

# BRACKENFELL HIGH SCHOOL

## ASSESSMENT POLICY

### INTRODUCTION



This policy complements the Curriculum Assessment Policy document and all other documents (see section B) and should be read in conjunction with the guidelines for each subject. This document does not replace the official DBE or WCED policy document, but serves as an internal guideline on how the school implements the official policy.

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**A PURPOSE**

1. Keep parents, learners and educators informed of procedures regarding class tests, SBA, PATS and other exams
2. To ensure that assessment procedures are applied fairly and consistently to ensure fair results that are a true picture of the learner's ability.
3. To ensure that all role players of the school community, parents and educators take responsibility for the academic progress of the learner to promote academic excellence through all areas of the school.

**B POLICY DOCUMENTS**

1. Government Gazette 36041, Dec 28, 2012 (Approval of regulations pertaining to the National Curriculum Statements, Article R - 12)
2. NPPPR Grade R - 12
3. NPA Grade R - 12
4. NEP 1996 (Act No 27)
5. Minimum Admission Requirements for Higher Certificate, Diploma and Bachelor's Degree Programs requiring a NSC. DoE Aug 2005
6. Regulations for Conduct, Administration and Management of Assessment for NSC (Government Gazette 28156 Oct 2005)
7. SA Quality Assurance Act (Act 58/1995)
8. NSC: Government Gazette 29466 12 Dec 2006)
9. NSC for learners with severe barriers to learning (Government Gazette 30371 Oct 2007)
10. NSC; DoE 2005
11. SA Certification Council External Quality Assurance of Assessment, Policies, Directives and Requirements published by Umaluzi July 2006
12. WCED moderation protocol Circular 0128/2002
13. Admissions Policy Brackenfell High School (School Governing Body)
14. Language Policy Brackenfell High School (School Governing Body)

**C CURRICULUM IN CONTEXT**

The school is an integral part of the changing community in which we live and apply the curriculum by being aware of the following factors:

1. Vision and mission of Brackenfell High School
2. Diversity of school community
3. Bilingualism of learners
4. Leadership development in the school and classroom
5. Application and impact of information technology
6. Human rights of learners and staff
7. Influence of businesses and Brackenfell community at school
8. Traditions and historical background of school

9. Expectation of parent community
10. Personal needs and expectations of learners
11. Establishing a social conscience with learners

## **D COMMITTEES**

### **1. EVALUATION COMMITTEE**

<b>POSITION</b>	<b>NAME</b>	<b>RESPONSIBILITY</b>
CHAIRMAN (PRINCIPAL)	Principal	Final assessments Review assessment policy at the beginning of each year with the rest of the committee
HEAD (ACADEMICS)	Deputy Principal (Academics)	All assessment and moderation in school
SUPPORT SERVICES	Head of support services	Handles Concessions Organise learners with concessions and tutors during exams
GRADE HEADS	As indicated in staff manual Grade heads move with the grade group to the next grade each year	Final assessments and promotions at the end of the year
SUBJECT HEADS	As indicated in staff manual	Assessments in subjects Determine assessment policy in subject

### **2. EDUCATOR SUPPORT COMMITTEE:**

HEAD (ACADEMICS)	Deputy Principal (Academics)
QMS committee	See staff manual
SUBJECT HEADS	SEE AT ASSESSMENT COMMITTEE

### **3. LEARNER SUPPORT SERVICES**

<b>SUPPORT SERVICES</b> Handle concessions (applications and follow-up) and provide information to subject teachers.	Head of support services Staff at support services Teacher involved at Support Services
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**E STAKEHOLDERS****1. MEED OFFICERS**

- 1.1 Ensure that national and provincial curriculum and assessment policies are applied
- 1.2 Monitor, support, moderate and verify assessment policies and procedures at school level
- 1.3 Sign progress / promotion schedule at the end of the year

**2. PRINCIPAL & DEPUTY HEAD (ACADEMICS)**

- 1.1 Is responsible for implementing national and provincial assessment policies at school level
- 1.2 Ensure effective application of CAPS/ATP at all levels
- 1.3 Ensure compliance with SBA requirements and collection of evidence of learning
- 1.4 Ensure effective recording of assessments
- 1.5 Manage learner performance records
- 1.6 Implement effective reporting of learner achievements to all stakeholders
- 1.7 Manage intervention procedures for learners with barriers to learning
- 1.8 Ensure a fair irregularity and appeals procedure is in place
- 1.9 Sign all progression and promotion schedules
- 1.10 Sign and analyse data provided by national and provincial evaluations as well as other systems or research evaluations (Gr. 8 diagnostic tests, WCED systemic tests, NSC final results)
- 1.11 Ensure that assessment calendar is made available to parents every term

**3. SCHOOL MANAGEMENT TEAM**

Responsible for ensuring that national and provincial assessment policies and guidelines are applied effectively

**4. SUBJECT HEADS**

- 4.1 Ensure reliability and validity of assessment according to instructions in CAPS/ATP documents.
- 4.2 Ensure that assessment tasks are moderated (10%)
- 4.3 Report all irregularities to SAIC
- 4.4 Prepare subject policy that contains the following: prescriptions regarding planning, moderation, standardisation, control, monitoring, examination, scoring, SBA marks
- 4.5 Manage moderation of papers and scripts
- 4.6 Provide assessment coordinator with quarterly assessment program
- 4.7 Keep subject meetings (at least twice a term) and take minutes of decisions.
- 4.8 Follow intervention planning of subject teachers and take care that it is recorded.

## **5. EDUCATORS**

- 5.1 Provide quarterly assessment program to subject head before the start of each term
- 5.2 Plan and implement assessments in accordance with CAPS/ATP documents
- 5.3 Keep assessment file up to date
- 5.4 Record learners' results
- 5.3 Filing all tasks for SBA (educator file as well as learners')
- 5.4 Ensure that assessment tasks are fair, valid and standard
- 5.5 Keep parents informed of learners' academic progress
- 5.6 Classwork and homework: Must have clear headings with date and page numbers from textbook
- 5.7 Book control: day-to-day control of homework, so that learners can see educator's interest, educator keeps track of learners' work, and whether learners are up to date and understand
- 5.8 Provide record of learner absenteeism on registers provided. Submit to deputy principal at the end of each term.

