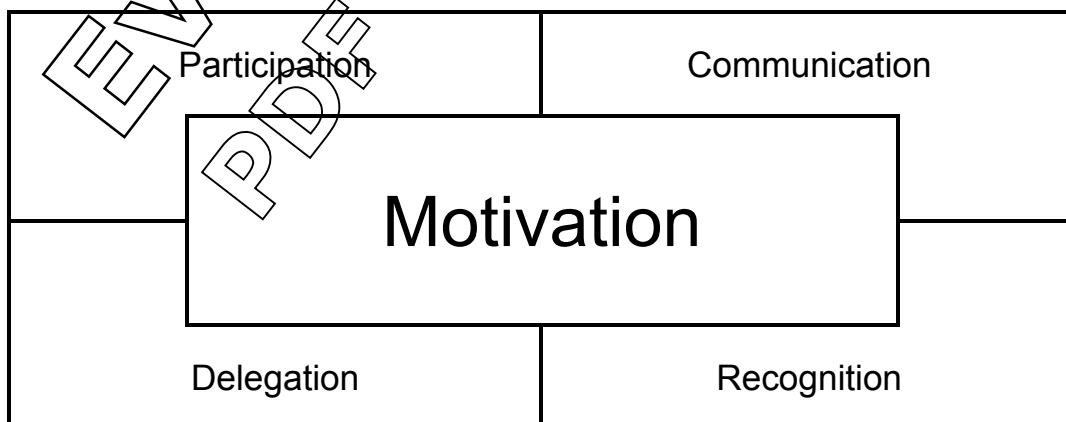
Participation: The staff should be involved in decision-making and in matters which affect them directly. The more staff members become involved, the more they will have a sense of belonging and ownership in decisions and be prompted to help in achieving the objectives.

Communication: If staff members are informed about the objectives and results achieved in the school, they will be inclined to cooperate more and feel that they are valued members of the staff group. The opposite is also true: keeping staff uninformed alienates and discourages them.

Delegation: The headteacher should be prepared to give special assignments to staff and to delegate tasks and authority to people who are capable, responsive and willing. In this way a person's post is enhanced and he or she is also trained and developed. Delegated authority also means that more people are allowed to make decisions in connection with their work, within set guidelines and frameworks. The headteacher's role is then to monitor the work of these staff members and ensure that tasks have been carried out effectively and within agreed timescales.

Recognition: If a staff member receives recognition and consequently job satisfaction, he or she is inclined to work harder. Earned recognition brings a feeling of satisfaction and self-esteem.

A variety of factors influence an individual's level of motivation at work. These include personal needs, the work situation, management factors, and lastly, community factors. The headteacher should have some knowledge of the staff and should bear in mind all the different factors which can enhance or weaken staff motivation, using this knowledge to support and encourage effective performance and job satisfaction.



1.5.4 Managing staff performance

The headteacher of the school has overall responsibility for all matters related to teaching and learning. He or she should therefore know what is happening in the school, and how well teachers and other staff are carrying out their responsibilities. There are two main ways in which headteachers and senior staff learn about how well teachers are doing their jobs – formal performance management of staff, and day-to-day supervision.

What is performance management?

Performance management is a way of making all staff accountable for the way they carry out their responsibilities, and for the outcomes which follow. The aim is to build teachers' professional skills, confidence and self-esteem for improved teaching and learning.

Under the performance management system, the whole staff is competence assessed against the job description / performance agreement and PDPs developed which aims at helping the staff develop. These individual plans together are put into a master plan for professional development of the staff known as the CPDs of the school. See p61

All staff will have targets which they will be expected to meet, and their progress towards the targets will be reviewed termly and annually (performance appraisals at the end of the year). The reviews must be documented and signed by both parties. The reviews are done based on the agreed and signed performance agreements between a supervisor and a subordinate to assess delivery against targets but more importantly, the review is an opportunity for both parties to dialogue, get to work out suggestions for challenges and constraints, assistance given where necessary and encouragement or otherwise all geared toward the development and improvement of staff for better performance.

Therefore, where improvement is needed, they should be offered help and guidance, although persistent failure to meet targets will be treated seriously. (See Section 1.5.7 and the draft Human Resources Directorate Policy for information about staff discipline procedures. Detailed guidance on performance management will be found in the Performance Management Manual, yet to be published.)

What information is used in performance management of teaching staff?

Performance management will be based on an agreed job description and a set of targets which the teacher will be expected to meet. For headteachers and teachers, the progress of pupils and the results they achieve in school-based and national tests are an important part of the performance management system. Common elements to be reviewed for all teachers will include:

- attendance and punctuality, including reporting for work as required at the beginning of each term
- the delivery of 880 instruction hours
- coverage of the required curriculum
- information from lesson observations
- marking of pupils' work
- the progress made by pupils in the teacher's class
- results in school-based and national tests.

Class observation:

Although details on class observations are covered under curriculum management, the school management has the oversight of all class observations routinely done. Therefore should ensure that a plan and schedule for class observation is available, that format used follows guideline in the SMM, that the methodology is in line with the guide lines in the SMM, that written and verbal feedback are provided and documentation on all class observations are available.

(For more information about organising lesson observations, see Section 3.2 of this manual, and for a format and specific guidance, see Appendix 11)

Day-to-day supervision

As well as the formal monitoring of performance, the headteacher and, when possible, other senior staff, should spend time visiting classrooms and other parts of the school. Although the headteacher needs times to work quietly in the office, or close the office door for reasons of confidentiality e.g. an interview, he or she should try to be about the school when pupils or teachers are arriving and whenever they are moving from one place to another. He or she should also try to visit as many classrooms as possible sometime during the day to greet pupils and teachers. During these informal visits the headteacher will inevitably observe indicators that will tell him or her whether effective learning is taking place, whether there is a purposeful working atmosphere in the classroom and whether there appears to be positive behaviour management. This informal presence about the school is a good way of learning how well the school is functioning, as well as the more formal systems. It is also helpful in fostering positive relationships between the headteacher, teachers and pupils.

Other sources of information about the effectiveness of teachers include:

scrutiny of samples of pupils' work from different classes or in different subjects (See Appendix 12)

review of teachers' planning and record keeping (See Section 3.3.1)

discussions with pupils about their work

analysis of results, class by class and grade by grade.

The role of senior teachers

Where the school is big enough to have senior teachers, the headteacher should delegate some, but not all, responsibility for administrative duties, classroom observations and some of the above activities to these staff. The headteacher should monitor that these duties are being carried out by regular meetings with the senior management team, individually or in groups. At these meetings, he or she should ask for evidence of what has been done, and so get feedback on the functioning of the school, including administration, curriculum implementation, teaching and learning, and the progress that pupils are making.



1.5.5 Personnel Data

Headteachers should maintain **teachers'** files for all members of **teaching** staff. These files are confidential to the headteacher, the teacher concerned, the Regional Director and Director of Human Resources or specific representatives of these directors. They should be kept in a secure place in the headteacher's office. Contents of the file should be as follows:

- bio data and employment history
- current CV (there is a standard form available at the Regional Office)
- photocopy of evidence of educational qualifications
- photocopy of evidence of seminars/workshops/training attended
- performance management records
- copies of lesson observation forms and other monitoring
- copies of warnings on persistent lateness, unauthorised absence and late reporting
- copies of awards, letters of appreciation, records of participation in school-based professional development etc.
- Number of instructional hours per staff member segregated on subject and grade
- Student performance per staff

Establish and maintain a staff data base

1.5.6 Managing teachers' attendance and punctuality

Reporting for work

The responsibility for ensuring that teaching staff are present at the beginning of term lies with the headteacher, supported by the SMC, whilst the latter's responsibility is to ensure that pupils return on time. This is important if the 880 instructional hours are to be achieved. (See Section 3.1 of this manual.)

Before the end of each term, the headteacher will let staff know when they are expected back in school. Failure to report on the expected day will be treated as unauthorised absence.

For the **first term** of the school year, the headteacher and senior teachers will report to schools at least one full week before the beginning of term to allow for planning meetings and other organisation. Some organisational matters should be arranged before the school holiday, to make a prompt start to the term more manageable. Other teaching staff should report **during** the last week of the holiday, or earlier if required by the headteacher. Headteachers should ensure that teaching for all pupils begins during the first week of term. It is not necessary to wait for all classes to have teachers or for all pupils to be registered before lessons begin. Headteachers should ensure that teachers start teaching as soon as they are available. If they foresee long delays before having a full complement of teachers they should try to prioritise covering core subjects for all classes. (See Section 6.1.1 of this manual for further advice on how to organise enrolment and registration.)

For the **second and third terms** the headteacher should ensure that teaching begins on the first day of term and that all classes are fully operational by the end of the first week. Only where teachers have not reported for duty should there be classes which do not start promptly on the first day.

Failure to report on time

The headteacher will keep a record of teachers who fail to return on the appointed date, place a copy in the teacher's file and inform the Regional Office of the names of teachers who fail to return on the appointed days.



Newly appointed or transferred teachers who fail to report on time at the beginning of term one will be dealt with on a case-by-case basis.

Other teachers who report late will be subject to disciplinary action as outlined in the draft Human Resource Department Policy document, including loss of pay.

Staff attendance and punctuality

The headteacher, together with the Leadership and Management and Curriculum Management Sub-committees of the SMC, is responsible for the school's compliance with the statutory requirement to deliver 880 hours of instructional contact time for all pupils. In order to be able to deliver this, the headteacher and SMC will ensure that teachers (and pupils) return promptly at the beginning of each term, and that attendance is regular and punctuality is good; more than 95% achieved.

The headteacher should:

ensure that staff attendance and punctuality regulations are included in the staff discipline policy or code of conduct and implemented within their school

determine and communicate to all staff and the PTA the time for reporting for duty (in sufficient time to allow for signing in and to be ready at least ten minutes before the start of the first lesson)

ensure that a register of attendance recording time of arrival and departure is signed personally by each teacher daily (including on non-instruction days)

ensure that staff are not absent without reasonable cause. With the exception of emergencies, all teaching staff will request permission in advance from the headteacher for any absence, and may be refused if it is not judged to be valid. The seeking of permission for absence via a pupil should not be accepted. Requests for any absence caused by official duties or unavoidable unofficial or personal duties, as laid down in the draft Human Resources Department Policy document, should be made in advance whenever possible. All reasons for absence should be recorded in the signing-in book, and if appropriate in the teacher's file.

require that notification of sickness should be made as soon as possible, and that medical certificates are supplied

record instances of unauthorised absence or persistent lateness in the teacher's file (See Section 1.5.5 of this manual) and report them to the SMC. Persistent lateness will be treated as unauthorised absence, and should first be addressed internally by the headteacher. Unless these issues can quickly be resolved at school level, they should be dealt with according to the Human Resources Directorate Policy. This could result in loss of pay.

1.5.7 Staff discipline

It is important that headteachers are fully aware of the rules and regulations governing their work. As civil servants, all teachers in The Gambia are bound by a number of statutory documents, listed in Section 1.4 of this manual, and in the draft Human Resources Department Policy.

Schools should develop their own policies on staff discipline and codes of conduct for teachers, which must be consistent with the draft Human Resources Department Policy. The headteacher is responsible for ensuring that these policies are developed, communicated to all stakeholders and monitored.

For general guidance on developing school policies see Section 1.3.

Staff codes of conduct

What is a code of conduct?

A code of conduct provides an agreed guideline for professional behaviour for teachers. A code of conduct for teachers should be developed taking into account the guidance mentioned above. A sample code of conduct can be found as Appendix 6.

Why have a school code of conduct?

The Gambia Government's Code of Conduct for Civil Servants sets out the general expectations for all those employed by the Gambian government. However, additional standards are needed for adults working in schools with children and

young people, to protect them from harm, and to set a good example in promoting pupils' learning and personal development. For example, all staff employed in schools must adhere to the Policy Guidelines and Regulations on Sexual Misconduct and Harassment in Gambian Educational Institutions. Community members involved in school management or in supporting schools must also conform to this policy.

Developing and agreeing a code of conduct at school level creates a sense of ownership of the expected standards of behaviour. Communicating these widely ensures that all stakeholders are aware of the standards expected of teaching and non-teaching staff and can therefore be involved in monitoring compliance.

Staff discipline and grievance policies

What are staff discipline and grievance policies?

All members of a school community, including teaching and non-teaching staff, School Management Committee members, pupils and the wider community have rights and a corresponding set of responsibilities. In the case of teaching and non-teaching staff the responsibilities are outlined in the staff code of conduct.

A staff *disciplinary* policy describes the procedures to be followed when this code is breached and will describe the process for appealing against any disciplinary action.

A *grievance* is a complaint by an employee about their employer, or about another employee. Normally it is a complaint about something the other person has done (i.e. an action) – it is not acceptable to make a complaint simply because you do not like another person, or find them hard to get along with.

Complaints of sexual harassment are a separate and serious matter and should be dealt with in accordance with by the school's sexual harassment policy.

Why have staff discipline and grievance policies?

It is always helpful for staff to understand where the boundaries of acceptable behaviour are, and this reduces unnecessary grievances as everyone knows the rules from the outset.

A policy ensures consistency of decisions – fairness is one of the key attributes of a good leader.

Having structured discipline and grievance procedures allows an opportunity for issues to be resolved within the school without further action being necessary.

There are written records of discipline and grievance discussions if the matter does go further.

To summarise: good school discipline and grievance policies, thoroughly understood by all stakeholders, provide a clear and agreed framework for both teachers' behaviour and management's response to any breaches of the code of conduct and discipline policy. If routinely adhered to and correctly reported, they will enable more issues to be dealt with at school level (with support from cluster monitors) and will reduce the burden on the Regional Director by reducing the number of disputes which reach his or her office.

Developing staff discipline and grievance policies

For general guidance on the development of school policies see Section 1.3. Any policy devised by the school must comply with the procedures set out in the draft Human Resources Department Policy.

Implementing staff discipline and grievance policies

It is important to remember that headteachers and senior staff can deal with minor issues informally through discussion with the members of staff concerned, but if this does not result in a change of behaviour then they may need to use these procedures. Sample policies with explicit guidance for action are included in this manual as Appendix 7.

1.5.8 School Data

Up to date, accurate and reliable data is crucial to the effective and efficient management of resources and a prerequisite for informed decision making. Such information is essential not only for the school but for the sector and stakeholders particularly those that work directly with schools. The head teacher should always be in the position to provide vital data to stakeholders when requested. There should be transparency and accessibility to school data. The most important of these are

Attendance data for teachers and pupils. These data, when analysed will provide the school management with information on how efficient the school is operating.

Instructional Hours

The drive towards achieving the minimum 880 instructional hours hinges heavily on the collection and analysis of daily hours of instructions. The weekly analysis of daily hours displayed in graphic form gives a clear picture of progress towards the target per term. These enable the school to determine the exact number of hours achieved at the end of the academic year. The trends established and information is provided for timely intervention where necessary. Documentation of this process is imperative as there should be evidence that the school management uses the analysed data for decisions.

Enrolment, Transition and Completion Data

Up to date admission, class and transfer registers are kept, the data analysed, segregated and displayed in head teacher's office and shared with stakeholders. The analysed data will provide some information on how effective the school is in enrolling and retaining the students.

Performance data

The analysed performance data will provide important information on how effective the teaching and learning is in the school and can provide some important pointers to the teaching and learning areas needing improvement.

1.6 Financial management

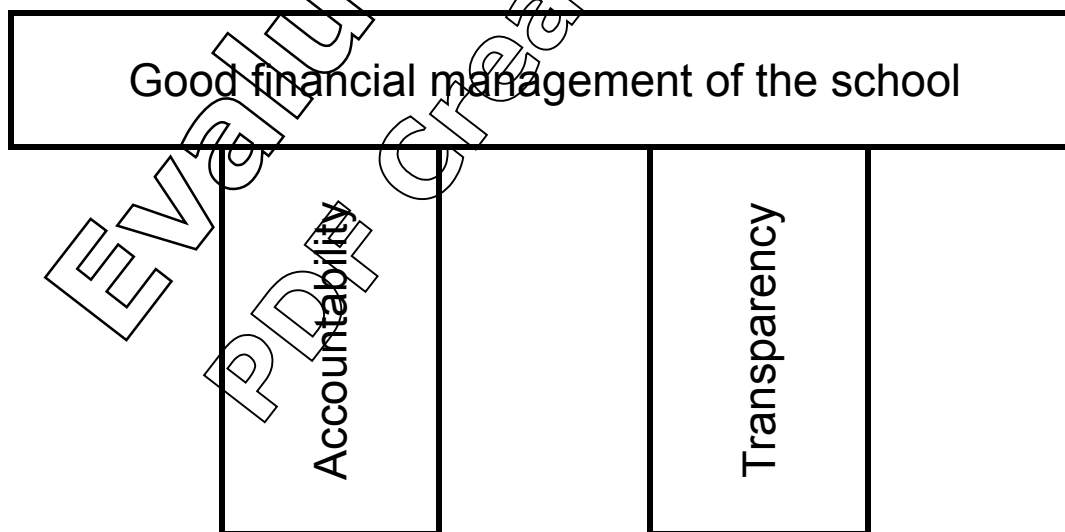
All schools have control over small amounts of money from school funds, school fees or donated funds. All headteachers and the SMC are responsible for these sums, which are to be used **only** for the best interests of the pupils, and to raise their achievement. In their handling of all funds they are bound by the Financial Instructions. In the Basic Cycle and Upper Basic Schools, a **bursar** should be engaged to handle the financial management of the school. In addition, they must be further guided by the principles of accountability and transparency in their handling of public money.

A proper and efficient financial management system at school level is essential for the effective delivery of education. This system will enhance the collection and effective use of all financial resources by schools, and also serve as an incentive to stakeholders such as parents, donors and government by assuring them that resources allocated to schools have been used with utmost transparency and accountability. Therefore, headteachers and SMCs must adhere to the principles of accountability through a consistent reporting mechanism that is both transparent and free from corruption.

1.6.1 Principles of school financial management

Accountability

Accountability is a process by which those responsible for the management of public resources demonstrate to stakeholders that those resources are being used efficiently and effectively, and for the intended purpose of the public in accordance with regulations. The resources must benefit first and foremost the public and not individuals, including headteachers, committees or their members. It is important that public institutions, such as schools, are accountable in their finance management.



Transparency

Schools receive resources from parents, various domestic and international donors and the government, all of whom allocate these resources because they recognise

the value of education. Headteachers and SMCs share the responsibility to ensure that they are properly used for the benefit of the pupils.

It is therefore important that each school has a system that which clearly shows all income into the school and how it is spent. The Leadership and Management Subcommittee should ensure that records of the use of funds are presented to the SMC and that the information is also made available to the PTA as part of its reporting. This will enable stakeholders to trace the flow of resources and understand the process of decision-making about their use. (For models of the formats of school financial documentation and worked examples, see Appendix 8 of this manual.)

Corruption

School resources, whether financial or non-financial, belong to the **school**, and not to either the headteacher or the SMC. Therefore they must only be used for the business of the school, for the **direct benefit** of pupils. To use them in any way other than for the business of the school is corruption and contrary to the established procedures and regulations of the school management system and the laws of The Gambia.

1.6.2 Budgeting

As part of a proactive approach to school maintenance and development, planning includes the consideration of methods of financing these plans. The SMC must develop a budget for the five year- plan (See Appendix 8 of this manual for formats of school financial documentation and worked examples.)

Mobilising finances for the school and banking

A school needs all the financial resources it can muster to support the implementation of its vision and objectives successfully. Financing the plan will require identification of sources of income for the school's programmes and a set of strategies for mobilising its community in becoming active partners in educational development.

In a typical school, finance comes from a number of sources, namely the government, parents and community groups, which include community elders or businesspeople, charitable organisations or missions, non-governmental organisations (NGOs), etc. The school management should understand its environment and develop and deploy strategies to tap potential sources of financing for school development projects. It should however be realised that essentially it is parents who bear the brunt of financing and the school management should be careful of overtaxing them.

In understanding the school environment's financial potential, it is important to know what is usually provided by whom. Government typically provides school buildings, trains teachers and pays their salaries, prepares syllabuses etc., whilst community organisations and NGOs give grants which are often more specific, such as water and sanitation. Non-financial donations must be registered and a fair value assigned to them for incorporation into the assets base of the schools.

Identifying sources of finance

It will be easier for the school to raise finance from any source if the reputation of the school and its management is good, and donors of all kinds can have confidence in the integrity of the school's use of resources, including the principles outlined above.

The school development plan will identify the school's priorities for improvement for the coming year, and in some cases for the longer term. The priorities in the plan will partly be decided on by what funding can be found.

In developing the budget:

- make revenue projections and specify income budget items. How much is expected from school sources; income to be generated and from which sources the revenue will be derived.
- make expenditure projections. How much is expected to be spent and on which specific budget items
- indicate surplus or deficit projection
- Prepare a cash flow analysis to establish the estimated timing of income and expenditure
- identify the amount and use of resources from the government budget
- examine information about government donor-funded projects in education and narrow down to the areas from which your school can benefit, such as school furnishing, professional development of staff, classroom improvement or construction and housing for staff etc. The prioritisation of these must be in line with the development plan. (See Section 1.3 of this manual for further information on costing the plan.)
- identify the community potential, including for a strong PTA, community societies (kafos) interested in funding educational activities, NGOs and their areas of interest, and then develop relationships to harness this potential.

Budget consultations and timing of budget preparation

The budget must be derived from:

consultations with the PTA and school management on the envisaged programmes in the next school year (the school plan)

statistics of expenditure and established patterns of school programming from previous years

current or envisaged education policy directions.

Its financing must be derived from statistics of previous financing patterns and efforts by the school to acquire new avenues of financing.

There are guidelines as to the key budget lines (recurrent) that must appear on budgets of Basic Cycle and Upper Basic Schools as well as the percentage of the budget allocated to some budget lines

Upper Basic Schools' budgets must be subjected to bi-lateral discussions and approval

Budget format

There are different ways of setting out a budget, according to its complexity. An example is given in Appendix 8 of this manual. All financial records (e.g. account books, budget, records of spending and income) must be accurate, clear and easily understood. This will enable monitoring and analysis by school management and stakeholders. (See Appendix 8 of this manual.).

Financing Plan: in order to implement the school plan based on the budget, a **financing plan has to be developed indicating how funds will be garnered for funding** gaps identified and the following steps taken

a fund raising committee that will lead activities of mobilising funds

fund raising strategies developed and implemented

Budget management

A transparent system of managing the acquisition and disbursement of resources in accordance with the budget will be adopted and adhered to following the example in Appendix 8 of this manual.

1.6.3 Accounting and documentation

The school must keep books of account and in a secure and accessible place in the school so that the management of the school's finances and assets can be inspected without notice, as follows:

- A savings or cheque account and passbook or a cheque book kept in the school
- an analysed cash book in the prescribed format
- an assets register.
- The following documentation will be maintained:
- a payment voucher system in the prescribed formats;
- a receipt book (preferably one for each type of revenue). These books are supplied by Central Government to Upper Basic Schools through the Ministry.
- Accurate supporting documents for receipts

Cash management and financial documentation processes

To ensure accurate cash management:

- all cash received by the school must be receipted for in the proper receipt book
- all non-cash donations received must be valued and receipted for in the same receipt books
- all receipts authenticated must be posted to the cash book
- all cash must be paid into a school bank account
- Guidelines for saving account signatories must be followed
-

By the 7th of each month, a bank reconciliation statement must be prepared for the previous month and filed and presented to the SMC.

Cash book must be up to date and entries accurate (correct recordings; no correctors

Receipts must be authentic (original, dated, signed and stamped) (See Appendix 8 for examples of all school financial documentation.)

Financial Control System

Efficient and effective financial control systems are a necessity in financial management. As indicated earlier, transparency and accountability must be the guiding principles of all financial transactions based on the following:

- An authorisation system put in place for expenditures. This ensures that arbitrary decisions are not taken regarding the spending

- Verification system in place for revenue
- Financial files to be always intact, up to date and accessible
- Quarterly financial reports are prepared and presented to the SMC and the financial situation is reported to the PTA

1.6.4 Audit

A good financial practice is periodic auditing of accounts to verify all transactions and where feasible an external auditor should be contracted as the auditor must be independent; non staff or SMC. The audit report should then be shared with the PTA/SMC and all audit reports and comments filled and kept securely in the head teacher's office.

The benefits of auditing the books of accounts to the head teacher/SMC and particularly are:

- confidence in the school is built and thus a good reputation
- facilitates the mobilization of funds because accountability assured

The audit is optional for the Lower Basic Schools, depending on the level of income and expenditure. However, the Upper Basic level is audited by central government through the National Audit Office and it is mandatory.

1.7 Assets Management

Considerable amount resources are supplied by MOBSE or given to schools from different sources which are invariably not accounted for. Either assets are not recorded or such records updated regularly or are poorly maintained. As a result, it is difficult to have an indication of what is available in schools in usable assets on one hand and on the other hand, the durability of assets is far less than expected. Then replacements are required that could have been avoided if assets are properly maintained. This affects both the development of the school and in handing over of schools from one management to the other. Schools must keep up to date asset registers that are appropriately maintained.

1.7.1 Asset register/Inventory: an up to date asset register or inventory must be available in all schools in which all assets are identified, described, numbered and valued. The quantity of each asset recorded as well as the acquisition and disposal dates and methods.

1.7.2 Maintenance Register: The maintenance of asset at school level particularly where incoming funds could be limited could be managed better with the advent of maintaining maintenance assets. The register must adhere to the maintenance policy and a budget attached to it. A maintenance rota should be established with the help of the relevant sub committee so that maintenance will be a collective responsibility and all maintenance activities documented. Monitoring and quality assurance of maintenance should be put in place.

1.8 Reporting

The Leadership and Management Sub-committee of the SMC must ensure the following reporting to both the SMC and the PTA:

Monthly

Bank reconciliation statement

Quarterly

A statement of receipts and payments

An assets register

Annually

Receipts and payments statement for the year
A list of assets and liability statements
Inventory/Assets register

1.8.1 Status Report

Status Report and Handing over

What is a status report

An inventory is a comprehensive and up-to-date list of the school's resources, under the following main headings: school accounts, human resources, pupils, materials, equipment, premises, and PTA / mothers' clubs records.

A detailed framework for the status report appears as Appendix 9. The document also includes cash and bank reconciliation forms which are covered in the previous section on Financial Management, examples of which appear as Appendix 8.

Why complete a status report

The managers of the school are responsible for the material as well as the human resources of the school. A comprehensive record of these resources informs the current and incoming managers about the resources of the school. It helps ensure that the school's resources are being well managed, and carefully used, stored and maintained.

How to complete a status report

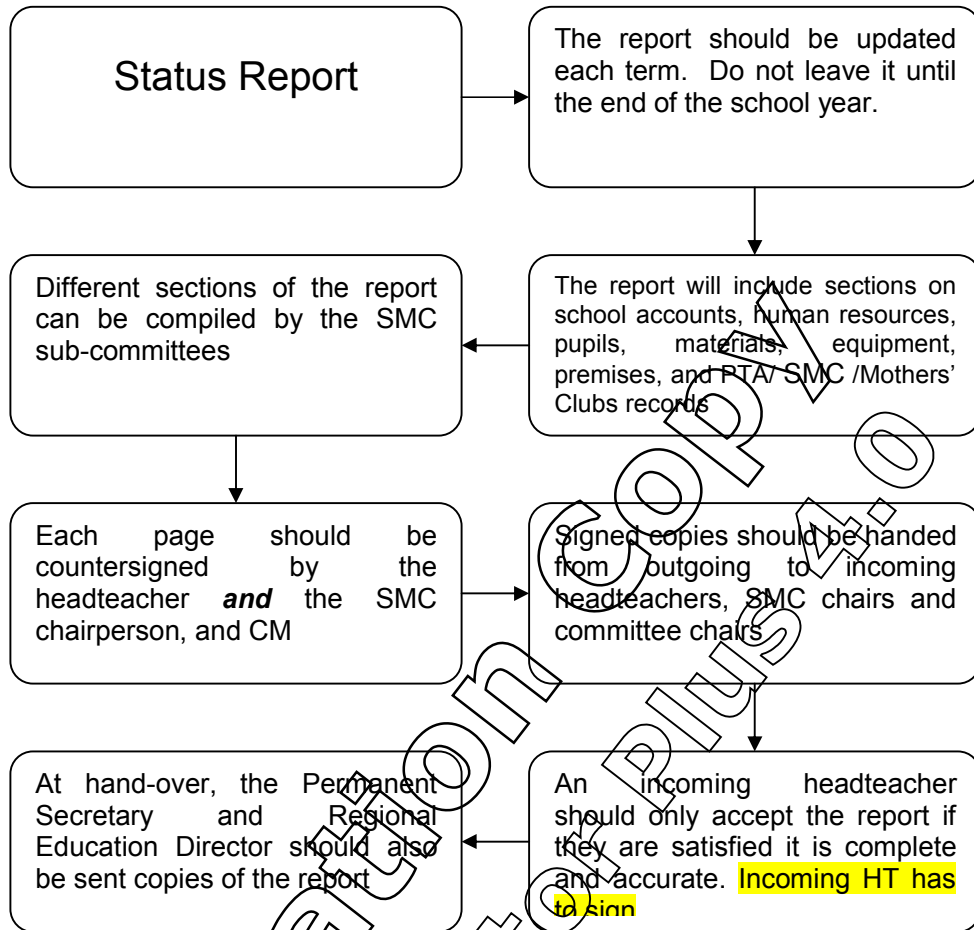
The report should be completed at the beginning of the school year and updated on a termly basis. Headteachers should not wait till the end of the year to complete this report.

Different sections of the report can be compiled by the SMC sub-committees, for example accounts by the Leadership and Management Sub-committee; however each page should be countersigned by the headteacher and the SMC chairperson.

1.8.2 Handing Over

Signed copies should be handed from outgoing to incoming headteachers, SMC chairs and committee chairs (relevant sections only).

An incoming head teacher should not accept the status report if the inventory/asset register is not complete and they are not able to verify physically its accuracy. At hand-over from headteacher to headteacher, the Permanent Secretary and the Regional Education Director should be sent copies of the report. Failure to complete the report is an extremely serious issue and can result in sanctions.



1.9 Monitoring and Quality Assurance

1.9.1. External Monitoring

Cluster Monitoring: Support and monitoring visits planned in accordance with the year plan based on a minimum of 3 visits per month and the duration of each visit being not less than four hours. Feedback of these visits should be provided, documented and copies of feedback and reports provided to head teacher.

Monitoring by RED Officers: a minimum of one visit per month of duration of not less than 2 hours. The purpose of these visits is to monitor and or provide management/administration/pedagogic and documented feedback must be provided. The visitor's book must be signed and the purpose of the visit specified.

