Cedarwood School

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ASSESSMENT POLICY

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

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 pupils 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

South African Assessment Bodies

In South Africa, educational assessments for Grades 10-12 are administered by accredited assessment bodies that are quality assured by Umalusi, the Council for Quality Assurance in General and Further Education and Training. Umalusi ensures that all assessments meet the national standards and that the qualifications issued are credible and recognized both locally and internationally.

Recognized Assessment Bodies

There are three main assessment bodies recognized by Umalusi for the National Senior Certificate (NSC):

1. **Department of Basic Education (DBE)** – The public assessment body for government schools
2. **Independent Examinations Board (IEB)** – A private assessment body serving independent schools.
3. **South African Comprehensive Assessment Institute (SACAI)** – A private assessment body primarily serving distance education providers and homeschooling institutions.

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All three assessment bodies follow the same Curriculum and Assessment Policy Statements (CAPS) and issue the same National Senior Certificate qualification, which is recognized by South African universities and international institutions.

SACAI Common Examinations (Grades 10-12)

The South African Comprehensive Assessment Institute (SACAI) provides examination and assessment services for learners in Grades 10, 11, and 12 who are registered with distance education providers or homeschooling institutions. SACAI was established to address the growing demand for quality external summative assessments in distance education.

SACAI Assessment Structure

1. **School-Based Assessment (SBA)**: Learners must complete continuous assessment tasks throughout the year, including tests, assignments, and practical tasks. SBA marks are subject to internal and external moderation to ensure credibility and consistency.
2. **Common Examinations**: SACAI administers formal examinations for Grades 10, 11, and 12. All examinations must be written in person at registered examination centres within South Africa under the supervision of approved invigilators.
3. **Final NSC Examinations**: At the end of Grade 12, learners write the National Senior Certificate examinations, which are set and administered by SACAI. These examinations are quality assured and moderated by Umalusi, the same body that oversees DBE and IEB examinations.

SACAI Examination Requirements

- Learners must have successfully completed Grades 10 and 11 before progressing to Grade 12
- All examinations must be written according to the published timetable.
- Learners must have valid identification (ID, passport, or study permit) to write NSC examinations.
- School-Based Assessment (SBA) tasks must be completed for all subjects.
- SBA marks are valid for three years from the date of first writing NSC examinations.

Umalusi Quality Assurance

Umalusi is the statutory body responsible for quality assurance in General and Further Education and Training in South Africa. Umalusi's responsibilities include:

Key Umalusi Functions

- **External Moderation**: Umalusi moderates all question papers before examinations to ensure they comply with the curriculum and assessment policy documents and are of appropriate standard.
- **Standardisation of Results**: Umalusi conducts statistical standardisation of examination results to account for variations in question paper difficulty and marking standards across years. This process has been used in South Africa since 1918 and ensures fairness across different cohorts of learners.
- **Certification**: Umalusi issues the National Senior Certificate to successful candidates from all assessment bodies. There is only one NSC certificate, regardless of which assessment body administered the examination.
- **Quality Assurance**: Umalusi monitors the entire examination process, including the setting of papers, administration of examinations, marking processes, and release of results to ensure credibility and integrity.

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NSC Pass Requirements

To obtain a National Senior Certificate, learners must:

1. Offer a minimum of seven subjects including one Home Language, one First Additional Language, Mathematics or Mathematical Literacy, and Life Orientation
2. Achieve at least 40% in three subjects (one must be an official Home Language)
3. Achieve at least 30% in three other subjects.
4. Complete all School-Based Assessment requirements.

Different pass types exist depending on achievement levels, including Bachelor Pass (university entrance), Diploma Pass, and Higher Certificate Pass, each with specific percentage requirements for university or college admission.

Technical Occupational Curriculum (Prevocational)

The Technical Occupational stream is part of South Africa's Three Stream Model, which provides learners with different educational pathways: Academic, Vocational, and Technical Occupational. The Technical Occupational curriculum is designed for learners who benefit from hands-on, occupationally-oriented learning and aims to prepare them for specific trades and occupations.

Programme Overview

The Technical Occupational curriculum is primarily offered in Schools of Skills and selected ordinary schools. It combines academic foundation subjects with practical occupational training to develop both theoretical knowledge and hands-on competencies in specific occupational fields.

