



CEDARWOOD SCHOOL ASSESSMENT POLICY

1. Preamble

This policy is formulated in line with the (CAPS) National Curriculum Statements for Grade R-12. This forms the basis for on-going curriculum development delivery and assessments for Grades R-12. This policy will govern the assessment and evaluation of learners in the whole school. All stakeholders are expected to adhere to this policy.

2. Vision and Mission of Assessment

2.1 Assessment Vision

Every learner does the best that they can at school and leaves Cedarwood with the values, knowledge, skills and qualifications that will give them the best chance of success in adult life. To ensure that assessment procedures are compliant and are implemented according to policy so that assessment procedures result in fair, valid and reliable assessment outputs.

2.2 Assessment Mission:

To ensure that a properly constituted School Assessment Team (SAT) is in place and is functioning effectively, resulting in quality curriculum delivery and compliant assessment procedures (academic and core vocational) to ensure enhanced learner performance. To ensure that Individual Education Programme, Pre-vocational and Vocational Skill assessments are in place and are in line with individual learner needs.

3. School Assessment Team:

The School Assessment Team (SAT) is the internal monitoring instrument within the school.

3.1 Composition of SAT:

- Deputy Principal (**SAT Coordinator**)
- All HOPs
- 1, 2 or 3 Educator Representatives from each phase
- Refer to Annexure A

3.2 SAT Meetings:

A scheduled SAT Meeting must be held at least **once a month** as per the School Assessment Management Plan. Agenda and minutes must be filed.

3.2.1 Agenda Assessment Items:

- School Assessment Management Plan (commonly referred to as "the important dates")
To be developed for each term – Refer to Annexure B, or any similar format
- Monthly progress on:
 - ✓ progress of annual teaching plans
 - ✓ SBA completion
 - ✓ PAT completion
 - ✓ PET
 - ✓ Oral tasks
 - ✓ Learner performance in administered formal tasks.

- Progress and effectiveness of implemented subject intervention strategies – feed back to SBST
- Policies (Exam and assessment related, e.g. moderation)
- Identify and verify compliance with policy regarding subject changes
- Examination timetables, concession and venue allocations

3.2.4.1 SBST

A School Based Support Team (SBST) is established to provide intervention for pupils who require support.

3.2.4.1.1 Composition of SBST:

- The Principal
- Head of Therapies (SBST Coordinator)
- All academic support staff
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Refer to Annexure C

4.1 Pupils at risk

- Identification of pupils needing support
- School support provided
- Communication to parents
- Monitoring the implementation of pupil support programmes
- Completion of forms reporting pupils experiencing problems by teachers (SBS Files)
- Collection of forms reporting pupils experiencing problems by SBST for discussion and suggestions
- Forms reporting pupils experiencing problems handed back to teachers for implementation of interventions
- Application for concessions
- Identify and monitor immigrant pupils

4.3 Pupil profiles

Refer to NPA (Chapter 8 p 20)

4.3.1 Portability of the pupil profile / files. (Black files)

The pupil profile is a continuous record of information that gives a holistic impression of a pupil and a pupil's progress and performance. All evidence of parent communications, meetings, reports, therapies, referrals, etc. are contained within the file. It assists the teacher in the following grade or school to understand the pupil better and to therefore respond appropriately to the pupil.

4.3.2 Transfer of profiles between schools:

This is done by arrangement with other schools, and is managed by the administrative staff.

4.3.3 Updating of Pupil Profiles

The subject and register teachers ensure that all information is given to the administration staff who then add documents to the pupil files.

5. Completion of SBA and PAT

- HOPs to ensure that each teacher adheres to programme of assessment
- Refer to Chapter 3 in NPA

5.1 School Assessment Plan

- Subject teachers submit their assessment dates per term to the HOPs at the beginning of each term.
- The HOPs compile assessment programmes with dates assigned, per subject. This is done in the form of a letter per Grade OR per Phase.
- SAP must be issued to parents within the first two weeks of the beginning of the school term.
- The SAP should be a working document and must be monitored monthly for compliance by SAT.