## **6. LEARNERS**

- 6.1 Learners must ensure that all tasks are submitted in time
- 6.2 Learners must ensure the authenticity of their assessment tasks
- 6.3 Learners must prepare adequately for any assessment test or examination

## **7. PARENTS / GUARDIAN**

- 7.1 Ensure dates of assessments and tests
- 7.2 Support learners during assessment
- 7.3 Encourage learners to complete and submit tasks on time
- 7.4 Must stay in touch with school regarding academic progress
- 7.5 Attend school meetings

## **8. CEMIS REGISTRATION**

- 8.1 Admin staff is responsible for registering learners' information
- 8.2 Admin educator collects and verifies learner information and provides CEMIS representative who keeps the information up to date

## **F SBA MANAGEMENT PLAN**

### **1. LANGUAGE POLICY**

- 1.1 See school language policy
- 1.2 School is a double-medium school that offers Afrikaans and English as a language of instruction
- 1.3 Afrikaans and English can be presented at Home Language and First Additional Language level
- 1.4 All assessments therefore take place in Afrikaans or English

## **2. ADMISSION POLICY**

- 2.1 See school's Admissions Policy
- 2.2 Learners who are admitted to the school must comply with ALL school policies.
- 2.3 The school allows learners living in the Brackenfell area, with boundaries as defined in the admission policy.

## **3. MIGRANT LEARNERS**

- 3.1 Learners will not be admitted to the school without proof of academic level.
- 3.2 All learner profiles must be handed in to Mrs Aletta Bester on the first day of school.
- 3.3 The marks from the previous school may be used on the condition that a portfolio with proof of work is available.
- 3.4 If no proof of work is available, learner is indicated as NEW on the marksheet.

## **4. SUBJECT ASSESSMENT POLICIES**

- 4.1 Subject heads must ensure that the subject policies are reviewed each year
- 4.2 The subject policy must contain the following:
  - Management of SBA
  - Moderation policy
  - National, Provincial and School Assessment requirements
  - PAT and examination results - analysis
  - Conducting of subject meetings, minutes
  - Improvement Plan

## **5. HOMEWORK POLICY**

- 5.1 See school's homework policy
- 5.2 Learners must get homework to enhance subject knowledge
- 5.3 Homework must be a realistic amount
- 5.4 Learners who do not complete their homework must be punished by the subject teacher. If the learner still does not do homework after the subject teacher has punished the learner, the parents must be contacted.

## **G PROGRAM REQUIREMENTS AND PROMOTION REQUIREMENTS BY GRADE**

### **1. LEARNING PROGRAMS**

#### **1.1 SUBJECTS: GRADES 8 & 9**

- 1.1.1 All subjects, as required by the DBE, are offered (9 in total).
- 1.1.2 The school applies the CAPS/ATP's in the different subjects as defined.
- 1.1.3 The subject Creative Arts consists of Dance, Drama and Music. Learners must choose any two of the three options.

1.1.4 Learners wishing to present Dance Studies and Music in Grade 10 will have to do so in Grades 8 and 9.

1.1.5 Teaching in Grades 8 and 9 takes place in parallel medium classes, except Creative Arts.

## **1.2 SUBJECTS: GRADES 10, 11 & 12**

1.2.1 Gr. 10, 11 & 12 learners present the new CAPS curriculum (at least 7 subjects).

1.2.2 Compulsory subjects: Home Language, First Additional Language, Mathematics or Mathematical Literacy and Life Orientation.

1.2.3 Art and Visual Art are taken at the art centre outside the school. Learners must apply to the art centre to present the subject.

1.2.4 Learners may not take IT and CAT simultaneously.

1.2.5 Furthermore, the learner selects another three subjects: Physical Sciences, Life Sciences, Geography, History, Accounting, Economics, Business Studies, Engineering Graphics & Design, CAT, Music, Dramatic Arts, Dance, Consumer Studies, Tourism, Information Technology and Sport and exercise science.

1.2.6 Mathematics is a prerequisite for Physical Sciences

1.2.7 Restrictions can be placed on the number of learners who want to offer certain subjects. These restrictions are based on the physical availability of facilities (e.g. computers and ovens).

1.2.8 If number restrictions apply, the learners who have the best aptitude and chance of success for a particular subject will enjoy preference.

1.2.9 Subject selection process:

- Dance Studies: Learners must pass auditions  
Learners must present the subject in Grades 8 and 9 as part of Creative Arts  
Learners must achieve an average of 65% at the end of Grade 9  
Learners must be prepared to work after school and over weekends
- Information technology: learners must obtain 70% in grade 9  
Learners must have a proficiency in Afrikaans and English  
Learners write an admission test in Grade 9
- Computer Applications Technology: Maths in Grades 10 - 12 is a strong recommendation
- Mathematics: 60% for Maths in June exams
- Physical Sciences: 60% for Mathematics and NS in Grade 9 June examinations  
Must take Mathematics as a subject  
Learners must be prepared to do practical in the afternoon.
- Accounting: 60% for EMS in June Examination Accounting section. Learners write an admission test in Grade 9.
- Dramatic Arts: 65% in Home Language  
Learners must achieve an average of 65% at the end of Grade 9  
Learners must pass audition  
Learners must be prepared to work after school

- Music: Learners must achieve an average of 65% at the end of Grade 9  
Learners must pass an audition  
Learners must already receive formal instruction in an instrument  
Learners must be available after school

- 1.2.10 If the demand for a subject is not sufficient to justify an educator, the learner will be requested to make a further choice.
- 1.2.11 A learner's attitude towards a particular subject can also lead to refusal to a particular subject.
- 1.2.12 Learners may take 8<sup>th</sup> subjects. See 1.4 extra subjects / 8<sup>th</sup> subjects.