Monitoring by Head Office Directorate: These visits are for monitoring of programme implementation and this should be understood by both the visiting officer (s) and the school authorities and as such, the purpose of visits must be clearly specified, documented feedback provided before departure, visitor's book signed and copies of monitoring reports provided to head teacher.

Monitoring by the community: a community monitoring plan has to be drawn and approved by the SMC based on a minimum of once per term and duration of not less

than two hours. For follow up and impact, observations and findings are documented and feedback provided and shared.

1.9.2 Internal Monitoring

System: The effective school has a robust and effective internal monitoring system that has been developed in a participatory manner and approved by the SMT. For an internal monitoring system to be effective, it has to be understood and appreciated by all staff. Therefore all teachers must be sensitized. The key monitoring agents in the school, particularly a typical big school, are the head teacher who is the custodian of the monitoring system, the deputy head teacher and/or senior teachers based on the following:

- Termly monitoring schedules
- Standard formats and processes
- Verbal and written feedback provided
- Documentation

Quality analysis:

Classroom observations must be analysed and documented and general findings and trends discussed with the teaching staff. This information is then used as a basis for planned actions geared towards improving teaching and learning. The school management should be in a position to show evidence of sharing all related information that findings from these analyses have been used to improve the quality of teaching and learning and the impact of the quality teaching.

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Community Participation



What is community participation?

It is important that all stakeholders of a school feel they have a responsibility for helping to develop and manage the school. Most schools in The Gambia have PTAs which support the school in many ways, providing labour when requested for a variety of development projects, for example. But participation is about more than helping to meet a shortfall in resources; it involves being involved in decision-making about how the school is managed at all levels. This manual sets out ways in which responsibility for school management are now to be shared.

This chapter defines the community's roles, through the PTA, the SMC and its various committees, in decision-making and management.



Why is participation important?

In order to be effective a school needs to have the full support of the community it serves. Many people are rightly interested in how well the local school is performing and have a role in supporting its development. Good school leaders will work hard to:

- develop an active, interested Parent Teacher Association (PTA) with many parents, teachers and pupils involved
- sensitise stakeholders and keep records.

- facilitate the election of an effective School Management Committee (SMC) from amongst the PTA accordance with the PTA Constitution
- Adopt the Constitution and have it signed by SMC chair
- establish the SMC committees.
- co-opt other helpful community members onto sub-committees
- keep a list of active PTA/SMC members and records of the sub committees activities
- ensure the participation of SMC in the formulation of the SDP and their activities documented
- keep minutes of SMC meetings signed by the chair
- pay particular attention to ensuring strong teacher and pupil representation on sub-committees where their expertise will be particularly valuable
- welcome the whole community into the school, **demonstrating** the value of education and keeping them well informed of the school's achievements as well as its needs
- promote links with organisations and structures (governmental and non-governmental) which can help the school's development.

Together with the community participation committee, develop and agree on a monitoring framework that will allow the Participatory Performance Monitoring (PPM). Sensitise stakeholder on the PPM. Ensure that records of PPM review meetings and the monitoring of teaching and learning by SMC as well as records of impact of PPM on student performance are kept. To effectively carry out this role, capacity on the relevant competencies in PPM must be built and **on supervision of school feeding programme, classroom observation, and financial control for the SMC (consult)**

The PPM will make use of the Community Score Card / Report card to give information about the school and will compare its performance with this, regionally and nationally. The PPM requires that a School Performance assessment Meeting will be held on annual basis to discuss the information from the report card and agree on priorities to support in addressing the identified areas for improvement. This should be linked to the planning and annual revision of the five year plans.

SMCs should try to get a wide range of community members involved in the PTA, attending meetings, taking part in making decisions about the school, and becoming active members of both the SMC itself and its sub-committees. SMCs should take positive action to reach out to groups who might have been excluded before, informing them of important events, inviting them to meetings, encouraging them to stand for election on to the SMC, and so on. This particularly includes women and members of ethnic minority groups in the community

2.1 The role of the PTA, the SMC and its sub-committees

What is the PTA?

The full PTA is the paramount body for the management of the school and its membership is open to current parents (including guardians), teachers and pupils of the school (although other members of the community may be co-opted onto sub-committees of the SMC). The revised PTA constitution appears as Appendix 2 to this manual.

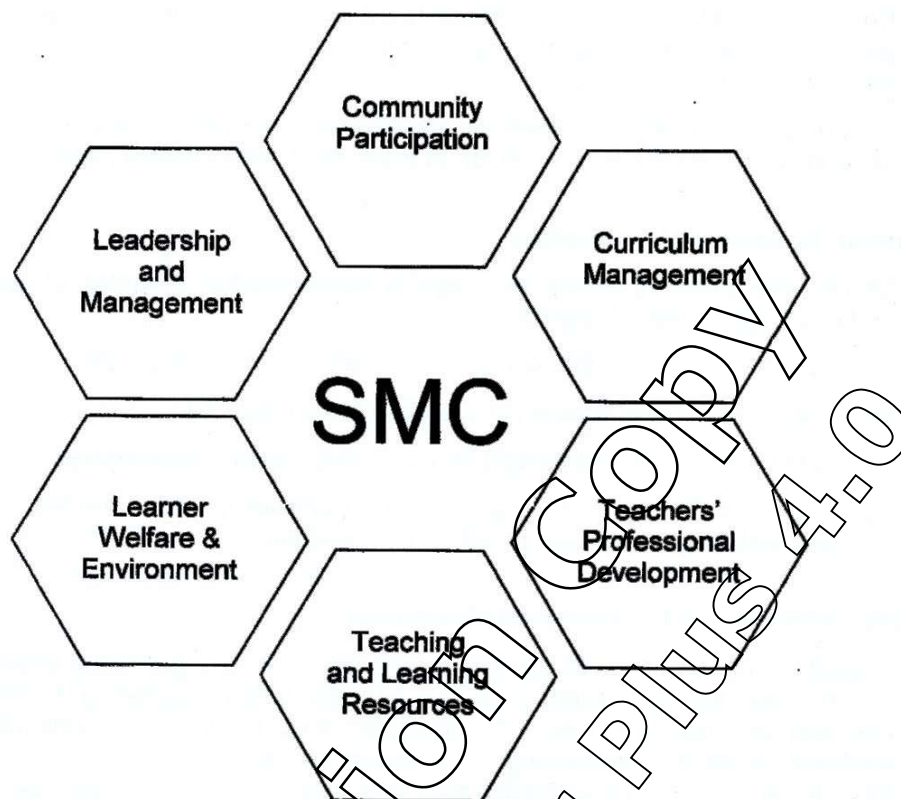
Why is it important?

As stated in the Introduction to this manual, PTA members will now be responsible, co-operating closely with the headteacher, for all aspects of school development and management. Broadly speaking, the headteacher will concentrate on aspects of school management concerned with teaching and learning, with support from the PTA. The PTA will concentrate on issues such as school premises and girls' and boys' welfare, among others, supported by the school teaching and non-teaching staff. The headteacher and PTA, in particular the School Management Committee, formerly known as the PTAC, will work together on school development planning. In short, the PTA will have a much more important role in running schools than in the past.

In practice, it will be members of the SMC that are most involved in the day-to-day work, along with its various sub-committees. However, the SMC has a duty to share information with the wider PTA membership, and consult them on important issues.

2.1.1 The role of the SMC

- Keeping oversight on the work of the various sub-committees
- Reporting to the PTA (and other interested community members and stakeholders) on the work of the sub-committees
- Taking the lead on whole school development, and ensuring consultation and information-sharing with the wider PTA
- Ensuring that the sub-committees consult with the PTA (and other interested community members, community structures such as the Village Development Committee (VDC), and other stakeholders) on matters concerning school performance and school development
- Fundraising for the school
- Performing any other responsibilities as assigned by the PTA.



2.1.2 The role of the sub-committees

Leadership and Management Committee:

- Ensuring pupils' enrolment, attendance and punctuality
- Managing the finances of the school in line with the school development plan, carrying out transparent budgeting and reporting to the PTA through the SMC
- Ensuring that school terms and holidays commence and end promptly, to promote the requirement for 880 hours instruction time for pupils
- With inputs from other sub-committees, developing and presenting the school development plan to the SMC
- Harnessing the support of all stakeholders for the development of the school
- Project identification, proposal writing and programming in respect of resource mobilisation activities

Community Participation Committee:

- Organising, together with the SMT, three programmes per year to inform parents and involve them in general school activities (e.g. Sports Days, Open Days) and about the progress of their individual children

- Mediating between the members in the case of dispute with a view to bringing healthy relationships between members
- Ensuring and supporting the establishment and functioning of mothers' clubs as well as alternative mechanisms for enhancing the participation of fathers in the activities of the school
- Ensuring adequate and effective participation of the community and its various structures in the formulation of the school development plans

Curriculum Management Committee:

- Conducting quarterly review meetings to determine the progress of delivery and coverage of the relevant syllabi
- Ensuring the delivery of 880 contact hours per annum to all pupils
- Overseeing the proper delivery of the composite timetable
- Assisting in resource mobilisation for curriculum development issues
- Advising the SMT on the development of a homework policy, communicating it widely, ensuring and monitoring its implementation

Teachers' Professional Development Committee:

- Together with the SMT, developing a staff discipline and grievance procedure (in line with the Government of The Gambia policy), agreeing it with the teaching and non-teaching staff, communicating it widely and ensuring its implementation and monitoring. The committee is to preside over any case among the staff and between the staff and other people. In doing that, it will provide guidance and counselling and also serve as a disciplinary committee.
- Ensuring that the school has an induction programme for teachers new to the school, as well as welcoming and helping to settle them in the school and community
- Encouraging all teacher trainees in the completion of their studies
- In partnership with the school management, identifying relevant training needs of the staff and designing appropriate measures for addressing the identified needs

Teaching and Learning Resources Committee:

- Establishing and managing the proper storage of teaching and learning resources
- Ensuring equitable utilization of the school's teaching and learning materials
- Developing and enforcing relevant policies relating to the use and upkeep of teaching and learning materials
- Assisting in the acquisition of additional teaching and learning materials
- Facilitating the training of teachers in the development and production of relevant teaching and learning materials
- Assisting in resource mobilisation for the acquisition and management of teaching and learning materials

Learner Welfare and School Environment Committee:

- Together with the SMT, developing, communicating widely, ensuring the implementation of, and monitoring a school pupil discipline policy, a dress code, and a policy on sexual harassment, all to be in line with MoBSE policies
- Promoting a safe and healthy school environment
- Managing all aspects of the school premises, including construction of new buildings and fences, maintenance and cleaning
- Management of the school feeding programme as well as the school farms and gardens
- Carrying out a termly check on the school furniture. This includes both verifying numbers against the school inventory and the condition of the furniture. Carrying out minor repairs as necessary

All committees:

On all these matters, members of the SMC and the sub-committees shall:

- keep minutes of meetings
- liaise with the headteacher and wider PTA to keep an overview of the situation and identify any problems that arise or may arise
- discuss problems and agree on what actions to take
- act on the decisions made
- report back to the relevant committees, and the wider PTA, on what action has been taken, and the outcome

Please see the relevant sections of this manual for more information on roles of the sub-committees.

2.2 SMC elections

The SMC constitution states that elections must be held for all the SMC posts every four years. All PTA members are entitled to vote during the elections. Elections should be held during a full PTA meeting. To ensure that all PTA members have a chance to take part in the election, it is best to inform them of the election meeting date and venue at least two weeks in advance. It is very important that this meeting is held at a place and time convenient for most people.

To ensure gender parity in the SMC, for the first year at least one third of the SMC shall be females, whilst ultimately striving to increase gender representation to 50 percent.

Elections must be conducted by secret ballot, not by people raising their hands. Secret ballots make it harder to pressurise people to vote for a certain person, so they are more democratic than a show of hands.

SMC post-holders will be eligible to stand for election for a maximum of two consecutive terms only.

2.3 Communications and information

Frequency and timing of meetings

It is advisable to call full PTA meetings at least once a term. SMC meetings should be held every month, or more often when necessary, for example when drawing up the whole school development plan. The president or the secretary (the headteacher) can call an emergency meeting at other times if necessary. The SMC sub-committees should also meet once a month.

All meetings related to the PTA and its committees should be scheduled for dates and times convenient to most community members. They should not clash with other important events in the area, including market days. They should be held at times when both women and men should be able to attend, taking into account the demands that their household, farming and other duties make on their time.

They should be timed so that the sub-committees can report to the SMC who can discuss the reports before meeting with the full PTA.

Reporting and accountability

Having information is an important part of participation. At the very least, this means that members of the PTA need to know what decisions have been made by their elected representatives on the SMC. They should also be consulted in advance of important decisions. This should be done at the regular PTA meetings, to which all members are invited. Very rarely, it might be necessary to call an extraordinary meeting of the PTA, if there is something urgent and important that the SMC needs to consult the wider PTA about.

Minutes should be taken of every SMC meeting, setting out what issues were discussed and recording what decisions were made. These minutes should be available for anyone in the PTA to look at if they want to. Copies should be held by the secretary in his or her office, for this purpose.

Monthly, quarterly and annual accounts statements shall be presented and discussed at the PTA meetings, with the aim of sharing relevant information pertaining to the performance of the SMC.

The content of the school development plan should be developed in consultation with the PTA (and other community members), presented to and discussed with the community before its final adoption, to ensure relevance and appropriateness.

Capacity Building

SMC and sub committee members will receive training to enable them to work as expected effectively and efficiently as expected particularly before the planning stage of the school improvement planning begins, and at several points during the process. The capacity building programme will be mainly based on the six key areas of the PIQSS and other school management interventions.

2.4 Open days

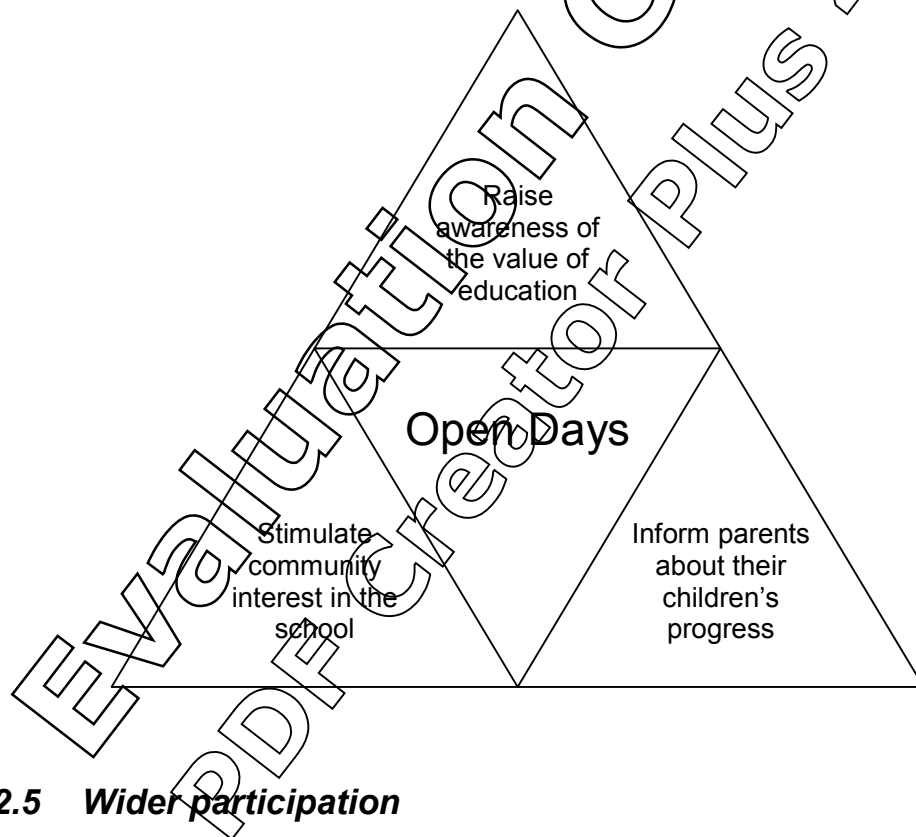
There are three main purposes for holding open days:

- to raise awareness of the value of education generally and the importance of enrolling children and ensuring regular attendance

- to stimulate interest in what the school is doing, promoting a greater sense of community involvement in, and ownership of, the school (e.g. cultural programmes, sports events)
- to inform parents about the progress that their own children are making (e.g. individual meetings between parents and teachers to discuss pupils' progress, visits to classrooms).

Generally speaking, sensitisation campaigns have only a short term effect on enrolment if parents are not convinced of the importance of education. Children may enrol but they do not attend regularly and may soon drop out again. Without follow-up they are not an effective use of resources.

Schools should therefore hold a minimum of three different open days (or similar events) a year, one every term. At least one of these should give parents an opportunity to discuss their child's progress with their teacher or teachers. This is best arranged by dividing parents into groups, and asking them to come at different times of the day, if possible. This minimises waiting times for parents and allows teachers to be better prepared by having pupils' books arranged for parents to see.



2.5 Wider participation

Establishing mothers' clubs

Mothers' clubs already exist in many communities in The Gambia. Where a mothers' club does not already exist, it is necessary to start one. One way of doing this would be for two or three women on the Community Participation Sub-committee to organise an initial meeting to discuss the idea with other women among the school's stakeholders.

However, as Mother's clubs are a sub set of community the participation committee, this committee should ensure the establishment and operation of a mothers' club as indicated in the role of the committee.

This founder group of women will need to reach out to women in all the communities around the school, including women in ethnic minority groups in the community. They should invite all women community members to a meeting to discuss the purpose and activities of the mothers' club, and decide if they want to join. Provided there is enough interest from women, that initial discussion can be followed by calling the first official mothers' club meeting.

Mandate

The overall aim of mothers' clubs is to raise their community's awareness of the importance of girls' education. They can promote girls' access to school, prevent them dropping out of school and promote good school performance on the part of girls. This may involve counselling girls themselves, and/or their mothers and fathers. Sometimes, there will be sensitive issues to deal with, as when a family wants their daughter to drop out of school to get married, or a schoolgirl becomes pregnant. Mothers' club members should be prepared to talk to the girls and families concerned, and encourage parents and guardians to keep girls at school, at least until they have finished upper basic and preferably through secondary education too.

Where there is a mothers' club, it is good practice to have at least one representative on the SMC. In addition, there should be mothers' club representatives on each of the sub-committees.

It is recommended that mothers' clubs meet at least once a term, or more often if necessary, to plan their awareness-raising activities, discuss any problems that may have arisen concerning girls' and boys' enrolment, attendance or performance in school, and plan what action to take. At these meetings, the club representative(s) on the SMC and the sub-committees should also report back on decisions that have been made in those committees, and what the current issues are concerning girls' and boys' welfare at school.

The clubs should have a constitution modelled on the PTA constitution and should elect a president, vice-president, treasurer and secretary.

Increasing fathers' involvement in schools

Due partly to the mothers' clubs, girls' enrolment in basic education has increased in The Gambia. There is now a need to pay attention to boys' enrolment too. Some boys from low-income families, or from communities where boys are required to start working at an early age, are not enrolling in school. These boys are deprived of their right to have an education.

Schools should give serious thought to how fathers can be involved in school life in such a way as to support their sons to enrol and achieve at school. Sporting events and livestock projects are two possible initiatives that fathers could become involved in.

Relationships between the school and other agencies

SMC members must be able to interact well with people both within and outside the school. This will enable them to develop effective networks with other stakeholders and tap all sources of support for the benefit of pupils.

It will be useful for the SMC, particularly the Leadership and Management Committee, to keep themselves aware of any NGOs which fund particular projects. In addition, NGOs such as VSO may also offer practical support in schools. These partnerships can help in direct support with teaching and learning, as well as other aspects of the school. All staff and parents should be encouraged to see such partnerships as positive, and to welcome the volunteers into the school.

As well as the financial benefits that some networks can bring, there are other advantages to schools of having partnerships with schools in other countries or even in other parts of the Gambia. Ideas about curriculum development and teaching methods can be shared, and pupils can learn about the world outside their own area in practical ways. In some cases, exchange visits take place between teachers and even pupils to expand their understanding.

Using outside support effectively

One school in a small village on the North Bank is fortunate to have a sponsor from Europe. The headteacher and PTA recognise how valuable the support is, and are particularly keen to use and expand on what is given. For example, after the sponsor paid for some classroom blocks to be refurbished, the school raised further funds to buy more paint, and members of the community helped to paint the remaining blocks.

When the sponsors returned, they were delighted to see the improvements, and knew that the community was building effectively on their support to improve the school. This led to further funding and the gift of school equipment for sports and science. A science teacher from the UK came and led a workshop for science teachers in the district, held at the school. Encouraged by this, the school now has some of the best Grade 9 science results in the region. Because the PE teacher has made good use of the sports equipment, the sports teams compete successfully against other schools.

Curriculum Management



This area describes how the school makes decisions about what is taught, how and when. It also describes how the school looks at the effectiveness of its teaching and learning, by observing teaching, examining pupils' work and analysing test results to see where teaching is successful and where it needs improvement.

At the lower basic level a thematic approach to teaching will be used. English, mathematics, science, social and environmental studies/integrated studies will be the core subjects. The Grades 7-9 curriculum in Basic Cycle schools will continue to provide a variety of basic skills in the core subjects, including knowledge and capabilities in science, technology, agriculture and general subjects. It will also provide opportunities to acquire pre-technical knowledge, pre-vocational, agriculture and basic scientific knowledge and skills to enable pupils to become self-reliant. The use of ICT as a teaching and learning tool will be expanded progressively across all levels before the end of the current Education Policy period.

At present the medium of instruction is English, although it is intended to change with the current Education Policy which states that during the first three years of basic education (Grades 1-3), the medium of instruction will be the predominant Gambian language of the area in which the child lives. English will be taught as a subject from Grade 1 and will be used as a medium of instruction from Grade 4. Gambian languages will be taught as subjects from Grade 4.

3.1 Organisation of teaching time

A major reason for pupils failing to reach the expected learning outcomes is that the school is not covering the whole syllabus; in many classes, the end of the syllabus is simply not taught by the end of the year. Strong leadership, good planning and careful monitoring are all required to address the problem. There is a role for the headteacher, all teachers, the SMC and the cluster monitor. There are two issues; ensuring that the pupils receive the correct number of hours of teaching (see 3.1 below: Instruction hours) and that the available hours of instruction are then properly used (see 3.1 below: Composite timetable).

3.1.1 Instruction hours

A critical determinant of how well pupils achieve in school is the amount of productive teaching they receive. The statutory minimum number of contact **instruction** hours is 880 per year and it is the responsibility of the headteacher to ensure that pupils receive this. One major role of the Curriculum Management Sub-committee, supported by the SMC and the PTA, is to assist both the headteacher in achieving this and the Regional Office in monitoring the school's overall compliance. Failure to deliver 880 contact hours is a serious matter, as it reduces pupils' achievement.

The Regional Education Office will develop and distribute a Regional 'flexible' calendar for the full academic year and inform all schools of the expected term dates for the forthcoming school year before the closure of schools in July, indicating opening and closing dates for each term as well as school holidays. The calendar must be available in the school and displayed in the headteacher's office. The regional calendar must be aligned to regional, religious, cultural, social and agricultural events. There should be evidence that SMC and PTA have been informed of the contents of the regional calendar. In so doing prepare them for the development of the school calendar. This is the point where the flexibility of the calendar is valuable to the system. The flexibility of the calendars must be brought down to school level for it to be functional and effective thereby addressing the issues for which it has been introduced.

School Calendar

It is the responsibility of the headteacher, together with the PTA/SMC, to ensure that instruction time lost as a result of local holidays is made up by developing a school calendar that is adopted from the regional calendar, the frame of reference. It is at the discretion of the head teacher, SMC and the relevant sub committee to decide on the mode, time and dates for lost time to be recovered. In addition ensure that the school calendar is:

- Accessible and displayed in the headteacher's office and staff room
- Developed in a way that ensures the achievement of the 880 hours
- Indicates school based activities such as training days, sport events, extra curricular activities
- Aligned to community context – religious, cultural, cultural, social and agricultural events (Lumo days, social ceremony)
- Availability of records showing teachers' SMC's involvement in the development of the calendar and verification by the Cluster Monitor

The SMC chair, headteacher and caretaker of every school should ensure that classrooms are prepared at least a day before the term commences. All school materials should be available and accessible to pupils and teachers on the first day regardless of the presence or absence of the headteacher.

Headteachers and SMCs will set a clear expectation that:

- teaching will begin on the first day of term. All classes that can be covered should be operational immediately
- exams will be held in the last week of term
- cleaning days cannot be included in the total of instructional hours.

<p>Our pupils need</p> <p>880 hours</p> <p>instruction per year</p>	<p>Teaching begins on the first day of term</p>
	<p>Exams take place in the final week of term</p>
	<p>Cleaning days do not count as instructional hours</p>

3.1.2 Composite timetable

The headteacher, together with senior teachers, will:

- develop the composite timetable, displayed in the head teacher's office, staff room and share it with all staff and the PTA/SMC by the first day of the first term
- **ensure that the all core and non-core subjects receive enough emphasis in terms of number of periods as per the curriculum framework**
- ensure coverage of all other subjects throughout the week
- minimum allocation of 30 minutes per period for all subjects
- clearly specified library lessons **if the school has a library, include sessions of library use, particularly for older pupils**
- ensure that all subjects are taught as per the composite timetable, and conduct spot checks to ascertain that this is the case
- ensure that lessons are of the right length for the age of the pupils and the requirements of the subject
- as part of the monitoring of teaching and learning, scrutinise pupils' work, teachers' notes and lesson plans and analyse test results for evidence that the curriculum is being covered
- take appropriate action where problems persist. Gaps in coverage may indicate lack of subject knowledge, or the teacher may need assistance with time management and classroom organisation, particularly if the required content has not been covered by the end of the year. Both of these indicate training needs and can be reflected in the whole school development plan. (See also Section 1.3 and Section 4.1.)

Class Time table

It must be extracted from the composite time table, displayed in all the class rooms and written in a format that allows > 80% of students to read and identify subject allocation on it. Ensure that the class time table attains the minimum instructional hours per which and that translates to an average of 25 hours per week and more >90% of adherence to the time table. Also be vigilant enough that what is indicated on the time table is taught at the time specified.

The cluster monitor will work in conjunction with the headteacher and senior staff to support the establishment of these routines, and support the headteacher where action is necessary.

3.1.3 Classroom utilisation

In some schools where the number of classrooms is inadequate or there is a shortage of teachers, the double shift system may have to be applied. Each school faces a different situation and the school management should carefully consider the following when coming to a decision about which grades should attend when:

whether younger or older pupils are better suited to morning or afternoon sessions
that Grades 3 and 5 pupils will be taking National Assessment Tests (NATs)
that Grade 9 pupils will be taking external examinations
Grades 6 and 9 pupils will be preparing for transfer to the next stage of education

Class room organisation

It is a general consensus that the most important aspect of the education system is what actually happens in the class room, during instructional hours. Therefore, the organisation of the classrooms for teaching and learning to take place in a conducive and ideal environment is paramount. The teacher student ratio is <45:1 and student class ratio is <53:1. There should be adequate light for lessons, and enough furniture available that is arranged in a way that allows easy movement and class activities. Classes are always clean, tidy and secure.

3.2 Ensuring and improving the quality of lessons

Work Planning and Lesson preparation

3.2.1 Lesson planning

The **syllabus** is the overall work plan for a particular grade level. These can be found in the relevant teacher's guides. From the syllabus, the scheme is extracted, and the lesson plan extracted from the scheme of work.

Schemes of work are tools used to help teachers organise lessons. They help teachers make longer-term plans and goals for their classes. They cover long periods of time (from one week to two months or more) and broad subjects. The aims found in the scheme of work should be based on the Learning Achievement Targets (LATs) and objectives set forth by the Department of State for Basic and Secondary Education. Many lesson notes or plans must be made to achieve all of the goals in a scheme of work.

- each teacher has an approved scheme of work
- Syllabus, LATs and teachers' guides are referenced in the development of the schemes.

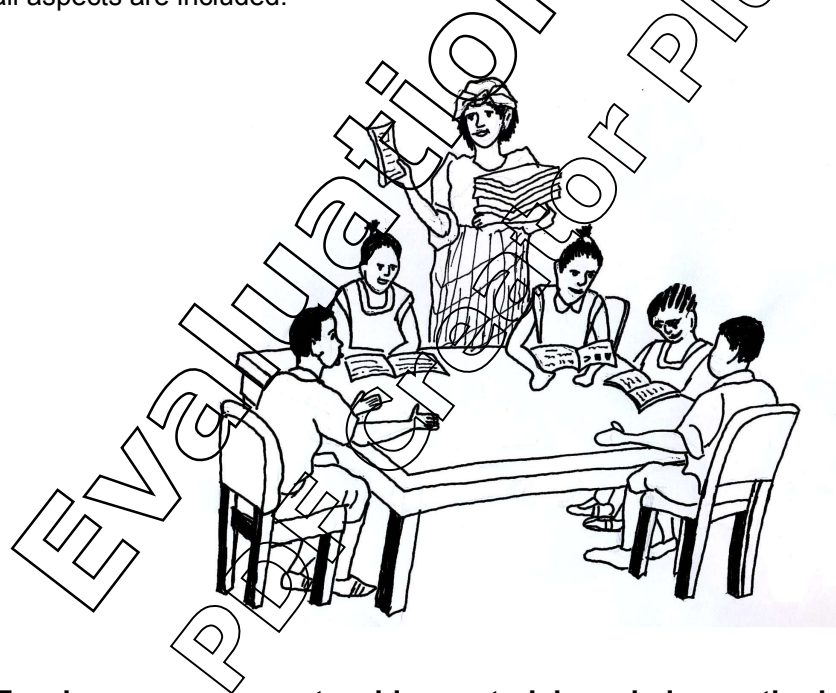
- The schemes are structured as prescribed in the QAF. They should always be available during lessons delivery and monitoring of schemes by head teacher, the deputy head teacher, cluster monitor are documented.

Lesson plans describe in detail exactly what the teacher will teach during a specific time on a specific date. A sample lesson plan appears as Appendix 10.

Why produce schemes of work and plan lessons?

Teachers need to be clear about what they want to teach, when and how. All staff with a teaching commitment, including headteachers and senior teachers, should produce schemes of work and lesson plans, guided by the syllabus, teachers' guides and LATs. The scheme of work will set out what they expect to teach over the period of time agreed within each school (often one or two weeks). The lesson plans will guide them through the lesson, ensuring that they are well organised and have thought about the teaching materials they need and methods they will use, as well as how the pupils' learning will be assessed.

The headteacher has overall responsibility for ensuring that lessons are properly planned, although in larger schools day-to-day guidance and monitoring may be delegated to a deputy headteacher or senior teacher. Schools might consider producing common formats for schemes of work and lesson planning, to ensure that all aspects are included.



Teachers can prepare teaching materials and plan methods they will use

What is involved in lesson planning?

One lesson plan should be prepared for each lesson, every day. Teachers of Grades 1-6 should prepare lesson notes for English, science, SES and mathematics for each time these subjects appear on the timetable. Teachers of Grades 7-9 should prepare daily lesson notes for each different class that they are teaching (i.e. one note for Grade 7 General Science and one note for Grade 8 General Science). Before writing a lesson plan, teachers should carefully identify the objectives of the lesson, by asking themselves:

- What do I want the pupils to know or be able to do at the end of the lesson?
- What do they already know about this topic?
- How can I show my pupils how to apply what they learn to their daily lives?
- How do I encourage my pupils to want to learn?

Lesson notes must contain all the following information:

- Date and time the lesson will be taught, and its duration
- To which class (e.g. Grade 8 Class A) and what subject (e.g. mathematics, science)
- The topic being taught (e.g. shapes, simple machines)
- Objective - what the teacher wants the pupils to know or be able to do
- Activities - what pupils will do to learn the material, broken into appropriate steps
- Conclusion - how the teacher will end the lesson
- Assessment or evaluation - how the teacher will check pupils' understanding
- Remarks - what went well? What could be done better next time?

The headteacher should:

- ensure that teachers know what the schedule of the school is (i.e. weekly, fortnightly, monthly, etc.) for the production of schemes of work and for lesson plans
- agree with senior teachers arrangements for checking, commenting and signing schemes of work and lesson plans
- Lesson plans are consistent with the approved scheme of work
- Each lesson plan includes all the prescribed elements in the SMM
- Lesson plans are available during lesson delivery
- carry out spot checks to ensure they are being checked and signed
- ensure that the schemes of work and lesson plans are used by teachers in their teaching (assessed as part of routine lesson observations)
- discuss the quality of the schemes of work and lesson plans with the senior teachers and the cluster monitors if necessary and plan and implement programmes of individual support for weak teachers or a workshop for the whole school, as appropriate
- record persistent failure to complete schemes of work and lesson plans in the teacher's file
- ensure that teachers mark pupils' work promptly and objectively, checking a sample of pupils' books as they observe the lesson.
- Ensure that internal monitoring of lessons are documented

Method of Delivery

The method of delivery must be in line with lesson plan, suitable to the subject taught and learner-centred. The method of delivery used should allow all planned activities to be carried out according to the time prescribed in the lesson plan.

Presentation

The presentation of a lesson is key to comprehension and achievement of expected outcomes of a lesson. The teacher must explain the lesson objectives and expected learning outcomes at the beginning of the lesson. Written (text) work given on the black board is visible and legible from the furthest corners of the class room. Clarity or voice project of the teacher is very important and as such should be audible up to the back of the class room. The teacher must be competent in the medium of instruction, be it English, French or local languages and facts, concepts and processes employed are correct.

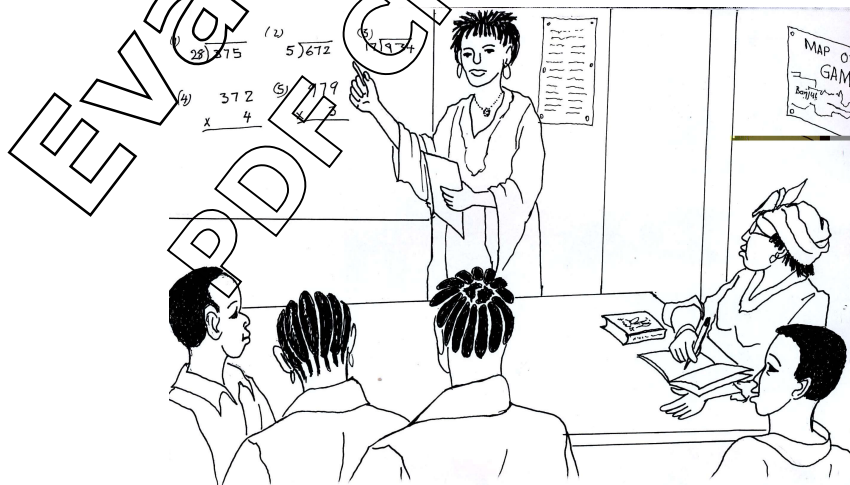
Teaching and Learning Aids

- Teaching and learning aids available in accordance with lesson plans
- Teaching and learning aids are relevant to the subject taught
- 5% of the school budget is allocated for the acquisition of teaching and learning materials
- Writing on flash cards and vanguard are legible from furthest corners of the classroom
- >25% of teaching and learning materials are made from local resources/materials

3.2.2 Monitoring of teaching

Why do classroom observations?

However well a school is managed, the most important aspect is the quality of teaching and learning. By observing teaching and learning, headteachers and senior staff can not only gain a view of the quality of education in their schools, but also help their teachers to improve their own skills. Observations and feedback should be carried out in a spirit of support, to help build teachers' confidence in the process. It is important to focus on what is going well, not only on what needs to be improved.



How to carry out classroom observations

Establishing a positive atmosphere

The headteacher and other senior managers should hold a staff meeting to explain the process of classroom observations. They should ensure they make the purpose very clear, and explain how the process is to be carried out. It is important that staff understand a number of principles:

This is a positive process to help to support them in their own professional development

- although general information from the process may be used to inform professional development plans, the specific details of each classroom observation are confidential to the teacher, observer, and the headteacher. A teacher who reveals personal information during discussions with the observer needs to feel confident that this will not become common knowledge in the staff room or community.
- observations are about the individual and his or her professional development. They should not be seen as a means of making comparisons between one staff member and another.
- In this staff meeting, teachers' ideas and opinions should be listened to and taken into account. The guidance notes in Appendix 11 of this manual should be shared with staff, so that they are clear about the good practice that the observers will be looking for. These should also be shared with new teachers as part of their induction.

Before the observation

Initially, a yearly timetable needs to be drawn up, to show when classroom observations will be carried out and by whom, and when feedback discussions will take place. The aim is to regularly observe and hold feedback discussions with each teacher, preferably once a month, and at least once a term. For senior teachers or teacher trainee mentors (See Section 4.2 of this manual) who have full-time teaching commitments, the period when their class is being taught religious knowledge can be used for monitoring colleagues or giving feedback. The observation timetable should be shared with teachers, so that each teacher has time to prepare.

Closer to the time the observer should plan what will be observed (consult).

(For the areas to look for, see Appendix 11.) The observer should refer to these notes, as well as referring to notes of any previous observations to see what needs to be followed up, and thinking about any training and workshops that the teacher has recently attended. Sometimes, the school may want to focus the monitoring on a specific area of the school's work. For example, if the analysis of test results in a particular subject or grade level shows that standards are low, it may be instructive to carry out observations of teaching in that subject to identify where the problem lies, and what support needs to be given to teachers in order to improve. Where a subject has been a priority for whole school development, it will be necessary to monitor and evaluate how effective the action taken has been, again in some cases by observing teaching.

The observer should reread the guidance notes in Appendix 11 so that they are clear about the skills and attitudes they are looking for. It is important to make sure that by the end of the school year, the teacher has been observed teaching each of the core

subjects in lower basic schools, and a range of classes and grades for specialist teachers in Grades 7-9. If possible, all aspects of teaching listed in Appendix 11 should have been observed by the end of the year, although in some cases it will be more important to follow up areas of improvement for a particular teacher.

These plans for the observation should be shared with the teacher in plenty of time for preparation. The teacher should also reread the guidance notes to help with this preparation.

During the observation

The observer should:

- try to be in the classroom before the start of the lesson and stay until the end, to observe how the lesson progresses
- sit at the side of the class, so that both pupils and teacher can easily be observed
- try not to disturb the lesson or distract pupils
- in the case of a factual inaccuracy, not correct the teacher during the lesson, but quietly point it out during feedback
- keep notes what is observed, of what went well and areas for improvement, making comments based on the guidance notes.

After the observation

All observations should be followed as soon as possible by constructive feedback. After the discussion, the observer and the teacher should both sign the record of the observation. If, after discussion, the teacher does not accept the observer's comments, he or she should briefly note that on the form before signing. Feedback should:

- be given in a private place, out of the ears of pupils or other staff
- provide the opportunity for the teacher to give his or her views on how they thought the lesson went
- be used to discuss the strengths as well as areas for improvement observed in the lesson
- identify no more than two or three specific points for improvement, and the actions to be taken to achieve these. This means that improvement can be focussed on the most important issues, and the teacher will not become discouraged. The observer may need to give the teacher guidance on how to achieve these improvements, perhaps recommending speaking to other colleagues who can help.
- Observations and recommendations documented
- Verbal and written feedback
- Evidence of impact from classroom observation; follow ups and actions taken, what are the improvements

Who is responsible?

The headteacher and, in larger schools, senior teachers and mentors will be responsible for carrying out these activities. The responsibility of the Curriculum Management Sub-committee is to ensure that lesson observations and constructive

feedback are taking place. General observations about the process and any professional development needs can be shared with the sub-committee, but the names of the teachers to whom they refer should be kept confidential to the headteacher and senior teachers. The sub-committee can then report back appropriately to the SMC and the PTA.

This is an area where the cluster monitor can play an important role. He or she should:

- discuss with the headteacher the school's plans for monitoring teaching and learning
- offer technical support and advice with the activities listed above
- help the headteacher and the sub-committee draw together information obtained from all the activities so they can develop a good general picture of the quality of teaching and learning.

3.3 Pupil achievement / Assessment

The most important indicator of how well a school is doing is the achievement of its pupils. This covers a number of elements, which include:

- test and examination (internal and external) results at different levels
- pupils' behaviour and attitudes
- completion rates.

As stated in the Education Policy 2004-2015 (p17, ix), the aim is

- Improve learning outcomes at all levels at least 80% of students will attain minimum grade competencies/mastery levels by 2015. In the Lower Basic Schools, through the National Assessment Test in grades 3 and 5, the competency level target is 40% in the three core subject; English Language, Mathematics and integrated studies. For the Upper Basic Schools, the number of passes per subject particularly the core compulsory subjects, English Language, Mathematics, Science and Social and Environmental Studies) is considered. The pass level per subject is also 40% which is the minimum.

Why monitor pupil achievement?

The purpose of keeping records is to be able to measure the performance of individuals, groups and the school as a whole. Such groups may include subjects, grades, classes, gender, special educational needs and language groups.

Information should be analysed to show whether there is improvement, and also to identify strengths and areas for development in teaching and learning. These strengths and weaknesses might lie in particular subjects, grade levels or with individual or groups of teachers or pupils. They might also show trends, such as rising or falling standards in a subject or grade. (See Appendix 3 of this manual for some questions to ask about test results and other school data.)

Once identified, they should form an important part of the basis of whole school development planning, especially teachers' professional development. Cluster monitors will assist in the analysis of their results, identifying patterns and trends, and prioritising areas requiring action.

Scrutiny of pupils' work

As well as analysing test results, a great deal of information can be learned from looking at pupils' work in a systematic way. It is a useful addition to classroom observation to find out about teaching and learning in the school. There are a number of reasons for scrutinising pupils' work, which might include:

- looking at the standard achieved
- checking on whether a marking or presentation policy is being carried out
- looking at the books in a particular subject to check how well it is being taught
- checking on curriculum coverage
- seeing whether there are consistent approaches between teachers in a grade.

Notes should be kept on the findings, and feedback given to teachers. Positive aspects should be praised as well as noting areas for improvement. The information can be taken into account when looking at strategies for improvement as part of the whole school development plan. Some of the findings might show that particular teachers need further guidance, or that there is a more general training need which might be met through a school-based workshop or the development of a policy. (See Appendix 12 for further information about scrutinising pupils' work.)

Developing policies for assessing pupil achievement

For Grades 1-9, there should be school-based examinations twice in the year, and in Grades 7-9, continuous assessment testing during term two. At the end of Grade 9, pupils will take external examinations. Schools may develop their own assessment policy, as long as it equals or exceeds these minimum frequencies.

The policy should set out how Assessment is to be carried out, and the use of the results. These should be used to inform the school's development planning, as well as forming the basis of reporting to parents on their children's performance. Cluster monitors can assist the school in the formulation of an assessment policy. All staff should be consulted in the development of the policy. (See 1.3 for general guidance on policy development.)

Assessment: this covers both internal and external assessment of pupil achievement. The two main forms of school based assessments are:

ii. Continuous Assessment

All test and assignments are marked with written feedback provided. A test schedule based on the school calendar should be prepared at the beginning of the academic year. Ensure that test questions are vetted by SMT or a committee for that purpose. Records of individual students' performance are made available and accessible to students and parents.

iii. Internal Examinations

The twice annually or otherwise stated in the assessment policy must be benchmarked against WAEC's formatting and standards. If assistance is required, the cluster monitor could assist in facilitating the availability of the required documents from WAEC or build the capacity for such a task. The head teacher and SMC should ensure that all marking of exams is completed and feedback given to students before the end of term. All marks are submitted to senior teachers for verification. Exams results are analysed and shared and all data/records of individual students' performance are preserved, available and accessible by all interest groups.

iv. External Examination

All results are analysed and presented in graphs and or other pictorial form and compared with previous year(s) and displayed in head teacher's office and staff room. A minimum target of 20% of school population attain mastery level (80%) in all core subjects and 80% of the children attain minimum competency level (40%) should be set and plans to attain the national target included in the SDP.

v. Feedback

It is very important to give feedback on performance as well as strategies set to improve performance with SMC, pupils and parents/guardians. Individual record cards must be maintained and distributed to parents/guardians and analysed results discussed with pupils and parents/guardians.

Gathering and using information about pupil achievement

The school should be aiming for gender parity in all these elements. The headteacher, aided by senior staff if appropriate, should:

- review teachers' planning and record keeping (See Section 5.3.1)
- sample the work in pupils' books
- hold discussions with pupils about their work
- collect, (and) analyse and file information about pupils' performance for all assessments, tests and exams (achievements from the twice yearly or termly tests and end of year exams)
- use this information to inform SMC/ parents of how well their children are doing
- together with the Curriculum Management Sub-committee of the SMC, analyse the data by gender, grade, subject, mean, pass and mastery to establish the school's current situation
- put analysed data in graphic form and displayed in Ht's office and the relevant classrooms
- use the data analysis to identify trends and assess strengths and areas for development, looking at records of results of all tests and examinations over a three year period (where available). Use the analysed data to inform curriculum management decisions
- in consultation with the Curriculum Management Sub-committee of the SMC, agree priorities and set targets for improvement, to be set out in the whole school development plan
- try to include information about pupils' behaviour and attitudes. These are more difficult to measure, but criteria specific to subjects and topics can be found in the relevant Learning Achievement Targets (LATs) handbooks. The school may wish to devise a small number of key indicators to provide a manageable assessment of pupils' behaviour and attitudes. Information on behaviour from lesson observations may be helpful, used anonymously.

The headteacher and members of the SMT will be responsible for carrying out most of these activities, but will involve the Curriculum Management Sub-committee closely so that they are able to report in an informed way to the SMC and the PTA. The cluster monitor can also play an important role. He or she should:

discuss with the headteacher the school's plans for analysing pupil achievement

offer technical support and advice

help the headteacher and the sub-committee draw conclusions and prioritise areas for improvement to feed into the school development plan.

3.4 Homework

Why give homework?

The purpose of homework is to give pupils the opportunity to practice and consolidate skills and knowledge that have been introduced during lesson time. It can play a role in trying to raise standards of achievement. Each school should develop a homework policy, advised by the Curriculum Management Sub-committee, so that teachers, pupils and parents are all clear about what is expected of them. (See Section 1.3 for a description of how to develop a policy, and Appendix 13 for an example of a school homework policy.)



The school management should: ensure adherence to the school's home work policy and this should outline the number of times home work is given; at least twice a week. Also that marking and feedback are provided for any given home work, establish home work clubs and effective monitoring of the students home work.

What is a homework club?

A homework club is a supervised, voluntary session held after classes where pupils can complete their homework on the school premises. The club may be held in the library or in a designated classroom. The club will be supervised by a teacher, who will help with general problems but is not expected to engage in additional teaching.



Why have a homework club?

Although all pupils can benefit from being a member of a homework club, they are particularly helpful for poor children. Pupils can complete their homework before going home and completing their chores. They are therefore able to concentrate on their books whilst it is still daylight and before they become physically too tired by their domestic or farming chores to concentrate.

If there is a shortage of books, or some pupils cannot afford them, the school can provide a set of books for use by the homework club.

If homework is done in school, pupils do not have to take textbooks or exercise books home very often. They will therefore suffer less damage, particularly during the rainy season, and will last longer and look better, thus encouraging the pupils to take more pride in their work.

Organising a homework club

The headteacher (or a member of the SMT) and the Curriculum Management Subcommittee should consult widely with the PTA before taking this initiative forward.

All parents will need to be convinced that the value of children being able to complete their homework properly outweighs any inconvenience to the family of chores being completed later in the day. In addition, parents of girls will need to be convinced that their daughters will be supervised and not at any risk on the journey home.

Because this initiative is of particular value for poorer pupils, it is important that membership of the homework club is free. If the whole school community is convinced of the value of a homework club, and it becomes part of the school's development plan, it may need to allocate some financial resources to ensure that it works; perhaps making a small payment to the supervising teacher (unless teachers are prepared to supervise on a rota basis) or providing extra sets of books.

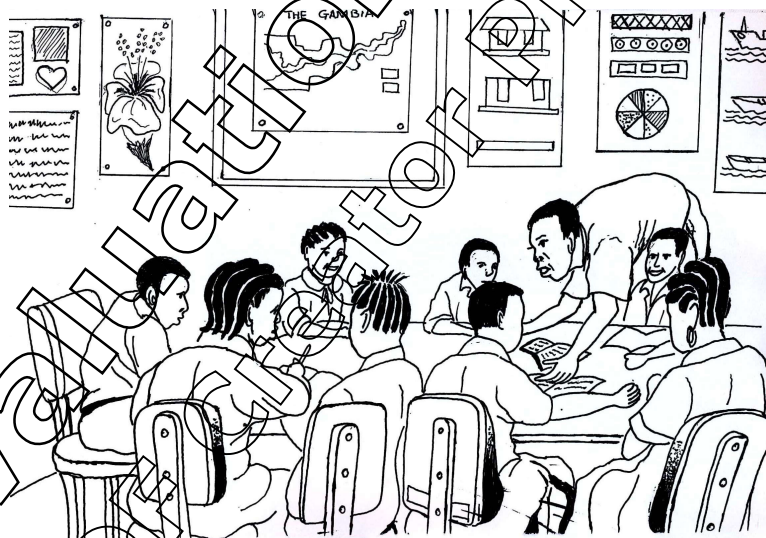
The homework club should be part of the school's overall homework policy. A participatory approach to planning the club should ensure that there is support for its rules. The sample policy in 1.3 of this manual includes some suggestions for simple rules which will help ensure that it runs smoothly.

Successful homework clubs

A school in the provinces has a flourishing homework club. This school covers several villages, some quite a distance away from the school through the bush. Parents were concerned about their girls walking back home late after the club, so the mother's club have established a rota and accompany the girls home. This school has several teachers who are studying for their PTC and they study their modules whilst they supervise the homework club. Everyone is learning together!

3.5 Improving the classroom environment

Pupils learn best when the classroom is a well-organised and attractive place to be. The headteacher should encourage teaching staff to set high standards of cleanliness and tidiness in the classroom and around the school generally. (See Section 6.4 for more information about healthy schools.) He or she should also observe how well teachers prepare and store their teaching aids, text books and pupils' notebooks, creating a well-ordered classroom. Teachers should be expected to be well prepared for each lesson, with the available equipment ready, and make prompt starts to lessons by having efficient ways of distributing pupils' books and equipment. In these ways, teachers can set a good example to their pupils and work with them to promote a positive learning environment.



Teachers should also be encouraged to make visual aids to display in the classroom. These might include:

- number charts and lines
- common vocabulary, including the core words for a particular topic, as a reference for spelling
- class or school rules and expectations for behaviour
- charts and pictures to illustrate and add interest to the subjects of the curriculum
- learning objectives for the unit of study
- examples of pupils' work

- posters about school events and initiatives
- any other visual aids to help pupils to learn.

As well as visual aids, teachers should make use of locally available materials for counting, art etc to provide practical ways for pupils to learn.

3.6 Extra-curricular activities

The school should try to provide extra-curricular activities such as sports, scouting and guiding, and clubs such as gardening and science. Headteachers should ensure that activities are attractive to both boys and girls. Schools should keep and analyse records of attendance at these activities, to monitor participation, especially with regard to gender. Extra-curricular activities provide a good opportunity for members of the local community to get involved with the school, and the headteacher and the SMC should take every opportunity to reach out to the community in this way.

Extra curricular activities are based on the approved scheme of work. All extra curricular activities covered by lesson plans and should contain the following:

- issues relevant to curricular areas such as talks on HIV & AIDS
- Tuberculosis, Malaria and environmental issues
- description of activities
- duration and time
- remarks and general comments
- management of risk and hazards
- Extra curricular activities should include at least one study visit
- There should be an assembly file
- Assembly content documented in the assembly file (mention of topics discussed)

There should always be a time table for extra curricular activities and efforts should be made to integrate local culture and cultural events in such activities. Activities have to be integrated or derived from the relevant curriculum including health and environmental issues.

3.7 Curriculum for pupils with special needs

Children with special needs may need additional support to have access to the curriculum. This can be done by providing real objects and materials. If this is not possible, modification and adaptation of teaching / learning materials is required to help pupils get the best out of the curriculum.

Teachers' Professional Development



4.1 Promoting continuing professional development

What is continuing professional development?

Most teachers receive training at college level. However, their learning does not and should not stop there. Ensuring that all teachers continue to develop professionally throughout their teaching careers is a major area of responsibility for headteachers (supported by senior teachers, cluster monitors and the SMC). In the whole school development process, actions to be taken by the school may need professional development for staff in order to make them effective.



Helping the professional development of staff

It is sometimes assumed that workshops are the most effective way of improving teachers' skills. However, although workshops do play a vital role in providing new learning, there is a lot of evidence to show that any improvement in teachers' practice which results from attending a workshop is likely to be short-lived unless this improved practice is followed up and supported within the school.

There are other very important ways in which schools can support the professional development of teachers.

- developing and implementing an professional development plan for each teacher, including, induction programme for teachers new to the school to ensure that they are familiar with the school's unique context, policies and expectations

- classroom observation – where a member of the SMT observes the teacher in the classroom (See Section 3.2.2 and Appendix 11 for further guidance on lesson observations.)
- regular professional development meetings – to encourage staff members to help and support each other and to share ideas and knowledge
- meetings with other teachers from different schools within the cluster to share ideas and knowledge beyond the school.

However, certain structures must be put in place for a well organized, effective and efficient CPD plan:

- Establish a training team
- Develop a school training plan
- Draw up framework for schedules of programme of activities based on the plan
- Develop an effective monitoring and evaluation system of training

One of the most outstanding needs of the teachers presently is the upgrading of **teachers' content knowledge**. School leaders must give due attention to this issue as it is one of the key intervention areas of the Ministry. This must be featured in teachers' professional development plans and recorded in their respective files to indicate those who benefit from either school, cluster, regional or national interventions. It is expected that maximum support is given by all partners for the new e-learning model to be successful and all related resources are safeguarded.

Why is CPD important?

Developing teachers' skills and knowledge forms an essential part of managing the quality of teaching and learning in the school. The role of the headteacher, senior staff and the SMC in creating a school ethos where everyone is committed to learning and improvement is vital. The aim is to develop a school in which teachers share their strengths, can be open about their difficulties and seek help without fear of criticism, and where they are confident that they will be supported and guided. If teachers are supported in this way, they should be able to create a similar situation for their pupils, helping them to learn free from criticism, celebrating their success and able to ask for and receive help when it is needed

Records of CPD activities will be kept and used to determine strengths and areas for development in teaching for individual teachers, grades or subjects. Information gathered will also help to identify teachers who can be used to support colleagues in the school, or become members of a cluster training team. It will also lead to decisions about the school's priorities for professional development, which may become part of the whole school development plan. As performance management becomes established, information from classroom observation will form part of the performance review of each teacher.

Developing a CPD plan

Together with senior teachers and the Teachers' Professional Development Subcommittee of the SMC, headteachers need to develop a CPD programme each year to meet the specific teaching and learning needs of the school and those of the staff as it is the school's responsibility to ensure that the Personal Development Plans (PDPs) of the staff are executed.

This programme of activities should include:

- mentoring of teacher trainees (TTs). For example, the TTs may be encouraged to meet after school once a week to help each other with distance module assignments, with an experienced teacher assigned to assist them
- creating a timetable for classroom observations and feedback discussions to be carried out by the headteacher and other senior staff members
- support for teachers in implementing their PDPs and aspects of the school development plan
- regular professional development meetings – these may take the form of regular school-based workshops and/or small group meetings. Areas which could be covered include:
 - improving teachers' classroom management
 - classroom organisation
 - record keeping
 - making lesson plans/schemes or work
 - making teaching aids
 - using resources/teaching aids in the classroom
 - discipline and behaviour
 - use of questions
 - understanding how children learn
 - individual subject knowledge
 - for senior members of staff, workshops on management and classroom supervision skills could be held.

Other **strategies** that are considered **useful** include:

- establishing grade or subject teams in which teachers can plan together, evaluate how well a particular aspect of the curriculum has been achieved, review and compare samples of pupils' work and discuss issues related to their subject or grade level
- enabling teachers contribute to groups assigned to develop school policies for subjects or aspects of the school's work, and reporting back to colleagues and the SMC/PTA
- developing an induction programme for new and unqualified teachers, and those new to the school, and producing a staff handbook to ensure that all staff are familiar with the school's systems, routines, expectations and rules
- identifying strong teachers who can be released to work with weaker or less experienced colleagues in team teaching or in giving demonstration lessons
- arranging for a weaker or inexperienced teacher to observe an experience teacher teach in his or her own class or subject
- arranging visits to other schools to observe as above, where the expertise does not lie within the school
- participating in cluster-based workshops on appropriate topics, for example subject specialisms for teachers of Grades 7-9
- arranging for teachers with a particular need to attend appropriate workshops with another school.

The school should aim to run at least two training sessions or activities each term.

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An example of a small school's approach to CPD

Oumeh Lower Basic School is a small rural school with a teaching staff of only six teachers, including the headteacher. Wanting to improve the quality of teaching and learning in the classroom, they held a CPD meeting to discuss possible activities. They were particularly interested in having grade teams where teachers could help each other with planning and making appropriate teaching aids. However, there were only enough staff members in the school for one teacher per grade. They contacted two other small schools in their cluster and after discussion finally worked out a system.

On the first Saturday in the month each school took it in turn to host all the teachers from all three schools. The teachers gathered together to help each other with ideas, discuss problems and make teaching aids. After only one term, the headteachers met and reported already seeing improvements in their teachers' work in their classrooms.

4.2 Supporting teacher trainees (TTs) and Others

This section covers support for all teachers in training, both on the traditional placement that forms part of the Gambia College-based Primary Teachers' Certificate (PTC) and those on the Gambia College/Regional Directorate partnerships' Primary Teachers' Certificate by extension. The same applies to the two Higher Teachers' Certificate (HTC) courses: primary and secondary. Those who have not undertaken a course of training but are working in schools as unqualified teachers should also be given the same levels of support.

All types of TT face difficult challenges on their way to achieving qualified teacher status and the headteacher and all members of the school community need to support them to ensure that their course of study is as successful as possible.

The training courses are very demanding for all TTs, but particularly so for those studying on the extension programme, for several reasons. They are expected to continue working as full-time teachers, while also studying at face-to-face training courses during each vacation and through distance mode during each term. They will have assignments to complete and may not have studied for a number of years. For these reasons, they may find the TT programme a difficult time, both personally and professionally.

4.2.1 Headteacher support for TTs and Others

Headteachers have an important role to play in supporting TTs, including working with the Regional Office in appointing a mentor for each one. In some schools, this may be the same person for two or more TTs, or may even be the headteacher, although every effort should be made to find another teacher to carry out the mentor role. In selecting a mentor, the headteacher should recommend someone on the staff who is an experienced and effective teacher. It is also desirable that the mentor is able to act as a role model, for example, be self-disciplined, reliable and punctual. In addition, the chosen mentor should be able to form positive relationships with the TT, in order to give encouragement and supportive but honest feedback.

Headteachers should also identify how similar support for unqualified teachers is to be organised, to enable them also to develop their skills as effective teachers. Teachers new to the school may also need support, especially newly qualified teachers. The following guidance should also be followed for these groups.

The headteacher should be familiar with the roles and responsibilities set out for TTs and mentors in The Mentoring Guide produced by Gambia College in order to oversee their work as part of the PTC course. He or she should ensure that each mentor is provided with this guide.

Teacher trainees and unqualified teachers are full members of the teaching staff. Therefore the headteacher should:

- ensure that they are seen as such by senior staff, teachers, pupils and parents
- include them in any staff meetings, induction programme and school or cluster-based training
- make it clear that they are expected to contribute as much to the school as the qualified staff
- ensure that they adhere to the same code of conduct, and rules of punctuality and regularity, including signing the staff time book
- provide them with syllabuses, textbooks, timetables and all other relevant materials
- supervise their work and give constructive feedback
- ensure that they are supported and encouraged by staff members, especially when they find their workload demanding

The headteacher should meet with each mentor once a month to discuss the TT's progress, and ensure that the mentor is carrying out the role effectively. This time can be used as an opportunity to discuss their classroom teaching, their distance education materials, and any problems they might be facing. In addition, the headteacher should meet with the TT at least once in each term, to hear the TT's point of view on his or her progress. This may be delegated to a senior teacher in large schools. The headteacher or senior teacher should use the opportunity to praise the TT for what is going well as well as offering help with any difficulties.

4.2.2 Mentoring

What is mentoring?

Mentoring is when a role model, or mentor, offers support to another person. A school mentor is a teacher who offers support to the TT or new teacher (mentee) posted in his or her school. A mentor has knowledge and experience in an area and shares it with the mentee. For the individual mentee, the mentor is possibly the single most important and influential person he or she will encounter during their practical training in school. Much of what they will learn about what is involved in being a teacher they will learn from the mentor.

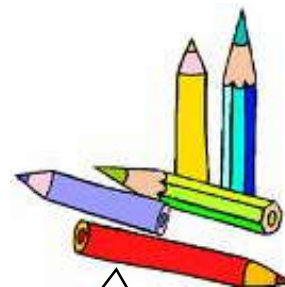
What does a mentor do?

