

BOSTON PRIMARY SCHOOL

ASSESSMENT POLICY

A THE ASSESSMENT POLICY IS INFORMED BY THE FOLLOWING LEGAL FRAMEWORKS:

- 1 South Africa Schools Act (Act 84 of 1996)
- 2 The National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R – 12 (NPPPR)
- 3 National Protocol for Assessment Grades R – 12 (NPA)
- 4 The Regulations pertaining to the National Curriculum Statement Grades R – 12 (Government Gazette 36041)
- 5 National Policy on Assessment and Qualifications for Schools in the General Education and Training Band (Grade 7)(Government Gazette 29626)
- 6 WCED minute 0012/2008 -The establishing of a School Assessment Irregularities Committee (SAIC), based on Gazette 30048 of 2007, and Gazettes 29626 and 29467 of 2007.
- 7 The CAPS documents for all subject areas,

B PURPOSE OF THE POLICY

- 1 To promote academic excellence. It is important that learners know what knowledge and skills are being assessed and feedback should be provided to learners after assessments to enhance the learning experience.
- 2 To ensure that assessments are conducted in a fair manner for the learners to achieve the best results.
- 3 To ensure the integrity of the assessment and thus the results.
- 4 To ensure that all classes follow the same procedure with regards to tests, examinations and SBA to ensure that the system is fair and transparent.
- 5 To provide regular and insightful feedback to parents on the academic progress of their child
- 6 To identify barriers to learning timeously, which will then inform the intervention strategies required to assist the learner.

C WEIGHTING OF SCHOOL BASED ASSESSMENTS AND EXAMINATIONS

Grades	School Based Assessment (SBA)	End of year examination
R – 3	100%	-
4 – 6	75%	25%
7	40%	60%

C ASSESSMENT TASKS AND EXAMINATIONS

- 1 The purpose of an end of year examination is to provide reliable, valid and fair measures of the achievements of learners in the subjects offered from Grade 4 onwards.
- 2 Formal Assessment Tasks which might include projects, tasks, examinations, laboratory work, class tests etc. will be used to determine the learners' progression/promotion status.
- 3 Informal assessment that might include observation, discussion, question and answer sessions, etc.
- 4 Informal assessments may be used if a learner does not write an examination with a valid doctor's certificate.
- 5 Diagnostic and Baseline assessments will be used to identify learners with barriers to learning and make arrangements for support, remediation or calling for Support Services assistance.
- 6 The School will provide an Annual Assessment Task programme that complies with the number of formal assessment tasks per subject for Grades 4 – 7 and inform parents and learners of this programme on a termly basis.
- 7 Teachers must keep a portfolio of documents related to assessments.
- 8 Teachers are required to keep progression schedules (electronically for Grades R – 7).
- 9 Recorded assessments will be to inform parents and other role-players via four formal reports. These reports will utilize National Rating Codes, descriptors and comments as well as Percentages

RATING CODE	DESCRIPTOR	PERCENTAGE
7	Outstanding Achievement	80 – 100%
6	Meritorious Achievement	70 – 79%
5	Substantial Achievement	60 – 69%
4	Adequate Achievement	50 – 59%
3	Moderate Achievement	40 – 49%
2	Elementary Achievement	30 – 39%
1	Not Achieved	0 – 29%

D PROGRESSION / PROMOTION REQUIREMENTS

Grade R

A learner in Grade R in the Foundation Phase must offer the following three (3) subjects:

- a) English Home Language
- b) Mathematics
- c) Life Skills, comprising Beginning Knowledge, Creative Arts, Physical Education and Personal and Social Wellbeing,

The following are guidelines for determining a learner's progress in Grade R:

- a) Adequate Achievement (Level 4) in English Home Language level and
- b) Moderate Achievement (Level 3) in Mathematics

Grades 1 –3

A learner in Grade 1 - 3 in the Foundation Phase must offer the following three (3) subjects:

- a) English Home Language
- b) Mathematics
- c) Life Skills, comprising Beginning Knowledge, Creative Arts, Physical Education and Personal and Social Wellbeing,
- d) Afrikaans First Additional Language

The following are guidelines for determining a learner's progress in Grade 1 – 3:

- a) Adequate Achievement (Level 4) in English Home Language level
- b) Moderate Achievement (Level 3) in Afrikaans First Additional Language level and
- c) Moderate Achievement (Level 3) in Mathematics

A learner who does not meet the requirements for promotion can be progressed to the next grade in order to prevent the learner being retained in the Foundation Phase for longer than four years, excluding Grade R.

Grades 4 – 6

A learner must offer and complete six (6) subjects for each of Grades 4 –6 as listed

- English Home Language
- Afrikaans First Additional Language
- Mathematics
- Natural Sciences and Technology
- Life Skills
- Social Sciences

A learner who does not meet the requirements for promotion can be progressed to the next grade in order to prevent the learner being retained in the Intermediate Phase for longer than four years.

1. Promotion from grade to grade through this phase within the appropriate age cohort should be the accepted norm, unless the learner displays a lack of competence to cope with the following grades work.
2. The following are guidelines for determining a learner's promotion from Grade 4 to 6 in the Intermediate Phase:
 - a. Adequate Achievement (Level 4) in English Home Language.
 - b. Moderate Achievement (Level 3) in Afrikaans First Additional Language
 - c. Moderate Achievement (Level 3) in Mathematics,
 - d. Moderate Achievement (Level 3) in any other two (2) of the remaining approved subjects
 - e. Immigrant learners may be exempted from achieving one official language provided they obtain Moderate Achievement (Level 3) in all three (3) of the remaining subjects.
 - f. A learner may only NOT progress once in the Intermediate Phase in order to prevent the learner being retained in this phase for longer than four years.
 - g. A learner who is not ready to perform at the expected level and who has been retained in the first phase for four (4) years or more and who is likely to be retained again in the second phase for four (4) years or more, should receive the necessary support.