### **1.3. SUBJECT CHANGES IN GRADES 10-12**

- 1.3.1 A learner may change a subject if the school considers it to be in the best interest of the learner to change a subject. The school may make such a decision only after consultation with the Head of Department or his / her delegate.
- 1.3.2 Grade 10 subject changes: maximum of 2 subjects before end of July or date as indicated by the WCED
- 1.3.3 Grade 11 subject changes: only 2 subjects before the end of March. (2016 Circular) or date as indicated by the WCED
- 1.3.4 Grade 12 subject changes: before end of term in December of the Grade 11 year (2016 Circular) or date as indicated by the WCED.
- 1.3.5 Learners apply on prescribed form and sign it with their parents. This form contains the consent of the parents, permission of both subject teachers and the cooperation agreement. Both subject teachers (one of the subjects discontinued and one of the new subject) also sign the form. It is submitted to the staff member responsible for subject changes (see staff manual) on dates announced in advance. It is imported on CEMIS and Staffroom.
- 1.3.6 The learner and his / her parents undertake to obtain the necessary learning material and to accept responsibility for catching up with the arrears.
- 1.3.7 After the subject change took place and all documentation has been completed, signed and received, it is the responsibility of the learner to hand in the books of the subject that was discontinued at the bookstore and also to receive the books for the new subject.

### **1.4 EXTRA SUBJECTS / 8<sup>TH</sup> SUBJECTS**

- 1.4.1 Learners can take any subject listed in 1.2.5 as an 8th subject on the condition of the approval by the subject head and deputy principal (academics) beforehand.
- 1.4.2 Permission to take an eighth subject is given in the new year.
- 1.4.3 Only gr 10 learners may apply. A new subject may not be taken as an extra subject in gr 11 or 12.
- 1.4.4 Documentation is available at the staff member responsible for subject changes (see staff manual)



- 1.4.5 Learners must apply in person at the deputy principal academics. Availability of staff, suitability of subject as 8<sup>th</sup> subject and learner's academic record will be determining factors.
- 1.4.6 Learners may not discontinue the subject during the course of the year. A learner may only inform the staff member responsible for subject changes that the subject will be discontinued at the end of the year, after the November exams
- 1.4.7 Learners have to reapply to take an extra subject at the staff member responsible for subject changes every year.
- 1.4.8 Learners who want to take CAT as 8th subject, must have an average percentage of 70% to qualify for this. Classes will be offered in the afternoon.

## **H ASSESSMENT**

### **1. REQUIREMENTS FOR ASSESSMENT**

- 1.1 Occurs continuously
- 1.2 Learners are notified in advance what is expected of them.
- 1.3 Assessment should be transparent  
Be part of learning  
Utilize different methods  
Adhere to criteria and standards as prescribed by CAPS, WCED and DBE  
Trustworthy  
Valid and fair
- 1.4 Assessment tasks must be compiled according to the Departmental information documents for assessment for each subject. The minimum number of assessment tasks per subject per term as well as the type of assessment to be used are provided in the Departmental guidelines for each subject.
- 1.5 All educators of a particular subject must use the same assessment task and assessment tools. Tests should be written by everyone on the same day, at the same time, and care should be taken that the test is never leaked.
- 1.6 Examinations: Grade 8 - 11: June & November  
Grade 12: June, September & NSC Exam
- 1.7 Mini Exam Gr 8 - 11: September
- 1.8 Mini Exam / Test series: Gr 8 – 12: March
- 1.9 Examination and test schedules are made available to the learners, parents and staff within the first 3 weeks of the term. All examinations must be completed within the prescribed time frame (as determined by the WCED).
- 1.10 Examination and test timetables for the above will be provided to learners in good time via email. Learners will also receive a hard copy of the exam timetable.
- 1.11 School attendance is **COMPULSORY** during examinations, mini-exams and test series.
- 1.12 Exam times are from 7:40 to 13:00 (accept if papers are longer.)

## **2. ADMIN**

### **2.1 SUBJECT FILE MUST HAVE THE FOLLOWING:**

- 2.1.1 Contents
- 2.1.2 Assessment Program
- 2.1.3 Assessment Plan
- 2.1.4 CAPS document / ATPs
- 2.1.5 Annual Planning
- 2.1.6 Term Planning
- 2.1.7 Formal assessment tasks with memos / rubrics and analysis of difficulty levels
- 2.1.8 Mark sheets
- 2.1.9 Evidence of moderation
- 2.1.10 Records of interventions

### **2.2 DEPUTY HEAD (ACADEMICS)**

- 2.2.1 Make sure that a subject file is available for each grade for which a subject teacher is responsible
- 2.2.2 Moderate subject files in the first and third terms.

### **2.3 SUBJECT HEAD**

- 2.3.1 Make sure that the subject file contains everything as described above
- 2.3.2 Moderate subject file once a term with constructive criticism

### **2.4 SUBJECT TEACHER**

- 2.4.1 Must have subject file and keep it up to date for each subject being taught
- 2.4.2 All tasks and tests must be in subject file (one subject file per grade may be in subject group).

## **3. ASSESSMENT PROGRAM**

### **3.1 DEPUTY PRINCIPAL (ACADEMICS)**

- 3.1.1 Responsible for Assessment Program

### **3.2 SUBJECT HEADS**

- 3.2.1 Information for all assessment task must be ready before the 1<sup>st</sup> Friday of each term and handed in at the assessment coordinator. This includes all tasks that must be completed in class during the term, in test periods and exams / test series / mini-exam.
- 3.2.2 Verify that the correct number of assessment tasks is included
- 3.2.3 Verify that different forms of assessment are compiled according to CAPS/ATP document
- 3.2.4 Subject heads determine submission dates of papers or tasks
- 3.2.5 Establish time frame for writing and marking papers (tests and exams)
- 3.2.6 Check that taxonomy for papers is enclosed

### **3.3 ASSESSMENT COORDINATORS**

- 3.3.1 Assessments completed before the exam or test series during class, are put on the assessment plan.
- 3.3.2 Assessments done during the test series or exam, are put on the test/exam timetable.
- 3.3.3 Sent out to parents via email.