Curriculum Structure

The Technical Occupational curriculum spans Years 1-4 and includes:

- **Foundation Subjects**: Home Language, First Additional Language, Mathematics (or Mathematical Literacy), Life Skills (including Personal and Social Well-being), and Natural Sciences and Technology
- **Vocational / Occupational Learning Areas**: Practical training in specific trades such as welding, woodworking, metalwork, food production, hospitality, automotive services, agriculture, construction, and other occupational fields
- **Information and Communication Technology (ICT)**: Compulsory for all learners, offered either as a stand-alone subject or integrated across various subjects.

Assessment Framework

Assessment in the Technical Occupational stream includes both academic and practical components:

- **Continuous Assessment (School-Based Assessment)**: Ongoing evaluation of learner performance in both academic subjects and practical occupational tasks throughout the year
- **Practical Skills Assessment**: Evaluation of direct competencies in workshop and occupational settings, including practical demonstrations and project work.
- **Formal Assessments**: Written tests and examinations integrated throughout each term to assess theoretical knowledge and understanding.
- **Moderation**: All assessments are subject to internal school-based moderation and external moderation by Umalusi to ensure quality and consistency

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General Education Certificate (GEC)

Upon successful completion of the Technical Occupational curriculum, learners are awarded the General Education Certificate (GEC), which is registered at NQF Level 1. The GEC provides:

- A standardised benchmark for learners' knowledge and skills across various subjects
- Access to further education at Technical and Vocational Education and Training (TVET) colleges
- Eligibility for learnerships and apprenticeships in the learner's field of specialisation
- Foundation for basic employment opportunities in occupational trades

Quality Assurance and Certification

The Technical Occupational curriculum is quality assured by Umalusi, which ensures that:

- The curriculum meets national standards and aligns with NQF requirements.
- Assessment practices are fair, reliable, and valid.
- Both practical and theoretical assessments are properly moderated
- The GEC qualification is credible and recognized nationally.

Promotion Requirements

To be promoted to the next year or to receive the GEC qualification, learners must:

- Complete a minimum of nine subjects including the compulsory foundation subjects.
- Satisfy with the promotion requirements as stipulated in the curriculum.
- Demonstrate competence in both theoretical knowledge and practical skills.
- Successfully complete all required continuous assessment and formal assessment tasks

2. Vision and Mission of Assessment

2.1 Assessment Vision

Every pupil 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 pupil performance. To ensure that Individual Education Programme (IEP)/ Pre-VOC assessments are in place and are in line with individual pupil needs.

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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 Teacher 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
  - Pupil 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)

3.3.2 Pupils at risk

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

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4 Pupil profiles

4.1 Pupil profile files (Black files and ed-admin)

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.
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/examination 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 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 assured 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.

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- Internal Formal examinations are written in November for Grades 7 to 9.
  - 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 CAPSdocument 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

5.4.1 FET Phase: In the FET phase, examination all common exams will be externally set by SACAI.

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 participates in decision making processes.
- If irregularities occur in Grade 12, representatives from SACAI 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 data with respect to internal assessments.
- Any other irregularity related to internal assessments.
- A candidate who refuses to abide by any or all the minimum requirements in respect of thecompilation 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 orunseemly manner despite a warning.
- A candidate who acts dishonestly during an assessment.
- Irregularities involving teachers and other assessment officials during internal assessment orPractical Assessment Tasks and
- A teacher who acts dishonestly when assessing candidates or compiling marks.

5.6 Analysis of results

5.6.1 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.

5.6.2 Diagnostic analysis should inform intervention strategies.

5.6.3 Analysis should be utilized to support pupils and to improve teaching and learning.

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5.7 Intervention

5.7.1 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 thatthe 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 following levels:

- School-based moderation
- SACAI moderation for Grades 10-12
- Umalusi moderation (external quality assurance)

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.
- Subject Heads, HOPs, and Deputy Principal must closely monitor this.

5.8.3 Pre- moderation

- This involves moderating a formal task before it is given to pupils.
- ALL formal tasks should be pre-moderated, and evidence is kept in the Teacher's SBA file
- NO formal SBA or PAT/RAT task should be administered before pre-moderation has been conducted and the task signed off by the designated moderator and phasehead.
- ALL formal SBA or PAT/RAT tasks must be submitted for pre-moderation to the relevant co- teacher and Head of Phase at least two weeks before the date of the task as indicated on the School Assessment Plan.

