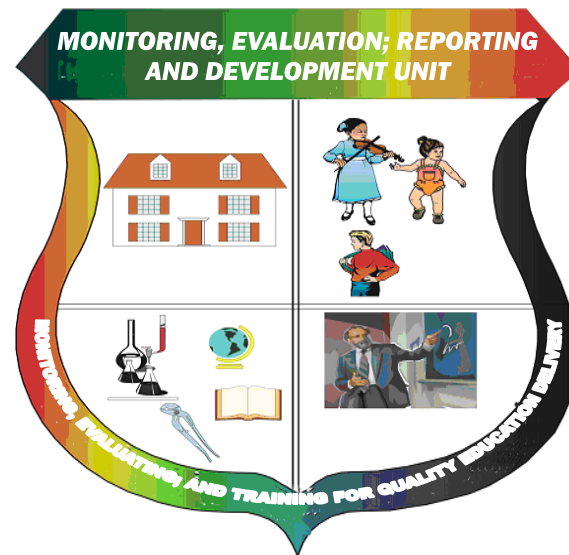


MONITORING, EVALUATING, REPORTING AND DEVELOPMENT UNIT (MERD)



MONITORING VISIT CHECKLIST

NURSERY

NURSERY

NAME OF SCHOOL:

GRADE:

ADDRESS OF SCHOOL:

.....

TEL. NO. OF SCHOOL:

NAME OF HEADTEACHER:

NAME OF SUPERVISING OFFICER:

DATE OF MERD VISIT:

DATE OF PREVIOUS MERD VISIT:

VISITS MADE BY DEPARTMENT- TYPE, NUMBER AND DATE.

TYPE	NUMBER	DATE OF VISIT	
		SEPTEMBER 201_ - JULY 201_	SEPTEMBER 201_ - PRESENT
Individual			
Team			
Follow-up			
Fan-out			
Welfare			
Other			

ENROLMENT AND ATTENDANCE

YEAR	NO. OF CLASSES	ENROLMENT		
		BOYS	GIRLS	TOTAL
Year 1				
Year 2				
TOTAL				

	ATTENDANCE			PERCENTAGE		
	Boys	Girls	School	Boys	Girls	School
ATTENDANCE ON DAY OF MONITORING VISIT						
AVERAGE DAILY ATTENDANCE OF PREVIOUS TERM						

ENROLMENT OF SCHOOL

	PREVIOUS TERM	CURRENT TERM	INCREASE(+)/ DECREASE (-)
Boys			
Girls			
TOTAL			

COMPOSITION OF STAFF

CATEGORY	NUMBER	PERCENTAGE	REMARKS
Graduate Headmaster/Mistress			
Non-Graduate Headmaster/Mistress			
Graduate Senior Master/Mistress			
Senior Master/Mistress			
Graduate Senior Assistant Master/Mistress			
Senior Assistant Master/Mistress			
Graduate Assistant Master/Mistress			
Assistant Master/Mistress			
Temporary Qualified Master/Mistress			
Temporary Unqualified Master/Mistress			
Acting Teacher			
Pupil Teacher			

TOTAL			

DATA ON TEACHERS

**(A) DEPLOYMENT OF ACADEMIC STAFF
(B) ATTENDANCE AT THE CYRIL POTTER COLLEGE OF EDUCATION (CPCE)
AND UNIVERSITY OF GUYANA (UG)**

(A) DEPLOYMENT OF ACADEMIC STAFF				(B) ATTENDANCE					
NO.	NAME OF TEACHER	STATUS	YEAR GROUP	PROGRAMME	OPTION	CPCE	YEAR	UG	YEAR
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									

ABSENCE OF TEACHERS

YEAR	NAME OF TEACHER	STATUS	NO. OF SESSIONS TEACHER EXCEEDED MANAGER'S LEAVE		REMARKS
			Sick	UPA	
PREVIOUS SCHOOL YEAR SEPTEMBER 201_ - JULY 201_					
CURRENT SCHOOL YEAR SEPTEMBER 201_ -					

UNPUNCTUALITY OF TEACHERS

YEAR	TEACHERS WHO WERE UNPUNCTUAL FOR 20% OR MORE OF THE SESSIONS EACH TERM					
	TERM	NUMBER OF SESSIONS IN TERM	NAME OF TEACHER	STATUS	PERCENTAGE OF SESSIONS TEACHER WAS UNPUNCTUAL	REMARKS
PREVIOUS SCHOOL YEAR SEPTEMBER 201_ - JULY 201_	I					
	II					
	III					
CURRENT SCHOOL YEAR SEPTEMBER	I					
	II					

	III					

RECORD OF LATENESS FOR PREVIOUS SCHOOL YEAR

September 201_ - July 201 _

T - No. of Times Late

M- No. of Minutes Late

No.	Name of Teacher	Status	Sept.		Oct.		Nov.		Dec.		Jan.		Feb.		March		April		May		June		July		Total no. of Times Late	Total no. of Minutes late	
			201_		201_		201_		201_		201_		201_		201_		201_		201_		201_						
			T	M	T	M	T	M	T	M	T	M	T	M	T	M	T	M	T	M	T	M	T	M			
1.																											
2.																											
3.																											
4.																											
5.																											
6.																											
7.																											
8.																											
9.																											
10.																											
11.																											
12.																											
13.																											
14.																											