5.2 Absenteeism

Absence of pupils from Assessment task or Examinations:

- Illness : provision of a Doctor's certificate (from a medical doctor who is not a relative) covering the date(s) in question and clearly stating the nature of the illness
- Unavoidable and unplanned circumstances of a pressing personal nature.
- Parents of pupils who will be absent for an assessment task/examinations are required to telephone the school as early as possible to notify the teacher of the circumstances.
- Should the pupil absent him/herself without a valid reason: the learner will be awarded a zero (0) mark for that task. Evidence of why the pupil was awarded a zero must be kept and submitted with termly SBA tracking (FET).
- If work is submitted late without a valid reason, 5% per day can be deducted from the assessment as a penalty.

5.3 Internal Examinations

- Tests and examinations should be written under controlled conditions at a specific time. In setting of the tests and exams, teachers should use Bloom's taxonomy to ensure that the performance is at different cognitive levels. This is shown using a weighting grid.
- Formal examinations are written at the end of Term 2 for Grades 7 to 12. The work is based on the work done for the first half of the year: the CAPS document must be referred to in order to ensure that minimum requirements are met.
- Formal Preliminary examinations for Grade 12 are written in August/September according to the requirements stipulated in the relevant CAPS documents.
- Internal Formal examinations are written in November for Grades 7 and 11.
- ✓ The examination is based on all the work done for the year.
- ✓ The examinations must be in accordance to the requirements of the relevant CAPS documents.
- All examination question papers are pre-moderated by a co-teacher or subject head or HOP. Internal moderation documentation is filled out.
- All examination answer scripts are post moderated by a co-teacher or subject head or HOP. Internal moderation documentation is filled out.
- A copy of all examination question papers and memorandums is to be stored for a period of three years.
- Pupil examination scripts must be kept for six months.

5.4 External Examinations

- The Grade 7s (optional / recommended) participate in the ISASA shared assessments towards the end of the year.
- The Grade 9s (optional / recommended) take part in the IEB International Bench-marking tests (English and Mathematics) and/or a Core Skills test (a combined paper). These are written in October and July respectively.
- It is highly recommended that those pupils who are possibly leaving Cedarwood College complete these tests. They are, however, not compulsory, but will give a good indication of the level of work and skills that are expected of the pupils in a mainstream environment.

5.5 Irregularities

Regulated in Regulations pertaining to the National Senior Certificate (**Gazette 31337**)

5.5.1 Composition of SAIC:

- Due to the small number of teachers at Cedarwood, the SAT team plays the roles of the SAIC team.
- The Principal is involved in decision making processes.
- If irregularities occur at Grade 12 (Academic) level, representatives from the GDE district are consulted.

5.5.2 The role of the SAIC

To investigate any alleged internal assessment (**SBA and PAT**) irregularities including:

- Compilation of internal assessment marks.
- Monitoring and moderation of internal assessment.
- Conditions under which educators conduct internal assessment.
- Conditions under which learners are internally assessed.
- Capturing and processing of data in respect of internal assessment.
- Any other irregularity related to internal assessment.
- A candidate who refuses to abide by any or all of the minimum requirements in respect of the compilation of a mark for internal assessment in a subject, with no valid reason
- A candidate who presents work that is not his or her original work.
- A candidate who creates a disturbance or intimidates others, or behaves in an improper or unseemly manner despite a warning.
- Irregularities involving teachers and other assessment officials during internal assessment or Practical Assessment Tasks
- A teacher who acts dishonestly when assessing candidates or compiling marks

5.6 Analysis of results

- Diagnostic and statistical analysis of pupil performance must be done after each formal assessment task, on an internal document. Each subject teacher is responsible for this.
- Diagnostic analysis should inform Intervention strategies.
- Analysis should be utilised to support pupils and to improve teaching and learning.

5.7 Intervention

- This is to be guided by and supported by the SBST, in conjunction with the subject teacher. Refer to SBST policy.

5.8 Quality assurance and moderation of assessment

According to the National Protocol for Assessment – Grade R-12: ***“Moderation should ensure that the quality and standard of the School-Based Assessment, as contemplated in Chapter 4 of the Curriculum and Assessment Policy Statements, has been met from Grade 4 onwards (NPA - Page 5)Both School-Based Assessment and the Practical Assessment Task components must: (d) Be available for monitoring and moderation***

5.8.1 Moderation

Moderation must take place at the three levels:

- School-based moderation
- District-based moderation
- Provincial moderation (Grade 12 SBA)

5.8.2 School-based Moderation

- School Assessment Teams are required to ensure that internal moderation is conducted by Heads of Departments and / or Senior Teachers as delegated in all Subjects.
- This must be closely monitored by Subject Heads, HOPs and Deputy Principals.

