



Cedarwood School

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ACADEMIC AND QUALITY ASSURANCE POLICY

This policy must be read in conjunction with the POPIA Manual.

Purpose of this Policy:

To guide educators on the academic quality assurance process.

PERFORMANCE MANAGEMENT

Teachers' performance will be managed as follows:

1. EDUCATOR SUBJECT FILE CHECKS

Every educator must have in their possession the following files and documents:

- 1.1 The Revised National Curriculum Statement
- 1.2 The Curriculum Assessment Policy Statement (CAPS) for subject taught
- 1.3 Subject Annual Teaching Plan
- 1.4 Subject Termly Overview
- 1.5 Subject Weekly Planning
- 1.6 Subject Assessment Plan
- 1.7 Subject Marksheets (FET must use GDE supplied marksheets)
- 1.8 Subject Extra Lessons Register
- 1.9 Record of Class Visits by School Management Team

2. ACCOUNTABILITY

- 2.1 The Phase Managers are responsible for heading up the functioning of the phase, calling planning meetings within the grade and guiding the academic functioning in the grade.
- 2.2 The Phase Manager and Class teacher are responsible for overseeing the specific Learning Areas, researching new information, informing of policy and practice, staying in touch with the subject and overseeing the academic functioning of the Learning Area.
- 2.3 The Phase Managers are responsible for the academic functioning of the Phase of education, ensuring that good standards are maintained, that policies and Learning Area Statements are in place, that The Learning Plan reflects the Learning Outcomes and Assessment Standards, that Work Schedules are drawn up, and that there is an Assessment Policy in place. They are responsible for conducting class visits, book checks and for giving feedback to the educators on these matters.
- 2.4 The Deputy Principal is responsible for overseeing that the above structures are in place and that the line of accountability is fed through to him/her.

3. CLASS VISITS

Class visits will be conducted during the course of the year by the SMT. The nature of these visits is to be consultative, supportive and to offer encouragement. The following aspects will be observed, and feedback given:

3.1 Planning and Preparation:

- 3.1.1 Evidence of planning

- 3.1.2 Correlation to Educator Subject File
- 3.1.3 Evidence of differentiation of ability - accommodation and enrichment
- 3.1.4 Evidence of inclusion and individual learning programmes where necessary.

3.2 Organisation of the learning environment

- 3.2.1 Appearance of the classroom as being conducive to learning
- 3.2.2 Clarity of lesson or activity
- 3.2.3 Use of resources and additional material
- 3.2.4 Variation in presentation to cater for different learning styles
- 3.2.5 Evidence of learner participation and involvement
- 3.2.6 Evidence of group work in co-operative and collaborative tasks
- 3.2.7 Evidence of cross-curricular integration
- 3.2.8 Evidence of weekly planning as working document
- 3.2.9 Evidence of assessment tasks
- 3.2.10 Evidence of continuous assessment (marksheets)
- 3.2.11 Display learner workbooks
- 3.2.12 Availability of, and access to, resources for learners to explore, investigate, manipulate, according to relevance to the Learning Area and the requirements of the curriculum.

3.3 Classroom relationships:

- 3.3.1 Involvement of the teacher and learners in the lesson and activities
- 3.3.2 Teacher's rapport with the class
- 3.3.3 Rapport with the individual learner
- 3.3.4 Teacher's attributes which support the learning process
- 3.3.5 Classroom atmosphere in terms of behaviour and focus
- 3.3.6 Teacher's professional conduct and appearance

3.4 Class Visit Assessment Forms will be completed and discussed with each teacher.

4. BOOK CHECKS

Book checks at least once a term by the subject head, reporting to the phase manager.

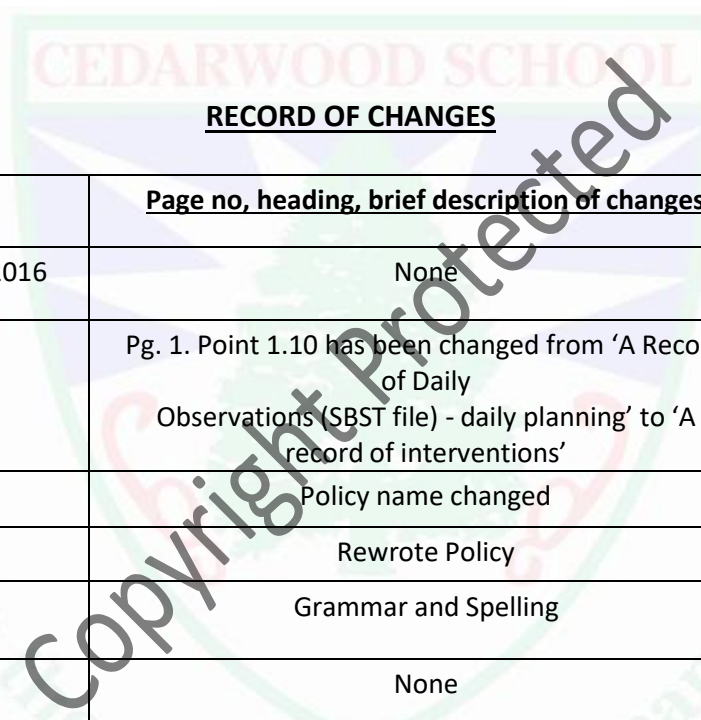
The following aspects will be observed:

- 4.1 Correlation to the educator subject file
- 4.2 Evidence of differentiation of ability
- 4.3 Evidence of Inclusion and Individual Learning Programmes where necessary
- 4.4 Evidence of variety of tasks
- 4.5 Evidence of original work
- 4.6 Evidence of group co-operation on certain tasks
- 4.7 Evidence of collaborative learning when appropriate
- 4.8 Standard of work appropriate to grade
- 4.9 Volume of work appropriate to grade
- 4.10 Appearance and presentation of work done by learners
- 4.11 Books marked by educator on completion of tasks
- 4.12 Appropriateness of written comments to learners
- 4.13 Evidence of improvement or modification by learners

- 4.14 Evidence of self-assessment
- 4.15 Quality of worksheets and photocopied notes
- 4.16 Book check assessment forms will be completed and discussed with each teacher.

5. PERSONAL ASSESSMENT MEETING

A feedback and discussion session to follow soon after, aimed at supporting, leading and guiding the educator, hearing concerns, obstacles, opportunities and possibilities to enrich the teaching experience.



RECORD OF CHANGES

<u>Date</u>	<u>Page no, heading, brief description of changes</u>	<u>Entered by</u>
22 Aug & 1 Sept 2016	None	D van Wyk
23 Aug 2016	Pg. 1. Point 1.10 has been changed from 'A Record of Daily Observations (SBST file) - daily planning' to 'A record of interventions'	R. da Cruz
1 Nov 2017	Policy name changed	A Lovell
1 Nov 2017	Rewrote Policy	A Lovell
Sept 2018	Grammar and Spelling	Team – (Policy Review File)
Sept 2019	None	Management
Sept 2020	This policy must be read in conjunction with the POPIA Manual.	Management
Sept 2021	None	Management
Sept 2022	None	Management
Oct 2023	None	Management