15.																				
TOTAL																				

RECORD OF LATENESS FOR CURRENT SCHOOL YEAR

September 201_ - July 201_ T – No. of Times Late M- No. of Minutes Late

No.	Name of Teacher	Status	Sept.		Oct.		Nov.		Dec.		Jan.		Feb.		March		April		May		June		July		Total no. of Times Late	Total no. of Minutes late	
			201_		201_		201_		201_		201_		201_		201_		201_		201_		201_		201_				
			T	M	T	M	T	M	T	M	T	M	T	M	T	M	T	M	T	M	T	M	T	M			
1																											
2																											
3																											
4																											
5																											
6																											
7																											
8																											
9																											
10																											
11																											
12																											
13																											
14																											

15																			
TOTAL																			

SUMMARY OF UNPUNCTUALITY AND ABUSE OF LEAVE

	Last School Year				Current School Year			
	No.		%		No.		%	
Total number of minutes teachers have been unpunctual.								
Number and percentage of teachers who were unpunctual for 20% or more of the sessions.								
Number and percentage of teachers who have always been punctual.								
	MANAGER'S				MANAGER'S			
	*SL		*UPA		SL		UPA	
	No.	%	No.	%	No.	%	No.	%
Number and percentage of teachers who have abused leave concessions.								
	No.				%			
Number and Percentage of teachers who were absent from duty on the day the school was monitored/inspected.								
Number and Percentage of teachers who were unpunctual on the day the school was inspected.								

***SL- Sick Leave; UPA- Urgent Private Affairs.**

INVENTORY OF FURNITURE FOR TEACHERS AND LEARNERS

Year	Enrolment		Learner		Lunch Kit Rack	Chalkboard/ Whiteboard	Cupboard		Teacher	
	Learner	Teacher	Table	Chair			(small)	(large)	Table	Chair
Year 1										
Year 2										
TOTAL										

MANAGEMENT AND SUPERVISION

Y: Yes

N: No

NA: Needs Attention

FOCUS	Y	N	NA	REMARKS
<u>SCHOOL LEADERSHIP AND MANAGEMENT</u>				
<u>School Vision, Mission and Objectives</u>				
➤ The school has:				
• a vision				
• a mission				
• goals/objectives conspicuously displayed.				
➤ The school community works towards the achievement of the stated goals/objectives.				
<u>Organizational Chart</u>				
➤ The school has an Organizational Chart.				
➤ The chart is conspicuously mounted.				
➤ It reflects:				
• Year-Groups				
• Inventorized Positions				
• Staff Entitlement				
• Hierarchy.				
<u>Supervisory Chart</u>				
➤ The school has a Supervisory Chart.				
➤ The chart is conspicuously mounted.				
➤ It reflects:				
• Year-Groups				
• Actual Staffing				

FOCUS	Y	N	NA	REMARKS
<ul style="list-style-type: none"> • Supervisory Arrangements. 				
Supervisory Schedule				
<ul style="list-style-type: none"> ➤ Each Supervisor has a schedule: <ul style="list-style-type: none"> • Headteacher 				
<ul style="list-style-type: none"> <ul style="list-style-type: none"> • Senior Master/Mistress 				
<ul style="list-style-type: none"> <ul style="list-style-type: none"> • Head of Year-Group. 				
Lists of Duties				
<ul style="list-style-type: none"> ➤ A Master List is in place. 				
<ul style="list-style-type: none"> ➤ Individual Lists are in place. 				
<ul style="list-style-type: none"> ➤ Duties are precisely stated. 				
<ul style="list-style-type: none"> ➤ The Master List of Duties is signed and dated by: <ul style="list-style-type: none"> • Headteacher 				
<ul style="list-style-type: none"> <ul style="list-style-type: none"> • Supervising Officer. 				
<ul style="list-style-type: none"> ➤ Individual Lists of Duties are signed and dated by the respective teachers. 				
<ul style="list-style-type: none"> ➤ A copy of the signed and dated Individual List of Duties is: <ul style="list-style-type: none"> • placed in the respective teacher's personal file 				
<ul style="list-style-type: none"> <ul style="list-style-type: none"> • given to the teacher. 				
Staff Appraisal				
<ul style="list-style-type: none"> ➤ Each teacher is appraised termly by his supervisor. 				
<ul style="list-style-type: none"> ➤ Feedback is given to each appraisee. 				
<ul style="list-style-type: none"> ➤ Individual Records of Assessment are kept (Appraisal Reports): <ul style="list-style-type: none"> • Termly 				
<ul style="list-style-type: none"> <ul style="list-style-type: none"> • Annually. 				
<ul style="list-style-type: none"> ➤ Summary Record of Assessment is endorsed and dated by all appraisees. 				
<ul style="list-style-type: none"> ➤ Information from appraisal: <ul style="list-style-type: none"> • is taken into account in the preparation of Staff Development Programmes 				
<ul style="list-style-type: none"> <ul style="list-style-type: none"> • gives focus to supervisory activities. 				

FOCUS	Y	N	NA	REMARKS
Management Structure				
➤ The School has a substantive:				
• Headteacher				
• Senior Master/Mistress.				
PLANNING				
School Improvement Plan (SIP)				
➤ A School Improvement Plan is in place.				
➤ The plan is prepared by the School Improvement Advisory Committee (SIAC).				
➤ School Improvement Plan (SIP) is for five (5) calendar years.				
➤ The SIP has:				
• Introduction				
• Brief History of School				
• Vision and Mission Statements				
• Guiding Principles				
• Priorities and their timeframes				
• Justification				
• Action Plan				
• Budget.				
➤ The plan sets out a framework for school improvement in relation to:				
• Curriculum				
• Staffing				
• Management Strategies				
• Premises and Equipment				
• Staff Development				
• Outside Links.				
➤ The SIP is endorsed by each member of the SIAC				
➤ The SIP is implemented (via the Work Plan)				
Work Plan				
➤ A Work Plan for the current year is in place.				
➤ It was prepared by the Headteacher and staff.				
➤ Work is planned for a calendar year.				