### **3.4 SUBJECT TEACHERS**

- 3.4.1 Compile tasks and papers according to the requirements of the CAPS/ATP document
- 3.4.2 Make sure all the learners do all the tasks

## **4. SCHOOL BASED ASSESSMENT**

### **4.1 TASKS:**

- 4.1.1 Learners must adhere to deadlines. These dates should be the same for all class groups for that particular subject.
- 4.1.2 These deadlines must be indicated on the school's assessment plan and also on the task. If the task is not handed in by the due date, the subject teacher communicates this to the parents and gives the learner three chances. If the task is still not handed in, the teacher and learners sign the form "Missing task" and the code for task not done without a reason is typed on the different mark sheets.
- 4.1.3 For the sake of promotions, a task must be submitted, because all tasks must be completed to be eligible for promotion.
- 4.1.4 ALL assessment tasks that are still outstanding at the end of a term must be completed within the first two weeks of the following term. Subject heads monitor.
- 4.1.4 Educators are not obliged to give extra class to learners who were absent. It is the learner's duty to catch up.

### **4.2 TESTS**

- 4.2.1 Class tests must be written on a regular basis. Control tests are written according to a predetermined test schedule. The test timetable is distributed to the parents and learners via email.
- 4.2.2 Learner must know exactly what content is tested in a test or examination.
- 4.2.3 No other tests may be written on the days that control tests, which are indicated on the test timetable, are written.

### 4.3. IRREGULARITIES

*See full description under I Examinations paragraph 3.3*

- If evidence is found that learners have copied / shared work / was in possession of a cell phone or any irregularity as defined by WCED, the following procedure is followed:
- Case is reported to the principal
- If a Gr 12 learner is involved, the circuit manager must be informed. He will then act as chairperson of the SAIC meeting.
- Learners are given the opportunity to present their side of the case in the presence of at least two of the following people: the teacher, grade head, subject head of the subject concerned, the principal and/or deputy principal (academics)
- The invigilating educator as well as the learner is given an opportunity to write a short statement to give their version of events. This is not compulsory.
- Parents are notified.
- A date is set for the SAIC to discuss the matter
- Parents are invited to view the evidence.
- Sanctions are applied according to WCED regulations
- Parents are notified of the sanctions if the learner was found guilty
- A report of the irregularities is submitted to the District at the end of each term.

## I EXAMINATIONS

### 1. EXAMINATION COMMITTEE

- 1.1 Allocated teachers (see work schedule in teacher manual) are responsible for the preparation of the examination timetable, supervision timetable, class room allocation, concessions, instructions and compilation of exam booklet.
- 1.2 A clash of subjects is recorded.
- 1.3 An example of the exam timetable is presented to the educators for approval.
- 1.4 The final exam timetable will be read to the learners by the admin teachers when available after which two days are given for learners to lift grievances at the assessment coordinator. The final exam timetable will then be emailed to the parents. Hard copies are handed out to learners. Grade 10 – 12 learners receive a detailed time table with times of sessions and room allocations.

### 2. PAPERS

- 2.1. Question papers are compiled according to CAPS prescriptions. Papers must be moderated, linguistically groomed and typed, at least in font size 14, so pages can be reduced to A5 size and copied on both sides. Papers of subjects with double medium classes must be available to learners in both languages.
- 2.2 Subject heads determine deadline for submission of question papers in subject team.
- 2.3 Question papers should be placed in the copying box in the staff room, with the prescribed cover sheet, with instructions on how to copy it and the number of copies required.

- 2.4 Copied papers must be made up in packets:
- Counted out according to the classroom allocations. The correct completed exam paper cover and a class list should be around the question papers.
  - The class list must indicate which learners need extra time. These learners should start writing earlier (10 minutes extra time per hour of according to the specific concession).
  - A separate package with extra copies (Afrikaans and English) for the person in charge of CEMIS for emergency supplies if there are too few papers.
  - A separate set of question papers for learners with concessions - names of these learners and instructions in the examination booklet (The head of support services is responsible for this.)
- 2.5 The papers must be stored in the examination room at the correct date 2 workdays before it is written. The key to the examination room is available at the financial office.
- 2.6 Allocated teacher (see staff manual) fetches the question papers every morning from the question paper room and puts it in the box of the relevant classrooms on the corresponding shelf. The person in charge of security is responsible for folio paper.
- 2.7 Teachers whose classrooms are used during the examination must ensure that the classroom key is placed on the bracket in the shelf.
- 2.8 Supervisors take the box with the papers and folio and the key before school.
- 2.9 During the examination, staff on supervision during the first / only session must take their boxes and check whether there are learners who need extra time, before the staff meeting. The same must be done for the second session if applicable.
- 2.10 At the end of the school day, the key is put back again and the box is placed on the relevant shelf. Make sure the classroom is locked.
- 2.11 Scripts are placed in the relevant educator's box after the examination.
- 2.12 All staff meet after 13:00 in the staff room to make sure everyone has the correct question papers.

### **3. EXAMINATION MANAGEMENT**

#### **3.1 PROCEDURE WHEN WRITING CONTROL TESTS OR EXAMINATIONS:**

- 3.1.1 Record absence at the beginning of the session and send to learner admin. Also write down the names of absent learners on paper cover.
- 3.1.2 Check if there are enough papers and let the office know via the intercom if there are shortages. Have learners sign the class list as proof of attendance.
- 3.1.3 Learners may only learn during study sessions: no walking, no reading of magazines or books. No cell phones may be used. No one may lie down on their arms and sleep. No one may sit on pillows or blankets. No hot water bottles or water bottles are allowed in the examination rooms. Scarves and gloves must be removed.
- 3.1.4 Any learner who misbehaves must be sent to the disciplinary official after the SECOND warning. Use the intercom or WhatsApp group. This learner will write his / her examination at the end of the school day. Record this on the class list.
- 3.1.5 Arrange with the learners who are writing longer (10 minutes for each hour or as prescribed) what time they will start. They start writing before the other learners write.
- 3.1.6 Write on the board what time the break is, and at what time learners start writing. Consider the time needed to take in the scripts at the end of the school day.