3. Learners will be assessed internally according to the requirements specified in the policy document National Protocol for Assessment Grades R – 12 and the Curriculum and Assessment Policy Statements of the required subjects.
4. School Based Assessment (SBA) is a compulsory component of the promotion marks. The SBA component conducted during the year must be 75%, and the final examination component 25% of the promotion mark.

PROMOTION REQUIREMENTS FOR GRADE 7

A learner who does not meet the requirements for promotion can be progressed to the next grade in order to prevent the learner being retained in the Senior Phase for longer than four years.

1. Learners in Grade 7 will be promoted from grade to grade if they have offered nine (9) subjects and have complied with the promotion requirements in eight (8) of the subjects provided the School-Based Assessment component of the ninth subject has been completed.
2. The following are guidelines for determining a learners promotion from Grade 7 to 8 in the Senior Phase:
 - a Adequate Achievement (Level 4) in English Home Language
 - b Moderate Achievement (Level 3) in Afrikaans First Additional
 - c Moderate Achievement (Level 3) in Mathematics
 - d Moderate Achievement (Level 3) in any three (3) of the other required subjects
[or] and Elementary Achievement (Level 2) in any two (2) of the other required subjects
 - e Immigrant learners may be exempted from achieving one official language provided they obtain at least an Elementary Achievement (Level 2) in all three (3) the remaining subjects
 - f A learner may only be retained once in the Senior Phase in order to prevent the learner being retained in this phase for longer than four years.

E IRREGULARITIES

1. Irregularities concerning learners must be dealt with in WCED minute 0012/2008 -The establishing of a School Assessment Irregularities Committee (SAIC), based on Gazette 30048 of 2007, and Gazettes 29626 and 29467 of 2007
If a learner is suspected of cheating:
 - a Remove the answer sheet and write the time on the page.
 - b Issue another answer sheet/folio paper. The learner continues to write the test on the new answer sheet/folio paper.
 - c At the end of the test, take the learner and the sheet to the Deputy Principal or Head of academics.
 - d The irregularity will be dealt with in accordance to the policy of the irregularities committee.

F ORIGINALITY OF LEARNER'S WORK

- 1 To avoid plagiarism and unfair usage of resources, **NO computer generated, verbatim copying or photocopied data and illustrations will be accepted** as the learner's own work. Learners will be guided to acquire the skills of summarising and paraphrasing
- 2 Copying of work from others and/or intrusive parental or other assistance does not contribute to a learner's development of skills and competence.
- 3 Plagiarism in any form is a serious offence and will not be tolerated. Zero marks will be awarded for work copied from resources or from other learners, or for information downloaded or copied from the internet.
- 4 All sources used in assignments have to be acknowledged in a properly constructed bibliography or reference list.
- 5 Work that has been plagiarised or copied from another learner must be referred to the head of Academics. The work and learner concerned will be referred to the irregularities committee. If the learner is found guilty of plagiarising or copying work they may be given zero and may be punished in terms of the code of conduct. The learner may be given an opportunity to redo the work and the mark will then only be calculated in the final SBA at the end of the year.

G INTERVENTION

- 1 Comments/feedback are to be given by educators to individual learners either written (e.g. on the learner's work or in the learner's book) or verbally.
- 2 Problems are to be communicated to parents on a regular basis by inter alia
 - a. Parent/Teacher evenings
 - b. Special meetings with parents or a specific grade
 - c. Letter of concern requesting specified parents to meet with their child's teachers
 - d. Daily report
- 3 The SBST (School Based Support Team) is responsible for dealing with learners requiring intervention with the support of the class or subject teacher.
- 4 Learners identified as requiring intervention will be required to attend these sessions during the Sport and Culture period. Parents will be informed via a letter about the subject, day and time of intervention.
- 5 All other intervention will take place in class.

H LEARNERS WHO ARE ABSENT FOR AN ASSESMENT TASK.

- 1 A learner who misses an assessment with a valid reason:
 - a. A letter of excusal or doctor's certificate must be presented to the teacher on the day the learner returns to school. This letter must be kept with the learner's record of assessment.
 - b. The learner will be provided one additional opportunity to write the assessment provided that there is sufficient time to do so. In the event that time constraints inhibit the completion of the assessment task/s, the learner will be evaluated on his/her SBA that had been completed.
 - c. When a learner does not have a sufficient SBA tasks to determine a valid mark, the learners average mark for the subject will be allocated to him/her.

- d Learner s given and additional opportunity to complete an assessment task but still does not complete the task or hand in the task will be given zero (0). Parents will be informed via a letter by the teacher of this decision
- 2 A learner who misses an SBA task WITHOUT a valid reason:
- a The learner is given zero (0) for the task and the parents will be informed via a letter by the teacher of this decision
- 3 Valid reason” in this context includes the following:
- a illness supported by a valid medical certificate, issued by a registered medical practitioner;
 - b humanitarian reasons, which includes the death of an immediate family member, supported by a death certificate;
 - c the learner appearing in a court hearing, which must be supported by written evidence; or
 - d any other reason as may be accepted as valid by the Head of the Assessment body or his or her representative.

SIGNATURES

SGB Chairman	SGB Secretary	Principal
R Ismail	N Weintein	N Mangalparsad
Date:	Date:	Date: