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AL HIJRA ISLAMIC SCHOOL DATA MANAGEMENT POLICY 2022/2023 (FIRST DRAFT)

This policy is reviewed annually:-

ENDORSED : December 2022

REVIEW DATE : January 2024

INTRODUCTION.

Data is essential to our school processes and is fundamental to our decision making activities. Data generated and held by the school are the key asset that must be managed correctly to underpin school strategic development, operation activities, essential functions and academic integrate. Everyone has a responsibility to look after school data and abide by this policy, all applicable laws and specifically the data protection articles. Miss management of data by students, staff or others may lead to fines or reputational damage and negative operational or finance consequences. The management of data generated by school staff and system administrator is govern by data management policy.

SCOPE.

This document set out the policy to be followed to manage institutional data and applies to data in all its form.

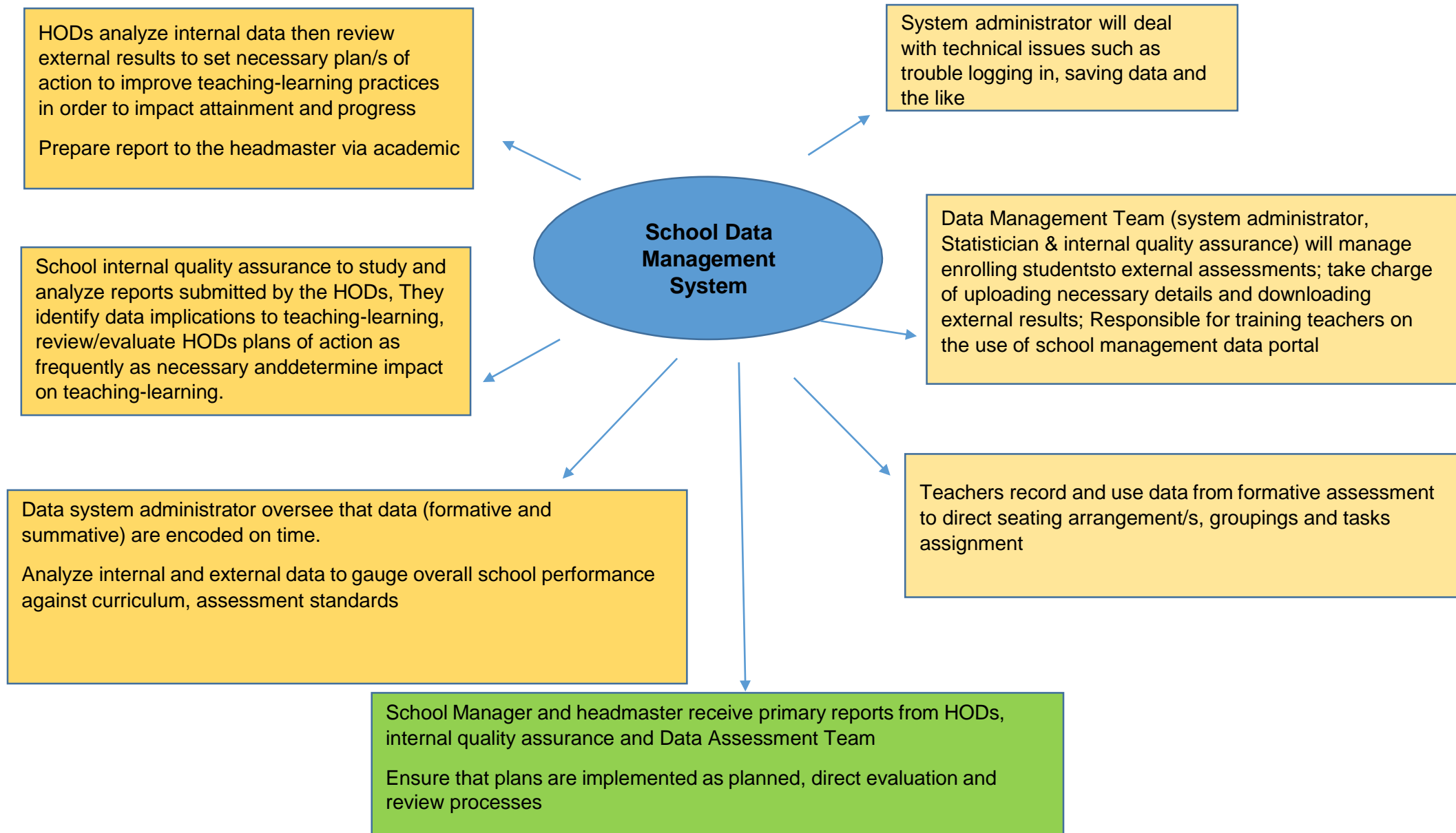
PURPOSE AND GOAL.

Data used by the school is key to our core function of teaching and learning processes and operation activities that underpin them.

Data is strategic asset for the school, as fundamental as people, technology and other estate. Processes and technology depend on data. Data is key way to archive our school mission, vision and strategic plan to archive our goal.

AL HIJRA ISLAMIC SCHOOL DATA MANAGEMENT POLICY

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



DATA MANAGEMENT SCOPE OF RESPONSIBILITY

A. Data Identification

The team will identify all required data such as school targets, External and Internal data and provide necessary report to the school administrators.

B. Data Collection

The team will gather internal and external results and ensure that all mandatory year levels are subjected to external exams as prescribed by the National Examination council of Tanzania.

C. Data Tracking and Analysis

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

D. Data Utilization

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

Groupings according to ability, learning preference, learning style and groupings based on data triangulation.

Data as basis of setting individual task and class activity

List of Students who are highly able and at risk

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

Phase 1: CLASS REPORT

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

Phase 2: YEAR LEVEL/PHASE WISE REPORT

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

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

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

DATA SOURCE

STUDENTS

A. Internal Year 1-4

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

B. External

1. MOCK EXAMINATION YEAR 2-4
2. TAHISCO TEAR2-4

TEACHERS

A. Lesson Plan

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

B. Lesson Observations/Walk-Through

1. Headmaster
2. School internal quality assurance
3. HODs

USE OF DATA

Data is used for

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

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

	<ul style="list-style-type: none"> ✓ examination Pattern, basis to adjust teaching content and methodology 	HODs, Subject Teachers	
5. Mock Exams	<ul style="list-style-type: none"> ✓ Exit qualification ✓ Validate curriculum and assessment practices of the school 	HODs, Data Team, Internal quality assurances	
5. National exams	<ul style="list-style-type: none"> ✓ Formative assessment ✓ Transition teaching ✓ Set meaningful groupings ✓ Determine and use effective teaching strategies 	Subject Teachers Subject Teachers, HODs Subject Teachers Subject Teachers <u>Data should be tracked by teachers, monitored by the HODs and interpreted for policy, curriculum development by the SLTs.</u>	

Data Management Team Reflection and Evaluation Guide

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