- 3.1.7 Do not leave any papers in class during breaks. Lock the class during break.
- 3.1.8 About 15 minutes before the learners start writing, everything must be packed away and bags must be put in front of the classroom or at the back of the classroom (away from the desks). Check that there are no books or papers underneath the desks. In the hall, the bags remain under the learners' desks.
- 3.1.9 Check that all cell phones are turned off and in the learners' suitcases or on the teacher's table.
- 3.1.10 Learners sit in the classroom alphabetically. Only the stationery they need may be with them. Pencil cases and the lids of calculators must be in the learner's bag.
- 3.1.11 Folio paper should be marked with a koki pen at the short edge to prevent learners from bringing in other paper with notes.
- 3.1.12 Write an example of the correct heading on the board
- 3.1.13 First hand out the folio paper and then the question papers upside down. Once everyone has folio and question papers, everyone turns it around. The educator browses with the learners through the paper to ensure that all the sheets are there. Read the instructions with them. Learners get a reading time of 5 to 10 minutes (depending on the length of the paper) without a pen or pencil in hand.
- 3.1.14 Learners write with blue or black pens. Pencils are only used for sketches or if the instructions allow. No Tippex is allowed.
- 3.1.15 When a learner needs to visit the bathroom, use the intercom to get another person to help supervise while the educator or extra person guides the learner to the bathroom (lady with a daughter and man with a boy).
- 3.1.16 Remind learners at regular times how much time is left. Learners must stop writing when the time is over.
- 3.1.17 Supervisors must move as quietly as possible between the desks while the learners write. They may not be busy with anything else (cell phones, reading, etc.). The supervisor may also not sit while the learners are writing.
- 3.1.18 All learners must remain seated until all the scripts have been taken in. Nobody should hand in anything before that time. Learners sign on class list that they have submitted their question papers. Learners may not help to take in scripts or papers.
- 3.1.19 If the bell at the end of a test period goes too early and the full prescribed time for the paper is not over, learners should be given the opportunity to use the full time, even if they are late for the next period.

## **3.2 STAFF ON SUPERVISION**

- 3.2.1 Staff should please keep to the invigilator table. Any changes must first be cleared with the person in charge of the invigilator's time table.
- 3.2.2 Get back in time after being relieved (20 minutes for a 3 hour paper).
- 3.2.3 Hall supervision: the person whose name is first on the invigilator's list must take control in the hall (learners' seats and supervisors).
- 3.2.4 Staff must move between the learners and may not be busy or preoccupied with anything else.

### **3.3 IRREGULARITIES:**

- 3.3.1 Irregularities are dealt with according to paragraphs 47, 48 and 49 of the National Senior Certificate Behaviour, Administration and Management Policy
- 3.3.2 If it is suspected that a learner is dishonest during an examination or a test, the following applies:
- Take in the evidence (pages, phone, headphones, etc.)
  - Remove the script and write down the time on it.
  - Give clean paper so that the learner can proceed with the test / examination from where he ended. The learner may not be allowed to redo the previous part.
  - At the end of the test / examination, the learner is taken to the office with the proof and answer script.
  - The irregularity is handled according to the WCED's policies and regulations for the SAIC.
- 3.3.3 The form "Assessment task dishonesty" must be completed by the educator and signed by the learner.
- 3.3.4 Any irregularity must be reported to the SAIC.
- 3.3.5 Where irregularities are suspected by educators (assisting learners during tests, etc.), this is misconduct and must be dealt with in accordance with the regulations of the Employment of Educators Act and SACE

### **3.4 MANAGEMENT OF SCRIPTS AND MARKS**

- 3.4.1 The supervisor counts the scripts and signs on the cover that everything is there. Where more than one staff member is involved in a class group, the scripts should please be taken in separately. Put the signed class list at the top. These parcels(s) are then placed in the relevant staff member's box or handed directly to the person.
- 3.4.2 During examinations, all staff meet at the end of the school day in the staff room. The subject educators check if all the scripts are there. Also make sure that the scripts of learners who wrote at the support services are there too. On test days, admin educators must ensure that the scripts written on that day are delivered to the relevant subject staff.
- 3.4.3 If a learner is absent, a medical certificate must be handed in at the secretary who will upload it on Staffroom. If a medical certificate is not available, it should be followed up with the parents by the subject teacher.
- 3.4.4 No marks or indication of learners' performance may be disclosed to any learner or parent before the end of the exam.
- 3.4.5 Subject teams mark some papers together to eliminate uncertainty and possible problems. Changes are made to the memo.
- 3.4.6 The marking of a pack of scripts, moderation and marks must be finished and marks must be submitted before starting the next pack to prevent a bottleneck at the end of the exam.
- 3.4.7 All marks must be entered on CEMIS and Staffroom by the subject teachers.
- 3.4.8 After the marks have been checked and the due date for the handing in of marks have passed, marks may only be changed by the Staffroom and CEMIS coordinators. Amended marks must be indicated on form (*Changed Marks*) and filed with mark sheets.

#### **4. ASSESSMENT: ALTERNATIVE AND ADAPTED METHODS**

- 4.1 School does not have facilities or infrastructure for alternative assessments.
- 4.2 School recognizes White Paper 6, and if the need arises, and if possible, the school will apply alternative assessments.
- 4.3 School does not have facilities or infrastructure to assess learners with severe physical, hearing, facial or learning disabilities
- 4.4 Learners must be tested before Grade 10 to determine whether they qualify for examinations. After Gr 10, it is no longer possible to apply for this.

