



## **CEDARWOOD SCHOOL ASSESSMENT POLICY**

### **1. Purpose of the Policy**

This policy is formulated in line with the (CAPS) National Curriculum Statements for Grade 1-12. This forms the basis for on-going curriculum development delivery and assessments for Grades 1-12. This policy will govern the assessment and evaluation of learners in the whole school. All stakeholders are expected to adhere to this policy.

#### **1.1 Legislation**

This policy is underpinned by the following acts and policies:

- Curriculum & Assessment Policy (CAPS)
- The National Policy Pertaining to The Programme and Promotion Requirements of The National Curriculum Statement Grades R - 12
- National Protocol for Assessment Grades R – 12 National Qualification Framework
- Norms and standards for the release of public examination results
- Gazette 31337 on the Regulations pertaining to the Conducting, Administration and Management of Assessment for the National Senior Certificate
- National Examination guidelines

### **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 to ensure enhanced learner performance. To ensure that Individual Education Programme (IEP)/ Pre-VOC, 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 body 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 Monitoring and Moderation Plan. Agenda and minutes must be filed.

#### **3.2.1 Agenda Assessment Items:**

- Monitoring and Moderation Plan (commonly referred to as “the important dates”) to be developed for each term – Refer to Annexure C, or any similar format
  
- Monthly progress on:
  - HOP Feedback
  - SBA completion
  - PAT completion
  - PET
  - Oral tasks
  - Learner performance in administered formal tasks.
- Progress and effectiveness of implemented subject intervention strategies – feedback to SBST
- Departmental Documentation (Exams, assessment related information, important dates, e.g. moderation)
- Identify and verify compliance with policy regarding subject changes
- Examination timetables, concessions and venue allocations

### **3.3 SBST**

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

#### **3.3.1 Composition of SBST:**

- Head of Therapies (SBST Coordinator)
- All academic support staff
- Educational psychologist (emotional support)
- Refer to Annexure B

#### **3.3.2 Pupils at risk**

- Identification of pupils needing support
- School support provided
- Communication to parents, round tables and parent meetings
- Monitoring the implementation of pupil support programmes
- Completion of flagging forms by educators
- Application for concessions

## **4. Pupil profiles**

### **4.1 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 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.

### **4.2 Transfer of profiles between schools**

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

### **4.3 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**

- Subject Heads 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.
- Annexure with Abbreviation to be given to staff.

### **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 contact the school as early as possible to notify the teacher of the circumstances.
- If work is submitted late without a valid reason, 5% per day can be deducted from the assessment as a penalty. (See annexure D, SBA tracking form)

### **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 to 11.
  - The examination is based on work completed during the course of the year.
  - The examinations must be in accordance with the requirements of the relevant CAPS document and examination guidelines.
- All examination question papers are pre-moderated by a co-teacher or subject head or HOP. Internal moderation documentation is filled out.
- Examinations scripts are filled in learner portfolios and kept in a secure room for 5 years.

### **5.4 External Examinations**

- Senior Phase: The Grade 7-9 pupils participate in the ISASA shared assessments towards the end of the year.
- FET Phase: In the FET phase examination may be externally set by the Department of Education.

### **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 Deputy Principal is involved in decision making processes.
- If irregularities occur in grade 12, 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 assessments marks.
- Monitoring and moderation of internal assessments.
- Conditions under which educators conduct internal assessments.
- Conditions under which learners are internally assessed.
- Capturing and processing of data in respect of internal assessments.
- Any other irregularity related to internal assessments.
- 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.
- A candidate who acts dishonestly during a assessment.
- Irregularities involving teachers and other assessment officials during internal assessment or Practical Assessment Tasks and
- 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**

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

#### **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 pre-moderation has been carried out and the tasks signed off by the designated moderator.
- 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 Pre-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 are made where necessary (Internal School Based Pre-Moderation form) and returned to the teacher within 3 days of the task having been submitted.
- The teacher will implement the suggestions 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 suggested have been implemented by the teacher 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 teacher within 3 days of submission to the moderator for final approval.
- The teacher will ensure the correct number of copies are made, placed in envelopes and locked away.

#### **5.8.2.3 Post-Moderation Procedure**

- At least 3 marked scripts/tasks must be moderated by the moderator 3-5 days after the assessment has taken place.
- 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 and it is the responsibility of the moderator to ensure that the:
  - standard of marking by the subject teacher is correct, consistent and fair.
  - interpretation of the memo, by the subject teacher, is accurate.
- Please note: Moderator to avoid shadow marking.
- 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**

- Deputy Principal to ensure that school adheres to District and Provincial Management plans

### 5.8.2.5 Moderation reports

- Copies of all school, district and provincial moderation reports must be kept by the Deputy Principal.
- 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 append 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 Annual Assessment Forecast

A working document for very 1<sup>st</sup> page of work book. This document which contains information to be assessed.

- Standard across Subjects + Grades.
- Teachers use as a Template.

