Prestige College Schools

Assessment Policy

(Reviewed on 12 October 2018)

PREAMBLE

While *Prestige College Schools* supports the assessment of learning and performance, we believe that the whole process of assessment needs to be expanded so as to not only test memory and recalling abilities, but also to what extent a learner has assimmilated key learnings related to critical thinking, collaboration, communication, creativity, character, citizenship and computational thinking. In addition to these we have a strong drive towards introducing entrepreneurship as a basic capability in our learners and we assess ourselves continously on achieving this. We also believe assessment involves strong communication and consultation, especially between the schools and parents, so as to ensure an aligned plan of supporting the learner in achieving his/her set goals

PURPOSE DRIVEN ASSESSMENT

The purpose of our schools includes to inspire and equip young people to embrace trhe future with confidence. This entials that the mere assessment of academic prowess would fall short of our purpose. As per our educational model we subscribe to multi-dimensional assessment, which makes provision for the wider application of school-based assessment in addition to the formal academic assessment events. Our aim is to facilitate continuous learning and enrichment and supplement this with the academic knowledge required to continue one's tertiary education – whether vocational or academic/professional. Ongoing assessment and monotoring form part of this approach.

PRINCIPLES

In keeping with the principles of assessment as stated in NCS, NPA and NPPPPR, as a School we would ensure that learner assessment is:

- transparent, authentic and clearly focused
- integrated with teaching and learning
- based on predetermined criteria and standards
- varied in terms of the strategies, methods, tools, techniques and contexts used
- valid, reliable, fair, learner-paced, and flexible enough to allow for expanded opportunities

SAT (SCHOOL ASSESSMENT TEAM)

The SAT is primarily made up of the principal, deputy principal, HOD's, grade leaders, subject coordinators and Director of Education. SAT meetings will be held at least once a term, however, due to time constraints these meetings maybe incorporated into the phase meetings, SMT meetings or staff meetings. The purpose of the SAT is to determine the process and manner in which assessment will take place within the school, ways in which assessment will be recorded and reported; and the documents that will be used to record and report on assessment. SAT will also work closely with the SBST (school based support team).

MANAGING OF ASSESSMENT

Educators shall be cognisant of the fact that progress does not only depend on academic abilities, which may influenced by social, emotional, economic and environmental factors, but also entails the assimmilation of ongoing learning and skills. This requires an much more encompassing approach to assessment.

Assessment from Grade R through 12 will take place on a continuous basis, including the use of the different types of assessment such as:

- **Baseline assessment** – used to assess prior learning at the beginning of a phase, grade, term or learning experience to assist educators to plan learning programmes or activities.
- **Diagnostic assessment** – used to detect the nature and cause of the barriers to learning; and may be used in the planning of learning support and other enrichment opportunties;
- **Informal assessment (assessment for learning)** – used to monitor and support the process of learning and teaching and to inform learners and educators about learners' progress so as to improve learning; and may take the form of teacher-learner interaction; peer reviews and real-time observations;
- **Formal assessment (assessment of learning)** – a formal type of assessment used to give an overall picture of learners' progress at a given time such as at the end of a learning experience, term or year. This type of assessment can take the form of tests, examinations, projects and assignments, practical work, oral work and demonstrations.

In using different types of assessment, it will be important to define **standardised assessment criteria** to apply some form of achievement or learning level to the more quantative assessments such as observations, peer reviews or interactions. Schools will develop this is conjunction with the Director Academics to ensure a standardised approach.

FORMAL ASSESSMENT

Formal assessment comprises of School-Based Assessment (SBA) and End-of-the-year Examination from Grade 4-12 and SBA only from Grade R - 3. Formal assessment tasks are marked and formally recorded by the teacher for progression and promotion purposes. All formal assessment tasks (SBAs and Examinations) are subjected to internal moderation, from Grade R – 11, for the purpose of quality assurance and to ensure that appropriate standards are maintained. In Grade 12, School-Based Assessments and Examinations (Mid-Year and Trials) must be moderated externally, at Provincial Level.