### **J MODERATION**

#### **1. PURPOSE**

- 1.1 Uniform quality management system
- 1.2 Ensure that assessment is fair, valid, reliable and practical
- 1.3 To ensure authenticity of learners' work
- 1.4 Maintaining standards
- 1.5 To evaluate educators' performance

#### **2. MODERATION OF PAPERS**

- 2.1 Subject head determines deadline for submission of papers.
- 2.2 Paper is handed in to subject head and distributed to the rest of the subject team, which moderates it and makes contributions if necessary.
- 2.3 Moderation report is completed, signed and filed.

#### **3. MODERATION OF ANSWER SHEETS / SCRIPTS**

- 3.1 Subject teams mark a few papers together to eliminate any uncertainty and possible problems.
- 3.2 Scripts must be submitted to subject head within 3 days of writing. 10% of the scripts must be moderated. For subjects with fewer than 30 papers, at least 3 papers must be moderated.
- 3.3 If there are significant differences, the entire pack of scripts must be re-marked.
- 3.4 Also check if marks have been correctly transferred to mark sheets.
- 3.5 Moderator fills in moderation form, moderator and teacher sign it. Subject head files it.
- 3.6 At the end of the year all subjects of learners that fail, must be moderated.
- 3.7 The same process is used for other assessment tasks as well.



## **K RECORDING AND SBA TASKS**

### **1. MARKSHEETS**

- 1.1 CEMIS-sheets will be downloaded and stored on the local server. All marks must be typed into the CEMIS sheet. The final marks, as calculated by the CEMIS-sheet, must be entered on Staffroom.
- 1.2 Real marks must be typed in the mark sheets. No marks may be manipulated.
- 1.3 Where marks are missing, the correct codes must be filled in on CEMIS and Staffroom authenticated by Medical certificates and/or the form for missing task.
- 1.4 Marks must be handed in on time according to the marks program for the given term.
- 1.5 After the exam//mini-exam/test series, at the end of the term, thorough checking of marks must be done by the subject team, subject teacher and learners on the days as allocated by the marks program.
- 1.6 After the marks have been checked and the due date for the handing in of marks have passed, marks may only be changed by the Staffroom and CEMIS coordinators. Amended marks must be indicated on form (*Changed Marks*) and filed with mark sheets.

### **2. SBA TASKS**

- 2.1 SBA tasks must be stored in the classroom.
- 2.2 Marks must be checked on mark sheets. Evidence that this has been done must be available.
- 2.3 Statement by the learner that the content is his / her own work must be completed and available at the end of the year.

### **3. ACCESSIBILITY OF SBA TASKS**

- 3.1 SBA tasks must at all times be available for inspection by WCED and DBE officials, as well as subject heads and colleagues.
- 3.2 Parents may look at a child's portfolio in the presence of a teacher.
- 3.3 The marked portfolios may not be removed from the school grounds unless it is taken to a subject advisor for moderation.
- 3.4 Subject teachers must keep SBA task of a previous year until April the following year.

### **4. MISSING MARKS:**

- 4.1 If a medical certificate is submitted, the relative code is typed into CEMIS. The medical certificate is uploaded under the learner's profile on Staffroom. The marks will be calculated automatically on a smaller total by the CEMIS system. The mark calculated by CEMIS must not be typed into Staffroom. The correct code for "absent with reason" must be typed into Staffroom.
- 4.2 If there are no medical certificate or any other valid reason, the correct code must be typed into CEMIS. For tasks (excluding tests and exams) there must be proof that the subject teacher tried to get the task from the learner. The form (on the shared drive) for "Missing tasks" must be completed and signed by the teacher and learner. Even if CEMIS calculates a final mark for the term, the code for "absent without a reason" must be typed into Staffroom.

#### 4.3 A valid reason is:

- Sick with a medical certificate from a registered medical practitioner
- Humane reasons, which include the death of a close relative, with a copy of a death certificate.
- Learner who has to attend court proceedings confirmed in writing
- Any other reason accepted by the principal.
- Learners absent for a test or exam because of sport within school, gets the code for “absent with reason”.

4.4 In the case of a subject change or new learners, the marks are only entered from the date the learner started with the new subject. The code for new learner must be typed into CEMIS and SR.

4.5 Learners who are absent for a test or examination as a result of sports outside school will be handled individually by the principal.

4.6 For all missing tasks on CEMIS or Staffroom, with or without reason, the form for “Missing tasks” must be completed and any supporting documents stapled to the form. These documents must be completed by the end of the term and is monitored and kept by the subject head.

4.7 Multiple opportunities can be given to complete tasks, but tests and exams taking place under test or exam conditions, may not be completed at a later stage by a learner who was absent. If a learner who was absent for a test or exam, completes the assessment task before the end of the year, it has to be a different paper with proof of moderation.

## 5. FEEDBACK

### 5.1 REPORTS

5.1.1 Each term report only reports on the activities of the relevant term.

5.1.2 The report of the 4th term contains the final promotion mark, calculated according to the requirements of the CAPS.

5.1.3 Reports of learners failing a term, must have a “runs the risk of failing” comment for intervention purposes. Any other comments can be added to reports with the discretion of the subject teachers, grade heads or admin teachers.

5.1.4 All reports will be emailed to parents by the last day of the term. It will also be uploaded to the Intouch portal.

5.1.5 Learners can apply for a hard copy of the report which will be stamped and signed by their admin teachers. These reports will be handled by the deputy principal for academics and the Staffroom team.

5.1.6 Reports for Grade 11 and 12 learners in terms when learners need it to apply to for work or tertiary studies, will be printed, signed and stamped.

### 5.2 STAFFROOM

Educators send SMS messages to parents to keep them informed of learner's academic progress.

### 5.3 PARENT EVENINGS

Opportunity is created at the beginning of terms 2, 3 and 4 to engage with subject educators regarding learner progress. Parents make appointments for the parent evening.

