Laerskool Vryburg



ASSESSMENT POLICY

1. INTRODUCTION

This policy follows the guidelines and aims as established by the SASA, the SAGs, and policies regarding assessment as set out by the DBE.
This policy also embodies the ethos and Mission Statement of Stellaland Primary school. This policy will be implemented for all grades in which CAPS is operational.

2. DEFINITIONS / ABBREVIATIONS

a) Assessment: a systematic method of evaluating how well learners are progressing academically, and how well the teaching strategy/work program is progressing
b) CA: Curriculum Advisor
c) CAPS: Continuous Assessment Policy Statement
d) CASS: Continuous Assessment of learners' academic performance
e) DBE: National Department of Basic Education
f) DAIC: District Assessment Irregularity Committee (comprised of District officials)
g) Examinations: formal mid-year and year-end examinations as per assessment program
h) FAT: Formal Assessment Task - which includes exams, STs, projects etc., which are recorded
i) DH: Departmental Head
j) HoP: Head of Phase
k) HoS: Head of Subject
l) PoA: Program of Assessment drawn up each year, per subject, per grade
m) NSC: National Senior Certificate exam external DBE matric final examination
n) SAG: Subject Assessment Guide
o) SAIC: School Assessment Irregularity Committee – investigates cheating + issues sanction
p) SBA: School-based Assessment tasks which inform passing / failing – comprises all FATs
q) ST: Standardized Test which is written under controlled / exam conditions as part of the Test Series in Terms 1+3

3. PURPOSE

Teaching, learning and assessment are intertwined. Thus, effective and meaningful teaching and learning cannot take place without assessment.

a) To obtain records and statistics in order to judge the success of teaching and learning
b) To provide a tool for giving feedback to learners and parents on learners' academic progress
c) To provide the teacher with information on how to improve teaching strategies
d) To ensure the school keeps within the expected norms and standards set by the DBE's curriculum and assessment guidelines

4. ASSESSMENT

We recognize that all teaching, learning and assessment of the learning experience is interdependent

A. Assessment is a continuous, planned process involving:

- generating / setting an assessment task to collect evidence of learner achievement
- marking and evaluating the evidence
- recording the findings
- using the information to improve the teaching and learning process

B. Assessment should:

- Be benchmarked to ensure they are of a high standard and quality
- Be authentic, varied and balanced
- Take into account various assessment strategies – embrace inclusivity
- Be accurate, objective, valid, fair, manageable and time efficient, and non-biased
- Be criterion referenced
- Be transparent with regard to expectations, skills, knowledge, content etc.
- Be cognizant of time – pace out tasks etc.
- Ensure that a variety of skills are assessed
- Ensure that the various cognitive levels are covered

C. Forms of Assessment:

a) ***Formal (FAT)***

- Performed under controlled conditions
- Must follow the curriculum criteria / requirements
- Must follow PoA
- These tasks include Examinations, Standardized Tests, Research Tasks, Presentations, class tests and tutorials
- FATs must be moderated before handing out to learners
- The FATs must be marked and recorded
- FAT responses must be moderated according to subject moderation policy
- Feedback must be given to learners and parents
- Corrections must be done by learners and checked by the teacher

b) ***Informal***:

- Daily assessment
- Important tool in preparing learners for the FAT
- Learners can work on their own, in pairs etc., and use appropriate resources
- Used to monitor learners progress in class
- Tasks need not be marked and recorded, but must be checked by the teacher – perhaps only comment made in the book or on a separate sheet
- Examples: observations, discussions, classwork, homework, worksheets etc.
- This can be done by the learner themselves, or by a peer