5.8.3.1 Pre-Moderation Procedure:

The delegated moderator will carefully moderate the draft task and ensure that.

- The following documents are provided: question paper, memorandum, the weighting grid, pre- moderation form and the moderation plan.
- The moderator will check the following.
  - The content of the task is aligned to CAPS.
  - The spread of levels according to Bloom's Taxonomy, 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, numbering, typing or totaling errors).
  - ALL diagrams and pictures are depicted clearly.
  - The finalized printed task is of a good quality to ensure that pupils are NOT disadvantagedwhen they completed the task.
  - The memorandum must correspond to the question paper.
- Changes are made where necessary and returned to the subject teacher within 3 days of the taskhaving been submitted.
- The teacher will implement the suggestions made by the moderator and return the

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adjusted taskto the moderator within 3 days.

- The moderator will ensure that ALL changes suggested have been implemented by the teacherand will approve and sign the task and moderation plan as quality assured.
- The subject teacher will submit the pre-moderation form, all drafts of the assessment, memorandums, weighting grid and signed moderation plan for final checking.
- The Phase Head will check the following.
  - The content of the task is aligned to CAPS.
  - The spread of levels according to Bloom's Taxonomy, 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, numbering, typing or total errors).
  - ALL diagrams and pictures are depicted clearly.
  - The finalized printed task is of a good quality to ensure that pupils are NOT disadvantagedwhen completed the task.
  - The memorandum must correspond to the question paper.

- If no changes are required, the Phase Head will sign the moderation plan and the front page of the task under the moderator's signature.
- The approved task is then returned to the teacher who will ensure that the correct number ofcopies are made, placed in envelopes and locked away.

5.8.3.2 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 complete Statistical and Diagnostic Analysis Report.
- Moderators are expected to remark on 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 necessaryusing the post-moderation form.

5.8.3.3 External Moderation

- Deputy Principal to ensure that school adheres to external Moderation Management plans

5.8.3.4 Moderation reports

- Copies of all school, the Deputy Principal must keep all electronic external moderation reports. Internal and external moderation forms to be kept in teacher files.

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5.9 Annual Assessment Forecast

A working document for very 1st page of workbook. This document containsinformation to be assessed.

5.9.1 Standard across Subjects + Grades.

5.9.2 Teachers use it as a Template.

5.10 Appeals Against Internal Assessments

Cedarwood School is committed to ensuring that whenever it's staff assess students' assessment tasks, thisis 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 assessmentand 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 endof the last assessed paper in the examinations.
2. Appeals should be made in writing to the Academic Deputy Principal or Head of Phase, who willinvestigate the appeal.
3. The Academic Deputy Principal or Head of Phase will decide whether the process used for theassessment conforms 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 anychanges 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 willbe 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 Ed-Admin. Manual recording on mark sheetsis done throughout the term, and marks are entered onto Ed-Admin 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 inrecording a pupil's progress.

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5.11.2 Reporting

The process is as follows:

- The report is standardized, 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. Term meetings are arranged involving parents, HOPs, Head of Support, in somecases 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 wherebytheir 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, and 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

Name	**Designation**
Renel Pillay	**Deputy Principal**
Angela Lovell	**Head of Phase**
David Thomson	**Head of Phase**
Mazizi Mjamba	**Head of Phase**

Annexure B: Composition of SBST

Name	**Designation**
Saffiya Nagdee	**Head of Support**

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Andrea Nicolaou	**Educational Psychologist**
Jonathan Evans	**Learning Support**
Bessie Fourie	**Learning Support**
Prudence Mosebi	**Learning Support**
Daisy Mothoni	**Learning Support**

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RECORD OF CHANGES

Date	Page no, heading, brief description of changes	Entered by
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)
04/04/2019	Points 5.8.2 and 5.8.2 was amended	Management
11/09/2020	None	Management
13/09/2021	None	Management
27/09/2022	Senior Phase does not do external exams. Removed part of point 5.4	D Thomson
25/10/2022	Changed 'learners' to pupils and éducators 'to 'teachers. Spacing corrections.	College Management
09/11/2023	None	Management
20/09/2024	None	Management
3/11/2025	Updated to include the TOC programme	Management

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