Cedarwood School

Evaluation, Monitoring and Evaluation Design and development of learning Programmes Policy

This policy must be read in conjunction with the POPIA Manual

Reporting on the Quality of Delivery and Quality Assurance of Teaching and Learning.

Purpose of the Policy:
Cedarwood School commits to the following: That all activities of the organisation will be carried out in a systematic manner in accordance with defined and documented policies and procedures; will meet applicable legislative requirements; will be visible and measurable and will ensure that the needs of learners are met.

Cedarwood School realises that quality is the responsibility of all Cedarwood School associates and staff. The school will promote a quality culture within the organisation by means of sharing information, including staff in decision making, and delegating specific quality management functions to suitably skilled and competent persons.

1. **Teaching and Learning in the context of the School**
1.1 **Curricula offered:**
   - Academic
   - Vocational
1.2 Academic Subjects offered:
1.2.1 Senior Phase:
   - English HL
   - Afrikaans FAL
   - isiZulu
   - Mathematics
   - Economic and Management Sciences
   - Arts and Culture
   - Social Sciences
   - Life Orientation
   - Information Technology
   - Natural Science
   - Technology

   1.2.2 FET Phase:
   - English HL
   - Afrikaans FAL
   - isiZulu
   - Mathematics
   - Mathematical Literacy

- Business Studies
- Visual Arts
- Dramatic Arts
- Geography
- Computer Applied Technology
- Life Sciences
- Life Orientation

1.3 Vocational Pathway
- End User Computing (NQF 3)
- Early Childhood development (NQF 4)
- New Ventures – Starting a Business (part of NQF 2 qualification)
  - Elective 1: Beauty
  - Elective 2: Computer Skills
- Vocational Skills (Internal Programme/Individual Learning Plan)

1.4 Subject Heads
- **Danielle Desterbecq:**
  - Mathematics and Mathematics Literacy
  - Natural science and Life science
- **Doburn Mudziviri**
  - Geography
  - Social sciences
  - Economic management sciences
  - Business studies
- **Maritza van de Merwe**
  - First additional languages
- **Angela Lovell**
  - English (HL)
  - Arts
  - Life orientation
- **Elmo van Roon**
  - Computer Applications Technology
  - Technology
  - Computers (grade 7-9)

1.5 Phase Heads
- **Roxanne da Cruz – Senior Phase Head**
- **Angela Lovell – FET Phase Head**
- **Anita Grove – Vocation Phase Head**

1.6 Deputy Principal: Mr Elmo van Roon

1.7 Principal: Dr Phillip Kotze

1.8   Curriculum Assessment Policy Statement (CAPS)

Cedarwood College designs and delivers learning programmes and assessments for the qualifications it offers in accordance with the policy requirements of the qualifications as registered on the General and Further Education and Training Phase, and provides appropriate support for learning.

1.9 The school conducts and takes responsibility for the standard of internal
continuous assessment.
The school is registered as a Grade 12 examination centre that undertakes external assessment in compliance with the directives of the

national policy that governs the qualification, policies and directives of Umalusi Council and the relevant assessment body.

1.10 The quality of the school's teaching, learning and assessment is effectively monitored for improvement.

1.11 School results and school performance are evaluated and used to inform continuous
improvement in the quality of provision with specific reference to the quality of learner achievements and assessment outcomes, and stakeholder satisfaction levels.
This is done using statistics in the FET Phase as well as the Progress and Promotion schedules.

2. The Policy for the Development of Learning Programmes and the Monitoring and Reporting thereof: Academic Pathway

2.1 CAPS:
The teacher implements the CAPS document, which is a standardised document, and the implementation is monitored by the relevant Subject Head. The planning and delivery of the CAPS document is ongoing and is subject specific. The teacher will include Accommodation and Enrichment tasks. The teacher will accommodate learners on an Individual Education Plan (I.E.P). Evidence of this is provided in the form of the actual CAPS document, CAPS aligned textbooks and workbooks, and planning which meets the CAPS requirements. School Based Assessment (SBA) tasks and pre and post-moderation of these tasks also provide evidence of this. School reports provide a further form of evidence.

2.2 TEXTBOOKS:
Textbooks are either prescribed by the Department of Education or are chosen by the subject teacher, or Subject Head. The selection is usually made in the second half of the academic year. Textbooks are selected either from the Learner Teacher Support Material (LTSM) lists provided by the Department of Education, or from Information Technology Schools Innovations (ITSI), and the various publishing houses.   All textbooks selected are CAPS aligned. Textbooks used in previous years are also evaluated for suitability. All textbooks selected are at the appropriate levels and facilitate ease of teaching and learning.

2.3 PUPIL WORKBOOKS:
The subject teacher and the pupils are responsible for the quality and content of the work in the pupils' workbooks. The content of the workbooks will be subject specific. The monitoring of the quality of the work will be done by the subject teacher according to internal departmental marking and working guidelines. The monitoring of the workbooks is to be done by the Subject Heads. and /or the HOP. The workbooks will be checked to see if work has been done according to the term plan, that the work done is CAPS compliant and that the workbooks have been marked. This will be recorded on a Book Check form in the first and third terms.

2.4 ITSI:

The IT Department is responsible for liaising with ITSI re the delivery and ongoing provision of the service to the College and the pupils. Parents are responsible for the payment of e-books and tablets. Teachers are responsible for the choice and usage of the CAPS compliant materials. All materials and books used will be subject specific. This is a necessary development as it ensures that the College is keeping up with technological advancement, is taking into consideration environmental concerns and is offering additional support to pupils who have barriers to learning. The monitoring of the usage of the software can be done through the ITSI utility, staff training registers and reports.