The components of formal assessments are as follows in the different phases:

PHASE	SBA (%)	END-OF-YEAR EXAM (%)
Foundation	100	0
Intermediate	75	25
Senior	40	60
FET	25	75

PRACTICAL ASSESSMENT TASKS

A Practical Assessment Task mark is a compulsory component of the final promotion mark for all candidates registered for the following National Senior Certificate subjects:
- Agricultural Management Practices and Agricultural Technology;
- Dance Studies, Design, Dramatic Arts, Music and Visual Arts;
- Languages: Oral mark

THE NATURE OF ASSESSMENT TASKS

An assessment task should ideally consist of two or more activities that are designed and developed to assess a range of competencies such as concepts, knowledge and skills and the application thereof. Formal assessment tasks should correlate with teaching plans and lesson plans thus, incorporating the knowledge, skills, concepts and values pertaining to a specific subject and grade. Assessment tasks must make use of different assessment methods and techniques. Every assessment task must have an assessment tool (refer to assessment strategies). The minimum number of formal recorded assessment tasks that must be completed per subject within a phase must be aligned to CAPS. Also refer to **"**Guidelines to Strengthen CAPS Implementation – Grades R – 9" and **"**Guidelines to Strengthen CAPS Implementation – Grades 10 -12" (https://www.education.gov.za)

Assessment tasks related to curriculum enrichment, including skills development, will be based on qualitative and quantitative measures, which will be clearly defined in respect of conduct and achievement.

MODERATION OF FORMAL ASSESSMENT TASKS

Moderation of formal assessment tasks (Grade R – 11) will take place in three phases; namely:
- **Pre-assessment moderation:** Subject Heads shall moderate all assessment tasks/activities before the task is given to the learners for completion. Subject Heads will ensure that there is a correlation between assessment tasks and teaching plans, lesson plans and assessment plans. Proof of moderation will be the task/activity with changes, signed and dated by the moderator. After necessary changes have been effected, a reprinted version will be submitted for duplication. The moderation tool must also be completed.
- **Post-assessment moderation:** Before term marks are submitted for capturing, a random sample (10%) of each assessment task (SBAs and Examinations) must be moderated. These scripts must be remarked, in black ink, to ascertain fairness, accuracy and consistency in marking. All scripts must be checked against marks recorded on the original mark sheet, to eliminate any errors during the recording process. The moderation tool for post-assessment moderation will be completed..
- **Verification of Mark Schedules:** once marks have been captured on SASPAC, printed schedules must be sent to subject teachers to be checked against original mark sheets so

as to ascertain that there were no errors made when marks were captured onto SASPAC. Individual teachers must initial schedules to verify that marks have been audited. Only when auditing of marks are completed, learner reports may be printed

ASSESSMENT STRATEGIES

A wide range of strategies may be used to measure learner performance. Individual educators may determine what assessment strategies (methods, tools and techniques) will be used in the different types of assessment or to assess activities in the different subjects, but this should always be done in consultation with the subject/phase heads and deputies to ensure that a general standard applies across the schools.

Examples of Assessment Strategies :

METHODS	TOOLS	TECHNIQUES
A method is a procedure used to assess learners	A tool is an instrument used for assessment	A technique is the type of activity used to apply assessment methods and tools
Self-assessment	Observation sheets	Oral presentations
Peer assessment	Log forms	Written presentations
Group assessment	Assessment record sheets	Visual presentations
Teacher assessment	Rubrics	Drawings and illustrations
Observation	Performance task lists	Projects and assignments
Oral questions and answers	Check lists	Research work
Textual questions and answers	Worksheets	Investigations
Formal tests	Written assignments	Diagrams and graphs
Portfolio assessment	Memorandums	Formal tests
Self-reporting by learners	Exhibitions	Mind maps
	Portfolios	Interviews
		Debates and discussions
		Physical activities
		Creating and designing

CONCESSIONS

Concessions may be granted to immigrant learners and learners with barriers to learning.

[Refer to NPA (National Protocol for Assessment) for details]

(https://www.education.gov.za)

ABSENTEEISM

In the event of a learner missing an examiniation or not not complying with the requirements of an examination, but where a valid reason/motivation is provided, he or she may be granted another opportunity to be assessed in the assigned tasks.