5.8.2.1 Pre- moderation

- This involves moderating a formal task before it is given to learners.
- ALL formal tasks should be pre-moderated and evidence is kept in the teacher’s SBA file.
- No formal SBA and PAT task should be administered before approval by the Heads of Department. (Management plan to be designed)

- All formal SBA and PAT tasks must be submitted for pre-moderation to the relevant co-teachers, Subject Head or Head of Phase at least 2 weeks before the date of the task as indicated on the School Assessment Plan.

5.8.2.2 Moderation procedure:

- The delegated moderator will carefully moderate the draft task and ensure that:
 - ✓ The spread of levels according to Blooms Taxonomy and Barrett's Taxonomy (for languages), mark allocation and duration are according to the CAPS policy document for that subject and for that specific task.
 - ✓ There are no errors (spelling, grammar or typing errors).
 - ✓ All diagrams and pictures are depicted clearly.
 - ✓ The content of the task is aligned to CAPS.
 - ✓ A weighting grid is included.
 - ✓ The finalised printed task is of a good quality to ensure that pupils are not disadvantaged when completing the task.
 - ✓ The draft task is moderated; changes requests are made where necessary (Internal School Based Pre Moderation form) and returned to the examiner (educator) within 3 days of the task having been submitted.
- The examiner will implement the requests made by the moderator and return the adjusted task to the moderator within 3 days of having received the moderated task from the moderator.
- The moderator will ensure that all changes requested have been implemented by the examiner and will approve and officially sign and date the task as quality assured and ready for printing within three days.
- The approved task is returned to the examiner within 3 days of submission to the moderator for final approval.
- The examiner will ensure the correct number of copies are made, placed in envelopes and locked away.

5.8.2.3 Moderation of assessment of teacher

- 10% the marked scripts/tasks must be moderated by the moderator 3-5 days after the scheduled date on School Assessment Plan.
- All marked answer scripts must be arranged from highest to lowest and placed in a folder.
- A copy of the question paper and marking memorandum must be included as well as the completed Statistical and Diagnostic Analysis Report.
- Moderators are expected to remark the selected script, in black pen, as it is the responsibility of the moderator to ensure that the:
 - ✓ standard of marking of the subject educator is correct, consistent and fair.
 - ✓ interpretation of the memo, by the subject educator, is accurate.
- Please note: Moderator to avoid shadow marking.
- The moderator must sign and approve the working mark sheet and submit to the data capturer to capture the approve marks on the computer system used for recording and reporting
- Moderator must provide teacher with feedback and marks should be adjusted where necessary using the post moderation form.

5.8.2.4 District and Provincial moderation

- HOPs to ensure that school adheres to District and Provincial Management plans
- During school visits, facilitators will monitor the moderation done by Heads of Phase and give advice and support where possible. There will also be focused school visits for moderation by District Officials.

5.8.2.5 Moderation reports

- Copies of all school, district and provincial moderation reports must be kept in a file in the Deputy Principal's Office.
- Term schedules and learner performance statistics (FET) must be sent to the GDE office at the end of each term / the beginning of the next term (dependent on guidelines). Principals are required to verify the information sent to district before they attach their signatures. The information on these reports will be verified by District Officials and Principals shall be held accountable for the accuracy of this report.

5.9 Recording and reporting

Refer to Chapter 7 of NP.

Teachers record results and subject comments using Pencil Box. Manual recording on mark sheets is done throughout the term, and pencil box is inputted into at the end of each term.

5.9.1 Recording

The main instruments for recording evidence of a pupil's progress are SBS files and mark sheets.

Guidelines:

- Records must be easily interpreted and readily accessible.
- Results should be easily accessible to parents and/or pupils on request.
- The recorded material must reflect the planning of teaching and learning activities.
- A combination of marks, percentages, comments and level descriptors are to be used in recording a pupil's progress.