2.5 OTHER RESOURCES:

(Library, Classroom Aids, etc) The teachers, HOPs and Subject Heads will be responsible for the choosing and acquisition of these resources. The resources chosen will be subject specific.

The materials sourced will need to be CAPS related materials which supplement the CAPS curriculum. The materials can be put on display or used by the pupils (as in case of the library). These resources will assist pupils with barriers to learning. The evidence of usage of these resources will be noted in class observations, and will be on display in classrooms. The library will have a record of books borrowed by pupils and teachers alike. This will be kept by the teacher in charge of running the library.

2.6 PREPARATION FILE CONTENT:

Teacher's Preparation files are the responsibility of the subject teacher. The files need to contain the following documents for each subject: the CAPS document; an annual overview of the curriculum; the Annual Teaching Plan for that subject; the Assessment Plan for each term; the Weekly/Daily records for the subject; examples of worksheets used (these can be kept in a separate file).

The purpose of the Preparation file is to ensure that the work covered is CAPS aligned and that the correct content is being covered. The term plans and weekly/daily records act as a pace setter to ensure that the content is covered timeously. Monitoring of the Teacher's Preparation file is done by the Head of Phase (HOP) or the Subject Head. This is done at the beginning of each term. A file feedback form from the HOP or the Subject Head will give comment on, and guidance to, the subject teacher.

2.7 WEEKLY PREPARATION/ DELIVERY OF LESSONS:

The weekly preparation of lessons will be guided by the CAPS document. The subject teacher will ensure that records of lessons taught are kept and recorded on a weekly/daily planner. These records will help to ensure that the content of the lessons is CAPS aligned and that content is being covered at the required pace. Book checks of the pupils' books will serve to monitor this so too will classroom observations. Weekly/daily planner should correlate with the dated work in the pupils' books.

2.8 ASSESSMENTS:

The subject teacher is responsible for the setting of the assessment tasks. The nature of the task is determined by the CAPS document. The HOP and the Subject Head will moderate the School Based Assessment (SBA) file; this will in turn be moderated by external moderators (FET Phase). The Formal Assessment Programme is subject specific and consists of: tests, examinations, and assignments. The quality of these assessments is assured by pre and post moderation of the assessments, the memoranda and the marking process. A weighting grid for each assessment is done. This too, is subject specific. In the FET Phase, a statistical analysis is carried out. An assessment establishes whether or not a

learner has met the pass requirements for a specific subject and it helps to identify areas of strength and weakness in the individual as well as the group. Evidence of the assessment results is kept in the form of mark sheets, the subject SBA files, the promotion schedules and the statistics done in the FET phase. An assessment letter is sent by the HOP to parents at the beginning of each term/examination period, to notify them of the assessment programme for the coming term. (Refer to Assessment Policy).

3. Policy for the Development of Learning Programmes and the monitoring and reporting thereof: Vocational Core Pathway

3.1 UNIT STANDARDS/OUTCOMES:
The Unit Standards and outcomes are provided by the external service provider for each course. Internally, the facilitator, teacher and assessor will ensure that these are adhered to. The Head of Phase (HOP) will check to see if this is being done correctly by checking teachers and pupil's portfolios once a term. The requirements for the portfolios are course specific. All the portfolios will need to contain a copy and evidence of the prescribed tasks as well as a summative assessment. In the EUC course a hard copy of the evidence, a soft copy and a back-up of the soft copy are required. All tasks and assessments must be in both the teacher's and pupils files. An external moderator from the service provider will evaluate the work done every 6 months.

3.2 MANUALS/STUDY GUIDES:
The manuals and study guides are provided by the service provider.
The course work supplied by the service provider, and the service provider itself, will be evaluated in July every year. This evaluation will be done by gaining input from the relevant teachers and the HOD. This evaluation will be recorded in minutes and on an evaluation form.

3.3 OTHER RESOURCES:
The use of resources other than those provided by the service provider will be at the discretion of the teacher and the HOP. Additional resources can be drawn from books, ITSI and the internet. Teaching aids can also be used.
The use of these additional resources will be monitored by the HOD when doing termly portfolio checks and when doing classroom observations. This will be recorded in a portfolio check report and a classroom observation report.

3.4. ASSESSMENTS:
Assessment in the Vocational Core Pathway is ongoing. Assessments are externally set by the service provider and are supplied with the course material. The assessments are conducted by the teacher/assessor and the HOD. Copies of all assessments and assignments, as well as evidence of practical assessments done, are kept in the teacher's and pupils' files. Should an assignment be considered as inappropriate for the Cedarwood environment or pupils, it can be changed or adapted. This change needs to be externally moderated before it can be given to the pupils.
Once a term, the HOP will check the teacher's and pupils' assessment files. The HOP will send an assessment report to the service provider. The pupils will receive an internal school report and a service provider report at the completion of the course.

RECORD OF CHANGES

Date	Page no, heading, brief description of changes	Entered by
2017-09-14	**None**	R Da Cruz
2018-03-15	**1.2.1 Senior Phase:** Added technology	E van Roon
2018-03-15	1.3 **Vocational Pathway** Updated	E van Roon
2018-03-15	1.4 **Subject Heads** Updated	E van Roon
2018-03-15	1.5 **Phase Heads** Updated	E van Roon
2018-03-15	1.6 **Deputy Principal** Update	E van Roon
2018-03-15	**1.3 TEXTBOOKS & EBOOKS:** Took out EBOOKS	E van Roon
2018-09-25	**1.4** Numbering	Team-(Policy Review File)
2019-09-30	**None**	P Kotze
11/09/2020	**POPIA**	Management
13/09/2021	**None**	Management
11/11/2022	**None**	Management
09/10/2023	**None**	Management

ISASA
UMALUSI ACCREDITATION
No. 17 SCH01 00304