5. STAFF ROLES AND RESPONSIBILITIES

A. Teachers:

a) Meet all due dates with regard to setting of FAT's and examination papers, and the marking and recording of all results from such assessments
b) Draw up a PoA and hand in to the HoP/HoG on due date
c) Assess per the PoA
d) Ensure all assessments are of the correct standard, and at the correct level
e) Ensure all FATs, STs and exam question papers are moderated
f) Ensure corrections are done and checked
g) Keep to deadlines with regard to setting and moderating FATs, and recording FAT marks
h) Record all Formal Assessments in an Assessment book and school. Assessment book must be available on request
i) Marks must be recorded correctly, and the Term mark must be calculated accurately
j) Record the checked, final term marks on the school/SASAMS management system
k) Report on the outcome of the assessment: feedback to learners and parents –
   - FATs, STs: within 3 days of it being written
   - Research Projects: within 3 weeks of the due date
   - Examinations: on term reports and at teacher-parent evenings
l) Safekeeping of evidence of learners' FATs – must be available at all times to ED officials, staff, learners and parents
m) Performance / results must be discussed regularly at HoP/HoG and Subject meetings
n) DH/Subject teacher must draw up Subject Policies which are in line with this Assessment Policy
o) Assessment requirements must be made clear to learners, by teachers, in good time
p) Clearly identify the requirements for each piece of work, providing learners with task-specific clarification of relevant assessment criteria/rubrics
q) Provide adequate time for learners to complete any given FAT
r) Assess all work appropriately and return it to the learners in good time – within 1 calendar week
s) Teachers must keep a clear and accurate record of all assessment activities, at all times
t) Alternative but equally valid answers which are relevant to the question should be considered. A mark scheme should not be considered exhaustive

B. DH:

a) Set due dates for handing in of updated mark sheet before commencement of exams/reports
b) Set due dates for marks to be recorded on Staffroom by teachers
c) Check all marks are calculated correctly in the teachers' assessment book
d) In conjunction with the teachers, check that the marks are recorded accurately on school/SASAMS management systems
e) Ensure reports are correct: name, grade, comments etc.
f) Keep statistics on pass / fail numbers in the phase per term and per year, and use these to discuss strategies to improve the academic standards within the Phase

6. RECORDING OF MARKS

A. Mark composition:

- Grades 1-3
  - Term 1, 2, 3 and 4: 100% SBA
  - Final marks each term as per Mark book, entered into school/SASAMS management systems for each term
  - School/SASAMS management system will generate the final year mark /5th column mark for reports
  - School/SASAMS management system will generate reports.

- Grades 4-8
  - Term 1 = 100% SBA
  - Term 2 = 75% SBA and 25% EXAM
  - Term 3 = 100% SBA
  - Term 4 = 75% SBA and 25% EXAM
  - Final marks each term as per Mark book, entered into school/SASAMS management - systems for each term
  - School/SASAMS management system will generate the final year mark / 5th column mark for reports
  - School/SASAMS management system will generate reports

- Grade 9
  - Marks calculated and entered as per SASAMS Mark sheet
  - Report reflects marks per term
  - School/SASAMS management system will generate the final year mark / 5th column mark for reports

- Grades 10-12
  - Marks calculated and entered as per SASAMS Mark sheet
  - Report reflects marks per term
  - Term mark entered into School management system SASAMS
  - School/SASAMS management system will generate reports (except Term 4 for Gr 12)

B. Recording of marks:

- All teachers will record marks for FATs in a Mark book, which can be a Hardcover book or an Excel Spreadsheet
- Term final marks must be calculated in the Mark book / on Excel Spreadsheet, before entering the final mark into School management system SASAMS
- The hardcover Assessment book or Excel Spreadsheet (hard copy) must always be available on request from a HoS / HoP / Principal / NWED official / parent

- Subject teachers to regularly check the names of their learners on SASAMS sheets, and inform the SASAMS Administrator well in advance of any changes that need to be made

7. REPORTS

- An official school report will be issued each term, as per the school Assessment Program
- Foundation Phase: final marks are obtained from CASS/ FATs, and will interpreted by the teacher using her professional judgement
- The correct marks, for each term, must be reflected on the report
  - The marks must be calculated as stipulated in this policy
  - The correct codes must be used on the report:
    - Grades 1-3: Codes 1 to 7
    - Grades 4-6: Codes 1 to 7
    - Grades 7-12: Codes 1 to 7
- All Code 1 and 2's to be underlined in red.