FOCUS	Y	N	NA	REMARKS
➤ The prescribed format is used.				
➤ The Work Plan reflects activities identified for the current year of the SIP.				
➤ Activities in the Work Plan are implemented as scheduled.				
➤ The Work Plan is reviewed annually.				
<u>Quarterly Projections</u>				
➤ Projections are in place for the following quarters: <ul style="list-style-type: none"> • Current 				
<ul style="list-style-type: none"> • Previous. 				
➤ Their preparation is informed by the contents of the Work Plan.				
<u>Quarterly Schedule of Activities</u>				
➤ The Schedule is: <ul style="list-style-type: none"> • in place for the current quarter. 				
<ul style="list-style-type: none"> • mounted conspicuously. 				
➤ Its preparation is informed by the contents of the current Quarterly Projection.				
➤ Activities, as at the time of monitoring, are implemented as scheduled.				
<u>Quarterly Reviews</u>				
➤ Quarterly Reviews are in place for the last two [2] quarters.				
➤ The preparation is informed by the Quarterly Projections (last two).				
<u>SCHOOL EFFECTIVENESS ASSESSMENT</u>				
➤ School Effectiveness Assessments are conducted for the last three (3) terms prior to the visit: <ul style="list-style-type: none"> • Term I (September- December) 				
<ul style="list-style-type: none"> • Term II (January - April) 				
<ul style="list-style-type: none"> • Term III (April/May – July) 				
<u>SCHOOL POLICIES AND SUPERVISORY SYSTEMS</u>				
<u>Education Act and Education Code Regulations</u>				
➤ A copy of the document is in place.				
➤ Teachers are au fait with its contents.				
➤ The document serves as resource material at teachers' orientation sessions.				

FOCUS	Y	N	NA	REMARKS
Code of Conduct for Teachers				
➤ A copy is in place.				
➤ All teachers are au fait with its contents.				
➤ All teachers adhere to each of the directives therein.				
Standard Operational Procedures (SOP) For School Administrators- Revised Edition- 2006-09-12				
➤ A copy is:				
<ul style="list-style-type: none"> • in place. 				
<ul style="list-style-type: none"> • conspicuously mounted. 				
➤ Contents are shared with staff members.				
➤ Each of the thirty-seven (37) directives/procedures is implemented. (
➤ The document is used as resource material during orientation activities for:				
<ul style="list-style-type: none"> • learners 				
<ul style="list-style-type: none"> • parents 				
<ul style="list-style-type: none"> • recruits. 				
Log Books				
➤ Log Books are in place:				
<ul style="list-style-type: none"> • Whole-school 				
<ul style="list-style-type: none"> • Year-Group. 				
➤ The prescribed format is used in their preparation.				
➤ Daily entries are pertinent to the management of the:				
<ul style="list-style-type: none"> • School 				
<ul style="list-style-type: none"> • Year-Group. 				
➤ Entries are made by persons designated to do so.				
Circulars				
➤ The school has a Circular File.				
➤ Only circulars are kept therein.				
➤ Each circular is signed and dated by all teachers.				
➤ Circulars serve as resource material for the orientation of new staff members.				

FOCUS	Y	N	NA	REMARKS
<u>Teachers' Attendance Register</u>				
➤ All teachers are accounted for.				
➤ Status is clearly indicated.				
➤ Hierarchical order is strictly maintained.				
➤ All absences are accounted for.				
➤ Days on which the school did not meet are indicated.				
<u>Personal Files</u>				
➤ A file is in place for each teacher.				
➤ Each file contains:				
• current bio-data				
• Individual List of Duties				
• completed Appraisal Reports (last three [3] school years)				
• leave applications and all other relevant information.				
<u>Teachers' Absence and Lateness</u>				
<u>Monthly Returns of Absence and Lateness</u>				
➤ The prescribed form is used.				
➤ Returns are prepared on a monthly basis.				
➤ A copy of the Monthly Returns is kept.				
<u>Teachers' Cumulative Absence and Unpunctuality</u>				
➤ A record of cumulative absence and unpunctuality is kept.				
➤ The prescribed format is used.				
<u>Minutes of Meetings</u>				
➤ Minutes of meetings are recorded for each meeting:				
• General				
• Administrative				
• Year-Group.				
➤ The prescribed format is used to record the minutes.				
➤ The schedule of meetings is adhered to:				
• General				
• Administrative				
• Year-Group				
➤ Minutes are submitted to the appropriate authority within seven (7)				

FOCUS	Y	N	NA	REMARKS
working days of the completion of the meeting:				
• Headteacher				
• Head of Year-Group.				
➤ Minutes are corrected, where necessary, and adopted.				
<u>Staff Instruction Book</u>				
➤ The book is in place.				
➤ It is used as the need arises.				
➤ Teachers acknowledge instructions by signing and dating same.				
➤ Teachers comply with the instructions.				
<u>INSTRUCTIONAL MANAGEMENT</u>				
<u>Timetable</u>				
➤ The National Timetable is:				
• in place				
• conspicuously mounted.				
➤ The Analysis is:				
• in place				
• displayed.				
<u>Contingency Plan</u>				
➤ The school has a Contingency Plan				
➤ It caters for:				
• administrative				
• pedagogical/instructional arrangements.				
➤ The prescribed formats are used to prepare the plan.				
➤ The administrative staff is involved in its preparation.				
➤ Teachers are au fait with the contingency arrangements.				
➤ The contingency arrangements are put into practice as the need arises.				
<u>Staff Induction Plan</u>				
➤ An Induction Plan is in place.				
➤ The plan is prepared according to the guidelines in the School Records and Documents .				
➤ The plan is used to orient new staff members.				