### 5.10 Appeals Against Internal Assessments

Cedarwood School is committed to ensuring that whenever it's staff assess students' assessment tasks, this is done consistently and in accordance with the specification for the qualification concerned. Assessments will be conducted by staff who have appropriate knowledge, understanding and skills, and who have been trained in this activity. Student's work should be produced and authenticated according to the requirements of the SAT. Where a set of work is divided between staff, consistency will be assured by internal moderation and standardisation.

If a student/parent feels that this may not have happened in relation to his/her work, he/she may make use of this appeals procedure. Appeals may only be made against the process that led to the assessment and not against the mark or grade.

#### Appeals procedure is available to students.

1. Appeals should be made as soon as possible, and must be made at least two weeks before the end of the last assessed paper in the examinations.
2. Appeals should be made in writing to the Academic Deputy Principal or Head of Phase, who will investigate the appeal.
3. The Academic Deputy Principal or Head of Phase will decide whether the process used for the assessment conformed to the requirements of the assessment policy.
4. The student will be informed in writing of the outcome of the appeal, including any correspondence with the board, any changes made to the assessment of the work, and any changes made to improve matters in future.
5. The outcome of the appeal will be made known to the Principal. A written record of the appeal will be kept and made available on request. Should the appeal bring any significant irregularity to light, the student/ parents will be informed.

### 5.11 Recording and reporting

Refer to Chapter 7 of NPA.

Teachers record results and subject comments using SASAMS. Manual recording on mark sheets is done throughout the term, and marks are entered onto SASAMS by the end of each term.

#### 5.11.1 Recording

The main instruments for recording evidence of a pupil's progress are SBA 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.

#### **5.11.2 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.
- 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 Support, in some cases the pupils, and in some cases the Deputy Principal, for those who have not met the pass requirements.
- A copy of the pupil's report must be filed in the pupil profile file.
- Parents can make an appointment to see a teacher at a set time in the new term or consult the teacher/teachers at a Parents' meeting/evening.
- Parents' meetings/ evenings are held each term.
- Regular staff meetings are held to discuss pupils' progress and recommendations for additional assistance and referral to the SBST.
  - Some pupils are placed on a weekly reporting system or homework tracker whereby their teachers are able to make comments after each lesson on a daily basis.
  - The report is then checked and monitored weekly by the Deputy Principal.

#### **6. Subject Changes (FET only)**

- Refer to the;
  - The National Policy Pertaining to The Programme and Promotion Requirements of The National Curriculum Statement Grades R - 12
  - National Protocol for Assessment Grades R – 12 National Qualification Framework
- Meeting with teachers involved, pupils and parents.
- Parents to sign a letter of subject change
- Keep detailed records
- File proof of approval

#### **7. Policy review**

This Policy will be reviewed annually.

**Annexure A: Composition of SAT**

	<b>Name</b>	<b>Designation</b>	<b>Role and Responsibilities</b>
1	Elmo van Roon	Deputy Headmaster, Head of CATN Grade 10-12 and IT grade 7-9	Agendas, oversee FET and Senior Phase operations
2	Angela Lovell	HOP FET Phase Grade 11, 12 English, Head of English	Tracking of FET Phase documentation, FET Assessments, Heads SAT in Elmo is absence
3	Roxanne da Cruz	HOP Senior Phase, Grade 7 and 9 Mathematics,	Tracking of Senior Phase documentation, Senior Assessments
4	Anita Grove	Head of Vocational Phase, Head of Afrikaans	Vocational assessments and associated documentation, Tracking of FET documentation, FET Assessments
5	Danielle Desterbecq	Life Science Grade 10-12 and MLIT Grade 10 Subject Head	Assessment support, Tracking of Senior and FET documents, Senior and FET Assessments
5	Victoria Cullen	English HL Grade 10-11 Natural Science Grade 8	Assessment support, Tracking of Senior and FET documents, Senior and FET Assessments, Assisting with Termly Statistics and Schedules

**Annexure B: Composition of SBST**

<b>Name</b>	<b>Designation</b>	<b>Role and Responsibilities</b>
Meagan Meiring	Head of Support, Educational Psychologist	Managing SBS team and related issues, concess case conferences
Mikhail Jansen	Learner Support Coordinator Educational Psychologist	Academic and Emotior support for learners, concessions and mana; College SBST
Jonathan Evans	Academic Support FET Phase	FET Phase support
Retha Kok	Academic Support Afrikaans	Afrikaans support
Mazizi Chembe	Academic Support Senior Phase	Senior Phase support
Gary Sauerma	Academic Support Senior Phase and FET	Senior Phase & FET support
Claire Maher	Educational Psychologist	Senior Phase & FET emotional support

<b>January</b>		<b>Persons responsible</b>
<b>9</b>	<b>Orientation for staff</b>	<b>Headmaster</b>
<b>10</b>	<b>New staff orientation</b>	<b>Headmaster</b>
<b>17</b>	<b>Staff Training</b>	<b>Headmaster</b>
<b>18</b>	<b>Assessment dates to Phase Heads</b>	<b>All Academic Staff</b>
<b>20</b>	<b>Preparation files due for all grades and subjects</b>	<b>All academic staff</b>
<b>21</b>	<b>File check for all subjects</b>	<b>Subject Heads</b>
<b>23</b>	<b>Random book check</b>	<b>Deputy Headmaster</b>
<b>30</b>	<b>Class Observations of new teachers</b>	<b>Headmaster</b>