It is the responsibility of the mentor to ensure that the mentee is well informed about the policies, routines, practices and expectations of the school, as well as about

school events. The mentor will also assume responsibility for some of the lesson observations of the mentee and lead feedback discussions. He or she will become the mentee's first point of contact and support for all matters related to his or teaching practice. He or she should form a positive relationship with the mentee, in which they can give clear and honest feedback and guidance. Any feedback should include acknowledgement of strengths as well as supportive guidance about areas for improvement. There will also occasions when the mentee is going through difficult or stressful times, and may look to the mentor for emotional support. Further guidance for the role of the mentor can be found in **The Mentoring Guide**, produced by Gambia College.

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Teaching and Learning Resources



What are teaching and learning resources?

The provision of adequate and relevant teaching and learning materials is a necessary requirement for pupil learning. Teaching and learning materials is often taken to mean textbooks, teachers' guides, exercise books and pencils and indeed this baseline level of provision is absolutely essential particularly for the core subjects. Head teachers and the Curriculum Management and Teaching and Learning Resources Sub-committees must ensure that this baseline is met. Fortunately, schools are supplied with some of these classroom consumables; like chalk, vanguarders, rulers, pencils and papers to facilitate their work.

However, if we think about the development of children's thinking and the way they learn, we will realise that other materials are essential, including:

- reading materials, including supplementary readers and library books
- charts, pictures and games, which can be made by teaching staff, and are particularly useful for language work and the early teaching of reading
- collections of bottle tops, stones, mango seeds and bundles of sticks etc for counting and simple computation
- The relevant teaching aids are displayed in the class room
- The Education Policy 2004-2015 confirms the importance of providing a mix of foundation level materials (textbooks) and additional materials (additional reading materials and teacher-made materials):
- textbook- pupil ratio will continue to be 1:1 and available in the classroom
- additional reading materials (supplementary) will be provided through school libraries

(CREDD) will continue to conduct in-service training to upgrade the skills of teachers to make their own teaching materials and improve their output

textbooks written by Gambian authors will be encouraged and utilised where appropriate and relevant

(MoBSE) will continue with the production and publishing of books and teaching/learning materials.

5.1 Textbooks, teachers' guides and LATs

Registration of textbooks

All textbooks supplied to the school should be registered on arrival, in the inventory and in the book itself. The registration number should bear the following details:

- school name and type
- class/grade number
- number of book issued
- year of issue
- school stamp

Grade
Number of book
←
←
←
 School name → **Bakau LBS - G3 - 14/07** ← Year of issue

This will ensure that the books supplied can be verified against the inventory. The registration process should also apply to teachers guides, LAT, handbooks and supplementary readers. Responsibility for carrying this out lies with the headteacher, who may delegate this task to a member of the SMT. The Teaching and Learning Resources Sub-committee should ensure that this is carried out carefully.

The storage and care of teaching and learning materials

The provision of teaching and learning materials is expensive, so it is important to maximise the lifespan of these materials, hence the importance of security and correct storage. It is important that each school has a secure central store for all teaching and learning materials and that in addition there is a secure cupboard in each classroom.

Textbooks for pupils at lower basic level have an expected lifespan of three years. To ensure that they are actually usable for this length of time the headteacher (or member of the SMT) and the Teaching and Learning Resources Sub-committee should develop a set of rules and regulations for the handling of textbooks, including how they are stored, whether they may be taken home and how they should be handled in the classroom. Pupils may need to be taught how to take care of books.



Pupils may need to be taught how to take care of books

Distribution

Text books are now provided free to Grades 1-9. Before distributing any teaching and learning materials the headteacher should first establish the ratio of pupils to the available materials. If, for example, there are 340 pupils in Grade 3 and 350 copies supplied then each pupil can be allocated with a book to be used in class, making sure that the teacher records which pupil has which numbered book. The pupil should sign for each book.

If there are not enough materials pupils may need to share. This is not necessarily a problem, providing the teacher ensures that all pupils have sight of a book during lessons and that there are some sets available for pupils to use for their homework through a homework club. The basis on which books are to be shared should be carefully explained to pupils and to the PTA.

Teachers' guides and LATs

Schools have been provided with teachers' guides for core subjects for Grades 1-9. They have also been provided with LATs for Grades 1-4. In the near future this will be extended to Grade 6. If these have not been received by schools, they should contact the Regional Office.

Teachers should be informed that these materials are school property and **not** the property of individual teachers. Teachers should sign for these materials and they should hand them back at the end of each academic year. Senior managers should ensure that this is done. They should also ensure that teachers are using teachers' guides and LATs when planning their lessons. (See Section 3.2.1)

5.2 Libraries

What is a school library?

A school library is an important learning resource, comprising a collection of books, pamphlets, magazines and newspapers kept together in a secure room. A library can be large or small. Some school libraries in small schools have fewer than 50

books which are stored in a cupboard and yet are successful because the library is organised and well-run. The key to an effective library is that there is a system for recording and storing the books and other materials carefully and that the books are accessible to the pupils and teachers and are **used**.

Why does a school need a library?

A school will benefit from a library because libraries support the school's work in developing literacy and developing study habits. Libraries encourage good reading habits from an early age. All teachers should aim to stimulate children's curiosity about books and to encourage pupils to enjoy reading.

As well as providing access to information, a school library allows pupils to develop skills of searching for information on their own. This will help develop a problem-solving and active approach to learning. Pupils who are used to looking up information in books will improve both their school work and their reading skills.

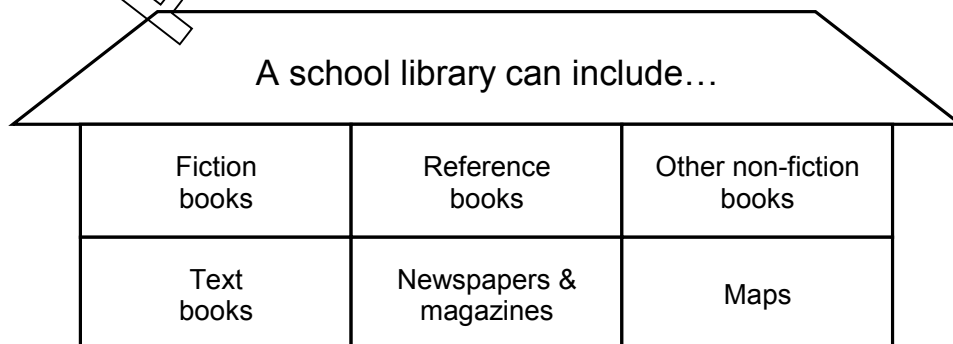
Libraries are also useful for teachers. All staff can improve their teaching by using stock from the library, and can help them prepare their lessons better. Confidence in using the library may encourage teachers to start to give older pupils project work to do in the library, using its resources and looking for information on their own.

A good, well used library can help school raise pupil attainment and developing the library may need to be prioritised in the school development plan.

What stock does a library need?

A school library needs a variety of books. These should include:

- textbooks for the core subjects at each grade and prescribed supplementary materials, for all to refer to, which are kept in the library and not borrowed
- other reference books for all to use which are kept in the library and not borrowed (e.g. an encyclopaedia, a dictionary, and an atlas). Where possible all of these should be at different levels, with picture versions for the lower grades, one set for the older pupils and an adult version for the staff to use. Also a thesaurus can be very useful.
- other information books (non-fiction) that pupils can borrow, again at different reading levels
- fiction books at different reading levels for pupils and teachers to borrow to improve reading skills and for enjoyment
- newspapers and magazines
- maps
- pamphlets.



How to set up and run a school library

There is a very simple VSO publication giving information on running a school library, but the following is a basic guide. The school should:

- organise a school library committee comprising at least one member of the teaching staff, several older pupils, and at least one member of the Teaching and Learning Resources Sub-committee of the PTA
- consult teachers in the stocking and acquiring of library books and such consultation documented
- ensure that the structure /cupboard/book corner used as the library is available. In case of a permanent designated structure, it should be centrally accessible; within the school premises and students have regular access to it both during and outside school hours.
- Students are allowed to borrow books and read them at home.
- Get a trained staff with a certificate from GNLA or its equivalent to manage the library and at least one student is designated to help in the management of the library
- arranged Study seats and tables in a way that allows ease of movement and use of the library.
- decide how to classify the books and what the lending policy will be
- a maintenance plan developed to ensure the sustainability of the library.
- prepare the library room, make the book-shelves and check that the library is secure
- divide the books into fiction and non-fiction, and the non-fiction into subject areas, keeping the classification simple. They should give each book a spine label recording its classification so that library users can help keep the books tidy and in the right place (for example, all fiction books have a red label on their spine)
- stamp all the books with the school stamp and make a register for all the books the school receives. The school should not keep damaged or inappropriate stock
- An up to date inventory of books is maintained
- classify each book and give it a number; include the subject classification, (if there is a big library the school might like to divide up the broad classifications) the number of the book and the year the book was added to the library
 - e.g. for small libraries: geography/001/2006
 - for larger libraries: geography/Africa/001/2006
- make a simple library catalogue. This will include the title, author and where the book is shelved
- put the books on the shelves, arranging non-fiction by subject and arranging fiction in alphabetical order by the author's last name
- label the shelves so that books can be found easily. Put up a subject index and posters on the wall so that the library is attractive
- make a lending register to record each books as it is borrowed and returned
- provide all teachers with training so that they know how to use the library as part of their class work
- include library sessions on the composite timetable for each grade

- make sure that all users understand the lending policy and the rules for using the library. It is a very good idea to display the rules clearly on the library wall and to make sure that they are taken seriously
- Keep the library is clean, well lit and ventilated
- keep the shelves clean and tidy, so that books are easy to find and kept in good condition
- encourage the maximum use of the library!

The regional directorate through the cluster monitor is expected to assist in ensuring that the library is well maintained and put to use in the best possible way with at least 1 monthly visit to the library facilities. This external monitoring of the facilities should be documented.



Keep the shelves clean and tidy

Learner Welfare and the School Environment



6.1 Enrolment, attendance, retention and punctuality

The need for pupils to be enrolled in school is well understood. However, unless they attend regularly and punctually they will not learn and are at risk of dropping out.

Ensuring that pupils are enrolled and then attend regularly and punctually is a shared responsibility between the PTA (through the Leadership and Management Subcommittee) and the headteacher, supported by the SMT.

A successful school will be aiming for gender parity in enrolment, attendance and completion rates.

6.1.1 Enrolment

The school must have accurate information about the number of pupils currently on the school's roll.

In addition, the headteacher must be able to predict the likely number of pupils for the next academic year (and longer if possible), as this is essential information for school planning.

How to keep and use enrolment records

The headteacher should:

- keep accurate records of new pupils and pupils already in the school (See Appendix 14 for a sample enrolment summary.)
- prepare draft class registers at the end of the school year for the coming year, so that only minor changes are necessary before the registers are finalised. This will help in ensuring that teaching can begin in a timely way at the start of the new academic year
- predict the number of pupils for the following year, by collating information on current numbers in each grade, together with information collected by PTA members about the number of pupils in the community to be admitted in the following year

- by the **end of term two**, pass the predicted number of pupils in each grade to the Regional Office for use in determining staffing levels for the coming academic year
- use all information to plan staffing, classroom utilisation, and quantity of teaching and learning materials as part of whole school development planning
- for pupils in Grades 7-9, use the information to make budget predictions based on likely income from school fees.

Some or all of these tasks may be delegated to a senior member of staff as part of their administrative duties.

The Leadership and Management Sub-committee of the SMC should:

- draw on their knowledge of children in the community to contribute to the statistics held by the headteacher or senior member of staff
- encourage community members to be active in seeking maximum and timely enrolment and high levels of retention, paying attention to gender equality and local issues, such as boys being kept from school for farming. This might be through community meetings, visits to the homes of individual families where children are not attending school, or other informal contact. Such meetings and related activities documented to keep track of enrolment efforts. The cluster monitor may be invited to contribute to such meetings
- establish mothers' clubs, where they do not already exist, to encourage the enrolment and retention of girls in school
- encourage the participation of fathers in school, to do the same for boys
- draw on other organisations such as the Female Teachers' Association, where relevant, to address particular enrolment or retention issues
- seek information through these activities about possible barriers to enrolment or retention, and communicate these to the SMC to be addressed as part of school development.

The cluster monitor should, if requested or necessary:

- assist the headteacher in the analysis of data and in planning developments
- contribute to community meetings and other activities to promote enrolment and retention
- share good practice between schools in the cluster and in the region
- draw on his or her knowledge of the cluster to assist in identifying useful contacts and sources of support to address particular issues.

How to promote full enrolment

Schools have developed many strategies for improving enrolment, including sensitisation meetings and "Big Bang" campaigns. While these may have their place, unless schools are able to retain their pupils, enrolment efforts are largely wasted.

Ensuring that children achieve in school and that parents know about this achievement is the best recruitment campaign a school can have.

At Gandal Basic Cycle School, the headteacher and his deputy regularly observe teachers and give feedback. They also work hard to involve the teaching staff in decision-making about what happens in the school, and have developed a positive working atmosphere. Although the school has only been a basic cycle school for four years, the teachers are doing a very good job, and results in Grade 9 exams are consistently some of the highest in the region. As a result, the school's roll is growing steadily, as parents move their children from other schools to where they believe they will get the best education.

Schools should be carrying out enrolment for new students during the third term, before the summer holiday. They should make every effort to finalise registers as early as possible during the first term. Late enrolment causes problems in covering the syllabus, as children who enrol late either miss vital foundation knowledge or the whole class is delayed whilst newcomers catch up. Assisted by cluster monitors, the school should set a realistic target for getting as many pupils enrolled as possible and the Leadership and Management Sub-committee should be involved in ensuring that parents know what this date is and why prompt enrolment is necessary.

6.1.2 Attendance, punctuality and preventing drop-out

If pupils do not attend regularly or are habitually late for school, they miss vital lessons and are unable to build on previous learning, resulting in slow progress. Once the pattern is established, it is likely to get worse. As pupils fall further behind, work becomes more difficult, and their motivation for learning is reduced. In turn, this is likely to lead to more absence, even to dropping out of school altogether. It is important that early action is taken to address absence and lack of punctuality.

How to ensure regular attendance and punctuality

Accurate attendance registers must be kept by all staff at all times. They must be completed twice for each shift, both at the start of the session and after break.

To ensure regular attendance and punctuality, the headteacher will:

- ensure that all staff keep their registers accurately on a daily basis, carrying out spot checks to ensure that this is the case. (For guidance on completing registers, see Appendix 14 of this manual.)
- ensure that all teachers are keeping a check on pupils who are beginning to develop a pattern of lateness by carefully recording any lateness (more than fifteen minutes after the start of the session)
- make sure the requirements about attendance and punctuality are clearly understood by pupils, parents and the community (via the Leadership and Management Sub-committee) verbally and by the use of posters etc
- require parents to account for their children's absences by sending verbal or written messages to school, for example in the case of illness
- ask the Leadership and Management Sub-committee to request explanations where absences are not notified by parents or where the reason for absence is not judged to be valid
- ensure that all registers are closed properly every term (i.e. an account of the total attendance for the whole term is prepared). In order to make the closing of

the register easier, headteachers should ensure that teachers total the weekly attendance *every Friday at the end of the day's sessions*. (For guidance on closing registers, see Appendix 14 of this manual.)

- analyse the information gathered from this exercise, looking for possible patterns of poor attendance by grade or gender and share this with the Leadership and Management Sub-committee.
- Some or all of these tasks may be delegated to a senior member of staff as part of their administrative duties.
- To ensure regular attendance and punctuality the Leadership and Management Sub-committee should:
 - ensure that parents and community members are informed about the school's expectations for attendance and punctuality
 - encourage community members to be active in promoting maximum attendance and punctuality
 - follow up specific cases of unexplained or unnecessary absence with parents
 - involve other organisations such as mothers' clubs and the Female Teachers' Association to address attendance and punctuality of girls in school and identify any barriers
 - prepare a report on attendance by grade and gender every term for the SMC, including information on any barriers to good attendance and punctuality. Addressing attendance issues may be part of whole school development.
- To ensure regular attendance and punctuality the cluster monitor will, if requested:
 - assist the headteacher in the analysis of information
 - contribute to community meetings and other activities to promote good attendance and punctuality
 - share good practice between schools in the cluster and in the region
 - draw on his or her knowledge of the cluster to assist in identifying useful contacts and sources of support to address particular issues.

How to prevent drop-out

The headteacher should work with the SMT and Leadership and Management Sub-committee to take action to prevent pupils from dropping out by:

- studying the school registers and other records to identify individuals or groups of pupils, or patterns of poor attendance and punctuality, and passing the information to the Leadership and Management Sub-committee for appropriate action
- arranging guidance and counselling for any pupils identified as being at risk of dropping out of school and liaising with parents
- providing information to the Leadership and Management Sub-committee about any pupils either at risk of dropping out of school or who have done so, so that they can take action
- analysing the records of pupils who drop out of school by gender and grade to identify possible factors, and reporting their findings to the SMC.

Rewards for attendance and punctuality

All of the ideas listed above are important for trying to retain pupils within school. But once poor patterns of punctuality and attendance begin it is hard to turn the situation around. Good schools try to prevent the problems from the beginning, where possible.

Celebrating good attendance and punctuality may be an effective strategy. For example, senior teachers might compare class records and display the results to encourage competition on a weekly or termly basis. The *class* with the best record may be given a small reward, for example in the form of a few minutes extra playtime, additional opportunity to take part in a sporting activity (ensuring that this is equally popular with girls as well as boys), or an exemption from school chores for a period of time. Similarly, rewards in the form of termly or annual certificates or small prizes may be effective in encouraging individuals. The school might consider using a small proportion of school funds to provide these, if attendance and punctuality are identified as priorities in the whole school development plan.

6.2 Pupil behaviour and discipline

6.2.1 Behaviour and discipline

Why have a pupil behaviour and discipline policy?

The Gambia Education Policy 2004-15 states that schools should develop behaviour policies. A pupil behaviour policy is more than a list of rules, rather, it is a document which aims to protect the right of all pupils to be happy, safe and able to learn to the best of their ability throughout the school day, by making the agreed boundaries of acceptable behaviour clear to all. Punishments are seen to be fair and proportional, and rewards for positive behaviour are as important as punishments for breaches of school discipline.

There is much evidence that there are strong links between quality teaching and learning, effective school leadership and high standards of pupil behaviour. A school where all members of the school community have high expectations of their own and others' behaviour is generally a successful school.

What is a pupil behaviour and discipline policy?

A pupil behaviour policy is a written statement comprising:

- a clear description of the school and community's values on which the policy is based, and which links behaviour management with effective teaching and learning
- clear boundaries of acceptable behaviour set out as positive and constructive rules of conduct
- the rewards and punishments which should be in line with national policy and fairly and consistently applied.
- A good policy is developed in consultation with all stakeholders, is communicated widely, is prominently displayed within the school and is reviewed annually.

Developing a pupil behaviour and discipline policy

For general guidance on developing school policies see Section 1.3. It is particularly important that the headteacher and the Learner Welfare and School Environment Sub-committee should consult widely with pupils, parents, teachers, non-teaching staff and community leaders before drawing up the policy (which needs to be aligned

with the Education Policy). Discussing and agreeing what constitutes acceptable behaviour should ensure ownership of the policy, which makes adherence to it more likely.

A school policy should describe rules for (at least) the following areas:

- classroom behaviour – rules and codes of conduct displayed in the classroom aiming at ensuring the classroom is well-ordered and purposeful
- respect for other pupils, staff and visitors
- behaviour in the school compound (during breaks etc) – aiming at maximising pupils' safety and security
- dress code – aiming at promoting a sense of school identity and pride, whilst ensuring that culturally unacceptable dress is not seen by parents as a barrier to attendance by girls.

Where possible, rules should be worded **positively**, rather than being a list of “do and don't”, for example:

- We keep the whole school clean, tidy and safe.
- We follow instructions first time.

The policy should also set out a fair system of rewards and sanctions, so that teachers can apply a consistent approach to behaviour management, and pupils know the consequences of breaking the rules. Corporal punishment is illegal in the Gambia except two strokes on the hands given only by the headteacher or deputy headteacher of the school. **Other forms of punishment which humiliate pupils or put them under physical stress should not be used.** Any physical punishment must be recorded in the school's punishment book. All disciplinary violations and actions must be recorded. Good behaviour should be acknowledged, so that the focus is not always on those whose behaviour needs improvement.

Developing a well-disciplined school

A pupil behaviour and discipline policy setting of clear expectations about pupil behaviour, communicated positively, and implemented consistently by all staff, is an excellent strategy for promoting positive behaviour. Above all, ensuring total compliance with legislations, rules and guidelines on disciplinary actions. Other additional strategies will strengthen the policy's effectiveness:

- staff who set a positive example through their own behaviour and challenge inappropriate behaviour in others when and wherever it is encountered
- the consistent use of praise to recognise and encourage good behaviour and the public recognition of success in behaviour as well as achievement (for example, during assemblies)
- the use of student councils for the involvement of pupils in decision-making, providing a forum for complaints, and opportunities to discuss behaviour-related issues
- the provision of opportunities for pupils to take responsibility for others through, for example, senior pupils mentoring younger ones.

Ensuring that the school is a well-disciplined one is not easy. Schools should consider including activities aimed at improving their approach to promoting positive behaviour in their school development plans.

In Londoo Lower Basic School, the staff were concerned about the behaviour of some pupils. Mr Darboe, the headteacher, asked a group of teachers, pupils and parents from the Learner Welfare and School Environment Sub-committee to write a draft policy for behaviour. After consulting among the school's stakeholders to get opinions on the policy and making some changes, the final policy was drawn up and shared with the PTA at a meeting.

Teachers discussed the policy at a staff meeting, and agreed that they would explain the new rules to the pupils in their own classes.

The policy emphasised praising good behaviour, and consequences for those pupils who behaved badly were based on taking away privileges. They were careful to avoid any humiliating or physical punishments.

Pupils made posters to display in the school, expressing the rules in positive ways, such as "We respect our classmates and our teachers" "We move around the school calmly and safely", "We work hard at our lessons", "We look after our own and the school's property" and "We do not join in with bad behaviour".

All the school staff started to praise good behaviour, instead of just noticing when pupils were behaving badly, and were very careful to follow up any poor behaviour in the same ways, so that pupils could see that the staff were united about the new rules.

After just a few weeks, behaviour had improved so that there were very few times when teachers had to reprimand pupils, although they did not forget to go on praising those pupils who behaved well.

Everyone in the school could see that:

pupils entered the classrooms in a calm and orderly fashion, and settled quickly, preparing for their lessons

teachers had established clear rules of behaviour in the classes and had engaged pupils in agreeing these rules and the importance of observing them

teachers had prepared their lessons well and so were able to ensure the pupils understood what was expected of them

pupils and teachers listened to each other carefully and with respect.

Monitoring the behaviour and discipline policy

Responsibility for ensuring that a pupil discipline policy is in place and implemented rests with the Learner Welfare and School Environment Sub-committee, reporting to the PTA through the SMC. It is also the responsibility of the sub-committee to ensure that **any case** of corporal punishment is properly administered and recorded as described above. Failure to comply with national policy should be reported to the cluster monitor and thence to the Regional Director.

6.2.2 School dress

School dress code should be part of the behaviour policy.

Why have a school uniform?

Wearing uniform, including a badge, helps to promote school identity, fostering a feeling of belonging and a sense of pride in being a member of the school. In addition, uniforms offer some advantages for the pupils. Being in uniform can offer a degree of protection to the child, especially to the girl child, and the wearing of uniforms can mask economic differences between pupils.

Selecting and providing school uniform

This is an area of responsibility for the Learner Welfare and School Environment Sub-committee. If the uniform is to be changed they should research various options and consult widely with the full PTA as well as with the pupils, bearing in mind the following:

- the girls' uniform should be acceptable to the local community, as otherwise this can be a serious barrier to school attendance
- hair styles for both boys and girls should be kept simple

although wearing uniform has positive benefits, the cost can act as a barrier which prevents pupils attending school. The Learner Welfare and School Environment Sub-committee should ensure that the uniforms are affordable and should think of ways of ensuring no child is excluded from school through poverty, perhaps by including the provision of support for needy children in their activities. Creative ways of using revolving funds like those managed by mothers' clubs would ensure that this does not become a year-on-year drain on the school's development funds.

6.3 Student councils

It is good practice for a school to have an official body where pupils can raise their views or discuss current matters. This body is sometimes known as a student council. There is no set procedure for setting-up or running a student council, but some suggestions are provided below.

Composition of the student council

It is recommended that the student council includes a male and female representative from each class. The outcome of these elections might also determine head girl and head boy. Head boy and head girl should have equal status; the head girl is **not** the deputy of the head boy. The school council should be gender balanced. Thus the council might include the following:

- head girl and deputy
- head boy and deputy
- councillor(s) for each class
- individual class prefects (to be elected by individual classes)

Choosing members of the council

In developing a student council, the school should make a list of characteristics that members should have. These might include good attendance and punctuality, good behaviour, positive peer relationships, honesty, etc. This list of criteria should be published and made known.

Candidates for the council can be nominated by pupils or teachers, or both. It is not normal practice to allow pupils to nominate themselves, but the pupil should confirm whether he or she is willing to stand. The headteacher or Learner Welfare and School Environment Sub-committee may decide that a panel of teachers should be responsible to verify whether the pupils nominated meet the agreed criteria.

When nominations are complete there will normally be elections. Most schools will ask teachers to organise and oversee this process. However, it is good practice to encourage pupil involvement where possible, as this is a learning experience for pupils.

Role of the council

The student council will meet regularly (perhaps twice per term) to discuss matters relating to pupils. Almost everything occurring in the school is relevant to pupils, so there is no limit on what might be discussed. For example, the council might discuss the formulation and implementation of school rules and regulations, and student compliance to these rules. The headteacher may also want to choose items for the council that will be appropriate for pupil discussion, although he or she and the relevant sub-committee should be willing to listen to pupil views on any school matter.

The following decisions will need to be made, in best practice involving pupils, the headteacher or another interested teacher, and/or members of the sub-committee:

- how briefing is to be done e.g. after each meeting the head boy and girl and their deputies might be asked to brief the headteacher on the outcome of the meeting
- whether the student council should meet alone, or in the presence of the headteacher or a delegated member of staff. Additionally, there may be a member of the SMC interested in being present for these meetings
- how minutes are to be taken, and whether by a student or a member of staff. The notes taken should record the main parts of the discussion, and the decisions taken.

Council representatives might select who will represent them on the SMC. They might also be asked to attend meetings of the Learner Welfare and School Environment Sub-committee, and represent the school in external matters or at functions.

6.4 School health

What is a healthy school?

Some people believe that health and health education are simply matters of keeping clean and not becoming ill. The World Health Organisation reminds us that the idea of health is something far wider than hygiene or the 'absence of disease'. It involves:

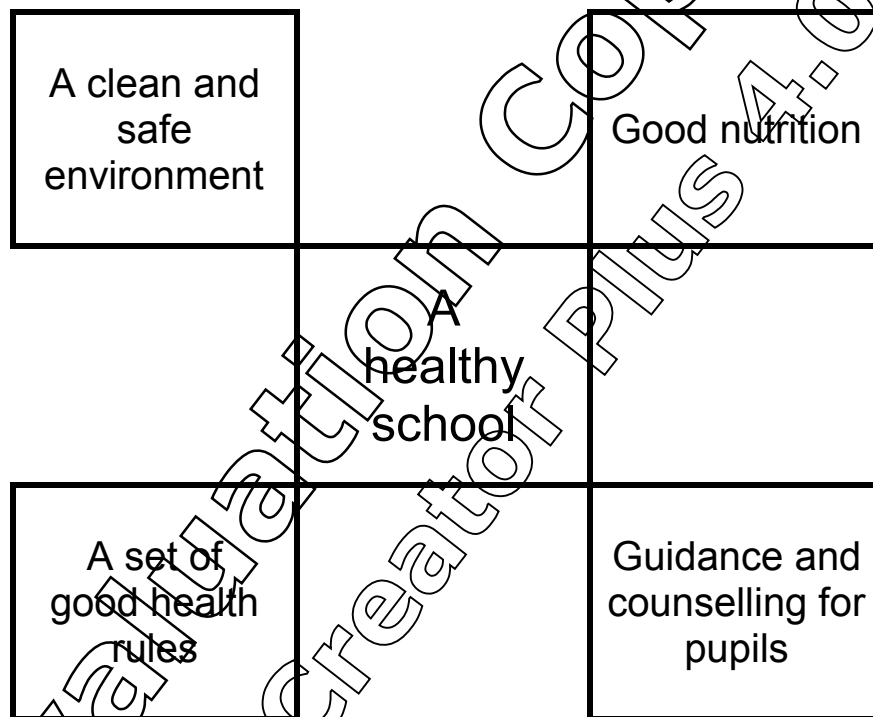
physical health: being fit and well

mental, emotional and social health: we need to be happy and well balanced, and able to use our minds efficiently as well as our bodies. We need to live together co-operatively and respect each other, understanding that girls and boys need to have equal rights and opportunities

maintaining a **healthy environment**: if our environment is dirty and polluted the food we eat and the water we drink are at risk and our health suffers.

A healthy school strives to set a good health example to its pupils, and to the community it serves by:

- providing a clean and safe environment
- providing the best possible nutrition it can
- agreeing a set of good health rules which give the children the opportunity to learn and practice good health habits, good hygiene habits and a good safety code
- offering guidance and counselling to pupils who need them.



Why is school health important?

Improving the health of our pupils will not only improve their ability to learn but is an investment in our future society.

Our children should be as healthy and happy as possible – good health contributes to a happy childhood.

Pupils study better and are happier in school if they are fit and well.

- Pupils who are ill miss school often and find it difficult to catch up when they return to school. They are at risk of dropping out.
- Pupils who are not properly fit or well when they are present in school cannot concentrate on their lessons and fall behind in their class work.
- Pupils who are unhappy or frightened cannot set their minds to their studies.

Pupils are part of a family and are tomorrow's parents. If, in school, they learn good health practices and develop caring attitudes about their own health and the health of others they will become active and useful community members and, in later years, good parents who raise healthy children.

How to promote a healthy school

Every school needs to be as safe and healthy as it can be, not just for the teachers and pupils but also to set a good example for the community.

It is important that the school liaises as closely as possible with local health workers. A very minimum involvement would be to check that **any health message or initiative is correct**. Invite local health workers to visit the school to carry out check-ups e.g. eye tests. It is desirable, especially in remotely located schools, for at least one teacher to have some basic first aid training.

The headteacher and the Learner Welfare and School Environment Sub-committee need to have the full co-operation of pupils, teachers and parents. The sub-committee should consider the following aspects of school health; **ensuring a clean and safe environment** (6.4.1), **ensuring the best possible nutrition** (6.4.2: this section includes school gardens), **establishing a good set of health rules** (6.4.1) and **providing guidance and counselling** (6.4.4).

6.4.1 Ensuring a clean and safe environment

Safety and Security: The school environment must be safe for both staff and pupils by ensuring adequate protection against intrusion by animals and thugs. In consequence, guided by policies and rules and regulations, there should be zero tolerance towards bullying, teacher's use of corporal punishment and sexual harassment.