"Valid reason/motivation" in this context includes the following:
- illness, supported by a valid medical certificate, issued by a registered medical practitioner;
- humanitarian reasons, which includes the death of an immediate family member; or
- the learner appearing in a court hearing, which must be supported by written evidence.
- for religious or traditional practices reasons, supported by a proper written motivation by the overseeer or authorised leader of such an event.

- If another opportunity to complete the assessment is not feasible then progression and promotion of the learner may be based on School-Based Assessment alone or the learner will not be promoted. It is therefore imperative that a learner that misses an assessment event, ensure they are available for supplementary assessment events.
- Learners absent for a School-Based Assessment must be given the opportunity to complete the assessment provided that a valid reason/motivation for missing the scheduled assessment time, is provided. In Grade 4 – 12, these assessments must be done at least three weeks before the end-of-year exam.
- Learners present for formal assessments and who have failed to complete a formal assessment within the allocated time, will be assessed on only the portion completed or given a zero. This rule will be waived with regard to those learners who have applied for concessions.

ASSESSMENT FILES

All educators teaching a subject or part of a subject must have an assessment file as part of his or her educator portfolio. These may be in an electronic format of hard-copy and must be accessible to all stakeholders of education on request. Either way, the contents of your file or folder must be as stated below. More than one assessment file is not necessary if more than one subject is taught.

Content Guidelines:
- personal timetable
- assessment policy (school and national)
- assessment plans
- assessment tasks and tools (divided into terms)
- assessment record sheets (divided into terms)
- support documentation
- minutes of SAT meetings
- miscellaneous

"Failure by the teacher to maintain a file with assessment tasks constitutes an act of misconduct and will be dealt with in terms of paragraph 5(3) of the policy document - *National policy on the conduct, administration and management of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF),* or other appropriate measures." (https://www/dhet.gov.za)

LEARNER'S ASSESSMENT PORTFOLIO

Learners' formal assessments must be transparent and easily accessible, on request. Thus, it is advisable that all learners have an assessment portfolio/file per subject, for formal assessments. The file may be divided into terms. This will not only accommodate easy accessibility but will also ensure authentic tracking of learners' progress. These files may be beneficially utilised during teacher-parent conferences.

RECORDING OF LEARNERS' PROGRESS AND PERFORMANCE

- **Assessment Record Sheet**

    This document is used to record the academic progress and performance of a learner, each term, in the subjects. Recording of learner performance is against the assessment task or activity. Record sheets must have the following information: School, Subject, Grade and Class, Learners' Names, Dates of Assessment, Names of the Formal Assessment Tasks/Activities and the results of Formal Assessment Tasks/Activities. This information is used to complete the learner's progress report at the end of each term. It should also give the educator an indication of learner performance and progress within the term.

Codes and Percentages for Recording and Reporting in Grades R-12

RATING CODE	PERCENTAGES	DESCRIPTION OF COMPETENCE
7	80-100	OUTSTANDING/EXCELLENT ACHIEVEMENT
6	70-79	MERITORIOUS ACHIEVEMENT
5	60-69	SUBSTANTIAL ACHIEVEMENT
4	50-59	ADEQUATE ACHIEVEMENT
3	40-49	MODERATE ACHIEVEMENT
2	30-39	ELEMENTARY ACHIEVEMENT
1	0-29	NOT ACHIEVED

- **Learner Observation**

    Individual educators or Grade/Phase Heads should keep an incident file or log book to record any incidents that occur in his or her classroom or grade concerning a learner. This observation document may also be used to record any deviant social or emotional behaviour displayed by any learner. If SASPAC is used to record incidents, ensure that the incident is captured as soon as it occurs. Trying to remember facts at a later stage may

result in distorted information. The outcome of parent/guardian interviews, meetings and telephonic exchanges may also be recorded on this documentation. This information may be used in parent meetings and disciplinary meetings as documented evidence. At the end of the year this document must be attached to the learner's profile. This form does not have to be completed for every learner. The emotional and social behaviour of all learners must be recorded in the learner's profile and updated at the end of each term.