5.9.2 Reporting

The process is as follows:

- The report is standardised, in accordance with **NPA Chapter 7**.
- One written report per term is sent to the parents/guardian of the pupils.
- The report at the end of the first and third term will include a percentage, national code and comment. The report at the end of the second and fourth term must include a percentage and national code.
- Meeting the pass requirements or not meeting the pass requirements must be reported on each term. Termly meetings are arranged involving parents, HOPs, Head of Therapies, in some cases the pupils, and in some cases the Principal, for those who have not met the pass requirements.
- A copy of the pupil's report must be filed in the pupil profile.
- Parents can make an appointment to see a teacher at a set time in the new term or consult teacher at a Parents' meeting/evening.
- Parents' meetings/ evenings are held in each term.
- Regular staff meetings are held to discuss pupils' progress and recommendations for additional assistance, referral to the School Counsellor or other support systems are put into place.
- ✓ Some pupils are placed on a Daily reporting system whereby their teachers are able to make comments each lesson on a daily basis.
- ✓ The Report is then checked and monitored weekly by the register teacher.

6. Subject Changes (FET only)

- Refer to Gazette 36041, N4PR and Exam Instruction 3/2013
- Meeting with teachers involved, pupils and parents.
- Parents to sign a letter of subject change
- Keep detailed records – SBS team member to assist learner in managing the catch up process.
- File proof of approval

7. Policy review

This Policy will be reviewed in August 2016 for 2017 .

Annexures

Annexure A: Composition of SAT and SAIC

	Name	Designation	Role and Responsibilities
1	Helen Storey	Deputy Headmistress, HOP FET, Head of Mathematics	Agendas, tracking of FET documentation, FET Assessments

2	Lindsay Duvenage	HOP Senior Phase, Head of Sciences	Tracking of Senior Phase documentation, Senior Assessments, Heads SAT in Helen's absence
3	Angela Lovell	Grade 11, 12 English, Head of English	Tracking of FET Phase documentation, FET Assessments
4	Roxanne da Cruz	Grade 7 and 9 Mathematics,	Tracking of Senior Phase documentation, Senior Assessments
5	Anita Grove	Head of Vocational Phase, Head of Afrikaans	Vocational assessments and associated documentation, Tracking of FET documentation, FET Assessments
6	Kevin Barnard	Dramatic Arts Teacher	Assessment support, Tracking of Senior and FET documents, Senior and FET Assessments
7	Jacqui McKelvey	Grade 10, 11, 12 LO, Head of Life Orientation and CAT	Vocational assessments and associated documents, Tracking of Senior and FET Documents, Senior and FET Assessments

Annexure B: Composition of SBST

Name	Designation	Role and Responsibilities
Meagan Meiring	Head of Support, Educational Psychologist	Managing SBS team and related issues, concessions, case conferences
Mikhail Jansen	Educational Psychologist	Emotional support for learners, concessions
TBC	Academic Support FET Phase	FET Phase support
Retha Kok	Academic Support Afrikaans	Afrikaans support
Mazizi Chembe	Academic Support Senior Phase	Senior Phase support

Annexure C: Assessment in the Vocational Stream

This policy applies to the Vocational Stream up to par 4.3, thus **excluding** paragraphs 5 to 6. These paragraphs are replaced by:

5. Completion of School Based Assessment and Unit Standard Assessments

HOP to ensure that each teacher adheres to the programme of assessment.

- a. Vocational Skills: internal assessment plan.
- b. Vocational Core: prescribed assessments provided by service provider and incorporated in an internal course assessment plan.

5.1 School Vocational Assessment Plan

- Course facilitators and Skills subject teachers submit their assessment date planning per term to the HOP at the beginning of each term.
- The HOP compiles a Vocational assessment programme with dates assigned, per course and subject. This is distributed with a cover letter to parents within the first two weeks of the beginning of the school term.
- The assessment plan is a working document and assessment dates should be confirmed 2 weeks in advance in the School Weekly Communication.
- In addition Vocational Core teachers/facilitators follow the prescribed procedure of assessment notice meetings and signed acceptance by students. Records should be kept.

5.2 Assessment Files

Each teacher/facilitator should have an assessment file containing:

- Assessment planning
- Actual assessments
- Mark sheets
- Moderation sheets
- Assessment policies and instructions
- In addition Vocational Core teachers/facilitators are responsible for keeping:
 - records of assessment notice meetings and student acceptance forms;
 - their own teacher's copies of students' marked assessments as evidence, per student;
 - electronic copies of students' original work (where applicable - EUC).
 - the SkillsPro course progress system up to date, by uploading evidence of assessment (where applicable – ECD and EUC).