### 5.4 SUBJECT TEACHERS

- 5.4.1 Comments and feedback are given by the subject teacher to learners in their workbooks, orally or on tests.
- 5.4.2 Poor behaviour is reported to the grade head who handles it further.

### 5.5 LST MEETINGS

A grade head can arrange an LST meeting (Learner Support Team) with a learner's parents and subject teachers to discuss his behaviour or academics.

### 5.6 INTERVENTION

#### 5.6.1 ROLE OF GRADE HEAD

- Learners who need intervention are identified by grade head after each exam
- Learners who do not meet the pass requirements of the grade are listed and their parents are invited to the parent evening in writing
- Record of attendance of parents is kept.

#### 5.6.2 ROLE OF SUBJECT TEACHER

- Identify the failure candidates in the subject
- Examine the reasons for the poor performance
- Contact parents in this regard
- Learners who do not meet the pass requirements of the subject are identified and their parents are invited to the parent evening in writing.
- Record of attendance of parents is kept.

## L PROGRESSION AND PROMOTION

*Decisions are based on learner progress to achieve minimum level requirements. Progression and promotion are based on recorded evidence of formal assessment tasks in subjects in accordance with the CAPS requirements of that grade. Where a learner needs more time, decisions are based on the advice of relevant role players, learners, parents and educator support services and is done in the interest of the learner.*

### 1. PRINCIPAL

- 1.1 Make sure everyone involved in promotion and progression knows what their tasks are - 4 weeks before the end of the year
- 1.2 Save schedules for at least 3 years
- 1.3 Make sure that progression per grade takes place in accordance with subject requirements and promotion requirements per grade according to CAPS.

## 2. GRADE HEADS / GROUP LEADERS

- 2.1 Complete schedules and recommendations. Subject teachers fill in report forms on learners who fail subjects and submit to GH
- 2.2 Pre-meeting with staff to discuss borderline cases and failures.
- 2.3 All relevant information regarding these learners is made available: portfolios, learner profiles, intervention, attendance records, disciplinary problems, etc.
- 2.4 The departmental addendums with the recommendations are submitted to the circuit manager.
- 2.5 Final promotions rest with the circuit manager.
- 2.6 Appeals against the promotional decisions can be filed by the parents and all academic work of failures must be available for departmental investigation until the appeal has been completed.
- 2.7 Final decisions are made.
- 2.8 Parents of learners who fail are called to the school before the reports are handed out. Support Services inform them about this.
- 2.9 During the 5th week of the 4th term possible NRP learners must be identified

## 3. PROMOTION AND PROGRESSION GRADES 8 & 9:

- 3.1 Learners are PROMOTED according to the following prescriptions:

Level 1	0 - 29%	Inadequate performance
Level 2	30 – 39%	Basic performance
Level 3	40 – 49%	Moderate performance
Level 4	50 – 59%	Sufficient performance
Level 5	60 – 69%	Significant performance
Level 6	70 – 79%	Meritorious performance
Level 7	80 – 100%	Excellent performance

- 3.2 Marks calculated as follows: 40% SBA + 60% final exam in November (according to CAPS document)

### 3.3 PROMOTION REQUIREMENTS

Home Language	Level 4
First Additional Language	Level 3
Maths	Level 3
Any 3 other required subjects	Level 3
Any 2 remaining subjects	Level 2

- 3.4 Condonation can be done according to the guidelines set by the DBE.
- 3.5 Learners not ready for progress, may be held back for an additional year in the interest of the learner in Gr. 8 or 9, if the school and other support groups approve of it. This can only happen if there is enough evidence of intervention during the year.

3.6 A learner can only be held back once in the Senior Phase and the FET phase to prevent the learner from being in the phase for more than four years, except if the learner was absent for 20 days or longer during the academic year.

3.7 IMMIGRANTS (if exempted from Home Language):

3.7.1 Must offer all subjects as normal.

3.7.2 Pass requirements: Level 3 in one of the two required official languages on PPE level  
Maths level 3, level 3 in any 3 other required subjects

3.7.3 Level 2 in all three remaining subjects

#### 4. PROMOTION AND PROGRESSION GRADES 10, 11 & 12:

4.1 Learners are PROMOTED according to the following instructions:

Level 1	0 - 29%	Inadequate performance
Level 2	30 – 39%	Basic performance
Level 3	40 – 49%	Moderate performance
Level 4	50 – 59%	Sufficient performance
Level 5	60 – 69%	Significant performance
Level 6	70 – 79%	Meritorious performance
Level 7	80 – 100%	Excellent performance

4.2 Points are calculated as follows: 25% SBA + 75% final exam in November (According to CAPS document)

4.3 Practical assessment component of Life Orientation involves 20% of the external component of the Life Orientation PAT

4.4 Marks for subjects with PAT tasks and other SBA tasks are calculated according to prescriptions in the CAPS document

#### 4.5 PROMOTION REQUIREMENTS

Home Language	Level 3
Any 3 other subjects	Level 3
At least 3 other subjects	Level 2

4.6 No condonation is done in Grades 10, 11 & 12.

4.7 Life Orientation is assessed 100% in schools in Gr 10 and 11. In Gr 12, an external general assessment task is written.

4.8 If a learner fails one subject but meets the other pass requirements, he / she may be promoted to the next degree in Grades 10 and 11 or obtain the National Senior Certificate in Grade 12, provided that a full portfolio of evidence is submitted in the school-based assessment component for that subject.

4.9 Gr 10 - 12: IMMIGRANTS (if exempted from Home Language):

4.9.1 Offer only one official language on at least FAL level which should be the language of learning and teaching. Must get 30% for the language

4.9.2 Must take an extra subject instead of the second official language

#### 4:10 FAIL SUBJECTS:

4.10.1 If a learner fails Mathematics / other subjects in both March AND June in Grade 10, the learner MUST change to Mathematical Literacy / another subject in July.