- **Supporting Documents**

  These documents must be completed comprehensively for those learners who are not achieving in a particular subject. These documents should be updated at the end of each term. Copies of these support documents must be attached to the retention and progression schedules. This will prove to be beneficial when motivating for the retention of a learner or for a learner to attend remedial classes or be placed in a LSEN School.

- **Class Lists**

  Class lists will be used to record the number of days a learner is absent each term, his/her involvement in extra and co-curricular activities, outstanding achievements and parents' attendance at meetings. This information must be transferred to the learner's profile.

- **Learner Profiles**

  Learner Profile is a continuous record of information that gives a holistic impression of a learner and a learner's progress and performance. It assists the teacher in the next grade or school to understand the learner better and therefore to respond appropriately to the learner.

  Administration of Learner Profiles

  - "A Learner's Profile should be kept at school and will be moved from one school to the next when the learner moves to a new school.
  - The principal of the new/next school must request the Learner's Profile from the previous school within three months of the learner's admittance.
  - The Learner Profile for every learner must be safeguarded and should accompany learners throughout their schooling career. The security of the Learner Profiles and the updating of required information rest with the school management.
  - The parents and other stakeholders have a right to access and view the Learner Profile on request. However, this should be done in the presence of the school management.
  - The Learner Profile is a confidential document and should be treated as such. Under no circumstances should sensitive information such as the health status of the learner be divulged to anyone without the written permission of the parents or guardians.
  - Under no circumstances should the profile be moved from the school unless it is authorised by parents/guardians in support of transitioning to a new school.

All the above recording documents shall be accessible, easy to interpret, securely kept, confidential and helpful in the teaching and reporting process.

REPORTING ON LEARNERS' PROGRESS AND PERFORMANCE

• **Learner's Progress Report**

A formal progress report is issued to the learner's parent or guardian at the end of each term or the beginning of the new term. This report focuses on the academic, social and emotional progress and performance of a learner, as well as on acquired skills and knowledge as per the curriculum enrichment programme. A copy of the final report must be attached to the learner's profile at the end of the year or before a learner is transferred.

• **Parent Meetings**

Formal meetings will be held during the course of the year for parents to meet the learners' educators and discuss their overall performance and progress or specific problems or areas of concern. Interviews with parents and guardians of learners that are not achieving are scheduled at the beginning of the third term to discuss the possible retention of the learner in the same grade in the next academic year. Parents are also welcome to make an appointment with their child's educators within the term to discuss any areas of concern.

• **Diary**

In the primary school particularly, the learner's diary also forms a means of communication between the parent and educators with regard to reporting on a learner's progress and performance as well as corrective work.

• **Progression Schedule**

The progression schedule is a record of summarised information about the progress of all learners in the grade in the school. A progression schedule is electronically compiled at the end of each term. Subject teachers must check these schedules to verify the correct capturing of marks before reports are printed. A composite promotion schedule must be generated at the end of the year, showing the termly progression of each learner.

PROMOTION REQUIREMENTS

Promotion requirements from grade to grade and within a phase are determined by the following guidelines:

• Age cohort (maximum a learner can turn in a grade)

Age Cohort = (Grade plus 7)

Grade	1	2	3	4	5	6	7
Maximum age	8	9	10	11	12	13	14

Grade	8	9	10	11	12
Maximum age	15	16	17	18	19

- A learner will not be allowed to fail more than once in a phase (4 yrs maximum per phase)
- Promotion Minumum Requirements per key subject as below:

Phase	Subject	Promotion Requirement
FOUNDATION	Home Language	Level 4
	Additonal Language	Level 3
	Mathematics	Level 3
INTERMEDIATE	Home Language	50% (Level 4)
	Additional Language	40% (Level 3)
	Mathematics	40% (Level 3)
	Any other 2 subjects	40% (Level 3)
SENIOR	Home Language	50% (Level 4)
	Additional Language	40% (Level 3)
	Mathematics	40% (Level 3)
	Any other 4 subjects	40% (Level 3)
FET	Home Language	50% (Level 4)
	Additional Language	40% (Level 3)
	Mathematics	40% (Level 3)
	Any other 3 subjects*	40% (Level 3)

* Provided that SBA has been submitted for these subjects

APPEAL TO SCHOOL AGAINST ASSESSMENT DECISIONS

Parents/guardians/sponsors may lodge an appeal in the form of a formal written request for reconsideration of an assessment decision that has been made by the school. Such an appeal shall be based on evidence that the decision taken by the school was **unfair; inaccurate;** or that **specific information** was not considered or the **decision taken contradicts** the school's policy.