5.2.1 Portfolio of Evidence (Vocational Core)

Each Vocational Core pupil must keep a Portfolio of Evidence (PoE) containing all activities and assessments marked as portfolio work in the course material.

All work must contain the pupil's name, pupil number, Unit Standard number and the date.

The teacher/facilitator is responsible to monitor the pupils' keeping of their Portfolios and for presenting it to the assessor for signing on completion of a Unit Standard or a term's work.

The HOP will control the Assessment and PoE files and processes during class visits and school book control times.

5.2 Absenteeism

Absence of pupils from Assessment tasks:

- Illness : provision of a Doctor's certificate (from a medical doctor who is not a relative) covering the date(s) in question and clearly stating the nature of the illness
- Unavoidable and unplanned circumstances of a pressing personal nature.
- Parents of pupils who will be absent for an assessment task/examinations are required to telephone the school as early as possible to notify the teacher of the circumstances.

- Should the pupil absent him/herself without a valid reason: the pupil will be awarded a zero (0) mark for that task. Evidence of why the pupil was awarded a zero must be kept and submitted to SAT.
- If work is submitted late without a valid reason, 5% per day can be deducted from the assessment as a penalty.

5.3 Assessments

- **No** formal examinations are written at the end of Term 2 or 4 like in the Academic Stream.
- Internal assessments, Unit Standard summative assessments and other external assessments are written preferably as soon as units of work have been covered sufficiently, otherwise at least twice a term in each subject area.
- Vocational Skills assessments must be set according to the learning outcomes set for the individual pupils. Outcomes should aim to help the pupil reach his/her highest potential to become an independent and responsible adult. At least 50% of the assessments should be of a practical rather than written nature. A variety of assessment methods suitable to the subject and pupil should be tried, and stressful situations should be minimised as far as possible.

5.5 Irregularities

Irregularities must be reported to the HOP, who can refer the matter to the School Assessment Irregularities Committee (SAIC) or the external moderator appointed by the service provider.

5.5.1 Composition of SAIC:

- Due to the small number of teachers at Cedarwood, the SAT team plays the roles of the SAIC team.
- The Principal is involved in decision making processes.

5.5.2 The role of the SAIC

To investigate any alleged internal assessment irregularities including:

- Compilation of internal assessment marks.
- Monitoring and moderation of internal assessment.
- Conditions under which educators conduct internal assessment.
- Conditions under which pupils are internally assessed.
- Capturing and processing of data in respect of internal assessment.
- Any other irregularity related to internal assessment.
- A candidate who refuses to abide by any or all of the minimum requirements in respect of the compilation of a mark for internal assessment in a subject, with no valid reason.
- A candidate who presents work that is not his or her original work.
- A candidate who creates a disturbance or intimidates others, or behaves in an improper or unseemly manner despite a warning.
- Irregularities involving teachers and other assessment officials during internal assessment or Practical Assessment Tasks
- A teacher who acts dishonestly when assessing candidates or compiling marks

5.6 Analysis of results

- Diagnostic and statistical analysis of pupil performance must be done after each formal assessment task, on an internal document. Each subject teacher is responsible for this.
- Analysis should be utilised to support pupils and to improve teaching and learning.

5.7 Intervention

- This is to be guided by and supported by the SBST, in conjunction with the subject teacher. Refer to SBST policy.

5.8 Quality assurance and moderation of assessment

5.8.1 Moderation

5.8.1.1 Moderation and storage of internal assessments

- All internally set test papers counting towards the term assessment grading are pre-moderated by a co-teacher or HOP. Internal moderation documentation is filled out.
- Test answer scripts are post moderated by a co-teacher or subject head or HOP. Internal moderation documentation is filled out.
- A copy of question papers and memorandums is to be stored for a period of three years.
- Student scripts of internal assessments must be kept for the whole year and Term 4's assessments must be kept for 6 months of the following year.

5.8.1.2 Moderation and storage of external assessments

Moderation of external course assessments must take place at two to three levels:

- School-based moderation of facilitator/teacher's marking and corrections.
- Internal/external qualified assessor for the specific course.
- External moderator for the specific course (Vocational Core only)

In the case of external courses, pupil evidence must be kept by the school for the total duration of the course, that is until certificates or final statement of results have been issued.

5.8.2 School-based Moderation Procedure

- School Assessment Teams are required to ensure that internal moderation is conducted by Heads of Phases and/or Senior Teachers as delegated in all Subjects.
- This must be closely monitored by Subject Heads, HOPs and Deputy Principals.