Developing a set of school rules for hygiene

In every school, the buildings and surroundings need to be as safe, clean and attractive as possible. This is much easier in some schools than in others; some headteachers, teachers and pupils have to work in unsuitable or crowded buildings and some even lack sufficient classrooms and furniture. But even the most difficult situation can be made cleaner, safer and attractive.

The headteacher and the Learner Welfare and School Environment Sub-committee, should discuss widely, agree and communicate to pupils, parents and teachers a set of school rules for hygiene outlining how the following health issues will be addressed:

- the sweeping of buildings and surroundings
- the planting of trees and flowers
- the provision of dustbins and arrangements for hygienic disposal of their contents (burning or digging pits)
- the role of pupils in keeping the school clean and tidy (NB cleaning must not take place during lesson contact hours nor should it be used as a punishment)
- the involvement of parents and community leaders in ensuring people in the community respect the school buildings and surroundings, (including ways of keeping animals out of unfenced school compounds)
- the correct use of latrines, including cleaning, and water supplies.

Student health clubs or committees

Involving pupils in improving the health of their school will ensure their ownership of school health initiatives and is likely to make such initiatives more sustainable. In addition, giving pupils real responsibility, including decision-making, problem-solving and communication, in itself, promotes the social health of pupils and contributes to their development and learning.

One way of involving pupils in the day-to-day management of school health is to establish a student health committee, with a teacher as adviser, support from the Learner Welfare and School Environment Sub-committee and links with a local health worker. It is important that pupils are allowed to elect members of the health committee and that any activities that they sponsor must be looked on as something **interesting and enjoyable** rather than just an extra school duty. This means the pupils must receive support when they need it, and are not simply set to do dirty or tedious tasks. They are always to be praised and encouraged for the work they do.

Activities for a student health committee

- organising elections for health monitors for each class and organising competitions for the cleanest and most attractive class
- promoting gardening and tree-planting
- overseeing safety in the school and on the pupils' journeys to school (including making sure that older pupils do not bully smaller ones) and reporting any problems to the Learner Welfare and School Environment Sub-committee
- monitoring the cleanliness of food sold by vendors at school. Making sure their food is covered and that they have a place raised off the ground on which to sell it. Discussing with local health workers about what the healthiest local food snacks are and encouraging the food-sellers to sell these
- seeing that water used in the school is clean and healthy and that children use it carefully
- eliminating mosquito-breeding places near the school
- making up health quizzes and health check lists and trying them out
- presenting plays illustrating health issues at school assemblies or school open days to raise pupil awareness (with the assistance of teachers and local health workers to check on the correctness of the health messages)
- preparing simple demonstrations for younger pupils to show them simple health skills e.g. washing hands, cleaning a cut.

Water supplies and hygiene

Infection from stools through dirty hands is the most common and most easily prevented source of diarrhoea and many other diseases. The best health resource a school can provide are adequate and clean latrines together with clean drinking water and water for washing hands. The building and maintenance of latrines and the maintenance of wells should be considered when developing school improvement plans.

But even where latrines and water supplies are poor it is possible to improve hygiene practices by:

- making sure that the safest possible toilet rules are made and that the pupils keep them
- providing enough clean safe water for drinking and hand-washing
- making sure that pupils know how to use the well properly and that the area around it is kept clean
- burning or burying rubbish to prevent flies from breeding.

6.4.2 Ensuring the best possible nutrition

What is a school nutrition programme?

The school feeding programme (SFP) is an initiative to provide food and non-food items to enable schools in some rural areas to offer a balanced meal to pupils. All schools should endeavour to provide a healthy school meal, whether or not it is part of a school food programme.

Why is it important?

- to enable schools to provide a well balanced meal, improving the nutritional status of pupils, and thereby enabling them to learn more effectively
- to encourage enrolment, regular attendance and retention of pupils.

Managing a school nutrition programme/School Feeding

The headteacher, together with the Learner Welfare and School Environment Subcommittee, is responsible for managing the school feeding programme. However, a sub committee specifically for this task must be formed and that is the Food Management Committee.

Food Management Committee (FMC) (p82)

The Food management Committee is a sub committee of the Learner Welfare and School Environment Committee. It is a pre-requisite that every beneficiary school of the school feeding programme must set up a functional FMC. The committee is in charge of the school feeding programme of the school. It is the committee's responsibility to ensure

- the availability of required facilities and structures for the establishment and management of the feeding programme of the school. This role is pivotal to the health and nutritional well-being of the pupils and therefore the establishment of and adherence to guidelines for all related activities ranging from receipt, storage and managing food supplies to the hiring of cooks, rules and regulations to verification of match between daily rations and pupil attendance is fundamental. (See Term of Reference for Committee in Appendix.....)
- that adequate food supplies are available and the submission of timely, reliable and accurate data which is very critical to the supply of food.
- food supplies are managed according to guidelines so that food is available to the end of the designated period.
- up to date records of supplies and consumption, income and expenditure for the feeding programme are kept

- clear rules and guidelines for access to and distribution of school meals are available.
- every child should eat and no exclusion of 'poor' children

It is recommended that this committee co-opts the teacher in charge of the garden and a cook and ensures that the views of pupils are reflected when considering school feeding issues (either by co-option or consultation). The committee should:

- establish a set of basic rules for food management, food storage, safe food handling, kitchen management, establishing the correct food rations for each child, and verifying the daily attendance of children
- communicate these rules widely, taking care to ensure that parents understand why, how much and what sort of feeding is provided. If money is to be requested from parents, this money needs to be recorded in line with the principles of financial management in Section 1.6 and the committee must report on its collection and use to the SMC and through them to the PTA
- receive and record delivery of food in a notebook
- ensure that records of food consumed are properly completed, signed by the headteacher and submitted to the SMC and through them to the PTA
- grow food in the school garden, and use it to supplement the feeding programme (See Section 6.4.3)
- ensure a suitable store is available, regularly checking on the condition of the store for hygiene and security
- employ an adequate number of cooks, ensuring that they are trained on the effective use of the stove, hygiene practices and what is a nutritious and balanced diet
- ensure that there is a safe and clean place for cooking
- keep an inventory of serving and cooking utensils.

6.4.3 School gardens

What is a school garden?

A school garden is an extremely valuable resource for a school. It has two main uses:

- growing vegetables for improving pupils' nutrition
- providing a teaching and learning resource across the curriculum.

In addition, where space allows, mothers' club members can be given a plot for growing vegetables in order to help mothers learn better vegetable growing techniques and improve their family nutrition. This is an excellent example of how the school can contribute to improving the life of the community and should in turn strengthen community involvement in the life of the school.

Working in a school garden should **never** be used as a punishment for pupils.

Why establish a school garden?

- to complement and supplement the school feeding programme, improving the pupils' nutrition, enabling them to learn more effectively

- to enable schools to provide a more attractive meal, thereby enhancing enrolment, attendance and retention of pupils
- to provide a learning resource in all areas of the curriculum. In addition to its obvious usages, young children can learn to count and measure plants; it can be used for teaching shape and area; it can be used as a stimulus for writing etc
- to teach pupils to work co-operatively, creating an appreciation of team work and improving pupils' social skills
- to improve environmental attitudes and awareness
- to increase pupils' self-esteem and self-worth by making successful contributions to feeding the school.

Managing a school garden successfully

In managing school farms and gardens consideration should be given to the following:

- making school gardening part of the curriculum
- involving parents and the community in making the garden productive
- making use of the produce of the farm or garden to supplement school feeding
- managing any funds raised from the sale of surplus produce transparently and honestly in line with the financial guidance in Section 1.6 of this manual.

Further guidance on the running of school farms and gardens can be obtained from the School Agriculture and Farms Management Unit of MoBSE.

6.4.4 Providing guidance and counselling

What do we mean by guidance and counselling?

Guidance can be defined as a process by which an individual is assisted to understand, accept and use his or her abilities. It is designed to help each individual adjust to his or her environment, and develop the ability to set realistic goals for him or herself and improve his or her education.

Counselling is a relationship between a concerned person and a person in need. It is designed to help people to understand and clarify their views, and learn how to reach their goals by making meaningful, well-informed choices, and through the resolution of problems.

Why are guidance and counselling important in the educational system?

Guidance and counselling have been shown to enhance access, retention and performance of both boys and girls in the schools where such services are provided. The basic aims of this type of support include the following:

- to help pupils understand any difficulties and help them to gain control over feelings and actions
- to assist pupils in resolving conflicts within themselves or with others
- to alter difficult or challenging behaviour
- to assist pupils to make better use of their educational opportunities

- to provide pupils with the skills, awareness and knowledge to enable them to overcome social or emotional difficulties.

Establishing guidance and counselling systems

The headteacher will ensure that pupils in need will be referred for this service. Needs which may be addressed by guidance and counselling include:

- poor attendance or punctuality
- pupils at risk of dropping out of school
- girls at risk of pregnancy
- pupils showing persistent poor behaviour
- pupils being bullied, or pupils bullying
- pupils with personal, home or study problems
- pupils or teachers who have reported sexual harassment
- orphaned or bereaved pupils
- pupils in difficult circumstances, such as refugee children and those suffering from HIV/AIDS.

The headteacher should select at least two volunteer counsellors (one male and one female) who should provide general counselling services, being available for pupils when they need them to help them make choices on academic subjects and also providing an opportunity for parents and guardians to discuss pupil progress.

In selecting suitable counsellors headteachers should look for teachers with the following qualities:

- the ability to initiate and guide conversation
- the ability to keep information confidential
- the ability to handle sensitive and emotionally charged problems
- the ability to recognise personal needs and to devise strategies to support pupils through supervision, personal counselling etc.
- the ability to make a link with outside agencies that can provide support and other services

if visiting people at home, the willingness to accept their personal setting and circumstances.

Enhancing guidance and counselling

Teachers undertaking guidance and counselling must be offered a course of training. Further information about guidance and counselling, including training, can be provided by the **Life Skills Unit**.

- They can assist schools in drawing up a policy for guidance and counselling. This should include:
- clear well-documented guidelines on the contents and procedures of referral for guidance and counselling
- clarity about what can be addressed within the school environment and what may need further help

- sufficient time in the school day for pupils to seek and be provided with counselling if necessary
- the possibility of group or individual counselling.

6.4.5 Special Needs Education

In the Educational Policy 2004-2015, Special Needs Education is underlined through inclusive education by mainstreaming children with mild disabilities and catering for others with special needs. Therefore, school leaders must be vigilant in recognising and assisting children with their respective needs as it is the school's responsibility to do so. Cases that can be addressed at school level should be done with tact to enable children to be comfortable and for required assistance from specialist (s), the **Special Needs Unit** should be contacted through the regional offices. Guidance will be given and the counselling unit where available can be of great help in this process.

Schools should endeavour to create inclusive policies that promote children's right to full access to schools. These are schools where children grow, develop, learn and build friendship. School environments should be conducive and possible modifications made to promote the full participation of all children. In inclusive schools, children are valued and provided with adequate and appropriate support and resources.

6.5 Infrastructure

It is an essential part of creating an environment conducive to learning to have school premises that are clean, well-maintained, safe and fit for purpose. The Learner Welfare and School Environment Sub-committee will take the lead on dealing with these matters. They will be guided on educational issues by the headteacher or senior staff serving on the committee.

Classrooms:

- adequate number of classrooms
- Building is of required quality and safe
- Size of classrooms adequate to house 45 children
- All classrooms are ventilated and floors level
- Classrooms are kept clean and tidy

Offices:

- suitable office space available with doors fitted with suitable locks and fittings.
- The offices are adequately furnished, have sufficient light for office work and kept clean and tidy
- iv. Staff rooms: suitable space available for use as staff room with doors fitted with suitable locks and fitting.
- The staff rooms are adequately furnished, have sufficient light for meetings and lesson preparations and kept clean and tidy

v. Kitchen:

To be part of the School feeding programme, certain requirements must be met and these are:

- a temporary or permanent structure is available for cooking of food for the school feeding programme.
- The floor is level and walls plastered.
- A set of basic cooking utensils are available,

- the cooking facilities (stove/fireplace) are safe and the kitchen environment is kept clean and tidy (hygienic),

vi. Food store: there must be a suitable and secure (lockable) food store with a level floor, plastered walls and free of pest and water leaks etc. The store should be kept clean and tidy

vii. Toilet facilities: There are standard for toilet facilities for schools and the **management** is expected to be compliant in adhering to the pupil/toilet ratio of 25:1. The toilets located at a safe distance from other structures, protected to ensure privacy, separation of male and female toilets, and safe construction and maintenance.

viii. Water and hygiene (p81): The availability of water safe for drinking at the school premises is also a key variable in the attainment of the minimum instructional hours. The pupils, particularly girls will not have to use valuable class time to fetch water outside the school. Guidelines for use, maintenance and hygienic standards developed. Hygiene and use of water must be monitored.

ix. School yard: it is ideal for the school yard to be fenced but temporary materials could be used if necessary with. The play ground, assembly area and garden areas are demarcated so that different activities taking place in the designated areas could be carried out with minimum distraction and interruptions. The school yard should be monitored effectively.

x. School garden: the school garden is available and within the school premises. Up to date records of sales or use of garden are kept.

6.5.1 Maintenance

The Learner Welfare and School Environment Sub-committee of the SMC should:

- lead the maintenance of school facilities by involving the community, document all related activities and keep minutes of community meetings.
- draw up a rota for simple maintenance, drawing on PTA members
- ensure that a thorough cleaning and maintenance check is carried out before the beginning of each term
- record any maintenance required in a maintenance book, so that a record is kept of what needs doing, funds can be requested if necessary, and the date of completion noted
- provide dustbins or baskets to assist pupils and staff in keeping the school premises clean and litter-free
- arrange for regular cleaning and maintenance during term time
- raise funds for larger items of maintenance, accounting for money raised in accordance with the instructions provided. Where capital expenditure is needed for major construction, these items should be noted in the whole school development plan, so that the information can be passed to the PCU. (See Section 1.3)
- arrange for and oversee larger maintenance projects, in consultation with the regional construction monitor
- provide reports of their activities to the SMC as required.

Where pupils are included in such activities, the following guidance should be followed:

- they may not undertake cleaning or maintenance duties during instructional hours
- chores should be distributed on a fair basis, so that all pupils share responsibility for a clean and pleasant site but no pupil is over-burdened
- girls and boys should be equally involved in cleaning and other maintenance. The burden of cleaning must not fall solely on girls
- care must be paid to pupils' safety. For example, they should not be asked to climb trees
- these duties, including working in the school garden, should not be used as a punishment.

The headteacher should:

- take the lead in encouraging pupils and staff to take pride in the school environment, keeping classrooms and the school compound clean and litter-free
- provide advice and guidance to the committee on educational issues
- ensure that the rules about pupils' participation are adhered to
- advise the Learner Welfare and School Environment Sub-committee of any cleaning or maintenance issues of which they are not aware
- participate in discussions on the deployment of small sums from school fund for maintenance purposes
- notify the Regional Director of larger maintenance requirements, who may involve the regional construction monitor.

Furniture

Furniture represents an important resource for a school. The headteacher and the Learner Welfare and School Environment Sub-committee should endeavour to ensure

Classrooms:

- all classrooms are adequately furnished
- the furniture is suitable for the purpose (subject/grade)
- the standard and quality of the furniture is acceptable
- rules and guidelines for use and handling of furniture

each class has:

- enough benches and desks to seat pupils two to a bench or 1:1 as the case of chairs
- a teacher's desk and chair
- a lockable cupboard or trunk (for materials)
- a lockable door
- a usable blackboard
- a cement floor
- a notice board
- a dustbin
- a container for drinking water.

The school development plan should include strategies to ensure that each class obtains these items and keeps them in good repair.

The headteacher and the Learner Welfare and School Environment Sub-committee should also conduct two checks per term against the inventory to ensure all furniture is in place and in good condition and carry out minor repairs to prevent the furniture stock and blackboard deteriorating. The Learner Welfare and School Environment Sub-committee should hold a small budget for minor repairs.

Suitable classroom equipment		
Desks and benches	Usable blackboard	Lockable cupboard
Notice board	Dustbin	Teacher's desk and chair
Cement floor	Lockable door	Container for drinking water

Physical Environment

Appendices to the School Management Manual

Appendix 1: Management Year Planner

Headteachers and SMCs can use this planner as a guide. Some items have been entered, and others can be added according to the school's particular context and events.

	Leadership and Management	Community Participation	Curriculum Management	Teachers' Professional Development	Teaching and Learning Resources	Learner Welfare and the School Environment
Aug	Deployment of teaching staff (1.3.1) Preparation of the consolidated timetable					
Sept:	Teachers report for duty last week of school holiday Finalise registers/enrolment		Teachers' planning time HT analyses test results to help in WSD and CPD planning	Teaching starts in first week of term		
Oct						
Nov				Assessment of staff CPD needs by HT and senior teacher Draft CPD plan in line with WSD plan		
Dec			Termly tests for grades 7-9	Staff meeting to discuss and finalise CPD plan (then presented to SMC)		
Jan			Analyse test results			
Feb			Half yearly tests for grades 1-6			

Mar	<i>Assess pupil numbers for the following year, and pass these on to the regional office</i>		<i>Analyse test results</i> <i>National tests for grades 3 and 5</i>			
Apr			<i>Termly tests for grades 7-9</i>			
May			<i>Analyse test results</i>			
June						
July	<i>Begin deployment of teaching staff</i> <i>Compile draft registers for following year</i>		<i>End of year tests for grades 1-9</i>			

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Appendix 2: Parent Teacher Association Constitution

THE CONSTITUTION
and
OPERATIONAL FRAMEWORK
of
PARENT TEACHER ASSOCIATIONS (PTAs)
in
THE GAMBIA
by
DOSBSE

Bedford Place Building
Banjul
Tel: 220 437 4788
E-mail: Bespor@gamtel.gm

September 2007

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Preamble

Conscious of the importance of education in national development, government and general public must have a vital responsibility in the management of schools. The need and role of the private sector, community and civil society actors in the performance of the education sector were adequately emphasised in the current Education Policy as well as the Poverty Reduction Strategic Paper (PRSP). In order to engender community participation in all aspects of school management, the National Education Policy (2004 – 2015) specifically called for the formation of Parent Teacher Association (PTA) committees at school and regional levels and further required their composition to include teachers, parents, pupils and community members with emphasis on gender equity.

Elsewhere, the PRSP stresses that one of the major targets of SPA II is to expand and strengthen the participation of stakeholders in all major dimensions of the poverty reduction strategy. Our national constitution, policies and other landmark strategic documents are replete with calls for decentralization, greater involvement and participation of citizens in development activities affecting their lives and livelihoods.

In line with current national policy directions and practice, local school management should of necessity ensure that the interest of all stakeholders are given due attention. The Parent Teacher Associations shall be set up to be responsible for the management of schools. This constitution therefore seeks to articulate and provide a clear but broad framework for the functioning of PTAs in the country.

Article One: The Objectives of the PTA

1. The objectives for the establishment of Parent Teacher Associations are:
 - To foster community ownership and participation in the management of schools
 - To facilitate the smooth running and continuous development of schools.
 - To facilitate cordial relationship between the school and the community

Article Two: Operational Framework

2.1 The name of the Association

The association shall have a name, for example,Lower Basic Parent Teacher Association.

2.2 Members of the Parent Teacher Association (PTA)

The members of the PTA shall comprise:

- Parents
- Guardians
- Teachers

Only parents and guardians with school-aged children attending the school shall be eligible as members.

2.3 Duties, Responsibilities and Obligations

The PTA shall be responsible for:

- The general management of the school
- Making important suggestions for learning materials
- Facilitating increased enrolment and retention especially of girls
- Managing and/or participating in all school development activities e.g. school farms, garden and other fund-raising activities
- Participating in identification and recruitment of staff such as cooks, night watchman and caretakers.
- Attending all PTA meetings and taking active part in decision making
- Taking part in formulating school rules and regulations
- Assisting in the promotion of personal hygiene and environmental sanitation and enhancement of the school
- Facilitate conflict resolution in the school and within the community as it relates to the school
- Sensitizing the community on the importance of school development initiatives and extra-curricular activities
- Election of the SMC (PTA Executives) among themselves
- Management of school development accounts and finances
- Promotion of ownership concept of the community school
- Management of the school premises, including construction of new buildings, fences, maintenance and cleaning
- Management of the school feeding programme
- Suggestions on curriculum matters relating to the local situation and assistance in the provision of learning aids
- Formulation of their own bye laws and adhering to them.

2.4 Rights of the Parent Teacher Association

- 2.4.1 To elect or be elected into the executive (SMC)
- 2.4.2 To be informed of all PTA meetings and activities in the school at least two weeks before the event
- 2.4.3 To take part in all major decision-making processes
- 2.4.4 To be given all Information relating to their roles
- 2.4.5 To make recommendations relating to school matters
- 2.4.6 To question and regulate the performance of the SMC, especially in instances where they are not satisfied.

2.5 Meetings of the Parent Teacher Association

- 2.5.1 In every term, there shall be two PTA meetings, one at the beginning and the other at the end of term, except in case of emergency

- 2.5.2 Two thirds of the members shall constitute a quorum
- 2.5.3 The venue, timing and language used shall be sensitive to the special needs and requirements of the women and minority groups
- 2.5.4 Proper minutes shall be kept of all PTA meetings

Article Three: Terms of Reference for the School Management Committee (SMC) formerly called PTAC

- 3.1 Keep the PTA informed of all school matters
- 3.2 Maintain oversight of all school funds
- 3.3 Mobilise and help manage school resources
- 3.4 Visit the school at least twice quarterly
- 3.5 Encourage and give support to the administrative body on matters affecting the school e.g. accommodation of guests to the school
- 3.6 Ensure the effective establishment, management and maintenance of school farms, garden, canteen, cafeteria, etc.
- 3.7 Ensure the effective management of the school feeding program
- 3.8 Resolve conflicts both in school and community level
- 3.9 Take an active part in decision-making in the school and in matters relating to school development
- 3.10 Serve as liaison between the school and the community
- 3.11 Attend all executive and general meetings
- 3.12 Ensure that written records of events and minutes of meetings are kept
- 3.13 Mobilise youth clubs, women, kaffos, Village Development Committees (VDCs) and Ward Development Committees (WDCs) to participate in school development
- 3.14 Ensure that school terms and days commence promptly
- 3.15 Ensure the achievement of 880 contact hours per academic year
- 3.16 Promote good moral conduct within the school
- 3.17 Develop the school development plan for consideration by PTA

Article Four: The School Management Committee (SMC)

This shall be the executive arm of the Association. Any decisions and/or consensus reached by the SMC shall be binding and respected by all members.

4.1 Categories of Executive Members

The categories of the School Management Committee members shall be:

- Elected (including head boy and girl)
- Selected (only for the co-opted members in sub-committees)

- Teachers

4.2 Criteria for membership into the SMC

- Members should be committed to the welfare, development and performance of the school
- Members shall be interested in the promotion of education in their community
- Members should be role models and have positive leadership qualities
- Members shall be elected from within the PTA or the pupil body
- Parent members must have children in the school
- Teacher members must be teachers in the school
- Members shall be drawn from communities the school serves
- For the first four years, at least one third of the executives shall be females whilst ultimately striving to increase gender representation to 50 percent
- Preferably, members should be literate.

4.3 Election procedures for members of the SMC

- The members of the executive (SMC) shall be elected by secret ballot
- Election shall be based on simple majority
- Elections shall be conducted every four years, to renew the committee's mandate
- All SMC members shall be eligible to stand for re-election for a maximum of two consecutive terms
- The SMC members shall be elected by the general assembly to be in office for four years extendable by an additional term of four years subject to PTA approval
- Every PTA member shall be entitled to a single vote during elections
- The head boy and head girl elected into the school council shall automatically become members of the SMC

4.4 The rights of the SMC

- To be involved in decision-making on all school development matters
- All issues directly or indirectly affecting the school shall be channelled through the SMC
- To be informed of all the development activities that are about to take place in the school or have taken place in the school
- To be involved in the design of all school development projects or programs and to take part in the decision-making

- To ask about the progress and problems of individual pupils in the school
- To decide on the school dues and how the school resources or funds are to be used or allocated in accordance with the existing regulations
- To recommend disciplinary action to be taken against any member of staff or pupil, in consultation with the PTA. In the same vein, they can report the good performance of any member of staff to the authorities concerned for reward and/or recognition.
- To determine an appropriate dress code of the school
- To be informed by the headteacher of issues relating to teaching and learning in the school

4.5 Meetings of the SMC

The School Management Committee should meet once every month and shall hold emergency meetings to be called by the chairperson or his or her representative. In addition, the SMC shall convene annual and/or periodic meetings with the entire PTA aimed at sharing information, reviewing performance of the preceding year, as well as approving the annual school development plan for the ensuing year. Reciprocity of respect shall be the order of every meeting. Two thirds of members shall constitute a quorum and any issues decided by a meeting with the required quorum shall be binding and respected.

Proper minutes of all meetings shall be documented and kept by the Secretary. Each minute should be verified and endorsed by the preceding SMC meeting. The minutes of the meetings shall be made available to any PTA member or Regional Education Directorate staff on request.

Article Five: Composition and duties of the SMC Members

The SMC shall be composed of members from the general body, and comprise mainly elected members, except for the teachers.

5.1 Composition:

- Chairperson
- Secretary
- Treasurer
- Auditor
- Heads of various sub-committees

5.2 Duties:

5.2.1 The Chairperson shall:

- Be elected by the general body
- Serve as the head of the association
- Chair both SMC and general meetings

- In consultation with the Secretary, summon SMC and general meetings
- Cast a vote when there is a tie in decision-making
- In consultation with the Secretary, direct the functions of the SMC where deemed necessary
- Perform any other duty as assigned by the SMC

5.2.2 Preferably, the headteacher shall serve as the Secretary to the SMC.

The **Secretary** shall:

- Be responsible for all the secretarial correspondence and keep up-to-date records of all meetings of the SMC and the general meetings
- Keep minutes of meetings
- Bring to the notice of the executive body, any fund-raising proposals and any other business affecting the Association for debate or discussion
- Be responsible for organising meetings and serve as a contact person for the external organisations
- In consultation with the SMC, the Secretary shall prepare and present the school development plan.

5.2.3 The **Treasurer** shall:

- Be elected by the general body to serve as a financial advisor to the Association
- Handle not more than D1,000 amount of petty cash at any given time (the ceiling for the amount should be determined by the individual committees)
- Receive all monies on behalf of the Association and immediately deposit all such monies into the Association's account and must keep valid records to that effect
- Present an audited financial report to the SMC as and when required
- Be among the signatories of the bank account and cheques.

5.2.4 Preferably, the auditor should be drawn from outside the school management committee.

The **Auditor** shall:

- Be elected by the general body to examine and verify all financial transactions and records of the Association
- Present detail reports to the SMC and general body of the accounts as and when required

5.2.5 Chairs of various sub-committees shall:

- Be elected from within the PTA
- Be responsible for the conduct of business and performance of the assigned sub-committee
- Serve as functional links to the SMC

Article Six: The SMC Sub-Committees

The SMC shall establish sub-committees to complement its efforts. Each sub-committee shall be headed by a member of the SMC, who shall serve as principal liaison with the main committee. The sub committees shall co-opt members based on need and special inputs or skills. The co-opted members could be drawn from the community, teachers and/or pupils as shall be deemed necessary. Furthermore, the number and size of sub-committees shall depend on the complexity and size of the particular school.

6.1 Composition

The SMC sub-committees shall be structured to be consistent with the components of the whole school development model. To the extent possible, sub-committees shall be constituted as follows:

- Leadership and Management
- Community Participation
- Curriculum Management
- Teachers' Professional Development
- Teaching and Learning Resources
- Learner Welfare and School Environment

6.2 Duties of the sub-committees

The duties of the sub-committees shall include the following:

6.2.1 Leadership and Management

- Ensuring pupils' enrolment, attendance and punctuality
- Managing the finances of the school in line with the school development plan, carrying out transparent budgeting and reporting to the PTA through the SMC
- Ensuring that school terms and holidays commence and end promptly
- With inputs from other sub committees, developing and presenting the school development plan to the SMC
- Harnessing the support of all stakeholders for the development of the school
- Project identification, proposal writing and programming in respect of resource mobilisation activities

6.2.2 Community Participation

- Organising, together with the SMT, three programmes per year to inform and involve parents about general school activities (e.g. Sports Days, Open Days) and about the progress of their individual children.
- Mediating between the members in the case of dispute with a view to bringing healthy relationships between members
- Ensuring and supporting the establishment and functioning of mothers' clubs as well as alternative mechanisms for enhancing the participation of fathers in the activities of the school

- Ensuring adequate and effective participation of the community and its various structures in the formulation of the school development plans

6.2.3 Curriculum Management

- Conducting quarterly review meetings to determine the progress of delivery and coverage of the relevant syllabi
- Ensuring the delivery of 880 contact hours per annum to all pupils
- Overseeing the proper delivery of the composite timetable
- Assisting in resource mobilization for curriculum development issues
- Advising the SMT on the development of a homework policy, communicating it widely, ensuring and monitoring its implementation

6.2.4 Teachers' Professional Development

- Together with the SMT, developing a staff discipline and grievance procedure (in line with the Government of The Gambia policy), agreeing it with the teaching and non-teaching staff, communicating it widely and ensuring its implementation and monitoring. The committee is to preside over any case among the staff and between the staff and other people. In doing that, it will provide guidance and counselling and also serve as a disciplinary committee.
- Ensuring that the school has an induction programme for teachers new to the school as well as welcoming and helping to settle them in the school and community
- Encouraging all teacher trainees in the completion of their studies
- In partnership with the school management, identify relevant training needs of the staff and design appropriate measures for addressing the identified needs

6.2.5 Teaching and Learning Resources

- Establishing and managing the proper storage of teaching and learning resources
- Ensuring equitable utilization of the school's teaching and learning materials
- Developing and enforcing relevant policies relating to the use and upkeep of teaching and learning materials
- Assisting in the acquisition of additional teaching and learning materials
- Facilitating the training of teachers in the development and production of relevant teaching and learning materials
- Assisting in resource mobilization for the acquisition and management of teaching and learning materials

6.2.6 Learner Welfare and School Environment

- Together with the SMT, developing, communicating widely, ensuring the implementation of, and monitoring a school pupil discipline policy, a dress code, and a policy on sexual harassment, all to be in line with DOSBSE policies
- Promoting a safe and healthy school environment
- Managing all aspects of the school premises, including construction of new buildings and fences, maintenance and cleaning
- Management of the school feeding programme as well as the school farms and gardens
- Carrying out a termly check on the school furniture. This includes both verifying numbers against the school inventory and the condition of the furniture. Carrying out minor repairs as necessary

Article Seven: Resource mobilisation and financing

The Association's funds will be raised from a variety of sources, including annual subscriptions, donations, school levy, provident fund, assistance from collaborating organisations, proceeds from investment projects such as operation of a cafeteria, a telecentre, organisation of fund-raising activities, endowments and any other legally acceptable fund-raising activities.