FOCUS	Y	N	NA	REMARKS
<u>Staff Development Programme</u>				
<u>Staff Development Plan</u>				
➤ A plan is in place for the current calendar year.				
➤ The prescribed format is used.				
➤ Topics address:				
• observed weaknesses in teachers' performance				
• teachers' interests as they				
• relate to the development of the school.				
➤ Staff Development Sessions are held at least once per month.				
<u>Staff Development Report</u>				
➤ A report is prepared on each session held.				
➤ The prescribed format is used in its preparation.				
<u>School Assessment (Policy)</u>				
➤ The school has a documented Assessment Policy.				
➤ Teachers are au fait with the policy.				
➤ The policy guides the assessment practices of the school.				
<u>Special Education Needs (Policy)</u>				
➤ The school has a policy for learners with Special Education Needs (SEN).				
➤ Learners are provided with special instruction.				
<u>LEARNERS – MANAGEMENT AND CONTROL</u>				
<u>School Rules</u>				
➤ The school rules are:				
• documented				
• conspicuously mounted				
• adhered by learners.				
<u>Misdemeanour Book</u>				
➤ The record is in place.				
➤ Entries are made of all reported instances of learners' unacceptable behaviours.				
➤ The prescribed format is used in the preparation of the record.				
➤ Sanctions applied are in accordance with the provisions in the Manual				

FOCUS	Y	N	NA	REMARKS
of Guidelines for the Maintenance of Order and Discipline in Schools.				
<u>Manual of Guidelines for the Maintenance of Order and Discipline in Schools</u>				
➤ The manual is in place.				
➤ Teachers are au fait with the contents of the manual.				
➤ The manual is used in the orientation of recruits.				
<u>Evacuation/Emergency Drill Record</u>				
➤ The record is in place.				
➤ Drills are conducted on a monthly basis.				
➤ Relevant details on each monthly drill are recorded.				
<u>Admission Register</u>				
➤ An Admission Register is in place.				
➤ Learners are admitted in accordance with the Ministry's criteria- Nursery School age.				
➤ The required bio-data for each learner are inserted:				
• Admission number				
• Date of admission				
• Name of learner				
• Date of birth				
• School last attended				
• Name and address of parent/guardian				
• Distance from school.				
➤ Promotions are kept current.				
➤ All information related to withdrawals is in place.				
<u>Attendance Statistical Data</u>				
<u>Pupils' Attendance Register</u>				
➤ A register is in place for each:				
• class				
• Year- Group.				
➤ The relevant bio-data are inserted in each register.				

FOCUS	Y	N	NA	REMARKS
➤ All learners are accounted for in the Admission Register.				
➤ Learners are listed as stipulated.				
➤ All statistical data are duly compiled:				
• daily				
• weekly				
• termly.				
➤ Registers are checked by:				
• a member of the administrative staff				
• an Officer, at least once per quarter.				
➤ Unpunctuality is indicated.				
➤ A Master Register is maintained.				
Daily Attendance Statistics Ledger				
➤ Statistics are compiled on a daily basis.				
➤ The prescribed format is used.				
Weekly/Monthly Statistics Ledger				
➤ Statistics are compiled:				
• weekly				
• monthly.				
➤ The prescribed format is used.				
Monthly/Termly Statistics Ledger				
➤ Statistics are compiled:				
• monthly				
• termly.				
➤ The prescribed format is used.				
<u>FINANCIAL MANAGEMENT AND ACCOUNTABILITY</u>				
<u>Bank Account</u>				
➤ The school has a:				
• Savings Account				
• Chequing Account.				
➤ Funds acquired are managed by a committee of the Parent Teacher Association (PTA).				

FOCUS	Y	N	NA	REMARKS
<u>Income and Expenditure Ledger</u>				
➤ An Income and Expenditure Ledger is in place.				
➤ It is maintained on a monthly basis.				
➤ Monthly Income and Expenditure Reports/Statements are:				
• submitted to the Department of Education				
• circulated among staff members.				
<u>School Grants</u>				
➤ Grants have been:				
• uplifted				
• expended				
• retired.				
<u>Salary Register</u>				
➤ The salary register is in place.				
➤ Each member is accounted for.				
➤ The register is prepared on a monthly basis				
➤ Each teacher acknowledges the receipt of salary by:				
• signing				
• dating.				
➤ Official receipts in respect of refunds are kept.				
<u>Stock Book</u>				
➤ The Stock Book is in place.				
➤ The prescribed format is used in the preparation of the record.				
➤ It only accounts for consumable stock.				
➤ The record is kept current.				
➤ Staff members sign the record in acknowledgement of receipt of Stock.				
<u>Dispatch Book</u>				
➤ The Dispatch Book is in place.				
➤ The prescribed format is used in its preparation.				
➤ The book is used as the need arises.				