5.8.2.1 Pre-moderation of tasks

- This involves moderating a formal task before it is given to pupils.
- ALL formal tasks should be pre-moderated and evidence kept in the teacher's Assessment file.
- All formal assessment tasks must be submitted for pre-moderation to the relevant co-teacher or Head of Phase at least 2 weeks before the date of the task as indicated on the School Vocational Assessment Plan.

5.8.2.2 Pre-moderation procedure:

- The delegated moderator will carefully moderate the draft task (Internal School Based Pre Moderation form) and ensure that:
 - ✓ The type of assessment, the spread of levels according to Blooms Taxonomy and Barrett's Taxonomy (for languages), the mark allocation and duration are suitable for the group or individual.
 - ✓ There are no errors (spelling, grammar or typing errors).
 - ✓ All diagrams and pictures are depicted clearly.
 - ✓ The content of the task is aligned to learning outcomes.
 - ✓ The finalised printed task is of a good quality to ensure that pupils are not disadvantaged when completing the task.
 - ✓ The changes requested are made where necessary.
- The examiner will implement the requests made by the moderator and return the adjusted task to the moderator within three days of having received the moderated task from the moderator.
- The moderator will ensure that all changes requested have been implemented by the examiner and will approve and officially sign and date the task as quality assured and ready for printing within three days.
- The approved task is returned to the examiner within three days of submission to the moderator for final approval.
- The examiner will ensure the correct number of copies are made, enveloped and locked away.

5.8.2.3 Moderation of assessment of teacher (post-moderation procedure)

- 10% the marked scripts/tasks must be moderated by the moderator 3-5 days after the scheduled date on School Assessment Plan.
- All marked answer scripts must be arranged from highest to lowest and placed in a folder.
- A copy of the question paper and marking memorandum must be included as well as the completed Statistical and Diagnostic Analysis Report.
- Moderators are expected to remark the selected script, in black pen, as it is the responsibility of the moderator to ensure that the:
 - ✓ standard of marking of the subject educator is correct, consistent and fair.
 - ✓ interpretation of the memo, by the subject educator, is accurate.
- Please note: Moderator to avoid shadow marking.
- The moderator must sign and approve the working mark sheet and submit to the data capturer to capture the approve marks on the computer system used for recording and reporting
- Moderator must provide teacher with feedback and marks should be adjusted where necessary using the post moderation form.

5.8.2.4 External moderation procedure

- Teachers/facilitators should adhere to external policies and schedules. HOP should control that these are followed. If no time schedule is provided by the external provider, the teacher/facilitator must compile one and submit it to the HOP.
- It is the responsibility of the course teacher/facilitator to report any problems re prescribed assessments or schedules timely to the moderator and to organise external moderation at least every 6 months. The place, date and method of moderation can be arranged to suit the teacher/facilitator and the specific external moderator.

5.8.2.5 Moderation reports

- Copies of all school and external moderation reports must be kept in a file in HoP Vocational's Office.
- Monthly progress reports may be required by external service providers. They must be checked by the HoP and a copy filed in a file in HoP Vocational's Office.

5.9 Recording and reporting

Teachers record results and subject/Unit Standard comments using Pencil Box. Manual recording on mark sheets is done throughout the term, and pencil box is inputted into at the end of each term.

5.9.1 Recording

The main instruments for recording evidence of a pupil's progress are mark sheets and Portfolios of Evidence.

Guidelines:

- Records must be easily interpreted and readily accessible.
- Results should be easily accessible to HoP, parents and/or pupils on request.
- The recorded material must reflect the planning of teaching and learning activities.
- A combination of marks, codes, comments and level descriptors are to be used in recording a pupil's progress.

5.9.2 Reporting

The process is as follows:

- The reports are standardised within Vocational Core and Vocational Skills, according to chosen courses and subjects.
- One written report per term is sent to the parents/guardian of the pupils.
- All reports will include a code and comment.