Article Eight: General Rules

- The Association shall operate in line with the provisions of the PTA constitution
- The Association is an independent, non-political body and it is not in any way a trade union.
- All the resources of the Association should be used as agreed by the majority of PTA members.
- No person should use the resources of the Association for personal interest or any other purpose for which it is not intended
- Any member who does not comply with the provisions of the constitution shall be held accountable for any such contravention and persistent violations will result in expulsion.
- All monies belonging to the Association shall be deposited in the Association's account in a recognised bank.
- The signatories to the Association's account shall be a combination of two of any of the three following SMC members: Chairperson, Secretary and Treasurer.
- Any SMC member who fails to attend three executive meetings without a valid reason shall be replaced.
- Anyone found guilty of misappropriating the funds of the Association shall be subject to legal action
- Membership of any committee shall be open to any member of the PTA

- Nominations to any sub-committee will be decided by the SMC subject to approval of the general assembly
- The SMC shall be subjected to a vote of non confidence by the PTA, in the event of repeated under performance/ mismanagement
- The Regional PTA and the Regional Education Directorate shall periodically monitor the accounts and the performance of the Associations as appropriate

Article Nine: Bye Laws

The SMC shall establish and make operational a set of bye laws to help govern the conduct of business in an orderly and transparent manner. The bye laws shall be periodically reviewed and up dated to ensure relevance and responsiveness. The SMC shall make additional bye laws determining the nature and magnitude of applicable sanctions aimed at enforcing the above constitutional provisions.

Article Ten: Amendments to the Constitution

This Constitution once approved and adopted shall be the guiding document of the Association. It shall be periodically reviewed amended by the national PTA Reference group and approved by a meeting attended by two thirds of the members.

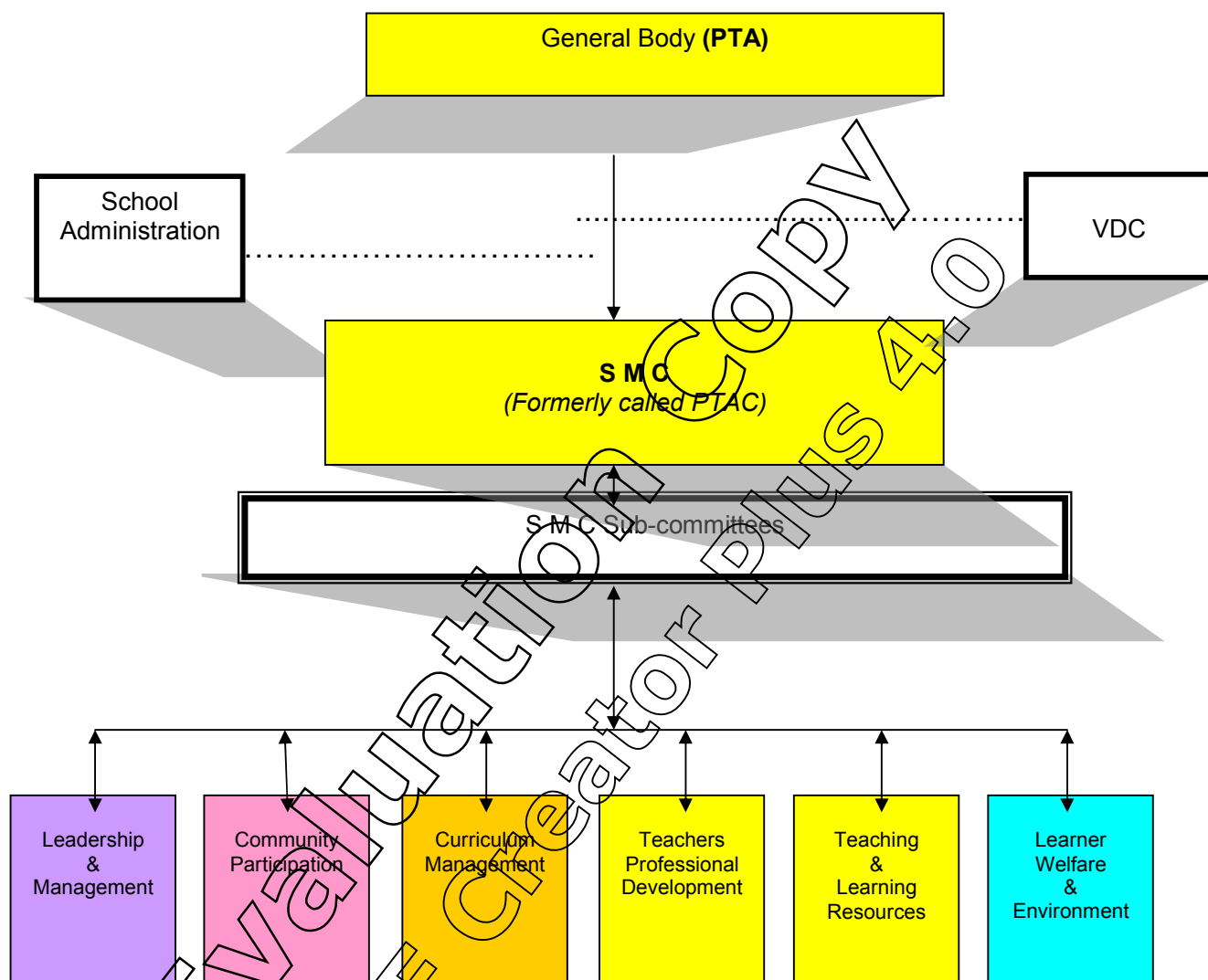
Article Eleven: Commencement of this Constitution

All the existing PTAs and their sub structures shall be deemed invalid by 30th September 2007 (coinciding with the beginning of the new school year), and fresh elections shall be held not later than 31st December 2007, to elect office bearers as dictated by the Constitution.

Article Twelve: Dissolution of the SMC

In the event of dissolution of the SMC, the balance of the funds/resources, after taking care of the liabilities, shall be handed over to the school management.

PTA Organisational Structure



Appendix 3: Reporting to SMC on school circumstances

The following information should be included in the report for the SMC to start the School Development process. It should be compiled by the headteacher from school records, supported if necessary by senior teachers, PTA/SMC members and the cluster monitor. If the SMC choose to do so, they can share the information in the report with the wider school community at this stage. It should be shared with the whole PTA at least once during the year.

1. School enrolment:

- Number of boys, number of girls, total number of pupils
- Over the past two years, has enrolment risen, fallen or stayed about the same?
- Are the patterns the same for girls and boys?
- If there have been changes, what are the reasons?

2. Staffing:

- Numbers of teachers: how many female teachers, how many male teachers?
- How many are qualified?
- How many are unqualified?
- How many are trainees?

3. Staff attendance:

- How many staff reported for duty on time at the start of the year?
- How many were late returners?
- Were any reasons given?
- On average, what is the proportion of staff absence per month?
- Are there gender differences?
- On average, what is the proportion of staff lateness per month?
- Are there gender differences?

4. Pupil attendance and punctuality:

- On average, how many pupils are absent each day?
- Is this different for girls and boys?
- Is it different in particular grades?
- Is it different at different times of the year?
- If there are differences, what are the reasons?
- On average, how many pupils are late each day?
- Is this different for girls and boys?
- Is it different in particular grades?
- Is it different at different times of the year?

- If there are differences, what are the reasons?

5. Pupil behaviour:

- Do most pupils behave well?
- How many incidents of **serious** misbehaviour were there during the last school year?

6. Pupil achievement:

- How many pupils completed the **final grade** last year (Grade 6 or Grade 9)?
- Has this risen, fallen or stayed about the same over the past two years?
- Are there gender differences? If there are differences, what might the reasons be?
- In upper basic schools, what proportions of pupils reached the **required standard** in each of the tested subjects?
- Are there gender differences?
- Are there differences between subjects?
- Have results been rising, falling or staying the same over the past two years?
- If there are differences, what might the reasons be?
- In the most recent **NAT**, what percentage of pupils in each of the two grades reached the required standard?
- Are there gender differences?
- Have results been rising, falling or staying the same over the past two years? (This information may not be available.)
- If there are differences or changes, what might the reasons be?
- In the most recent **school-based tests**, what percentage of pupils reached the required standard?
- Are there differences between grades?
- Are there differences between classes in grades?
- Have results been rising, falling or staying the same over the past two years?
- Are there gender differences?

7. Instructional hours:

- How many school days/hours were completed last school year?

8. School environment

- Are there significant issues of infrastructure which have a serious impact on teaching and learning?
- In what ways?

Appendix 4: School plans

School development plan format

This format can be copied for each standard

Standard:
Cost Band

Indicator	Activity	Schedule	Input	Costing	Sources of funding	Who will be responsible

SCHOOL PLAN FORMAT

SCHOOL PLAN FORMAT							
STANDARD No Cost		COMPOSIT TIME TABLE					
Indicators		Activities	Schedule	Input	Costing	Sources of funding	Who will be responsible?
1	Composite timetable available	- Organize a meeting with the SMT, SMC and Curriculum Management Sub-committees.	September (at least a week before opening)	School Calendar			Head teacher
2	All core and non-core subjects receive the prescribed number of periods	- Establish the number of teachers available. - Establish the number of subjects to be taught. - Allocate all core and – non-core subjects with the prescribed number of periods.	September (at least a week before opening)	Curriculum Framework			Head teacher, SMT
3	Minimum allocation of 30 min per period for all subjects	- Allocate Library lessons in the composite time table.	September (at least a week before opening)				Head teacher, SMT
4	Library sessions are clearly specified	- Allocate at least a minimum of 30 minutes per to all the subjects on the time table.	September (at least a week before opening)				Head teacher, SMT
5	Displayed in Head Teacher's office and staff room and shared with stakeholders	- Draw up the composite time table - Share the Draft - Finalize, share and display.	September (at least a week before opening)	Glue, sello-tape, markers and offset paper.			Head teacher, SMT
STANDARD Low Cost		SCHOOL CALENDAR					
Indicators		Activities	Schedule	Input	Costing	Sources of funding	Who will be responsible?
1	Adapted from the regional calendar, accessible and displayed in head teachers office and staff room	- Organize meeting with the SMT, SMC, Leadership & Management, Curriculum Management and Community Participation Sub-committees.	September (at least a week before opening")	Regional Calendar			- HT - SMT
2	The calendar developed in a way that ensures the achievement of 880	- If the calendar is not available at the school, get one - use the calendar as the basis for	September	Regional Calendar			- HT - SMT

	hours instruction time	the School calendar. -Plan for the attainment of at least the minimum 880 hours					
3	Indicates school based activities such as training days, sport events, extra curricula activities	- make a list of all School based activities for the year and include them in the calendar.	(at least a week before opening	Regional Calendar			- HT - SMT
4	Calendar is aligned to community context	- make an inventory of community events that needs to be featured on the calendar in consultation with the community participation sub-committee	September	Regional Calendar			- HT - SMT
5	Availability of records showing Teachers, SMCs involvement in the development of the calendar and verification by the Cluster Monitor	- Minutes of meetings and attendance taken.	(at least a week before opening	-Regional Calendar		- School fees/fund	- HT - SMT
STANDARD Medium Cost		STAFF DEVELOPMENT					
Indicators		Activities	Schedule	Input	Costing	Sources of funding	Who will be responsible?
1	School training plan developed	- Compile data on training needs. - Establish the training needs - Establish induction needs for new teachers, TTs & UoTs - Draw up a training plan - Share the draft - Finalize and share it After competence assessment, use information on training needs from professional development plans (PDPs) to update the plan	Third week of opening	- Regional calendar - School Calendar -PDPs - stationery for the reproduction of training plan	D150.00	- school fund/fees	SMC SMT TPD
2	A school training team established	- Identify potential trainers - Develop criteria for selection - Select trainers from list - Seek consent from selected trainer and support from staff - A school training team is set up.	Third week of opening				SMC SMT TPD -
3	Induction program for	- Use identified needs for induction	September (1 st &	Food	D6,000.00	School fees	SMC

	new teachers, TTS & UQTs.	and draw up an induction programme - carry out induction	2 nd Weeks of opening; 2 days per week = 4 days)	Stationery			SMT TPD
4	Mentoring program established	-Identify school mentors if there are none or not enough - Organise a briefing session with mentors - Build the capacity of mentors -Establish a link with the College to properly respond to needs of TTs - Develop a mentoring program - Share the draft - Finalize and share programme.	ongoing	- Regional calendar - School calendar - Composite time table Mentors			SMC SMT TPD
5	Training monitored and evaluated.	- Set-up monitoring schedules -Conduct observations -Provide oral and written feedbacks and recommendations - Make follow-ups -Keep record of monitoring, feedback and follow-up activities - Carry out termly evaluation of trainings	ongoing				SMC SMT TPD
STANDARD High Cost		FOOD STORE					
Indicators		Activities	Schedule	Input	Costing	Sources of funding	Who will be responsible?
1	A suitable store, free from pests and water leak built	- Identify a suitable spot for the store - Get an estimate cost for building the store - Make an inventory of source of funding - Draw a project proposal for funding - Seek assistance using the proposal - Make follow-up - Share feedback from follow-up - Construction of the store - Monitor all stages of work to ensure quality product.		- Labour - Sand - Gravel Corrugated Iron sheets - Iron rods - Wood - Nails - Cement	D50,000 D12,500(5) D5,000(2) D6,000(4) D3,000 D6,000 D3,500 D10,000(20)	Fund Raising SDT FIOH PCU	LWSE SMC

2	Floor is leveled and walls plastered	Ascertain that all the finishing are adequately and properly done.					LWSE SMC
3	Food store is secured (lockable).	- Provide and put in locks to ensure security.					LWSE SMC "
4	Store kept clean and tidy	-Prepare a duty roster for cleaning the store. - Make frequent visits to ensure that the store is clean and tidy.					LWSE SMC "

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Appendix 5: Basic guidelines for grant applications and project proposals

In the process of implementing a school development plan, the school may need to access funding from NGOs or other donors. It is likely that most large infrastructure items will need to be referred to the PCU.

Many donors will have their own forms for the school to complete. What it is important to emphasise in the relevant sections of the form is how the grant application relates to the plan, and how it will make a difference to the quality of teaching and learning in the school. The more clearly this can be shown, the more likely the application is to succeed. The column on the plan which shows how the action will have an impact on teaching and learning will be of help with this.

In some cases, the SMC will have to write a project proposal from the beginning. The following is a suggested outline for a project proposal:

- Section 1: A profile of the school
- Section 2: A summary of trends (internal and external)
- Section 3: An explanation of how the proposal relates to the whole school development plan, and the impact it will have on teaching and learning
- Section 4: A copy of the relevant section of the plan for the year to include:
 - Short term objectives
 - Targets, tasks, timing and indicators of progress for the project
 - Resource implications or cost of the targets and tasks

As with a grant application form, the more clearly the application shows the intended impact on teaching and learning, the more likely it is to be successful.

On rare occasions, the donor may require representatives of the school to explain the proposal in person, after the document has been submitted. If this is the case, it may be helpful for the chosen representatives to practice their presentation to an audience, possibly other members of the SMC, to help them to feel more confident.

Appendix 6: Sample Staff Codes of Conduct

There is no universal discipline policy other than the discipline policy for civil servants as provided for in the General Orders (GO), which affects teachers since they are civil servants. The draft Human Resources Department Policy gives further information. However, given the nature of the teaching service within the overall civil service structure, the Education Act encourages the creation of issue-specific policies for schools, such as codes of conduct for teachers, including headteachers, and pupils. The following code of conduct for school staff has not been validated, but is presented here as an example which can be developed by schools to meet their own circumstances.

Sample staff code of conduct

Statement

Our school believes that teaching and non-teaching staff are role models for the pupils and the way in which they conduct themselves determines the character of the school and affects how well the pupils will learn. In our school all members of the teaching and non-teaching staff, together with all members of the SMC, will try at all times to promote the safety, security, learning needs and welfare of pupils.

Creating a positive school ethos

Staff are expected to:

- carry out their work with professionalism and integrity
- report for work regularly and punctually as required by the management of the school (*Schools could insert specific times here.*)
- act always in the best interest of pupils, ensuring that the full range of age, gender, attainment, special educational needs and background is taken into account
- meet the requirements of the management of the school, with regard to lesson planning, marking, timetable etc.
- play a full role in the life of the school, including professional development, community participation and extra-curricular activities
- work together in a supportive manner with colleagues to promote pride in the school and bring about improvements
- treat pupils with respect, adhering to the law on corporal punishment, and refraining from using other forms of physical or humiliating punishment
- uphold the policies of the school
- support each other in promoting good behaviour among pupils, challenging any infractions of school rules
- respect the confidentiality of personal and school information received during their work
- promote a positive environment for learning, by keeping their classrooms and the school compound clean and attractive
- be a role model for pupils in behaviour and dress.

Improper behaviour

Staff will not:

- use the labour of pupils for private chores without the consent of their parents or guardians and the headteacher

- collect any unauthorised money from pupils or community members
- send pupils on errands unconnected with school matters during school hours
- engage in private conversation, including use of mobile phones, during lessons
- deal with personal matters during lesson time, except in exceptional circumstances with the permission of the headteacher
- smoke in the presence of pupils, drink alcohol on the school premises, or be found drunk during school hours.

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Appendix 7: Staff Discipline and Grievance Procedures

As mentioned above, school staff at all levels are bound by the discipline policy for civil servants as provided for in the General Orders (GO) and the draft Human Resources Department Policy. Schools may wish to develop their own discipline and grievance policies. (See SMM Section 1.5 for more information.)

Headteachers and senior staff should try to deal with minor issues informally through discussion with the member of staff concerned, but if this does not result in a change of behaviour then they may need to use the disciplinary or grievance procedure.

Staff discipline procedure

What is a staff discipline procedure?

Teachers and non-teaching staff at the school must obey the staff code of conduct (to be agreed at school level, based on the draft Human Resources Department Policy [See Appendix 3 for an example]) and the other policies and regulations that apply to teachers, listed in SMM Section 1.4.

A staff disciplinary procedure describes the steps which will be followed when these regulations are breached and describes the process for appealing against any disciplinary action.

Implementing the staff discipline procedure

If there is a need to use the disciplinary procedure the school should:

- deal with the matter promptly
- ensure that the member of staff knows exactly what the disciplinary offence is
- allow the member of staff to state their case
- state the disciplinary action to be taken and explain why it is being taken
- unless this is a case of serious misconduct, try to resolve a first offence through discussion
- explain how the member of staff can appeal.

Where the headteacher needs to use the discipline procedure, he or she should use the steps outlined below. It is normal to use the steps in order, starting with Stage 1. However, in the case of a serious breach of discipline, it can be acceptable to start at Stage 2, 3 or 4. Cases of sexual misconduct, sexual harassment or theft (including financial corruption) should always be viewed as serious misconduct.

Sample staff disciplinary procedure

Stages of the procedure

Verbal Warning (Stage 1)

The headteacher speaks to the offending teacher about his or her conduct. The headteacher should explain precisely what behaviour has resulted in this warning. If the teacher is required to take any specific action or change his or her behaviour, this must be stated. This warning should be recorded and kept in the teacher's file. The teacher is entitled to have a copy. The headteacher should explain that the warning will be removed from the teacher's file after twelve months. However, if there are further breaches of discipline within twelve months, this is likely to result in more serious action (probably a first written warning). Finally, the teacher must be informed how they can appeal against this decision, should they wish to do so.

First Written Warning (Stage 2)

The headteacher speaks to the offending teacher about his or her conduct. The headteacher should explain precisely what behaviour has resulted in this warning. If the teacher is required to take any specific action or change his or her behaviour, this must be stated. This warning must be given to the teacher in a written letter (a 'first written warning'), and a copy of the letter should be kept in the teacher's file. The headteacher should explain that the warning will be removed from the teacher's file after twelve months. However, if there are three written warnings in one year, an employee may be dismissed. Finally, the teacher must be informed how they can appeal against this decision, should they wish to do so.

Final Written Warning (Stage 3)

The headteacher speaks to the offending teacher about his or her conduct. The headteacher should explain precisely what behaviour has resulted in this warning. If the teacher is required to take any specific action or change his or her behaviour, this must be stated. This warning must be given to the teacher in a written letter (a 'final written warning'), and a copy of the letter should be kept in the teacher's file, and a copy sent to the Regional Office. The headteacher should explain that the warning will be removed from the teacher's file after twelve months. However, if there are further breaches of discipline within twelve months, this is likely to result in more serious action (probably referral to the Regional Office, and possible dismissal). Finally, the teacher must be informed how they can appeal against this decision, should they wish to do so.

Referral to the Regional Office (Stage 4)

The headteacher should urgently inform the Regional Office of this breach of discipline. This must be done in a written letter that explains the breach of discipline and asks for urgent intervention by the Regional Director. The letter should make clear of the background to the breach of discipline, including any verbal or written warnings already given to the member of staff (Stages 1, 2, and 3).

The headteacher speaks to the offending teacher about his or her conduct. The headteacher should explain that the matter has been passed to the Regional Director. The headteacher must decide whether the offending teacher is fit to continue at work, or whether s/he should be suspended from work until the matter has concluded. The Regional Director must call a hearing on this matter as soon as possible, and at least within two working weeks, following the procedures in the Human Resources Department Policy. On the basis of this hearing, the Regional Director will decide what sanctions, if any, are to be put in place, which may include dismissal of the teacher from his or her position. Finally, the teacher must be informed how they can appeal against this decision, should they wish to do so.

Appeals

When a verbal or written warning has been given, the offending teacher will normally accept the judgement. However, if they feel that the decision taken is unfair, they have a right to appeal to the Regional Office.

Appeals in Stages 1 to 3

A teacher who wishes to appeal should contact the Regional Office and explain in writing the nature of the offence, decision that has been taken, and why they wish to appeal against it. A representative of the Regional Director will contact or visit the school and ask for the relevant documentation from the teacher's file. The Regional Office should consider the facts of the offence and will decide either to uphold the decision of the headteacher, or to overrule the decision. Where the decision is overruled the details of the disciplinary action will be removed from the teacher's file.

Appeals in Stage 4

Where the teacher wishes to appeal against a decision of the Regional Office they should contact the office of the Director of Human Resources at BOSBSE in Banjul, giving all details in writing as described above.

Staff grievance procedure

What is a staff grievance procedure?

A grievance is a complaint by an employee about their employer, or about another employee. Normally it is a complaint about something the other person has done (i.e. an action) – it is not acceptable to make a complaint simply because you do not like another person, or find them hard to get along with. For example, the complaint might relate to duties, working relationships or unfair decisions. The procedure should not be used for raising issues which do not relate to employment at the school.

A staff grievance procedure describes the steps which will be followed when a complaint like this is made and describes the process for appealing against a decision about a grievance, as well as how a grievance about a headteacher will be dealt with.

Complaints of sexual harassment are a separate and serious matter and should be dealt with in accordance with by the school's sexual harassment policy.

Implementing the staff grievance procedure

If there is a need to use the grievance procedure the school should:

- deal with the matter as early as possible so that the situation does not get worse
- allow the member of staff to state their case
- state the action to be taken and explain why it is being taken
- unless this is a case of serious misconduct, try to resolve issues through discussion
- explain how the member of staff can appeal.

Where the headteacher needs to use the grievance procedure, he or she should use the steps outlined below. It is normal to use the steps in order, starting with Stage 1. However, in the case of a serious breakdown of relationships, it can be acceptable to start at Stage 2. It is important to keep written records throughout the process.

Cases of sexual misconduct or sexual harassment should always be viewed as serious misconduct, and dealt with under the staff discipline procedure.

Sample staff grievance procedure

Stages of the procedure

Informal Stage (Stage 1)

When the grievance is first raised, the two parties should try to informally reach an agreement or understanding without needing to undergo a formal grievance procedure. It may be appropriate to involve a senior member of staff. He or she will ask both parties to state their points of view, with a view to coming to a workable reconciliation between them.

If the informal stage is unsuccessful, or circumstances make this route inappropriate, then matters should be raised formally.

Formal Meeting (Stage 2)

If the grievance cannot be settled informally, the employee should inform the headteacher in writing. The employee must state their alleged grievance, give evidence of their allegation and explain what outcome they are seeking.

The headteacher will invite both parties to a meeting at which the alleged grievance can be discussed. The employees are entitled to be accompanied by colleague, friend or other appropriate person.

At this meeting the employee will be given the opportunity to explain his or her grievance and state how they think it could be settled. The person against whom the grievance has been raised should be allowed to comment.

The headteacher may be able to strike an agreement in this meeting, acceptable to all parties. If this is not possible, the headteacher may adjourn the meeting, and take advice from the cluster monitor or the Regional Office in order to come to a decision.

The decision of headteacher should be confirmed in writing to both parties within one week of the original meeting.

Formal Meeting (Stage 3)

If the grievance cannot be settled within the school, the employee has the right to seek an interview with the Permanent Secretary, Deputy Permanent Secretary or the Director of Human Resources. The request for an interview must be made in writing. The employee must state their alleged grievance, give evidence of their allegation and explain what outcome they are seeking.

If these officers are involved in the grievance, the teacher may seek, in writing, an interview with the Chairperson of the Public Service Commission. The relevant officers will follow the guidance in the Human Resource Department Policy, and any decision at this stage would be final.

Grievance against a headteacher

If the grievance is against a headteacher, the member of staff should raise the matter with the Regional Office.

Appendix 8: Financial documentation for lower basic and basic cycle schools

Budgeting documents

Typical transactions of a lower basic school in an academic year

The worked examples of relevant documents below are based on the following information about the budget of an imaginary school, Londono Lower Basic (LLBS), in the provinces. The information relates to the 2006/2007 academic year.

Budgetary expectations for the academic year 2006/2007

Revenue projections

1. LLBS has 1800 pupils and collects school fund of D25.00 from each child three times in the year, that is, every term. Because it is not compulsory, not all children pay at the beginning of each term. However, all children do pay by the end of each term in the proportions of 50% in the first month of the term, 20% second month and 30% at the end of the term.
2. LLBS intends to carry out the following fundraising activities in 2006/2007 to fund the fencing of the school and rebuild the school toilet:
 - a. Jaliba Kuyateh and hopes to generate a net margin of **D4,234.00**
 - b. afternoon show with Singhateh and Nancy and expects a net margin of **D7,987.00** at the end of the programme.
3. The school has established a donor relationship with 4 philanthropists and hopes to receive on average **D3,567.00** from each of the donors. 2 donors will make payments in the first term, and one each in the second and third terms.
4. The school garden is expected to generate a net income in the year of **D5,790.00**

Expenditure projections

1. LLBS expects to spend **D13,000.00** on stationery and teaching materials and this is distributed thus: 50% at the beginning of first term and 25% each in the beginning of the second and third terms.
2. LLBS expects to spend **D4,569.00** on refurbishing the school furniture in the first term.
3. Each month LLBS spends **D234.00** for all its communication needs.
4. LLBS spends **D345.00** on water and electricity every month.
5. Grade 5 (3 classes) are to make two trips to Janjanbureh to visit slave houses and each trip costs **D4,897.00**.
6. Support staff salaries are D1,600.00 per month.

A. Transactions in the last three months of the year – 1st June 2006 to 31st August 2007

The following constitute the school's financial operations in the last three months of the year.

1. On 1st September 2006, LLBS had as its balances:
 - i. Cash **D2,789.00**

ii. Bank **D13,675.00**

2. Londoo LBS has the following assets purchased and/or acquired as gifts from various donors:

- a. LLBS acquired 3 computers (monitor and CPU) donated by a friend of the school, Mr. Farma Ceemen, on 10th June 2007.
- b. LLBS 2 Epson printers bought from Quantum Associates at **D3,456.00** each on 15th June 2007.
- c. LLBS acquired 1 LG refrigerator for the office of the headteacher donated by CRS on 10th July 2007.
- d. LLBS purchased 1 Samsung TV on 6th June 2007 from the school fund for **D5,600.00**.
- e. On 30th July 2007, the LG refrigerator was not functional and was sold to the watchman for **D2,300.00**.
- f. In July 2007, LLBS realized the net profit on the Nancy fundraising programme of **D7,987.00** and deposited **D5,000.00** of the funds in the bank. The rest was retained by the headteacher to defray envisaged expenses.
- g. To prepare for the registration of the 2007/2008 academic year, LLBS collected D7,387.00 for school fund in August 2007.
- h. On 25th August 2007, LLBS received as donation 500 desks from ActionAid, at a total value of **D4,976.00**.
- i. On 28th August 2007, LLBS was given the following sports gear by Number Two Sports Shop:
 - a. 23 T-shirts
 - b. 23 shorts
 - c. 23 pairs of socks
 - d. 23 pairs of sports shoes
- j. On 31st August 2007, LLBS's bankers, TBL Limited credited LLBS savings account with interest of 2369.00.

3. LLBS made the following payments in each of the months from June – August 2007:

- i. Cleaners (2) @ D435.00 each per month
- ii. Gardener (1) @ D543.21 per month
- iii. Stationery costs:

June 2007	D3,967.00
July 2007	D1,532.09
August 2007	D876.34

Worked examples

For all financial documentation, a quire book could be ruled according to the layout in these examples.