8. PROGRAM OF ASSESSMENT

a) Each teacher must have a PoA, and present the HoS and HoP with a copy
b) The PoA must not be deviated from
c) Any changes to the PoA (dates, content, number of tests etc.) must be via written request to the relevant Deputy Principal. If it is agreed to, written permission must be obtained
d) Foundation Phase: entire PoA consists of CASS tasks – no examinations
e) Standardized Tests (written each term) as per CAPS requirements:
   - timetables will be given to learners and parents at the beginning of each term
   - content to be tested will be given to learners at least 1 week before the Standardized Test
   - ST will be written as per exam timetable drawn up by the Document Centre
f) Examinations (written in terms 2 and 4):
   - timetables will be given to learners and parents at the beginning of terms 2 and 4
     content to be tested, must be given at the same time as the timetable is handed out
     Grades 4-8:
   - Entire year's / semester's work for languages and mathematics must be examined
   - Other subjects may examine entire year's work or a semester's work, according to the relevant Subject Policy
     - Grades 9-12:
   - Entire year's / semester's work is to be examined in each examination, for all subjects
g) Due dates for FATs must be communicated to learners and parents, and must not be changed
h) Any changes to an Exam / Test timetable can only be authorized, in writing, by the relevant Deputy Principal
i) Internal assessments occur as follows:
   - Grades 1-3: Throughout each Term
   - Grades 4-11: Term 1 + 3 Test Series (ST) Term 2 + 4 Examinations
   - Grade 12: Term 1 Test Series (ST)

Term 2 + 3 Examinations
Term 4 Matric final examination (NSC)

9. FEEDBACK / REPORTING

Regular feedback/reporting with regard to the academic progress of learners must be done carried out:

a) Learners – in class, after tests etc. (teacher to check that marks are recorded in the diary/workbook
b) Parents – at termly teacher-parent meetings, and at special meetings arranged by the DH
c) Teachers – at learner discussion sessions and mark reading sessions, or at meetings requested by DH, Therapy Department, and or SBST
d) Each term an official report will be issued to the learner and parent
e) Feedback, reporting and sharing of assessment information must take into account the element of confidentiality, and must adhere to any legal stipulations by the legal guardian (egg reports to divorced partners etc.)
f) Parents may make an appointment should they wish to view the answer scripts and or memorandum. No copies of the answer scripts nor memorandum may be made.
g) Learners should receive feedback that is positive and constructive as is necessary

10. PARENTAL RESPONSIBILITY

a) Ensure their child(Ren) meet due dates for tasks, as stipulated
b) Ensure the work presented to the teacher is the child's own work
c) Ensure that the work presented to the teacher is of a high standard and quality
d) Ensure their child prepares properly for all tests and examinations
e) Ensure they obtain the feedback and reports as set out in this policy
f) Monitor their child's progress via the diary, workbooks, Assessment Schedule and term reports
g) Contact the teacher and or HoP should there be any queries regarding their child's progress

11. LEARNER RESPONSIBILITY

a) Be on time for school and for classes
b) Hand in tasks on the given due date
c) Ensure that all FATs handed in are their own work
d) Hand in work of a high standard and quality
e) Use only blue pen to write and pencil/colored pencils for drawings
f) Use only Arial font size 12 if work is typed
g) Prepare properly for all tests and examinations
h) Take note of feedback given by the teachers
i) Write down FAT marks in their PoA schedule in the workbook
j) Only hard copies of work will be accepted
k) Failure of technology is not an excuse for not meeting deadlines
l) If a learner is absent on the day work is due, he/she must submit the assessment item the following school day to the teacher.

m) A learner may apply for an extension via the specific subject teacher prior to the due date. Learners must have a valid reason for application and, if approved, a final new date will be set for submission, and must be communicated to the learner and parents, by the teacher.