- For external courses and Unit Standards, meeting the pass requirements or not meeting the pass requirements must be reported on each term.
- Termly meetings are arranged involving parents, HOPs, Head of Therapies, in some cases the pupils, and in some cases the Principal, for those who have not met the pass requirements.
- A copy of the pupils report must be filed in the pupil profile.
- Parents can make an appointment to see a teacher at a set time in the new term or consult teacher at a Parents' meeting/evening.
- Parents' meetings/ evenings are held in each term.
- Regular staff meetings are held to discuss pupils' progress and recommendations for additional assistance, referral to the School Counsellor or other support systems are put into place.
- ✓ Some pupils are placed on a Daily reporting system whereby their teachers are able to make comments each lesson on a daily basis.
- ✓ The Report is then checked and monitored weekly by the register teacher.

6. Course and Subject and Changes

- Pupils can change from the Academic Stream to the Vocational Core during the school year, provided they will be able to catch up or complete the course within a reasonable time agreed upon. Pupils can change from Vocational Core to Vocational Skills at any time. However, such pupils will not be allowed to change back again.
- Meeting with Principal/HoP, teachers involved, parents and pupil.
- Financial implications must be considered in the case of Service Level Agreements with external service providers.
- Parents to sign a letter of change.
- Keep detailed records – SBS team member to assist pupil in managing the catch up process.
- File proof of approval.

7. Policy review

This Policy will be reviewed in August 2016 for 2017 .

Annexure D: School Assessment Management Plan

TERM 3

TERM 4 – Up to Parent Conferences – The rest to follow soon.

31-Aug	Mon	
01-Sep	Tue	PRELIMS BEGIN!
02-Sep	Wed	College Newsletter out. Assembly
03-Sep	Thu	
04-Sep	Fri	Weekly Communication sent out
05-Sep	Sat	
06-Sep	Sun	
07-Sep	Mon	
08-Sep	Tue	COMMENTS TO BUDDY FOR CHECKING – Please make changes in a black pen and sign off
09-Sep	Wed	Assembly
10-Sep	Thu	Buddy returns comments to teacher who then goes over them and gives them as they are to the Grade head. The Grade Head makes further changes if necessary. Grade head will make changes in a red pen, and sign off.
11-Sep	Fri	Weekly Communication sent out
12-Sep	Sat	
13-Sep	Sun	
14-Sep	Mon	
15-Sep	Tue	FET AND SENIOR PHASE MARK SHEETS TO ROXY AND HELEN. EMAIL MARKS TO DOROTHY AS PER HER EMAIL. Grade Heads return comments to teachers today. Teachers then make corrections, input into Dorothy's template (as per her email) by FRIDAY 18 SEPT! Teachers must keep originals of comments, i.e. those with the signatures on them.
16-Sep	Wed	
17-Sep	Thu	
18-Sep	Fri	Please ensure that Dorothy has all of the corrected comments by now! Weekly Communication sent out
19-Sep	Sat	
20-Sep	Sun	
21-Sep	Mon	DODORTHY TO PRINT FIRST COPIES OF GRADES 7 – 11 REPORTS. SHE WILL GIVE REPORTS TO REGISTER TEACHERS TO CHECK! Non-register teachers to assist with this. Register teachers give Dorothy corrections and she will reprint – register teachers to check again until no errors – this must be finalised by the end of the week.
22-Sep	Tue	Meeting in the afternoon:
23-Sep	Wed	PRELIM DRAMA PRACTICAL – PRELIMS FINISH AFTER THIS ONE! School Closes at 11:00 Grade 12 Marks emailed to Dorothy today.
School Opens on 13 October		

Date	Day	Activity
12-Oct	Mon	Entrance exams for Mathematics and Life Sciences Grade 10 2016, Art Finals this week! The rest of the school is not here.

13-Oct	Tue	Once the reports are ready, ask Dorothy to print off, tick promotion boxes (info given by SAT team), sign, copies for divorcees, envelope, names on envelopes. Complete by Friday 16 October.
14-Oct	Wed	Continue with reports
15-Oct	Thu	Continue with reports
16-Oct	Fri	Reports all ready!
17-Oct	Sat	
18-Oct	Sun	
19-Oct	Mon	3rd term reports - Gr 7 – 11 and Voc Parents evening (4:30-7:00 pm)
20-Oct	Tue	
21-Oct	Wed	
22-Oct	Thu	
23-Oct	Fri	Weekly Communication sent out

RECORD OF CHANGES

<u>Date</u>	<u>Page no, heading, brief description of changes</u>	<u>Entered by</u>
22 Aug and 1 Sept	None	D van Wyk

Approved by the School Management team on 1 January 2016