Principles guiding Appeals

- Appeal must be lodged at the school and may only be taken to a different level if appelant(s) remain dissatisfied.
- Appellant should have reasonable controlled access to recording tools, assessment tasks and examination scripts – limited to information of the learner only.
- Process should be transparent and both sides must be given the opportunity to give their side of the story.
- Appeals should be substantiated with concrete evidence and all aspects should be verified.
- Appeals process should not be abused by parents or any other individual to gain unfair advantage for their learners – if this appears to be the case the process will be closed.
- All actions shall be documented properly and feedback shall be given in writing.
- School Leadership shall handle all appeals.
- Where appeal process is elevated to the next level, the evidence shall be submitted and documentation shall be reviewed – no hearing will be held.
- The Directors Education will decide on interviews with the school leadership, teachers, learner in question and parents/guardians.
- Head Office must be informed of appeals lodged and the outcome of those appeals by completing the appeals register.

- On successful appeal during the year, the marks of the learner must be adjusted on the working mark sheet.
- On successful appeal at the end of the year – the learner must be accommodated in the next grade at the same school.
- Affected learners shall attend school as per the original assessment decision while the appeal is being processed.

Appeal Procedure and Time Frames

- Initial written appeal lodged by parents/guardians/sponsors
    - Within 5 school days of report being issued or within 5 school days of new term or academic year if reports issued on last day.
    - Appeal to be recorded in the School's Appeal Register.
    - SAT to investigate the circumstances and evidence surrounding the appeal.
- Feeback by the School
    - Within 2 working days after appeal was registered
    - Verbal feedback, followed up by feedback in writing.
    - If not accepted, appeal to be raised to next level – Director Education

MONITORING OF ASSESSMENT PROCESSES

Monitoring of assessment processes will take place in accordance with performance management and whole-school evaluation. This means that the management of learner assessment by individual educators will be evaluated, as well as the way in which the school as a whole manages the process of learner assessment. Monitoring of learning and teaching will consist of the three phases of moderation - class observations, checking of educators' teaching files and learners' books.

SYSTEMIC EVALUATION

Schools be also complete assessments for the systemic evaluation of Grade 3, 6 and 9 learners. These assessments will be done in **Mathematics** and **English Home Language.** This is an external assessment used to measure the quality of the school's teaching and not individual learner's achievement. The diagnostic results of these assessments will be used to enhance the quality of our teaching and learning. No individual results will be available after such assessments.

ANNEXURES:

A – LEARNER ASSESSMENT PLAN (EXEMPLAR)

B – ASSESSMENT RELECTION FORM (EXEMPLAR)

C - MODERATION TOOL

D – APPEAL TO SCHOOL AGAINST ASSESSMENT DECISION FORM

ANNEXURE A

LEARNER ASSESSMENT PLAN (EXEMPLAR) SUBJECT: NATURAL SCIENCES
GRADE: 7

TERM		TYPE OF ASSESSMENT	MARK ALLOCATION	ASSESSMENT TOOL	TIME
1	10/02	**Task 1** **Practical Investigation** · Investigate the requirements for seedlings to grow.	40	memo	3 weeks (home) + 60 min (class)
	24/02	**Task 2** **Formal Test** • The Biosphere • Biodiversity	60	memo	60min
2	08/05	**TASK 1** **Formal Test** · Sexual reproduction in angiosperms · Human reproduction	20	memo	60min
	01/06	**TASK 2** **Practical Investigation** · Investigating separation techniques	20	memo	60min
	08/06	**TASK 3** **Mid-year Examinations** • Work covered in term 1 • Term 2 – matter and materials, methods of separation	60	memo	90min
3	20/08	**Task 1** **Practical Investigation** · Analysing a graph based on sources of energy	20	memo	60min
	03/09	**Task 2** **Formal Test** • Acids and bases • Periodic table • Sources of energy • Potential and kinetic	30	memo	60min

		energy			
4	18/09	**TASK 1** **Project** · Earth and Beyond – historical development of astronomy and the calendar	30	rubric	60min
	15/10	**TASK 2** **Practical Investigations** · Gravity and gravitational pull of the moon	20	memo	60min
	08/11	**End-of Year Exams** • Short (multiplechoice/matching questions) from term 1 and term 2. • Term 3 – energy and change • Term 4 – earth and beyond	100	memo	90min