FOCUS	Y	N	NA	REMARKS
<u>Donation/Gift Ledger</u>				
➤ The Ledger is in place.				
➤ All donations received are accounted for.				
➤ Appropriate entries, with regard to donations/gifts received, are made in the:				
• Log Book				
• Inventory				
• Stock Book				
• Textbook Inventory				
• Income and Expenditure Ledger.				
➤ A copy of the receipt for each donation/gift received is in place.				
➤ Copies of letters informing the Department of Education of donations/gifts received are kept (non-consumable items).				
<u>Inventories</u>				
➤ Inventories are in place:				
• Master (Whole-school)				
• Year-Group.				
➤ The prescribed form is used.				
➤ Only serviceable items are recorded therein.				
➤ Inventories account for non-consumable stock.				
➤ Inventories are checked on a termly basis:				
• Year-Group				
• Class.				
➤ The Master (Whole-school) Inventory is checked annually.				
<u>Handing-over Taking-over Statements</u>				
➤ These statements are kept in a special file.				
➤ Each statement is signed and dated by the				
• persons handing-over and taking-over				
• Supervising Officer of the school.				
➤ These statements account for all:				
• records				
• monies				
• stock				

FOCUS	Y	N	NA	REMARKS
<ul style="list-style-type: none"> • inventorized items. 				
<p><u>Textbook Inventory</u></p>				
<ul style="list-style-type: none"> ➤ The Textbook Inventory is : <ul style="list-style-type: none"> • in place. 				
<ul style="list-style-type: none"> • compiled as per subject/curriculum area. 				
<ul style="list-style-type: none"> • current. 				
<ul style="list-style-type: none"> • audited annually. 				
<p><u>List of Textbooks Needed</u></p>				
<ul style="list-style-type: none"> ➤ List of textbooks required is in place. 				
<ul style="list-style-type: none"> ➤ The list is prepared as per subject/curriculum area. 				
<ul style="list-style-type: none"> ➤ The list is current. 				
<ul style="list-style-type: none"> ➤ The prescribed format is used in its preparation. 				
<p><u>External Audit</u></p>				
<ul style="list-style-type: none"> ➤ The school was audited at least once during the last five (5) years. 				
<ul style="list-style-type: none"> ➤ Audit statements have been: 				
<ul style="list-style-type: none"> • received 				
<ul style="list-style-type: none"> • acted on. 				
<p><u>POLICY IMPLEMENTATION</u></p>				
<ul style="list-style-type: none"> ➤ The school: <ul style="list-style-type: none"> • Is accurately graded. 				
<ul style="list-style-type: none"> • Ensures that pupil transfers are done in accordance with the directives of the Ministry of Education. 				
<ul style="list-style-type: none"> • Ensures that each vendor is in possession of a Food Handler’s Certificate. 				
<ul style="list-style-type: none"> • Adheres to the prescribed: <ul style="list-style-type: none"> ✓ pupil-toilet ratio 				
<ul style="list-style-type: none"> ✓ gender allocation of toilets. 				
<ul style="list-style-type: none"> • Has drinking outlets (taps) in the prescribed ratio. 				
<ul style="list-style-type: none"> • Has fire safety equipment in accordance with the provisions stated in the Non-Academic Standards. 				
<ul style="list-style-type: none"> • Ensures that each staff member has his or her prescribed workload. 				
<ul style="list-style-type: none"> • Prohibits the usage of cell phones during instructional time. 				

FOCUS	Y	N	NA	REMARKS
<ul style="list-style-type: none"> • Conducts Parent-Teacher Conferences. 				
<ul style="list-style-type: none"> ➤ The cards are checked on a termly basis by the: <ul style="list-style-type: none"> • Headteacher 				
<ul style="list-style-type: none"> • Supervising Officer 				
<p>STAFFING</p> <ul style="list-style-type: none"> ➤ The school has : <ul style="list-style-type: none"> • Seventy five percent (75%) or more trained teachers. 				
<ul style="list-style-type: none"> • Teachers who attended fortnightly workshops during the last school year to improve their job performance. 				
<ul style="list-style-type: none"> • Administrative staff vacancies. 				
<ul style="list-style-type: none"> • Administrative staff member(s) acting in a vacancy for more than one (1) year. 				
<ul style="list-style-type: none"> • Assigned the most competent teacher (s) to the receiving grade (Year I). 				

CURRICULUM – INSTRUCTIONAL RECORDS

FOCUS	Y	N	NA	REMARKS
Timetable ➤ The school adheres to the National Timetable.				
Instructional Materials/Records ➤ An inventory of the following current Teacher Resource Materials is in place:				
<ul style="list-style-type: none"> • <i>Curriculum Guide Nursery Years 1 and 2</i> 				
<ul style="list-style-type: none"> • <i>Early Childhood Timetable Year 1 and Year 2 and Revised Learning Sessions</i> 				
<ul style="list-style-type: none"> • <i>Resource Guide for Nursery Teachers Parts 1 and 2</i> 				
<ul style="list-style-type: none"> • <i>Scope and Sequence Charts</i> 				

<i>for Nursery Years 1 and 2</i>				
• <i>Scope and Sequence Chart – Literacy Years 1 and 2</i>				
• <i>Phonemic Awareness Handbook</i>				
• <i>Literacy Standards – Years 1 and 2</i>				
• <i>Numeracy Standards Years – 1 and 2</i>				

FOCUS	Y	N	NA	REMARKS
• <i>Teacher’s Manual for Learning Session of the Nursery Day</i>				
• <i>Adaptations of Compact for Literacy – Parent Support Materials</i>				
• <i>Classroom Assessment Tools</i>				
• <i>RALP Readers Book 1 Set 1-10</i>				
• <i>RALP Readers Workbooks</i>				
• <i>Timehri Readers –</i> ✓ <i>Animal Friends</i>				
✓ <i>Workbooks 1, 2 and 3</i>				
• <i>Timehri Readers- Teacher’s Handbook</i>				
• <i>Roraima Readers Books 1-6</i>				

• <i>A Selection of Stories for Nursery Schools</i>				
• <i>Nursery Rhymes Years 1 and 2</i>				
• <i>Big Books (16)</i>				

FOCUS	Y	N	NA	REMARKS
<u>General Schemes-of-Work</u>				
➤ A Scheme-of-Work is presented.				
➤ The prescribed format is used.				
➤ All the themes are catered for.				
➤ The objectives are general.				
➤ The objectives account for:				
• knowledge				
• skills and				
• attitudes.				
➤ Evaluation strategies are appropriately stated.				
➤ Each General Scheme-of-Work is examined and approved by the Supervising Officer of the school.				
<u>Annual Schemes-of-Work</u>				
A current Annual Scheme-of-Work is presented for each:				

<ul style="list-style-type: none">• Year - Group• teacher.				
➤ The prescribed format is used.				