31	Staff Development	TBA
31 Jan – 10 March	Assessments take place for all grades and subjects 7-12	All teachers
31 Jan – 10 March	Pre and Post-Moderation takes place for all grades and subjects	All teachers
<b>February</b>		<b>Persons responsible</b>
9	Class Observations of new teachers ends	Headmaster
10	School Assessment Team Meeting	SAT members
13	Book check begins	Subject Heads, Phase Managers and Deputy Headmaster
21	Staff Development	TBA
23	Grade 9 and 12 with VOC monthly reports	All academic staff
28	Staff Development	TBA
<b>March</b>		<b>Persons responsible</b>
3	Book check ends	Subject Heads, Phase Managers and Deputy Headmaster
6 - 9	Class visits scheduled	Deputy Headmaster
7	Report Comments	All teachers
10	Mark sheets due	All teachers
10	School Assessment Team Meeting	SAT members
10 - 31	Internal Moderation. (Moderation Reports due)	Subject Heads, Phase Managers and Deputy Headmaster
25 - 31	Grade 12 External Moderation (GDE)	TBA
25 - 31	Schedules and Statistics to GDE submission	Phase Managers and Deputy Headmaster
<b>April</b>		<b>Persons responsible</b>
20	Term 1 Reports to parents	All academic staff
21	School Assessment Team Meeting	SAT members
26	Staff development	TBA
26 April – 30 May	Mid-Year Examination Pre-Moderation	Subject Heads and Phase Managers
<b>May</b>		<b>Persons responsible</b>
18 - 26	Class visits	Subject Heads, Phase Managers and Deputy Headmaster
30	Mid-Year Examination Starts	All academic staff
30	School Assessment Team Meeting	SAT members
<b>June</b>		<b>Persons responsible</b>
15	Mid-Year Examination Ends	All academic staff
20	Marks Due	All academic staff
21 - 23	Internal Moderation of Mid-Year examination	Subject Heads, Phase Managers and Deputy Headmaster
24	Grade 7-11 Pass requirements meeting	All academic staff
26	School Assessment Team Meeting	SAT members
25 - 30	Grade 12 External Moderation (GDE)	TBA
25 - 30	Schedules and Statistics to GDE submission	Phase Managers and Deputy Headmaster
<b>July</b>		<b>Persons responsible</b>
3 - 7	Winter School	All academic staff
25	School Assessment Team Meeting	SAT members
27	Term 2 Reports to parents	All academic staff
28	Staff development	TBA
<b>August</b>		<b>Persons responsible</b>

1 - 28	Assessments take place for all grades and subjects 7-12	All teachers
1 - 28	Pre-Moderation of assessments	Subject Heads, Phase Managers and Deputy Headmaster
7 - 11	Class visits	Deputy Headmaster
8	Invigilation training	All staff
21	Book check begins	Subject Heads, Phase Managers and Deputy Headmaster
22	Staff Development	TBA
25	School Assessment Team Meeting	SAT members
26	Annual Policy Review Meeting	All staff
<b>September</b>		<b>Persons responsible</b>
1	Book check ends	Subject Heads, Phase Managers and Deputy Headmaster
1	Monthly reports	All academic staff
1	School Assessment Team Meeting	SAT members
5	Prelim Starts	All academic staff
23	Promotion Requirement meeting	All academic staff
27	Prelim Ends	All academic staff
27	School Assessment Team Meeting	SAT members
22 - 29	Grade 12 External Moderation (GDE)	TBA
22 - 29	Schedules and Statistics to GDE submission	Phase Managers and Deputy Headmaster
<b>October</b>		<b>Persons responsible</b>
9	Matric Finals Start	All Staff
12	Term 3 Reports to parents	All Teachers
9 Oct – 1 Dec	Pre and Post Moderation ongoing	Subject Heads, Phase Managers and Deputy Headmaster
<b>November</b>		<b>Persons responsible</b>
8	End of year examination Starts	All academic staff
30	End of year examination Starts	All academic staff
<b>December</b>		<b>Persons responsible</b>
1	Marks due	All academic staff
1	Internal moderation ends	Subject Heads, Phase Managers and Deputy Headmaster
1	External Moderation (GDE)	TBA
1	Schedules and Statistics to GDE submission	Phase Managers and Deputy Headmaster

#### RECORD OF CHANGES

<u>Date</u>	<u>Page no, heading, brief description of changes</u>	<u>Entered by</u>
22 Aug & 1 Sept 2015	None	D van Wyk
24 Aug 2016	Point 5.9 added (Appeals against internal assessment)	R da Cruz
24 Aug 2016	Annexure A staff names undated	R da Cruz
24 Aug 2016	Annexure B Composition of SBST updated	R da Cruz
24 Aug 2016	Term 4 planner updated	R da Cruz
2 Nov 2017	Policy rewritten	A Lovell, M Jansen and E van Roon
26/09/2018	Policy Review	Team (Policy Review File)