12. SUPPORT

Support for teachers regarding interpretation, setting, marking etc. of assessments can be provided by:

a) Teachers at Subject meetings
b) DH / Subject planners at meetings and or workshops
c) Cluster group / PSF meetings organized by ED
d) Head: Curriculum at school
e) CA's at ED
f) NWED/DBE documents i.e. the SAG

13. MODERATION

Internal moderation of all types of formal assessment will take place according to the school Moderation Policy and Subject Policy

HoP and HoS are to monitor the Moderation process within their relevant Phase and Subject respectively

All FATs / exams must be moderated for quality purposes before they are written by learners

The Moderator must ensure compliance of the FAT with CAPS requirements per subject:

- Content and skills to be assessed
- Mark allocation
- Time length
- Format and numbering
- Language and grammar
- Levels of questions (30-50-20 principle)

The Moderator must also moderate FAT learner answer scripts / tasks:

- at least 10% of learner answer scripts per class, must be moderated for each FAT per subject
- moderation sample to contain scripts from bottom, middle and top achievers
- quality / accuracy of marking must also be monitored.

14. LEARNER ABSENCE

All learners need to complete the ALL the required SBAs as set by the DBE in order to be eligible for year-end promotion

a) *Learner absent for a FAT* (Grades 4-12)

- A learner will be given a further opportunity to write the missed FAT on condition that he/she provides the Principal with a valid reason egg: A Doctor's Certificate to the effect that the learner was too ill to write the said FAT on said day
- Should the reason for absence be valid and acceptable (as per NWED guidelines), the learner will write a "new" paper (paper B) set by the particular subject teacher
- The new / Paper B will have written on a date and time stipulated by the school. Since examinations / Test Series are written at the end of a term, logistically the re-write opportunity may only occur in the following school term.
- The learner and his/her parents will be informed in writing of this further opportunity. Should the learner not attend the further opportunity to write, as requested by the school, the learner will be given a zero (0) mark for the said FAT.
- Until such time the learner completes the further opportunity re-write, the missed FAT will be recorded as "absent with valid reason", and the Term Report will not thus reflect the complete mark/score for the Term. The Term Report will be corrected with the next issue of Term Reports
- Parents and learners are reminded DBE/NWED regulations that learners who do not complete the required set number of FATs in a particular subject, will not be resulted. This will result in the learner not being progressed at the end of the year.
- Teachers need to keep records of contact with learners and parents regarding outstanding and or incomplete FATs

b) *Learner absent for a FAT* (Grades 1-3)

- The class teacher will arrange a day (during or after school hours) for the missed FAT/assessment to be completed.
- A learner will be given a further opportunity to write the missed FAT on condition that he/she provides the Principal with a valid reason egg: A Doctor's Certificate to the effect that the learner was too ill to write the said FAT on said day
- The learner and his/her parents will be informed in writing of this further opportunity. Should the learner not attend the further opportunity to write, as requested by the school, the learner will be given a zero (0) mark for the said FAT.
- Until such time the learner completes the further opportunity re-write, the missed FAT will be recorded as "absent with valid reason", and the Term Report will not thus reflect the complete mark/score for the Term. The Term Report will be corrected with the next issue of Term Reports
- Parents and learners are reminded DBE/NWED regulations that learners who do not complete the required set number of FATs in a particular subject, will not be resulted. This will result in the learner not being progressed at the end of the year.

15. CHEATING / COPYING / PLAGIARISM

Cheating/copying and plagiarism in any form is forbidden.
If a teacher suspects that a student is guilty of dishonesty, the teacher should take the appropriate action:

- Homework: not accept the homework, and sanction both the learner who allowed his/her work to be copied and the learner who copied the work. Inform both sets of parents
- Grades 4-11 FATs: report it to the respective Deputy as an Irregularity. The matter will then be investigated by the SAIC and reported to the NWED for further action.
- Grade 12 FATs: Report to the Principal as an irregularity. The matter will then be dealt with by the DAIC.
- Proven dishonesty with regard to any SBA is most likely to result in the learner receiving a "0" mark, as per policy.