Example of a budget sheet (Income or revenue side)

LLBS annual budget for 1st September 2006 to 31st August 2007

Budget Items	Income or revenue budget												Total
	Sept. 2006	Oct.	Nov.	Dec.	Jan. 2007	Feb.	March	April	May	June	July	August	
Revenue	GMD	GMD	GMD	GMD	GMD	GMD	GMD	GMD	GMD	GMD	GMD	GMD	
School Fund	22,500.00	9,000.00	13,500.00		22,500.00	9,000.00	13,500.00	22,500.00	9,000.00	13,500.00			135,000.00
Fund-raising				4,234.00							7,987.00		12,221.00
Donations	3,567.00		3,567.00		3,567.00					3,567.00			14,268.00
Sponsorship													-
Examination fees													-
School garden		965.00	965.00	965.00	965.00	965.00	965.00						5,790.00
Others													-
													-
													-
													-
Total	26,067.00	9,965.00	18,032.00	5,199.00	27,032.00	9,965.00	14,465.00	22,500.00	9,000.00	17,067.00	7,987.00	-	167,279.00

Example of a budget sheet (Expenditure side)

	Expenditure budget												
Budget Items	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July	August	Total
Expenditure	GMD	GMD	GMD	GMD	GMD	GMD	GMD	GMD	GMD	GMD	GMD	GMD	
Stationery and Materials	6,500.00				3,250.00			3,250.00					13,000.00
Furniture and Equipment	2,284.50	2,284.50											4,569.00
Fencing and painting													-
Tel/Internet/Postal	234.00	234.00	234.00	234.00	234.00	234.00	234.00	234.00	234.00	234.00	234.00	234.00	2,808.00
Water and electricity	345.00	345.00	345.00	345.00	345.00	345.00	345.00	345.00	345.00	345.00	345.00	345.00	4,140.00
Security and Caretaking	1,600.00	1,600.00	1,600.00	1,600.00	1,600.00	1,600.00	1,600.00	1,600.00	1,600.00	1,600.00	1,600.00	1,600.00	19,200.00
Sports													-
Excursions			4,897.00					4,897.00					9,794.00
Total	10,963.50	4,463.50	7,076.00	2,179.00	5,429.00	2,179.00	2,179.00	10,326.00	2,179.00	2,179.00	2,179.00	2,179.00	53,511.00
Budget Surplus / (Deficit)	15,103.50	5,501.50	10,956.00	3,020.00	21,603.00	7,786.00	12,236.00	12,174.00	6,821.00	14,888.00	5,808.00	(2,179.00)	113,768.00

Notes:

- The budget items do not include teaching staff salaries and costs since these are the responsibility of government and are already provided for in the national education budget. However, some staff allowances are paid by schools in the UBS
- The basis for breaking down the budget to months of the year is to allow headteachers to plan their work and ensure that the required actions are completed at the correct time.
- Each of the budget items (both revenue and expenditure) will be generated from the needs of the School Development plan. For further information see Sections 1.3 and 1.6 of the School Management Manual (SMM).
- Budget surpluses will show that the school has sufficient funds to carry out identified priorities of the plan, while deficits will indicate the need to generate resources to fill the funding gaps.
- The budget generation process is two stages. Once the school plan has been costed and agreed, the information can be used to identify the coming year's projected expenditure, based on the costings in the school plan, as well as information from previous years. The methods of financing of these projects must be part of the consultations with the PTA and other stakeholders. The Leadership and Management Sub-committee will take into consideration:
 - the costed priorities in the plan
 - statistics of expenditure and established patterns of school programming from previous years
 - current or envisaged education policy directions.
- All other non-capital items must then be costed by the sub-committee and entered into the table above. The final table should be able to show on a monthly and at the end of the year either a budget surplus or deficit. Where there is a deficit, the Leadership and Management Sub-committee should provide ideas of how to fund the gap.
- The draft budget is then taken to the PTA and SMC for debate and approval.
- The draft budget must be approved by 31st August of each year and be ready for execution as from September of each year.

Example of a cash book for basic cycle schools (1)

Lower basic schools analysed cash book

		Debit side				INCOME ITEMS									
Date	Item	Rec. No.	Cash	Bank	Total	School fund	Fencing & painting	ICT	Security	Sports	Excursions	Interest	Fund raising	Other	
01.09.06	Balance c/f		2,789.00	13,675.00	16,464.00										
31.08.07	Interest	Rec001		2,369.00	2,369.00							2,369.00			
31.07.07	Nancy Fundraising Programme	Rec002	7,987.00		7,987.00								7,987.00		
"	Cash deposit in Bank	Dep001		5,000.00	5,000.00										
30.07.07	LG refrigerator sold	Rec003	2,300.00		2,300.00										
	Credit totals		13,076.00	21,944.00	34,120.00	0.00	0.00	0.00	0.00	0.00	0.00	2,369.00	7,987.00	0.00	

Example of a cash book (2)

Date	Item	PV. No.	Credit side			EXPENDITURE ITEMS								
			Cash	Bank	Total	Stationery	Fencing & Painting	IT/Tel/Post	Water & electricity	Sports	Excursions	Assets	Salaries	Other
			06.06.07	Samsung TV	PV01	5,600.00		5,600.00						
15.06.07	3 computers	PV02	10,370.00		10,370.00							10,370.00		
30.06.07	Cleaners' salaries (2)	PV03	870.00		870.00								870.00	
"	Gardener's salary	PV04	543.00		543.00								543.00	
"	Stationery	PV05	3,967.00		3,967.00	3,967.00								
"	Communication	PV06	234.00		234.00			234.00						
10.07.07	LG refrigerator	PV08	3,600.00		3,600.00							3,600.00		
31.07.07	Communication	PV09	234.00		234.00			234.00						
"	Cleaners' salaries	PV12	870.00		870.00								870.00	
"	Gardener's salary	PV13	543.00		543.00								543.00	
"	Stationery	PV14	1,532.00		1,532.00	1,532.00								
"	Cash dep in bank	Dep001	15,000.00		15,000.00									15,000.00
31.08.07	Reg. revenue for 2007/2008	PV15	7,387.00		7,387.00									7,387.00
"	Cleaners' salaries	PV16	870.00		870.00								870.00	
"	Gardener's salary	PV17	543.00		543.00								543.00	
"	Stationery	PV18	876.00		876.00	876.00								
"	Communication	PV19	234.00		234.00			234.00						
31.08.07	Communication	PV19	234.00		234.00			234.00						
	Debit total		53,273.00		53,273.00	6,375.00		702.00				19,570.00	4,239.00	22,387.00
	Balance C/F		(40,197.00)	21,044.00	(19,153.00)									
	Total credit		13,076.00	21,044.00	34,120.00									

Example of an assets register

Serial Number	Asset description	Quantity	Value GMD	Date secured	Acquisition method	Date disposed	Disposal value GMD	Balances as at 31.08.2007
LLBS0601	Teachers' desks	5						2,750.00
LLBS0602	Classroom cupboards	3				11.4.2007	1400.00 (1 broken)	2,800.00
LLBS 001	Samsung TV	1	5,600.00	13.08.05	Sch. Fund			5,600.00
LLBS002	Computer (Monitor and CPU)	1	13,500.00	01.01.06	Donations			13,500.00
LLBS003	Computer (Monitor and CPU)	1	13,500.00	01.01.06	"			13,500.00
LLBS004	Computer (Monitor and CPU)	1	13,500.00	01.01.06	"			13,500.00
LLBS005	Epson printer	1	3,456.00	15.10.06	Sch. Fund			3,456.00
LLBS006	Epson printer	1	3,456.00	15.10.06	"			3,456.00
LLBS007	LG refrigerator	1	4,760.00	10.12.06	Donations	30.07.07	2,300.00	2,460.00
LLBS008	Acer computer	1	14,356.00	10.06.07	Donations			14,356.00
LLBS009	Acer computer	1	14,356.00	10.06.07	Donations			14,356.00
LLBS010	Acer computer	1	14,356.00	10.06.07	Donations			14,356.00
LLBS011	Student desks	500	4,976.00	25.08.07	Donations			4,976.00
LLBS012	T -shirts	23	805.00	28.08.07	Donations			805.00
LLBS013	Shorts	23	529.00	28.08.07	Donations			529.00
LLBS014	Pairs of Socks	23	1,288.00	28.08.07	Donations			1,288.00
LLBS015	Pairs of Sports Shoes	23	5,750.00	28.08.07	Donations			5,750.00
	Total		114,188.00				2,300.00	111,888.00

Example of a quarterly income and expenditure summary

LLBS quarterly income and payments account summary						
Ref. No	Income/Revenue	QUARTER				ANNUAL
		Sep. - Nov.	Dec. - Feb.	Mar. - May	Jun. - Aug.	2006/2007
		GMD	GMD	GMD	GMD	GMD
1	School fund				45,000.00	
2	Fund raising				7987.00	
3	Monetary donations				3567.00	
4	Sponsorships					
5	School gardening					
6	School canteen					
7	Sale of refrigerator				2,300.00	
8	Bank interest				2,369.00	
9	Total receipts				61,223.00	
	Payments/Expenditure					
10	Stationery and materials				6375.00	
11	Furniture and equipment					
12	Fencing and painting					
13	ICT					
14	Water and electricity				1,035.00	
15	Security and caretaking				4,800.00	
16	Sports and excursions					
17	Assets bought				15,970.00	
18	Salaries - Support staff				1,629.00	
19	Other				7,387.00	
	Total Expenditure	-	-	-	37,196.00	-
	Surplus/Deficit				24,027.00	-

NOTES:

- A Each item that needs explanation should use the reference number.
- B The annual column is generated from adding the quarterly rows. (Other quarters not shown in this example.)
- C The Surplus/Deficit is found by subtracting the expenditure from the receipts. If this is a negative number, then there is a deficit.

Example of a bank reconciliation statement for lower basic schools

	GMD	GMD	GMD
Cash Book Balance			
Add:			
Bank interest			
Bank Balance			

The form at is sim

ple because lower basic schools maintain savings rather than current accounts. Therefore, there can be no unpaid cheques or bank charges.

Other financial documentation

Example of a school receipt

School Name	
Address	
Receipt number	
Received from	
the sum of	
Being payment for	(Amount in Words)
Cheque No	
Cash / Figures	
	Signature of Recipient

Example of a collection sheet

School name			
Class		Term	
Fee description			
Date	Name	Amount	Outstanding
	Total		

Example of a school payment voucher

School name

Payment voucher

Date

Voucher no.

Payment method

Cash

Cheque no

Description of service or article	Quantity	Rate	GMD
Total			

Prepared by

(Name and Signature)

Endorsed by

(Name and Signature)

Appendix 9: Status Report

The report must be compiled under the following headings. (See Section 1.7 of this manual for more information.)

1 Finance and Administration

- 1.1 School Accounts
 - 1.1.1 Cash reconciliation
 - 1.1.2 Bank reconciliation
 - 1.1.3 Cheque book
- 1.2 Administration files

2 Human Resources

- 2.1 Staff files
- 2.2 Staff attendance register
- 2.3 Capacity building files

3 Students

- 3.1 Student register
- 3.2 Student files
- 3.3 Attendance register

4 Materials

- 4.1 Inventory/Assets register
- 4.2 Inspection sheet
- 4.3 Procurement/Delivery records

5 Equipment

- 5.1 Inventory
- 5.2 Inspection sheet
- 5.3 Procurement/delivery files
- 5.4 Maintenance records

6 Premises

- 6.1 Inventory
- 6.2 Inspection sheet
- 6.3 Building/construction records
- 6.4 Maintenance records

7 PTA & Mother's Club

- 7.1 Election records
- 7.2 Meeting records
- 7.3 Correspondence

Appendix 10: Sample lesson plan

(See Section 3.2.1 for explanations of schemes of work and lesson plans.) Many schools will have their own format for lesson planning, and this is acceptable, as long as the plans follow the minimum requirements set out in Section 3.2.1 of this manual. Learning objectives are particularly important, so that the teacher is clear what he or she wants the pupils to learn.

Sample lesson plan

Lesson Plan	
Date: 3 rd March 2007	Time: 60 minutes
Grade: 3	
Subject: Mathematics	Topic: Fractions of regular shapes
Objective: By the end of the lesson pupils should be able to	
<ul style="list-style-type: none">• divide regular shapes into 2 and 4 equal parts.• divide a rectangle into 3, 6 or 12 equal parts• identify $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{6}$, $\frac{1}{12}$ of a shape	
Materials: scrap paper, scissors, cut-outs of circles, squares, rectangles, rectangles 1 square wide and 12 squares long, coloured pencils, fraction chart, pair of cards - one with a fraction drawn and one written.	
Introduction:	
<ul style="list-style-type: none">• Discuss work previously completed in Grade 2, emphasising sharing into equal parts.• Pupils draw around circles on scrap paper and cut out. They fold the circles into halves and write $\frac{1}{2}$ on each part.• Pupils draw round squares and divide them into two equal parts in as many ways as possible, writing $\frac{1}{2}$ on each part.• Pupils fold the circles again into four equal parts. On the back of the circle they write $\frac{1}{4}$ on each part.• Pupils draw round squares and divide them into four equal parts in as many ways as possible, writing $\frac{1}{4}$ on each part.• Teacher moves around class, ensuring that pupils understand the task.	
Activities:	
<ul style="list-style-type: none">• Emphasise that when the shape is divided 2 equal parts, the bottom of the fraction is 2, and when the shape is divided into 4 equal parts, the bottom of the fraction is 4.• Each pupil is given a rectangle one square wide and twelve squares long. Pupils divide the rectangle into 3 equal parts. Teacher asks the pupils for the number at the bottom of the fraction. Pupils write $\frac{1}{3}$ on each part. (Extension activity: This activity is repeated for $\frac{1}{6}$ and $\frac{1}{12}$ for those pupils who finish the task.)	
Conclusion:	
<ul style="list-style-type: none">• Teacher discusses the number of equal parts and the corresponding fraction.• Teacher discusses the number of equal parts in a whole one e.g. 2 halves, 4 quarters, 3 thirds etc.• Pupils are selected to show the class the ways they divided their rectangles.	

Evaluation:

- In groups, pupils match cards with drawing of fractions with cards with fractions written. Teacher moves around the class, observing who has understood the ideas and who may need extra help.

Homework:

- Pupils to draw rectangles in their books and show divisions of half, quarter, and eighth, writing the fraction in words and numbers.

Comments: *(To be completed after the lesson)*

The teacher evaluates the quality of the lesson.

Were pupils engaged and interested? Did most participate well in the lesson? Did the majority of them achieve the learning objective? Could any part of the lesson have been done better? Is there anything to remember for next time?

NB. There are no right answers to this section of the plan. It is intended to help teachers to think about their own practice and improve their work.

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Appendix 11: Guidance on lesson observations and feedback discussions

Guidance on organising observation and feedback sessions can be found in Section 3.2.2 of this manual. The following is a simple form, which can be ruled into a notebook, possibly a different book for each teacher, to be used in classroom observations. Beside the form, there are suggestions about the kind of things to write in each section.

Classroom observation outline

The observer can use the list “What is the observer looking for?” on the next page to complete the sections of this outline during the observation.

Name of teacher: Grade: Subject: Date:	
Main focus of observation:	Here, write a focus for the observation. Choose from the list “What is the observer looking for?” For example, an observation might focus on the areas <u>Teaching aids</u> and <u>Pupils’ exercise books</u> .
What went well in this lesson?	Here, write about elements of the lesson that worked well and were successful. Try to be specific rather than giving vague points. Concentrate on the focus of the lesson (above) but you can write about other positive things too.
Areas for improvement:	Here, write about elements of the lesson that did not go well and could be improved. Concentrate on the focus of the lesson (above) but you can write about other areas too.
Follow-up actions:	Here, write two or three actions to help the teacher address an area for improvement (listed above). These actions may be things the teacher can work on alone, or s/he may need help from others.
Comments by teacher:	Here, the teacher can add a comment about the lesson. They may wish to write something they were proud of, or something they will work on in the future.
Signed by teacher: Signed by observer: Date:	

Classroom Observation – what is the observer looking for?

The guidance below gives some suggestions of what to look for when carrying out a classroom observation. Not all will be observed during the same lesson. The focus will be decided by the observer, according to the specific circumstances, and should always include following up any areas for improvement from the last observation.

Planning and organisation

1. Lesson plan	<ul style="list-style-type: none"> • Has the teacher prepared a lesson plan? • Does the lesson plan include clear objectives? (i.e. is it clear what the teacher intends pupils to learn during the lesson?) • Is the lesson plan clear and easy to follow? • Does the teacher follow the plan? • Does the plan take account of the needs and abilities of different pupils? (i.e. support for slower learners and extension work for quick learners) • Has the teacher made the topic relevant to pupils' lives?
2. Classroom space	<ul style="list-style-type: none"> • Are the desks well arranged so that all pupils can see and work comfortably? • Is the classroom clean and tidy? • Are there displays in the classroom? Do these include examples of pupils' work?
3. Materials	<ul style="list-style-type: none"> • Does the teacher have all their materials for the lesson ready at the start? • Is the teacher using the appropriate Teacher's Guide and LATs for the lesson? • Do all pupils have exercise books, pencils or pens? • Are there sufficient textbooks for the pupils?

Delivery of lesson

1. Learning objectives	<ul style="list-style-type: none"> • Does the teacher explain the learning objectives to the pupils? • Does the teacher check that pupils understand the objectives? (e.g. by asking one to explain what the lesson will be about)
2. Lesson structure	<ul style="list-style-type: none"> • Does the lesson have 3 clear stages; the introduction, the development and the conclusion? • During the introduction, does the teacher revise prior learning? • During the conclusion, does the teacher recap the main lesson points?
3. Teaching aids	<ul style="list-style-type: none"> • Does the teacher provide textbooks where necessary and use them appropriately? • Does the teacher use additional teaching aids, such

	as pictures and real objects?
4. Pace of lesson	<ul style="list-style-type: none"> • Do some pupils finish the work very quickly? Does the teacher give them extension work? • Do some pupils struggle to finish the work? How does the teacher support them? • Does the teacher make good use of time or is time wasted? • Are the pupils given adequate time to complete work?
5. Activities	<ul style="list-style-type: none"> • Does the lesson consist of more than just watching and listening to the teacher? • Is there a varied range of activities? (e.g. reading, writing and practical) • Are pupils developing skills by working in different ways? (e.g. individually, in pairs or in groups) • Do these activities keep the pupils actively involved throughout the lesson? • Do the pupils show interest and concentrate on their work throughout the whole lesson?
6. Presentation	<ul style="list-style-type: none"> • Does the teacher speak audibly, but without shouting? • Does the teacher vary the tone of his or her voice to maintain pupils' interest? • Does the teacher explain activities clearly? Do the pupils understand or are they confused? • Does the teacher explain how written work should be presented in pupils' exercise books? • Is the teacher actively involved in teaching and helping pupils throughout the lesson?
7. Subject knowledge	<ul style="list-style-type: none"> • Does the teacher understand what he or she is teaching? • Does he or she make mistakes? (e.g. spelling words incorrectly on the chalkboard)
8. Behaviour management	<ul style="list-style-type: none"> • Do the pupils behave well towards the teacher and each other? • Does the teacher give praise for good behaviour? • Does the teacher attempt to manage poor behaviour? • Are positive behaviour management strategies used? • Does the teacher avoid using corporal punishment and other forms of humiliating treatment?
9. Teacher's questions	<ul style="list-style-type: none"> • Does the teacher ask questions?

	<ul style="list-style-type: none"> • Does the teacher ask the kind of questions which promote thinking and elicit information from pupils? (Open questions – those which do not necessarily have a right or a wrong answer). • Does the teacher allow adequate time for pupils to think about an answer, rather than getting impatient and supplying the answer themselves? • Are different pupils asked for answers? (Not always the same ones; girls and boys, confident and shy, those at the front and those at the back)
10. Pupils' questions	<ul style="list-style-type: none"> • Are pupils encouraged to ask questions? • How does the teacher respond to these questions?

Assessment

1. Pupils' needs	<ul style="list-style-type: none"> • Does the teacher move around the classroom, looking at pupils' work, listening to them and supporting pupils with differing abilities? • Does the teacher adapt the lesson as appropriate when it is clear the pupils do not understand?
2. Pupils' exercise books	<ul style="list-style-type: none"> • Is all written work titled and dated? • Do pupils take pride in the appearance of their exercise books? • Has the teacher marked and written helpful comments on previous written work?
3. Homework	<ul style="list-style-type: none"> • Does the teacher set homework? • Is the homework purposeful and meaningful? • Has previous homework been corrected and comments (rather than just a mark out of five or ten) been given?

Appendix 12: Looking at pupils' work

A careful analysis of pupils' books can yield evidence about teaching, learning and attainment. (See also Section 3.3 of this manual for more about scrutinising pupils' work.) The scrutiny of work can be organised in a number of ways, depending on the purpose. It may be carried out by the headteacher, a single member of the SMT or another designated staff member, the whole SMT, a group of staff or the whole staff group.

Also depending on the purpose of the activity, what is looked at might vary. For example:

- if there has been a focus on a particular subject, or a training workshop, for example as part of whole school development, it may be instructive to sample work from all teachers in that subject
- if the SMT wants to find out if a school policy is being followed, for example whether marking is being done in a thorough and helpful way, samples of books from all teachers might be looked at
- if there are differences in achievement in different classes in a grade, larger samples of work from that particular grade can be scrutinised to see where the differences lie
- if the work of a particular teacher is causing concern, then it might be instructive to look at all the books for that teacher's class
- if there is a need to check that the curriculum is being covered, then again a sample of books from the classes or subjects where the problem lies can be looked at
- if teachers' expectations are very different in a grade or across the school, it can be useful for the relevant staff to look at each others' books, perhaps in a staff meeting, with an agreed focus
- TTs may be able to learn good practice from looking at the books from the classes of colleagues.

At times, the person or group doing the scrutiny should tell teachers whose books they wish to see, not always leave the choice to the teacher. Findings should be recorded, so that feedback can be given to individual teachers, groups or the whole staff, or noted as a possible area for the next round of whole school development.

Below are some possible questions to ask when looking at pupils' work. The school should choose the most appropriate for the purpose of the scrutiny.

Standards

- Is what pupils know, understand and can do appropriate (or better/ worse) than you would expect for their age and stage in the course?
- Do the books contain some of pupils' own work or is much of it copied (i.e. identical in all of the notebooks)?
- Does the work show evidence of research and independent learning?
- Are there obvious differences in the attainment of different groups of pupils, e.g. due to their gender or ethnic background?

Learning and progress

- Does the work show improvement in knowledge, understanding and skills over the year or term?
- Are there improvements in the pupils' literacy and mathematical skills?

- Do pupils learn from their mistakes?
- Are there differences between boys and girls, or different ethnic groups?

Presentation

- Is the work neatly and carefully presented?
- Are pieces of work dated?
- Is pupils' work completed or are there gaps and unfinished work?

Teaching

- Is the work that pupils are given interesting, demanding (but not too much), relevant and varied?
- Is there a variety of activities evident in the work?
- Do teachers mark work regularly and accurately?
- Do they make constructive comments on pupils' work to show them how to improve?
- Does the work in pupils' books match what is in the teacher's lesson notes for that lesson?
- Is the work matched to the abilities of the pupils? Is there extension work for more able pupils?

Curriculum coverage

- Has an appropriate amount of the curriculum been covered for the time in the term/year?
- Are all subjects being covered?
- Is there an appropriate focus on the core subjects?

General

- Are there differences between any of the above items between teachers or grades?
- Are all teachers following school policies on marking or presentation?
- Are teachers' expectations high enough?
- Are there any particular teachers who need help?
- Are there any training needs for a group of teachers?

Appendix 13: Sample homework policy

Londoo Lower Basic School Homework Policy

Statement: This school believes that the regular setting and marking of homework is essential to help pupils practise and consolidate the skills and knowledge they have learned in the classroom. Therefore, in this school:

- **Teachers in grades 1-3** will set and mark homework as appropriate
- **Teachers in grades 4-6** will set and mark homework in mathematics and English three times a week, and science at least once a week for all pupils.
- **Teachers in grades 7-9** will set and mark homework in mathematics and English every day, and science, and integrated studies at least once a week for all pupils. Mondays to Thursdays homework in grammar, comprehension, lexis and structures will be given, and composition/essay and letter writing on Fridays to allow pupils time to complete them.
- **Pupils** are expected to complete all homework and hand it to the teacher by the due date.

Marking homework

- **Teachers** will ensure that all homework is marked and returned to pupils within one week, provided that the homework is completed and handed to the teacher by the due date.
- It is suggested that where appropriate teacher and pupils can mark homework together using the following structure.
 - The teacher collects and distributes work books to pupils in a way that no particular pupil marks his or her own book
 - Together with the class, the teacher works out the answers to the tasks on the chalk board.
 - Pupils mark the books in accordance with answers on the chalk board.
 - The teacher conducts an inspection exercise on each of the books and indicates his or her final comments
 - The work is returned to the pupils and they are given time to look at it and consider how to improve.

Homework club

- To support the homework policy, **the school** will establish a homework club that will run before school from 0800-0900 and after school from 1500-1700 hours.
- The homework club will be voluntary and free of cost to pupils and parents and will be held in a classroom at the school.
- **The school** undertakes to ensure that there will always be at least one qualified teacher on duty to supervise and help pupils with their homework.
- **The teacher(s) on duty** will actively help and support pupils coming to the homework club to ensure that all pupils who choose to attend the club have the opportunity to complete homework.
- **Pupils** who choose to attend the club commit themselves to arriving on time, respecting the club as a place of study and promise not to disturb other pupils or the teacher on duty.
- **Pupils** breaking the rules of the homework club may be suspended for a short time.

Appendix14: Enrolment and attendance

An example of an enrolment record

The following form is an example of such a record, with a line for each class. In very small schools, there will be only one line for each grade.

Grade	Class	Shift	Male		Female		Class Total	Grade total	Muslim		Christian	
			No.	%	No.	%	No.	No.	No.	%	No.	%
1	1a											
	1b											
2	2a											
	2b											
3	3a											
	3b											
4	4a											
	4b											
5	5a											
	5b											
6	6a											
	6b											
Totals												

Closing the register

The school register is the official record of the attendance of the pupil on a daily, weekly and termly basis. It assists in ensuring the achievement by each pupil of the required contact hours by making sure that the pupil attends school regularly. It also provides the framework for overall monitoring of individual and class attendance at school by the school management.

The following is a simple procedure for closing the school register:

1. The register is divided into three school terms.
2. Each division is divided into a daily attendance sheet in which all names of children are recorded in numerical order to represent the class roll. This sheet is then divided across in the following order:
 - a. No.
 - b. Date of birth (D/M/Y)
 - c. Pupil's name and
 - d. Then fifteen weeks
 - e. Each week is divided into five columns to represent the school weekdays from Monday to Friday.
3. The last page of the main division is divided into two main columns, namely weekly totals (where daily attendance totals are recorded) and the term attendance analysis.
4. The attendance must be recorded and closed every day, week, term and at the end of the school year.

It is important that the register is kept up-dated and inspected by the headteacher or senior teacher periodically. The headteacher should organise annual in-house training for all teachers focusing on how to maintain and close the register.

A sample attendance and punctuality register

Accurate attendance registers must be kept by all staff. They must be completed twice for each shift, each day, once at the beginning and once after the break.

Correct completion of an attendance register:

- Students' names should be written in capital letters in alphabetical order, by last name
- Boys' and girls' names may be written in different coloured inks
- Present in the first session should be marked with a forward slash: /
- Present in the second session should be marked with a back slash: \
- Present for the entire day will then look like a "v": \/
- Absent should be marked: O
- Sick should be marked: S
- Late should be marked: L [can be marked in red ink, if that is school policy]. Any pupil arriving more than 10 minutes after the registration time should be marked late.