FOCUS	Y	N	NA	REMARKS
➤ Each Annual Scheme-of-Work caters for all time timetabled subjects/curriculum areas.				
➤ The relevant Curriculum Guide has been used in the preparation of each Scheme-of-Work.				
➤ There is continuity in curriculum content for each subject/curriculum area throughout the Year-Group.				
➤ Curriculum content is adequately distributed among the three terms.				
➤ Themes are integrated in subjects/curriculum areas.				
➤ Each Annual Scheme-of-Work addresses the areas listed below, as identified in the corresponding General Scheme-of-Work:				
• topics				
• objectives				
• evaluation strategies.				
➤ Each Annual Scheme-of-Work is examined and approved by a member of the administrative staff.				
Termly Scheme-of-Work				
➤ A current Termly Scheme-of-Work is presented for each teacher.				
➤ The prescribed format is used.				
➤ Each Termly Scheme-of-Work caters for all timetabled subjects/curriculum areas.				

FOCUS	Y	N	NA	REMARKS
➤ Each week of the current term is catered for separately.				
➤ Each Termly Scheme-of-Work addresses the areas listed below, as identified for that particular term, in the corresponding Annual Scheme-of-Work:				
• topics				
• objectives				
• evaluation strategies.				
➤ Topics are sequenced as per corresponding Annual Scheme-of-Work.				
➤ Provision is made for continuous observation/assessment.				
➤ Each Termly Scheme-of-Work is examined and approved by a member of the administrative staff (Headteacher).				
Lesson Plans				
➤ Plans are presented by each teacher.				
➤ The prescribed format is used.				

FOCUS	Y	N	NA	REMARKS
➤ For the current term, there is a written plan for each lesson/learning session as per timetable.				
➤ Topics in Lesson Plans are consistent with those listed in the Termly Schemes-of-Work.				
➤ Each lesson objective contains the following:				
• performance				
• condition				
• criterion.				
➤ Activities are:				
• related to the stated objectives				
• sequenced.				
➤ Lesson Plans reflect the use of a variety of teaching-learning strategies.				
➤ Each learning session is evaluated.				
➤ Lesson Plans are examined and approved by a member of the administrative staff (Headteacher).				

FOCUS	Y	N	NA	REMARKS
<p><u>Record-of-Work</u></p> <p>➤ A Record-of-Work is presented for each class.</p>				
<p>➤ Content page reflects timetabled subjects/curriculum areas.</p>				
<p>➤ Entries are up-to-date.</p>				
<p>➤ All entries are:</p> <ul style="list-style-type: none"> • precise • concise • written in the past tense. 				
<p>➤ Entries in each Record-of-Work are consistent with the provisions in the corresponding Termly Scheme-of-Work.</p>				
<p>➤ Synchronization of topics exists between/among parallel classes in each Year Group.</p>				
<p>➤ Records-of-Work are examined, signed and dated by a member of the administrative staff.</p>				
<p><u>Entry Profile</u></p> <p>➤ A card is in place for each learner.</p>				
<p>➤ All pertinent information is recorded.</p>				

FOCUS	Y	N	NA	REMARKS
Child Development Index Card ➤ A Child Development Index Card is available for each learner.				
➤ All pertinent information is: <ul style="list-style-type: none"> • Recorded 				
<ul style="list-style-type: none"> • Used in the teaching-learning process. 				
➤ Information on Child Development Index Card is derived from: <ul style="list-style-type: none"> • observation of learners' behaviour 				
<ul style="list-style-type: none"> • continuous/frequent assessment of learners' performance. 				
Learners' Workbooks/Worksheets ➤ Before the Nursery Day begins each teacher prepares the learners' workbooks/worksheets for the day's activities.				
➤ All work done by learners is appropriately captioned.				
➤ Teacher examines learners' workbooks/worksheets daily.				
➤ Adequate practice work is given to learners to develop their writing skills.				

FOCUS	Y	N	NA	REMARKS
<u>Class Logs</u>				
➤ Class Log is available for each class.				
➤ Pertinent information is stated therein:				
• bio-data for each learner				
• achievements of each learner				
• inventory of class				
• evidence of frequent observation and assessment of learners' growth and development/ performance.				
➤ Class Log is examined, signed and dated by a member of the administrative staff.				

CLASSROOM MANAGEMENT AND TEACHING-LEARNING PROCESS

NURSERY DAY

FOCUS	Y	N	NA	REMARKS
<u>System of Early Teacher</u> <ul style="list-style-type: none"> • An Early Teacher Schedule is in place. 				
➤ Teachers comply with the Schedule.				
<ul style="list-style-type: none"> • The Early Teacher welcomes the children as they arrive. 				
<ul style="list-style-type: none"> • The Early Teacher checks the classes to ensure that they are safe. 				
➤ The Early Teacher ensures children go to their assigned groups.				
<u>Free Play and Choice Activities (08:00 h - 08:25 h)</u>				
➤ Children use appropriate courtesies when entering school.				
➤ Children play freely with materials made available by teacher.				
➤ Children who are reluctant to play with available materials/equipment are encouraged by the teacher to play with same.				
➤ Teacher observes children as they pursue their own special interests.				
➤ Teacher ensures that children put away their property in assigned areas.				

FOCUS	Y	N	NA	REMARKS
<u>Assembly and Registration</u> (08:25 h – 08:35 h)				
<u>General Assembly (Mondays and Fridays)</u>				
➤ Year 1 and Year 2 children and teachers participate in General Assembly.				
➤ Children:				
• recite:				
- Prayer				
- National Pledge				
- National & School Motto				
- Courtesy Rules.				
• sing:				
- National Anthem				
- Good Morning/Religious Song.				
• listen to:				
- Short talk				
- Story.				
<u>Year-Group Assembly (Tuesdays, Wednesdays, Thursdays)</u>				
➤ Children:				
• repeat:				
- Prayer				
- National & School Motto.				
• sing:				
- Good Morning Song.				
• listen to:				
- Short talk.				
<u>Registration</u>				
➤ Children make use of Name Cards and Name Chart to register their presence.				

FOCUS	Y	N	NA	REMARKS
➤ Teacher(s) record(s) children's attendance in the appropriate register.				
Language Experience (08:35 h - 09:10 h)				
➤ Teacher(s) make(s) use of large-group and small-group arrangements.				
➤ The five-day plan is utilized				
➤ Pre-activity, activity and post activity are observed in each session.				
➤ Children are involved in real-life experience(s).				
➤ Children are encouraged to:				
• discuss real-life experience(s)				
• dictate their sentence story (at least three (3) per day)				
• illustrate their experience(s)- Day 3				
➤ Teacher(s) and children read sentences which describe their drawings of the real-life experience(s).				
➤ Opportunity is provided for:				
• phonemic awareness				
• modeling the formation of letter(s)				
• vocabulary activities				
• reading with fluency and expression (My turn, Our turn, Your turn. [MOY] is used).				
• role play, drama or art as a concluding activity- Day 5.				
➤ Teacher(s) and children prepare word list.				
Large Group Discussion (09:10 h - 09:30 h)				
➤ Children are appropriately arranged.				
➤ A large group setting is used.				
➤ Discussion centres on theme/sub-theme.				
➤ Reference is made to previous discussion.				
➤ Teacher(s) lead(s) children in discussion.				
➤ Children are given the opportunity to:				

FOCUS	Y	N	NA	REMARKS
<ul style="list-style-type: none"> • ask questions 				
<ul style="list-style-type: none"> • share ideas. 				
Small Group Activities (09:30 h – 10:00 h)				
<ul style="list-style-type: none"> ➤ Children are arranged in small groups. 				
<ul style="list-style-type: none"> ➤ Activities are relevant and related to the discussion. 				
<ul style="list-style-type: none"> ➤ Children are engaged in three (3) or more different activities. 				
<ul style="list-style-type: none"> ➤ Activities reinforce related concept(s). 				
<ul style="list-style-type: none"> ➤ Activities promote the development of the following skills: 				
<ul style="list-style-type: none"> <ul style="list-style-type: none"> • listening 				
<ul style="list-style-type: none"> <ul style="list-style-type: none"> • speaking 				
<ul style="list-style-type: none"> <ul style="list-style-type: none"> • reading 				
<ul style="list-style-type: none"> <ul style="list-style-type: none"> • writing. 				
Snack Time (10:00 h – 10:25 h)				
<ul style="list-style-type: none"> ➤ Preparatory arrangements are made. 				
<ul style="list-style-type: none"> ➤ Children leave their class(es) in an orderly manner to wash and dry their hands. 				
<ul style="list-style-type: none"> ➤ Children return to their class(es) in an orderly manner. 				
<ul style="list-style-type: none"> ➤ Teacher(s) ensure(s) that each child consumes a snack. 				
<ul style="list-style-type: none"> ➤ Children make use of appropriate social courtesies. 				
Outdoor Activities (10:25 h – 10:45 h)				
<ul style="list-style-type: none"> ➤ Children move in an orderly manner from their class(es) to the outdoor area. 				
<ul style="list-style-type: none"> ➤ Teacher(s) ensure(s) safety of the: 				
<ul style="list-style-type: none"> <ul style="list-style-type: none"> • area 				
<ul style="list-style-type: none"> <ul style="list-style-type: none"> • equipment. 				
<ul style="list-style-type: none"> ➤ The session comprises: 				
<ul style="list-style-type: none"> <ul style="list-style-type: none"> • activities for large muscle development 				

FOCUS	Y	N	NA	REMARKS
<ul style="list-style-type: none"> • organized games. 				
➤ Teacher(s) participate(s) in the activities.				
➤ Children return to their class (es) in an orderly manner.				
Quiet Time (10:45 h - 10:50 h)				
➤ Teacher(s) give(s) appropriate instructions.				
➤ Children adhere to instructions.				
Shared Reading (Year 1) (10:50 h - 11:25 h)				
➤ A large group setting is used.				
➤ Big Book/Reader/ Poem/Chant / Rhyme is used by teacher(s).				
➤ The five-day plan is used.				
➤ Teacher(s) include in their lesson presentation all of the structures: before, during and after reading.				
➤ Questions asked are relevant to the book/ poem/ chant / rhyme.				
➤ Questions are relevant to the needs of the class.				
➤ Children are given the opportunity to:				
<ul style="list-style-type: none"> • discuss pictures 				
<ul style="list-style-type: none"> • develop phonemic awareness 				
<ul style="list-style-type: none"> • focus on story elements 				
<ul style="list-style-type: none"> • sequence events 				
<ul style="list-style-type: none"> • make predictions and draw inferences 				
<ul style="list-style-type: none"> • answer closed and open-ended questions 				
<ul style="list-style-type: none"> • expand their vocabulary 				
<ul style="list-style-type: none"> • read with expression and fluency. 				
➤ The same Big Book/Reader/ poem/ chant/ rhyme is used all week.				
➤ The graphic/ web organizer is used (day 4-5).				
Guided Reading (Year 2) (10:50h- 11:25h)				
➤ The relevant reader(s)/ Workbook(s) is/are used.				

FOCUS	Y	N	NA	REMARKS
<ul style="list-style-type: none"> • Timehri Readers – <ul style="list-style-type: none"> ✓ Animal Friends ✓ Workbooks I, II and III. 				
<ul style="list-style-type: none"> • RALP Readers Bk 1 Set 1 to 10 				
➤ Small Groups are formed and the recommended activities are followed.				
<ul style="list-style-type: none"> • Small group organisation is based on readiness levels: beginning and emergent readers. 				
<ul style="list-style-type: none"> • Teacher(s) give(s) attention to learners of a group for 15 minutes. 				
<ul style="list-style-type: none"> • Other groups are engaged in literacy enhancement activities. 				
➤ A record is kept of learners' progress.				
➤ RALP Readers are used as recommended.				
➤ Roraima Readers are used as recommended.				
<u>MATHEMATICS</u> (11:25 h - 11:45 h)				
➤ Teacher(s) make(s) use of large group and small group arrangements. (Day 2 – 5)				
➤ Opportunity is provided for children to develop concepts in relation to:				
<ul style="list-style-type: none"> • shapes 				
<ul style="list-style-type: none"> • number and numerals 				
<ul style="list-style-type: none"> • sizes 				
<ul style="list-style-type: none"> • fractions 				
<ul style="list-style-type: none"> • measurement (length, width, height) 				
<ul style="list-style-type: none"> • time 				
<ul style="list-style-type: none"> • spatial relationship 				
<ul style="list-style-type: none"> • ordinals 				
<ul style="list-style-type: none"> • colours 				
<ul style="list-style-type: none"> • currency. 				

FOCUS	Y	N	NA	REMARKS
➤ Teacher(s) utilize(s) rhymes, songs and stories to introduce and reinforce concepts.				
➤ Teachers (s) adhere to the lesson structures for the five-day plan.				
➤ Children were engaged in activities related to the concept (s).				
PRE-DISMISSAL (11:45 h -11:55 h)				
➤ Appropriate preparatory arrangements are made.				
➤ Children are involved in:				
• story-telling/story-reading				
• rhyming				
• singing.				
➤ Children and teachers recap the day's activities.				
DISMISSAL (11:55 h - 12:00 h)				
➤ Children sing good-bye song.				
➤ Children uplift their property.				
➤ Children use appropriate courtesies as they leave their classes.				
➤ Children leave the classes in an orderly manner.				
➤ Teacher(s) ensure(s) that children are taken by persons so authorized.				

CLASSROOM ARRANGEMENT AND CONDUCT OF LEARNING SESSIONS

FOCUS	Y	N	NA	REMARKS
<u>Classroom Arrangement</u>				
➤ Seating accommodation is: <ul style="list-style-type: none"> • adequate • appropriate. 				
➤ The furniture is arranged to suit the learning sessions: <ul style="list-style-type: none"> • Language Experience • Large Group • Small Group • Shared Reading • Guided Reading • Mathematics • Pre-Dismissal. 				
<u>Learning Sessions</u>				
➤ The order of the Learning Sessions is followed.				
➤ Teachers adhere to the duration of each session.				
➤ Each session is executed in accordance with the plan.				
➤ There is smooth transition between sessions.				
➤ Sessions reinforce the theme/sub-theme/topic.				
➤ Reference is made to previous discussion. <ul style="list-style-type: none"> • There are established Learning Areas. • Learning Areas have appropriate support materials to reinforce concepts/topics taught. 				
➤ Support materials are utilized during: <ul style="list-style-type: none"> • Free Play and Choice Activities • Assembly and Registration • Large Group Discussion • Small Group Activities • Shared Reading 				

FOCUS	Y	N	NA	REMARKS
• Guided Reading				
• Snack Time				
• Outdoor Activities				
• Quiet Time				
• Language Experience				
• Mathematics				
• Pre-Dismissal.				
➤ The support materials provided are effectively utilized by:				
• learners				
• teachers.				
➤ Technology was utilized in curriculum delivery:				
• Television				
• CD/DVD player				
• VCR				
➤ Each session is:				
• learner-centred.				
➤ During each session the teacher(s):				
• issue(s) clear instructions to learners				
• observe(s) and note(s) learners' performance/behaviour				
• monitor(s) learners on tasks				
• give(s) individual attention to the learners.				
• ensure(s) learners complete tasks.				
➤ Learners are involved in routine tasks.				

POSTERS, CHARTS, CORNERS/ AREAS

FOCUS	Y	N	NA	Remarks
<u>Posters and Charts</u>				
➤ The following were in place in each class /Year Group:				
• Welcome / Class Identification				
• Class List				
• Timetable with analysis				
• Current Theme/ Sub-theme/Topic				
➤ The following Charts/ Posters were conspicuously displayed and utilised:				
• Days of the week				
• Months of the year				
• Weather				
• We are here with Name Cards				
• Birthday				
• Health				
• Colour				
• Numeral/ Number				
• Language Experience				
• Words list				
• Letters of the Alphabet				
• Helpers				

FOCUS	Y	N	NA	Remarks
Corners/Areas				
➤ The following corners/ areas were established and utilized:				
• Patriotic				
• Library/ Reading				
• Shop				
• Science				
• Dolls' House				
• Sand Play				
• Water Play				
• Display of Children's Work				
• Concept				
• Mathematics				
• Manipulative				
• Art				

REVISED JANUARY, 2014