16. EXAMINATION GUIDELINES

- Learners may not gain any unfair advantage in any examination or test by way of cheating (i.e. crib notes, electronic devices, help from invigilators, scribes, peers and or by having prior knowledge of the contents or memo of an exam / test paper)
- When instructed to enter the examination room, learners must do so in a quiet and orderly manner.
- Learners may only have the required stationery and materials specified for that examination / test on their desk/person when in an exam venue
- The invigilator will decide where each learner will sit during an examination (seating plan) Learners must remain seated until permission is given to leave the examination room.
- The instructions of the invigilator must be obeyed. The invigilator has the right to request a learner be expelled from the examination venue should their behavior interfere with the proper conduct of the examinations.
- No additional time will be allowed for learners arriving late for the examination, without a valid reason
- During the examination, and at other times specified by the invigilator, a learner may not communicate verbally or non-verbally, with any other learner. Failure to observe this regulation will be referred to the SAIC for action
- If a learner accidentally takes unauthorized material (papers, books, notes of any kind) into an examination, this material must be given to the invigilator/scribe immediately. Failure to do so may lead to an irregularity.
- Learners will not be allowed to leave the examination room during the first hour or during the last 20 minutes of any examination/test. If the duration of the examination is less than one hour, learners will not be allowed to leave during the examination/test
- If a learner leaves the examination before the scheduled finishing time, without permission, the student will not be allowed to return to the venue
- No examination materials egg question papers, answer scripts, rough work etc. may be taken out of the examination venue by learners
- Learners must leave the examination room in a quiet and orderly manner
- Toilet breaks will be coordinated

17. GENERAL

a) Religious holidays

- Examinations / Test Series will not be scheduled on religious holidays
- These days will be allocated as study days for learners

b) Early leaving during scheduled Exam / Test Series period

- Examination / Test Series period at Laerskool Vryburg is a huge logistical operation due to the fact that many of our learners have various exam concessions and accommodations.
- Therefore, requests for a learner to leave early will have to be well motivated before it will be considered. The request can be made but parents/guardians must understand that the request can be denied as a result of school operational and management needs.
- Requests must be made to the Principal in good time (at least 48 hours), in writing and with supporting documentation.
- Birthdays etc. are not valid reasons

c) *Laerskool Vryburgl past papers*

- Subject papers set by Laerskool Vryburg teachers will be made available on request.
- Requests must be made via email, stating the desired paper (grade and subject) to stellaland131@gmail.com, and the paper(s) will be emailed to the parents requesting such papers
- The cut-off date for these requests will be 3 weeks prior to the start of an Examination period or Test Series
- Only the past papers for the mid-year and end-of-year examinations of the previous year will be made available.

d) *Common Papers*

Laerskool Vryburg will participate in the writing of District Common Papers, however, under certain conditions:

1. The papers fall within the scheduled school exam timetable
2. The papers are made available 3 days before they are written, so as to load papers on PCs, convert them into audio files, check the systems and copy the papers etc.
3. The papers must be sent to the Principal in Word format, not PDF
4. Teachers that cannot attend the memo discussions for a valid reason, are not barred from obtaining the memo and or further papers.

e) *Learner attendance after Test Series/Examinations*

It is imperative, and compulsory, that all learners are present at school after exams/Test Series, in order for teachers to do proper error analysis and give detailed report back to learners regarding the tests/examination.

f) *Learner subject portfolio*

- The learner Portfolio is a requirement for promotion.
- All learners must have a portfolio of evidence with regards to SBA all required FAT.
- Portfolios must be kept by the teacher, be updated and freely available for inspection.
- All learners and parents must sign the proforma “Authenticity” form, which must be placed in the learner’s portfolio, per subject.