EXAMINER: _____   MODERATOR: _____

ASSESSMENT REFLECTION (EXEMPLAR)

NAME OF TEACHER	SUBJECT	GRADE	TERM

STATISTICAL ANALYSIS OF RESULTS

1	2	3	4	5	6	7

DIAGNOSTIC ANALYSIS OF RESULTS:

PLAN FOR IMPROVEMENT IN CRITICAL AREAS AND OVERALL SUBJECT:

GENERAL:
- .
- .
- .
- .
- .

EDUCATOR: _____ DEPUTY_____ DATE:_____

MODERATION TOOL

EDUCATOR: _____ GRADE: _____ TERM: _____/20___

SUBJECT: _____ TYPE OF ASSESSMENT_____

PRE-ASSESSMENT MODERATION	YES/NO	COMMENT
1. Assessment task was handed in on time (adherence to due dates)		
2. All criteria with regard to format were adhered to. (type of font, size of font, numbering of questions, correct headers, etc.)		
3. Correlation between task, teaching plans and lesson plans noted		
4. Questions/activities levelled (Bloom's Taxonomy) and varied		
5. Instructions are clearly given (free of ambiguity) and language is on par with language level of learners		
6. Tasks/activities have appropriate headings and subheadings		
7. Assessment tool is included (memo, rubric, etc.)		
8. Tasks/activities have clear mark allocations which are valid, fair and practical		
9. Illustrations, graphics and pictures, included, are clear		
10. Tasks/activities are free of bias		
POST-ASSESSMENT MODERATION	**YES/NO**	**COMMENT**
1. Scripts for entire grade handed in.		
2. All scripts were marked completely		
3. Marking was fair, accurate and consistent		
4. Total marks were entered correctly on assessment recording sheet.		
NAMES OF LEARNERS' WHOSE TASKS WERE RE-MARKED	**TEACHER'S MARK**	**HOD'S MARK**
1.		
2.		
3.		
4.		
5		

AUDITING OF MARKS	YES/NO		COMMENT
1. Marks captures onto SASPAC			
2. Marks on printed schedules have been verified against recording sheet.			15
DEPUTY'S SIGNATURE:		DATE:	
TEACHER'S SIGNATURE:		DATE:	

ANNEXURE D

APPEAL TO SCHOOL AGAINST ASSESSMENT DECISION

SECTION A (To be completed by the parent / guardian)

DETAILS OF APPELLANT/PARENT/GUARDIAN		
Title:	Initials:	Surname:
ID Number:		Relationship to learner:
Contact Address:		
Tel:		Cell:
Email:		
DETAILS OF LEARNER		
Surname:		Name/s:
ID Number:		Age:
School:		Grade:
REASON(S) FOR APPEAL *(Attach copies of report card, ID of learner and all other relevant supporting documents)*		

Signature (Parent/Guardian) _____   Date _____

DECISION BY SCHOOL	
Date received:	Date of feedback given:
Decision: Assessment Decision is overturned / upheld (*Delete inappropriate word*)	
Motivation:	
Action taken:	

_____   _____   _____

Name of School Principal   Signature   Date

SECTION C (To be completed by parent/guardian after feedback was given – delete paragraph not applicable)

I/We the parent(s)/ guardian(s)_____ **accept/do not accept** the decision   of the School. We wish to raise/not raise the the appeal to the Director of Education.

Signature (Parent/Guardian) _____   Date _____

Name of SAT Coordinator _____ Signature _____ Date _____

The original copy of the Appeal must be filed in the Learner Profile