A sample attendance register:

Adm. No.	Date of Birth			Pupil's Name	Roll No.	1 st Week									
	Beginning 20 th – 24 th Sept.														
	M	T	W			Th	F	M	T	W	Th	F			
0052	01	10	94	BADJIE, ABDOU	1	O	/	\	/	L	/	L	/	L	/
0013	11	05	93	BAH, MARIAMA	2	\	S	S	S	\	/	\	/	\	/
0042	06	22	92	BAH, SALIMATOU	3	\	/	\	/	\	/	\	/	O	O
0055	09	09	93	GEESAY, ADAM	4	\	/	\	/	S	S	\	/	\	/
0049	09	09	93	GEESAY, ADAMA	5	\	/	\	/	S	S	\	/	\	/

By looking at this register, you will see that:

- Abdou Badjie was present 9 times, absent 1 time and late 3 times (late does not count as absent when the teacher is doing weekly totals)
- Mariama was present 7 times, sick 3 times
- Salimatou was present 8 times, absent 2 times
- Adam was present 8 times, sick 2 times
- Adama was present 8 times, sick 2 times

Appendix 15: Minimum Standards

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Minimum Standards for Basic Schools

Section	Leadership and Management points)	(191	
Component	Strategic and Operational Planning	(maximum points = 20)	
Standard (points)	Indicators	Weight	Total
School Vision (5) Low cost	Address national policy priorities and objectives	20%	1
	Has clear objectives (SMART)	20%	1
	Clear and understandable by stakeholders	20%	1
	Visibility; Displayed in HT's office, school notice board; wall or fence	10%	.5
	Developed in a participatory manner	30%	1.5
Standard	Indicators	Weight	Total
School Mission (5) Low cost	Address community education priorities and issues	30%	1.5
	Has clearly stated objectives (SMART)	20%	1
	Is written in a clear and understandable language	10%	.5
	Has been developed in a participatory manner	30%	1.5
	Is displayed in HT's office, school notice board, wall or fence	10%	.5
Standard	Indicators	Weight	Total
School Development Plan (10) Low cost	Has measurable objectives and targets	25%	2.5
	Clear identification of resource requirements	20%	2
	Demonstrated Feasibility (Technical and financial)	20%	2
	Demonstrated Sustainability	20%	2
	Approved by SMC Chair and Regional Director	15%	1.5
Component	Financial Management	(maximum points = 45)	
Standard	Indicators	Weight	Total
Budgeting (5) No cost	Revenue projections	20%	1
	Specification of income budget items	20%	1
	Expenditure projections	20%	1
	Specification of expenditure budget items	20%	1
	Surplus or deficit projection	20%	1
Standard	Indicators	Weight	Total
Financing plan (5) No cost	Funding gaps identified	25%	1.25
	Proratisation of activities	15%	0.75
	Fund raising committee established	15%	0.75
	Fund raising strategies developed	25%	1.25
	Fund raising strategies implemented	20%	1
Standard	Indicators	Weight	Total
Banking (5) Low cost	A savings account opened	20%	1
	Guidelines for signatories followed	20%	1
	Passbook kept under lock at the school premises	20%	1
	Bank reconciliations carried out and documented	20%	1
	Bank reconciliations presented to the SCM	20%	1

Standard	Indicators	Weight	Total
Cashbook (10) Low cost	Cashbook available	20%	2
	Prescribed format (analysis double entry) used	10%	1
	All cash transactions (independently of source) recorded	30%	3
	The cashbook is up-to-date	20%	2
	Accuracy (correct recordings; no corrections)	20%	2
Standard	Indicators	Weight	Total
Vouchers and receipts (10) Low cost	Authenticity (original, dated, signed and stamped)	40%	4
	Security (Location, storage, irretrievability, filed)	10%	1
	Use of prescribed formats	10%	1
	Accurate (supporting documentation)	20%	2
	Accessibility to stakeholders	20%	2
Standard	Indicators	Weight	Total
Financial control systems (5) No cost	Authorisation system in place for expenditures	25%	1.25
	Verification system in place for revenue	25%	1.25
	Financial files intact, up-to-date and accessible	20%	1
	Quarterly financial reports are prepared and presented to the SMC	20%	1
	Leadership and Management Committee ensures that the financial situation is reported to the PTA	10%	0.5
Standard	Indicators	Weight	Total
Audit (5) (Optional) Medium cost	Where feasible an external auditor should be appointed		
	The auditor is independent (non staff/SMC)		
	The auditor has verified all transactions		
	Annual audit report is presented to the SMC/PTA		
	All audit reports and comments are filed and kept under lock in the HT's office		

Component	School Policies	(maximum points = 20)	
Standard	Indicators	Weight	Total
Availability of policies (10) No cost	Students and Staff Discipline	20%	2
	Sexual Harassment Policy	20%	2
	Homework Policy	20%	2
	Maintenance Policy	20%	2
	Other policies	20%	2
Standard	Indicators	Weight	Total
Policy contents (10) No cost	The policies are in line with national policies	30%	3
	Clear objectives (SMART)	10%	1
	Policies developed using participatory methods	20%	2
	Visibility (HT's office, classrooms, notice boards)	20%	2
	Effective monitoring of implementation	20%	2

Component	Assets management (maximum points = 25)		
Standard	Indicators	Weight	Total
Availability of Inventory or Assets Register (10) Low cost	Identification, description and numbering of assets done	20%	2
	Quantity of each asset recorded	15%	1.5
	All assets valued	10%	1
	Acquisition and disposal dates and methods recorded	15%	1.5
	Existence of an up-to-date assets register/inventory	40%	4
Standard	Indicators	Weight	Total
Maintenance register (5) Low cost	Adherence to maintenance policy	15%	0.75
	Availability of maintenance rota	15%	0.75
	Budgets for maintenance	20%	1
	Documentation of all maintenance activities	30%	1.5
	Monitoring and quality assurance of maintenance in place	20%	1
Standard	Indicators	Weight	Total
Status/handling over report (10) Low cost	Complete status report prepared by end of each academic year and signed by HT, GM and SMC Chair.	30%	3
	Status report signed by incoming HT	15%	1.5
	Status report includes all assets and school accounts	25%	2.5
	Status report includes all admin files and records	15%	1.5
	Status report includes all PTA/SMC files and records	15%	1.5

Component	Staff Management (Maximum points = 46)		
Standard	Indicators	Weight	Total
Number and qualification of staff (6) No cost to school	All substantial positions filled	25%	1.5
	>75% of teaching staff have the relevant qualifications	25%	1.5
	>40% of teaching staff are female	25%	1.5
	Availability of mentors	25%	1.5
Standard	Indicators	Weight	Total
Attendance and punctuality (10) No cost	Up-to-date attendance/time book available	25%	2.5
	Systems in place to monitor and analyse attendance data	15%	1.5
	>95% attendance and punctuality achieved	30%	3
	Analysed attendance and punctuality data displayed in graphical form in HT's office and in staff room	20%	2
	Attendance information shared with SMC	10%	1
Standard	Indicators	Weight	Total
Performance management (10) Low cost	Clear job descriptions available	10%	1
	Staff competence assessed and PDPs developed	20%	2
	Performance agreements agreed and signed	20%	2
	Quarterly reviews done, documented and signed	30%	3
	Annual performance appraisals done and documented	20%	2

Standard	Indicators	Weight	Total
Staff Development (10) Medium cost	School training team established	20%	2
	School training plan developed	20%	2
	Induction program for new teachers, TTs and UQTs	20%	2
	Mentoring program established	20%	2
	Monitoring and evaluation of training	20%	2
Standard	Indicators	Weight	Total
Classroom observations (10) No cost	Plan and schedule for classroom observation available	20%	2
	Format used follows guidelines in SMM	20%	2
	Methodology in line with guidelines in SMM	20%	2
	Written and verbal feed-back provided	20%	2
	Documentation on all classroom observations available	20%	2

Component	School Data (=35)	(maximum points)	
Standard	Indicators	Weight	Total
Enrolment, transition and completion data (10) No cost	Admission, class and transfer registers kept up-to-date	30%	3
	Data analysed and segregated	20%	2
	Analysed data displayed in HT's office	15%	1.5
	Data accuracy	20%	2
	Data shared with stakeholders	15%	1.5
Standard	Indicators	Weight	Total
Instructional hours (10) No cost	Data on daily hours of instruction collected per class/subject	20%	2
	Weekly hours of instruction analysed	20%	2
	Analysed data displayed in graphical form	15%	1.5
	Evidence of use of analysed data for decisions	30%	3
	Documentation	15%	1.5
Standard	Indicators	Weight	Total
Student performance data (10) No cost	Student performance data for all assessments, tests and exams collected and filed	20%	2
	Performance data analysed by gender, mean, grade, pass and mastery	20%	2
	Analysed data displayed in graphical form in HT's office and in the relevant class rooms	15%	1.5
	Performance data used to inform curriculum management decisions	30%	3
	Performance data shared with SMC and parents	15%	1.5
Standard	Indicators	Weight	Total
Personnel data (5) Low cost	Personnel files established for all staff with all relevant bio data and employment history	20%	1
	Personnel files updated with relevant information, including training activities and certification	20%	1
	Staff data base established and maintained	20%	1
	Number of instructional hours per staff member segregated on subjects and grades	20%	1
	Student performance per staff	20%	1

Minimum Standards for Basic Schools

Section	Curriculum Management	(220 points)	
Component	Organisation of Teaching Time	(Maximum points = 30)	
Standard	Indicators	Weight	Total
Regional Calendar (5) Low Cost	Calendar available in school	20%	1
	Displayed in head teacher's office	20%	1
	Indicates opening and closing dates for each term as well as school holidays	20%	1
	Aligned to regional - religious, cultural, social and agricultural events	20%	1
	Evidence that SMC and PTA have been informed about the contents of the regional calendar	20%	1
Standard	Indicators	Weight	Total
The School Calendar (5) No cost	Adapted from the regional calendar, accessible and displayed in head teachers office and staff room	20%	1
	The calendar developed in a way that ensures the achievement of 880 hours instruction time	20%	1
	Indicates school based activities such as training days, sport events, extra curricula activities	20%	1
	Aligned to community context, religious, cultural, social and agricultural events (Umos days, social ceremonies).	20%	1
	Availability of records showing Teachers, SMCs involvement in the development of the calendar and verification by the Cluster Monitor	20%	1
Standard	Indicators	Weight	Total
Composite Time Table (10) Low cost	Composite timetable available	25%	2.5
	Displayed in Head Teacher's office and staff room and shared with stakeholders.	20%	2
	All core and non-core subjects receive the prescribed number of periods (as per the Curriculum Framework)	25%	2.5
	Library sessions are clearly specified	15%	1.5
	Minimum allocation of 30 min per period for all subjects	15%	1.5
Standard	Indicators	Weight	Total
Class Time Table (10) Low cost	Extracted from the composite time table	20%	2
	Displayed in all classrooms	20%	2
	Written in a format that allows $\geq 80\%$ of students to read and identify subjects time allocation on it	20%	2
	Attainment of minimum instructional hours per week (on average 25 hours per week)	20%	2
	$\geq 90\%$ adherence to the class timetable	20%	2

Component	Work Planning and Lesson Preparation (Maximum points = 35)			
Standard	Indicators	Weight	Total	
Scheme of Work (10) No cost	Each teacher has an approved scheme of work	30%	3	
	Syllabus, LATs and teachers' guides are referenced in the development of the scheme	20%	2	
	The scheme is structured as prescribed in the QAF	10%	1	
	Scheme is always available during lesson delivery	20%	2	
	Documented monitoring of scheme by HT, DHT and CM	20%	2	
Standard	Indicators	Weight	Total	
Lesson Plans (10) No cost	Lesson plans prepared for all lessons	30%	3	
	Lesson plans are consistent with the approved schemes of work	20%	2	
	Each Lesson plan includes all elements prescribed in the SMM	15%	1.5	
	Lesson plans are available during lesson delivery	15%	1.5	
	Documented internal monitoring of lessons	20%	2	
Standard	Indicators	Weight	Total	
Teaching and Learning Aids (10) Low cost	T & L aids available in accordance with lesson plans	25%	2.5	
	T & L aids are relevant to the subject taught	25%	2.5	
	>5% of the school budget allocated for acquisition of teaching and learning materials	15%	1.5	
	Writing on flash cards and vanguards are legible from the furthest corners of the classroom	15%	1.5	
	>25% of T & L materials are made from local resources/materials	20%	2	
Standard	Indicators	Weight	Total	
Extra Curricular Activities (5) Low cost	Extra curricular activities are based on the approved scheme of work	40%	2	
	All extra-curricular activities are covered by lesson plans and should contain the following : - issues relevant to curricular areas such as talks on HIV & Aids, Tuberculosis, Malaria and environmental issues - description of activities - duration and time - remarks and general comments - management of risk and hazards	30%	1.5	
	Extra curricula activities include at least one study visit annually	10%	0.5	
	Assembly File Available	10%	0.5	
	Assembly content are documented in the assembly file (mention of topics discussed)	10%	0.5	

Component	Lesson Delivery (Maximum points = 50)		
Standard	Indicators	Weight	Total
Classroom organisation (10) Medium cost	Teacher student ratio is <1:45	20%	2
	Student classroom ratio is < 53:1	20%	2
	There is adequate light for the lesson	20%	2
	Furniture availability and placement allows easy movement and class activities	20%	2
	Classes are clean, tidy and secure	20%	2
Standard	Indicators	Weight	Total
Method of Delivery (10) No cost	Method of delivery is in line with lesson plan	20%	2
	The method of delivery is suitable to subject taught	20%	2
	The method is child centred	20%	2
	100% feedback given all the time	20%	2
	The method of delivery used will allow all planned activities to be carried out according to time prescribed in the lesson plan	20%	2
Standard	Indicators	Weight	Total
Presentation (10) Medium cost	Teacher explains the lesson objectives and expected learning outcomes at the start of the lesson	10%	1
	BB work : all text is visible and legible from the furthest corners of the Classroom	20%	2
	Clarity of voice/voice projection : clearly audible from the furthest corners of the classroom	20%	2
	Competent and correct use of medium of instruction (English, French and local languages)	20%	2
	Facts, concepts, and processes employed are correct	30%	3
Standard	Indicators	Weight	Total
Use of Teaching and Learning Resources (10) Medium cost	Text books ratio is 1:1 and available in the classroom	30%	3
	Use of the prescribed textbooks, teacher's guide and Learning Achievement Targets (LATs)	30%	3
	Availability of supplementary readers e.g. library books	10%	1
	Students have exercise books and pen/pencils	15%	1.5
	The relevant teaching aids are displayed in classrooms	15%	1.5
Standard	Indicators	Weight	Total
Behaviour Management (10) No cost	Class rules and code of conduct developed and displayed in the classroom	20%	2
	Fair system of rewards and sanctions applied	20%	2
	100% compliance with legislation, rules and guidelines on disciplinary actions	20%	2
	All disciplinary violations and actions logged	20%	2
	Availability of Guidance and counselling measures for students with learning and behavioural difficulties	20%	2

Component	Assessment (40)	(Maximum points = 40)	
Standard	Indicators	Weight	Total
Homework (5) No cost	Adherence to the school's homework policy	20%	1
	Home work provided at least twice a week	20%	1
	Marking and feedback provided for any given home work	20%	1
	Establishment of home work clubs	20%	1
	Evidence of internal monitoring of students home work	20%	1
Standard	Indicators	Weight	Total
Continuous Assessment (10) No cost	Assessment policy and guidelines available	15%	1.5
	100% of test and assignments marked with written feedback provided	40%	4
	Test schedule as prescribed in the school calendar	15%	1.5
	100% tests questions vetted	15%	1.5
	Records of individual students' performances available and accessible by students and parents	15%	1.5
Standard	Indicators	Weight	Total
Internal Exams (10) No cost	All exams are benchmarked against WAEC's formatting and standards	20%	2
	All marking of exams is completed and feedback given to students before the end of term	30%	3
	100% of marks submitted to senior teachers for verification	15%	1.5
	Exams results are analysed and shared	20%	2
	100% data/records of individual students performance are preserved, available and accessible by all interest groups	15%	1.5
Standard	Indicators	Weight	Total
External Exams (10) Low cost	All results analyzed	30%	3
	All analyzed results are presented in graphs and /or other pictorial form and compared with previous year(s)	15%	1.5
	All analyzed results displayed in head's office, classrooms and staff room	15%	1.5
	Results discussed with the teaching staff	20%	2
	Annual Action Plan available for the attainment of national targets	20%	2
Standard	Indicators	Weight	Total
Feedback on performance (5) Low cost	Individual student report cards maintained and distributed to parents/guardians	20%	1
	Student test and exam performances are continuously analysed with regard to level, std. distribution and trends	20%	1
	Analyzed results discussed with pupils and parents	20%	1
	Analysis is used to set strategies for improvements for both students and teachers	20%	1
	Strategies disseminated to and discussed with SMC and Parents/guardians	20%	1

Component	Student Performance (Maximum points = 40)		
Standard	Indicators	Weight	Total
NAT results grade 3	Pass rate in English >XX %	20%	1
	Pass rate in Maths >XX%	20%	1
	Pass rate in Science >XX%	20%	1
	Pass rate in SES > XX%	20%	1
	Reading skills	20%	1
		Weight	Total
NAT results in grade 5	Pass rate in English >XX %	15%	1.5
	Pass rate in Maths >XX%	40%	4
	Pass rate in Science >XX%	15%	1.5
	Pass rate in SES > XX%	15%	1.5
	Reading skills	15%	1.5
		Weight	Total
NAT results in grade 8	Pass rate in English >XX %	15%	1.5
	Pass rate in Maths >XX%	40%	4
	Pass rate in Science >XX%	15%	1.5
	Pass rate in SES > XX%	15%	1.5
	Mastery level >20% in core subjects	15%	1.5
		Weight	Total
Exams results grade 9	Pass rate in English >80 %	15%	1.5
	Pass rate in Maths >80%	40%	4
	Pass rate in Science >80%	15%	1.5
	Pass rate in SES > 80%	15%	1.5
	Mastery level >20% in all subjects	15%	1.5

Component	Teaching and Learning Resources (Maximum points = 35)		
Standard	Indicators	Weight	Total
Core Text Books (10) Low cost	Core text books are available for all grades	30%	3
	School policy available on use of text books and disseminate to all parents/guardians	20%	2
	Core text books available in classes	20%	2
	Maintenance and replacement plan developed and implemented	15%	1.5
	Effective monitoring system for storage, use and maintenance of core text books in place	15%	1.5
		Weight	Total
Supplementary Text Books (5) Medium cost	Supplementary books are available	30%	1.5
	All students have access to supplementary books	20%	1
	Supplementary books are registered and covered	15%	0.75
	Teacher and students use supplementary books in class and homework activities	20%	1
	All students are allowed to take books home when needed	15%	0.75

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

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

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Section	School Environment Points)	(120 (140)	
Component	Community Participation	(Maximum points = 40)	
Standard	Indicators	Weight	Total
Adoption of the PTA Constitution (10) No costs	Copies of constitution available at the school	15%	1.5
	Records on sensitization of stakeholders available	15%	1.5
	Elections carried out in accordance with the constitution	20%	2
	The constitution adopted by SMC (signed by chair)	25%	2.5
	SMC Committees established	25%	2.5
Standard	Indicators	Weight	Total
Active PTA/SMC (10) Low cost	A list of active PTA/SMC members available	15%	1.5
	Records of SMC sub-committees activities available	20%	2
	SMC participation in formulation of SDP documented	20%	2
	Minutes of SMC meetings available and signed by chair	20%	2
	Evidence of resource mobilisation by SMC	25%	2.5
Standard	Indicators	Weight	Total
Participatory Performance Monitoring (PPM) (5) Low cost	Monitoring framework developed and agreed on	20%	1
	Sensitisation on PPM carried out	15%	0.75
	Records on monitoring of teaching and learning by SMC	25%	1.25
	Records on PPM review meetings	15%	0.75
	Records on impact of PPM on student performance	25%	1.25
Standard	Indicators	Weight	Total
Capacity (5) Medium cost	Members of SMC trained in WSD	20%	1
	Relevant competences on PPM built	20%	1
	SMC members trained in supervision of SFP	20%	1
	SMC members trained in classroom observations	20%	1
	SMC members trained in financial control	20%	1
Standard	Indicators	Weight	Total
Wider community participation (10) Low cost	Establishment and operation of Mothers' Club	30%	3
	Evidence of community involvement in maintenance of school facilities	30%	3
	Minutes available on community meetings	10%	1
	Evidence of community involvement in enrolment drive	30%	3

Component	Physical Environment (Maximum points = 60 (70 with kitchen))		
Standard	Indicators	Weight	Total
Classrooms (10) High cost	Adequate number of classrooms available	25%	2.5
	Building is of required quality and safe	20%	2
	Size of classrooms adequate to house 45 children	20%	2
	All classrooms are ventilated and floors level	20%	2
	The classroom is kept clean and tidy	15%	1.5
Standard	Indicators	Weight	Total
Classroom furniture (10) High cost	All classrooms are adequately furnished	25%	2.5
	Seat to child ratio = 1:1	20%	2
	The furniture is suitable for the purpose (grade/subject)	20%	2
	The standard and quality of the furniture is acceptable	20%	2
	Rules and guidelines for use and handling of furniture available	15%	1.5
Standard	Indicators	Weight	Total
Offices (5) Medium cost	Suitable office space available	25%	1.25
	Doors are fitted with suitable locks and fittings	20%	1
	The offices are adequately furnished	20%	1
	The offices have sufficient light for office work	20%	1
	The offices are kept clean and tidy	15%	0.75
Standard	Indicators	Weight	Total
Staff rooms (5) High cost	Suitable space available for use as staff room	25%	1.25
	Doors are fitted with suitable locks and fittings	20%	1
	The staff rooms are adequately furnished	20%	1
	The staff rooms have sufficient light for meetings and lesson preparations	20%	1
	The staff rooms are kept clean and tidy	15%	0.75
Standard	Indicators	Weight	Total
Kitchen (5) High cost	A temporary or permanent structure is available for cooking of food for school feeding programs	20%	1
	The floor is level and walls plastered	20%	1
	A set of basic cooking utensils are available	20%	1
	Cooking facilities (stove/fireplace) are safe	20%	1
	Kitchen environment is kept clean and tidy (Hygiene)	20%	1
Standard	Indicators	Weight	Total
Food Store (5) High cost	A food store is available	20%	1
	The floor is level and walls plastered	20%	1
	The store is suitable, free of pests and water leaks etc.	20%	1
	The store is kept clean and tidy	20%	1
	The store is secure (Lockable)	20%	1
Standard	Indicators	Weight	Total
Toilet facilities (10) High cost	Pupils/toilet ratio <25:1	20%	2
	Toilets are located at a safe distance from other structures	20%	2
	Separation of male and female toilets	20%	2
	Toilets are protected to ensure privacy	20%	2
	Safe construction and maintenance	20%	2

Standard	Indicators	Weight	Total
Water and hygiene (10) High cost	Availability of water at the school premises		
	The water is safe for drinking		
	Guidelines available for use of water		
	Guidelines for maintenance of hygienic standards available		
	Monitoring of hygiene and use of water		
Standard	Indicators	Weight	Total
School yard (5) High cost	The school yard is fenced if necessary with temporary materials		
	Suitable vegetation and trees are planted		
	Playground, assembly area and garden areas demarcated		
	The school yard is kept clean, tidy and free from harmful subjects and animals		
	The school yard is monitored effectively		
Standard	Indicators	Weight	Total
School Garden (5) Medium cost	A school garden is available within the school premises		
	The garden is fenced		
	The garden is used as a teaching and learning resource across the curriculum		
	The produce or proceeds from sales of the produce are used for supplementing the school feeding program (Where relevant)		
	Up-to-date records of sales or use of garden produce available		

Component	Student Welfare (SFP)	(Maximum points = 20 (30 with SFP))	
Standard	Indicators	Weight	Total
School Feeding (10) High cost	Adequate food supplies available	25%	2.5
	Clear rules and guidelines for access to and distribution of school meals available	20%	2
	Up-to-date records of supplies and consumption available	20%	2
	Up-to-date records of income and expenditure for the feeding program available	20%	2
	No exclusion of "poor" children	15%	1.5
Standard	Indicators	Weight	Total
Extra Curricular Activities (10) Low cost	The time table for extra-curricular activities is available	20%	2
	There is proof that the extra-curricular activities are integrated in or derived from the relevant curriculum	20%	2
	Proof of integration of local culture and/or cultural events in the extra-curricular activities	20%	2
	Proof of gender balance/integration/equality in extra-curricular activities	20%	2
	Proof of inclusion of relevant health and environmental issues in the extra-curricular activities	20%	2

Standard	Indicators	Weight	Total
Safety and security (10) No cost	Zero tolerance towards bullying	20%	2
	Zero tolerance towards teacher's use of corporal punishment	25%	2.5
	Zero tolerance towards sexual harassment	20%	2
	Monitoring of school yard and play ground	20%	2
	Adequate protection against intrusion by animals and tugs	15%	1.5

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Minimum Standards for Basic Schools

Section	Monitoring and Quality Assurance (points)	(62)
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Component	External Monitoring (Maximum points = 35)		
Standard	Indicators	Weight	Total
Cluster monitoring (10) Medium cost	Monitoring visits planned in accordance with the year plan	15%	1.5
	Minimum 3 monitoring/support visits per month	25%	2.5
	Duration of each visit >4 hours	25%	2.5
	Feed-back provided and documented	25%	2.5
	Copies of feedback and reports provided to HT	10%	1
Standard	Indicators	Weight	Total
Monitoring by Regional Education Directorate Officers (10) Medium cost	School visited minimum once every month	25%	2.5
	Duration of each visit >2 hours	20%	2
	Purpose of visit is monitoring and/or provision of management/administration/pedagogical support	25%	2.5
	Feedback provided and documented	25%	2.5
	Visitor's book signed and purpose of visit specified	5%	.5
Standard	Indicators	Weight	Total
Monitoring by Head Office Directorates (5) Medium cost	Purpose of visit clearly specified as monitoring of program implementation	15%	0.75
	Duration of visit > 2 hours	25%	1.25
	Feedback provided and documented prior to departure	25%	1.25
	Visitor's book signed	10%	0.5
	Copy of monitoring reports submitted to HT	15%	0.75
Standard	Indicators	Weight	Total
Monitoring by the community (10) Low cost	Community monitoring plan drawn up and approved by SMC	20%	2
	Frequency: minimum once per term	20%	2
	Duration > 2 hours per visit	20%	2
	Observations and findings documented	20%	2
	Feedback provided and shared	20%	2

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

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**Appendix 16: Terms of Reference for Food Management
Committee**

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TERMS OF REFERENCE FOR FOOD MANAGEMENT COMMITTEES IN THE FOOD FOR EDUCATION IN THE GAMBIA

1. Background Information

The Food for Education Programme (FFE) previously called School Feeding Programme (SFP) has been in progress in the Gambia since 1970 and it was designed to contribute to:

1. Increase enrolment in target schools;
2. maintain regular attendance; and
3. Increased completion rate in all targeted schools.

The FFE has over the years been wholly managed by the Heads of schools at community level. But considering the work load on the Heads of schools in carrying out administrative and other school management tasks, the Ministry of Education (MoBSE) established the School Management Committee with a subunit called the Learner's Welfare and School Environment whose primary responsibility is to manage the School Feeding Programme. This community together with other subcommittees will ensure that there is greater community participation so as to increase transparency and management of the FFE.

In order to achieve proper management of the FFE, a Food Management Committee (FMC) must be established and rendered effective in all schools benefiting from the school meals. In the past, efforts were made by WFP and SAFMLU in ensuring the establishment of this committee by including it as a clause in the plan of operations for the project GAM 10311.0 in 2004. According to this document, in article 3.1.3 of the support to Rural Vulnerable Regions, it states, "FMCs will be promoted in all beneficiary institutions and such committees shall be strengthened to take control of the School feeding matters at school level". However, very little of this was achieved.

With the era of project GAM 105489, it is emphasized that for schools to continue benefiting from the FFE, functional FMCs should be established.

2. Objectives of the Food Management Committee

According to page 82 of the SMC Manual (January 2008 edition) prepared by the Ministry of Basic & Secondary Education (MoBSE), below are the roles and responsibilities of the committee:

General objectives (SMM manual Jan 2008 edition page 82	Specific objectives
1. To establish a set of basic rules for food management, food storage, safe food handling, kitchen management, establishing the correct food rations for each child, and verifying the daily attendance of children.	1.1 To promote and maintain a hygienic food store through regular inspection and monitoring. 1.2 To oversee the rationing of food on a daily basis; crosschecking the total number of attendance per day and ensure proper measuring standards are adhered to.

	<p>1.3 To actively participate in the identification/selection of school vendors</p> <p>1.4 Agree on designated consignees & alternates to receive food on behalf of the school.</p> <p>1.5 Regularly update and crosscheck with the Head Teacher/Cluster Monitor that updated list is shared with SAFMU/WFP (at least at the end of each term).</p> <p>1.6 Meet regularly, prepare and keep minutes of such meetings and must be readily available</p>
<p>2. Communicate these rules widely, taking care to ensure that parents understand why, how much and what sort of feeding is provided. If money is to be requested from parents, this money needs to be recorded in line with the principles of financial management in the SMC manual and the committee must report on its collection and use to the SMC and through them to the PTA.</p>	<p>2.1 To ensure that the contributions paid by parents are recorded, correctly utilized and accounted for in the proper manner.</p>
<p>3. Receive and record delivery of food in a notebook</p>	<p>3.1 To ensure that proper arrangements are made for the arrival of food stock at the school compound or closest site to the school.</p> <p>3.2 makes able-bodied people ready for offloading when trucks arrive</p> <p>3.3 Check that the food dispatched to the school really is for the school. Confirm all relevant details for the school.</p> <p>3.4 To oversee the safe unloading of food stock from the truck into the food store Verify that the amount received is the amount stated in the waybill. If the amount received is not the same as the amount stated in the waybill, state comments.</p>
<p>4. Ensure that records of food consumed are properly completed, signed by the Head teacher and submitted to the SMC and through them to the RTA</p>	<p>4.1 Daily, hand over the amount needed for cooking to the chief cook, and monthly distribute incentives due the cooks.</p> <p>4.2 Fill all the necessary records (stock cards, daily ration book, MRFs) are filled in time.</p> <p>4.3 Monitor the daily ration book for proper entry and record keeping</p> <p>4.4 Crosscheck the ration book at the end of every week to ensure entry is correctly done and in line with the required procedures.</p> <p>4.5 Confirm that information in the ration book tallies with the stock balances and monthly returns form filled at the end of every month. This must be</p>

	<p>endorsed by a member of the FMC by countersigning the monthly returns form for submission to SAFMU and WFP respectively.</p> <p>4.6 Report food balances at the end of each month/term to the Cluster Monitor, then to the Regional focal point, which information is relayed to the SAFMU and to the World Food Programme</p>
5. Grow food in the school garden, and use it to supplement the feeding programme	<p>5.1 Increase community participation to maintain school and community gardens which when harvested will support to school meals.</p> <p>5.2 Facilitate the upkeep of the garden and that most of its proceeds are used to supplement the FFE</p>
6. Ensure a suitable store is available, regularly checking on the condition of the store for hygiene and security	<p>6.1 Ensure that the food in the storage is properly stacked for easy monitoring (counting) and to avoid spoilage of food.</p> <p>6.2 Take all the necessary measures (i.e. that storage is secure, clean, free of infestation, ventilated etc.) to ensure that the food inside the store is not spoiled or stolen.</p>
7. Employ an adequate number of cooks, ensuring that they are trained on the effective use of the stove, hygiene practices and what is a nutritious and balanced diet. Ensure that there is a safe and clean place for cooking	<p>7.1 To collaborate with cooks in ensuring maintain a hygienic food preparation</p> <p>7.2 To ensure that proper hygienic practices are met by the school children before and after eating food especially hand washing with soap and water after using toilet.</p> <p>7.3 To supervise feeding of the children during lunch to ensure that the meal served meets the quality and quantity of food meant for the children.</p> <p>7.4 To supervise the cooks for efficiency and punctuality on their duty.</p>
8. Keep an inventory of serving and cooking utensils.	<p>8.1 On a termly basis, crosscheck serving and cooking utensils to ensure that they are accurate and well managed</p> <p>8.2 Update the Non Food Item Inventory form and ensure it is submitted to the Cluster monitor for onward submission to SAFMU & WFP</p>
9. Must be actively involved in all FFE activities in the school	9.1 Actively involved in the planning, implementation and monitoring of the essential package including Deworming of children, School garden project and construction of water & toilet facilities.

4. Strategy/methodology

- Daily/weekly visits to schools;
- Biweekly review meetings;
- Supervision of structures such as store, kitchen etc;
- Observation of activities; daily rationing, cooking, service of food, eating, cleaning exercise of store, kitchen etc;
- Monthly updates to other stakeholders such as Head of school, other community member, SAFMU officers, WFP personnel.

5. Inclusion of Members into the committee

General body - An election is carried out every four years and all Learner's Welfare & School Environment Subcommittee members are entitled to vote.

Executive members - The committee should have a Chairperson and Secretary in addition to other members. These persons should be elected for at least two years.

6. Composition of the FMC

The FMC must be gender balanced with a minimum of six members and a maximum of 9 members, depending on the prevailing circumstances in a particular community.

- 2 teachers: A male and a female teacher; in the circumstance where there are all male teachers, it should be one and in either case preferably a **science teacher**;
- 2 pupils (a boy and a girl) preferably a member of the Red Cross society or home science;
- 1 or 2 parents;
- Members of the community depending on the number of catchment villages, but a maximum of 4; and
- A cook.

7. Specific positions within the FMC

- a. **Store Keeper** - Keeps the store in a neat manner including cleaning especially the cobwebs. Handles the key to the store and opens the store on a daily basis for rationing in collaboration with other members of the committee. Keeps record of deliveries of food stock in a special book different from the ration book.
- b. **Data entry clerk** - S/he enters into the ration book daily deliveries, losses and balance. Calculates the details and keep the book updated on a daily basis. Ensures that the daily ration book is neatly kept and well informed for any monitor and for proper record keeping. S/he will complete the ration book at the end of every month and make a total of monthly deliveries, losses and balance into the next month and will supply this information into a monthly return for the attention of the Head of the school.
- c. **Rationing officials** - This could involve all members of the FMC but on a rotational basis. These members would at a particular time visit the school early in the morning and collaborate with the Head and teachers. The teachers should be in position to tell the total number of children present in school for the day. That figure should help the people rationing to do so accurately and effectively. At the end of every rationing, the store must be well swept and kept. The rationing officials on duty in a week should also make it a point of duty to observe other activities such as reporting time of cooks on duty, payment of daily fees, condiments purchased etc. They will also be at the school during meal to ensure the children observe hygienic practices before and after food, quality and quantity of food etc.
- d. **Overseer** - The Head of school should serve as the overseer, who will supervise all of the responsibilities and report any problems arising from the implementation of the school feeding (problems related with cooks, availability of water) to the Cluster Monitor and/or regional School Feeding focal points, SAFMU and WFP.