4.10.2 If a learner fails Grade 10 or 11 Mathematics / Accounting / Physical Sciences / IT in November, the learner MUST change to Mathematical Literacy / other subject in Grades 11 or 12 respectively.

4.10.3 If a learner in Mathematics / Accounting / Physical Sciences / IT fails in Grade 11 in March, the learner MUST change to Mathematical Literacy / other subject respectively.

4.10.4 If a learner repeats a grade, the learner's subject choice must be revised and the learner MUST change from subject if the failed subjects any one or more of Mathematics, Accounting, Physical Sciences or IT.

### 5. APPEALS

5.1 Unsuccessful learners have the right to appeal against their results.

5.2 All appeals must be dealt with according to the WCED's appeal procedures

### M SCHOOL ASSESSMENTS: IRREGULARITY COMMITTEE

*According to the Regulations for the Conduct, Administration and Management of Assessment for the Senior Certificate, Section 78*

#### 1. MEMBERSHIP & APPOINTMENT OF MEMBERS

1.1 The SAIC will consist of the following persons:

CHAIRMAN:	Circuit Manager
MEMBERS:	Principal
	Deputy Principal (Academics)
	SGB
	Grade Head
	Subject Head
	Staff member involved

1.2 The SAIC may co-opt members as needed. In addition, one representative will be appointed from each of the recognized teacher unions as an observer if teachers are involved.

#### 2. THE JURISDICTION OF THE SAIC

The SAIC will have jurisdiction in any alleged internal assessment irregularities, such as:

2.1 Compilation of internal assessment marks;

2.2 Monitoring and moderation of internal assessment;

- 2.3 Conditions under which teachers conduct internal assessment;
- 2.4 Conditions under which learners are internally assessed;
- 2.5 Capturing and processing of data obtained from internal assessment;
- 2.6 Preparation and moderation of papers and other internal assessment tasks;
- 2.7 Any other irregularity related to internal assessment.

### 3. THE FUNCTIONS OF THE SAIC

The SAIC must

- 3.1 investigate all irregularities by educators and learners in the internal assessment process;
- 3.2 report all internal assessment irregularities, via the district offices, to the district assessment irregularity committee (DAIC).

### 4. SUMMARY OF IRREGULARITIES AND ACTION Appendix B (according to WCED prescriptions)

**Table of possible irregularities and sanctions involving learners**

NR	IRREGULARITY	POSSIBLE SANCTION
1.	A learner who refuses to keep up with the minimum requirements for compiling a mark for internal assessment in a subject.	Learner receives incomplete results in the subject.
2.	<p>A learner who submits someone else's work as his / her own. This can take on different forms, such as:</p> <ul style="list-style-type: none"> <li>(i) Writing verbatim from another source.</li> <li>(ii) Submitting a task or project that is not his or her own work (it could have been completed or even purchased by another learner, person or his or her parent).</li> <li>(iii) Reproduction of a task or project from another learner's work and evidence of such copying.</li> <li>(iv) Submit work previously submitted and received marks that may be his or her own work or someone else's.</li> <li>(v) Submitting work (partially or fully) that is not his or her own, but that of another learner of the same or another school.</li> <li>(vi) Any dishonest action aimed at misleading the teacher with regard to the authenticity or originality of the learner's delivered work.</li> </ul>	Zero for the assessment task / exam paper.

3.	<p>A learner who completes a component of a mark for an internal assessment completed under controlled conditions and does any of the following:</p> <p>(i) In spite of a warning, causes a disturbance, intimidates others, or acts improperly.</p> <p>(ii) Is drunk or under the influence of other addictive drugs.</p> <p>(iii) In spite of a warning, does not pay attention to the arrangements or reasonable instructions of the teacher.</p> <p>iv) In spite of a warning, does not continue to consider assessment regulations.</p>	<p>The learner forfeits the opportunity to write or continue writing that particular assessment task / exam question</p> <p>The learner retains marks awarded for other components in the subject</p>
4.	<p>A learner who has stolen an examination paper or any other formal assessment task.</p>	<p>This can be regarded as a criminal case and referred to the South African Police Service.</p> <p>The guilty learner must have a zero mark for the assessment task / examination paper.</p>
5.	<p>A learner caught in possession of unauthorized material during an assessment task / examination. Zero for the assessment task / exam paper.</p>	
6	<p>A learner in possession of a cellphone or electronic device during an assessment task / examination.</p>	<p>Zero for the assessment task / exam paper.</p>
7	<p>A learner caught while copying from a fellow student or getting help.</p>	<p>Zero for the assessment task / exam paper.</p> <p>If there is evidence of underhanded co-operation, the learner who offered the assistance must also obtain a zero mark for the examination paper.</p>
8	<p>Arrive late for the assessment task / exam.</p>	<p>The learner must be allowed to write the assessment task / examination paper, but may not get extra time unless valid reasons for the late arrival are given.</p>
9	<p>Remove an examination answer sheet from the examination room and submit it later.</p>	<p>The examination script must be marked, pending the outcome of an investigation.</p> <p>If a learner is found guilty, a zero mark must be given for that examination paper.</p>



***This policy will be reviewed at the beginning of each year to ensure that it complies with the changing legislation***

***The policy will be reviewed with the entire staff at the beginning of the academic year.***

DATE OF OVERVIEW	31 JANUARY 2023
DATE OF ACCEPTANCE	22 MARCH 2023
DATE OF IMPLEMENTATION	27 MARCH 2023
SIGNED PRINCIPAL MR J W MULLER	
SIGNED CHAIRPERSON SGB MR M KRUGER	
MRS VAN ZYL-HAHN	
MRS H DE BEER	
MRS V NEL	
MRS A LOURENS	
MR G OOSTHUIZEN	
MRS L BREEDT	
MR R BECK	
MR G VAN DEVENTER	
MRS N HESSE	
M VAN DER WESTHUIZEN (LEARNER)	
C VAN WYK (LEARNER)	