

# RONDEBOSCH EAST PRIMARY SCHOOL



## ASSESSMENT POLICY

JUNE 2019

---

### CONTENT PAGE

1. The Rational for the policy
2. Role of Principal, Senior Management Team, Educator, Learner and Parent
3. Planning and implementing SBA
4. Evidence of Learners' Work
5. Educators Portfolios
6. Learner Portfolios
7. Intervention policy- Process and procedures
8. Policy on Progression
9. Examination Policy
10. Schedules
11. Appeal procedures
12. Internal Moderation and Verification
13. Reporting
14. Cluster Support groups and Meeting attendance
15. Training of Staff

## **1. The Rationale**

This assessment policy will provide the stakeholders of Rondebosch East Primary School with a framework for translating the aims of teaching and learning.

A clear curriculum map on assessment approaches and techniques, and the precise guidelines on assessment management will be ensured.

This will include an assessment programme based on provincial and national assessment guidelines.

### **1.1 The role and systemic function of the assessment policy**

- Provides clear guidelines to the educators at REPS.
- To follow a principle of transparency.
- To be available for all stakeholders to scrutinise i.e. Teachers, Parents, SGBS, WCED.
- Information regarding assessments to be transparent even to our learners.
- To provide multiple opportunities for learners on a consistent basis.
- Learning difficulties to be identified so that reference for learning support is expedited.
- To provide extended resources and opportunities to learners with above average capabilities.

It is necessary for teachers to provide feedback to learners on a continuous basis, and not to delay feedback. In this sense, genuine formative feedback enhances the learning process.

## **2. Role of Principal, Senior Management Team, Educator, Learner and Parent.**

### **The Principal**

- Accountable officer
- Ensure both Provincial and National Policy is implemented, especially with regards to assessment – Intervention / Moderation / Progression and Promotion
- Establish an Assessment Committee / ELST
- Ensure assessment policy is implemented in all subjects
- Make regular circulars available
- Conduct an audit amongst educators that will indicate where expertise and needs lie
- Draw up a plan for professional development of all educators
- Establish internal planning sessions to develop an understanding of the philosophy and requirements of SAP
- Allocate time and implement support measures to give educators sufficient opportunity to engage in professional development around policies
- Provide guidance, support and channels of communication w.r.t WCED networks.

### **The Senior Management Team**

- Ensures a safe environment for assessment
- Ensures access to education for all stakeholders
- Learner / educational structures – School based support
- Remediation structures to be in place with assessment teams
- Ensures methodology to meet learner's needs
- HIV policy – inclusive of assessment
- Support the Assessment Committee
- Support Subject Heads

- Assists with the implementation programme
- Encourages curriculum and subject development
- Supports the involvement of learners, school assessment team, school governing body, multifunctional teams and education support services and parents.

#### **The Educators**

- Provide safety for learning and teaching
- Constantly improving knowledge – NCS , SAP
- Recording and reporting SBA's
- Maximise learning opportunities
- Provide inclusivity for all learners
- Create a valid and credible assessment process
- Manages SAP , NCS and CAPS

#### **The Learners**

- May consist of two sections – work in progress and a collection of learner's work.
- Title Headers – P\personal details- name and grade etc.
- All subjects
- Interventions
- Books and portfolios to be handed in to Subject Heads / Deputy / Principal
- All work to be dated
- Work per subject per term per SAP requirement
- Portfolios are sent off to the next teacher at the end of each year as soon as class lists are finalised.

#### **The Parents**

- Support and maintain home language
- Support learning
- Embrace Child Rights / Human Rights / Social Justice
- Promote respect for educators
- Understand mainstreaming vs inclusivity and provide support
- School involvement – communicate with school
- Feedback – interact with educator
- Attend school meetings / pay fees / active in fundraising
- Return reply slips

### **3. Planning and implementing School Based Assessment**

#### ***Protocol for Assessment at REPS***

##### **Purpose of Assessments**

- To collect, analyse and interpret information with the aim of progression.
- Collate evidence of learner performance based on learning outcomes and assessment standards.
- To provide formal and informal testing and in turn feedback.
- Should be a system of evaluation for future setting of tasks.
- Assessments should be fair and reasonable
- Assessments must not be discriminatory and unethical.

##### **Process to be followed:**

- Subject Heads identified for each subject
- Each Subject Head to keep on par with policies, relevant information and content within that particular subjects.
- Work in the different grades to be regularly monitored for uniformity, consistency and levels of difficulty (progress)
- Plan and arrange various activities centred around subjects
- Should have a subject file to collect evidence of work from various grades.
- Should contain the assessment plan (SAB's and tests, including memorandums) for the year.
- Should do quarterly moderation of learners work, so that it corresponds with educators learning programmes, work schedules and lesson plans.
- Educators profile should link and match learners (dated accordingly).
- Interventions should be and reported- liaise with SBST
- Moderation of Test papers done thoroughly Collaborations with the Grade educators.
- These papers sent to SA Heads for checking and moderating. This should be done timeously to alleviate errors. All teachers in grade to sign acknowledgement of paper.
- Assessments should allow for a variety of suitable strategies and tools.
- SBA's should contain a set date or completion date for each task.
- The mark allocation for each task.
- The teacher responsible for the task
- SBA and tests/exams clearly visible in portfolios.
- Copies of all SBA's forwarded to SA Heads.
- Copies of all exams to be forwarded to Deputy and Principal.

##### **Recording and Reporting**

- Record sheets should correspond with both educator's and learner's portfolios dates. Reflect all four terms.
- Reporting should be done in conjunction with the policy of the department

#### **4. Evidence of learners' work**

- May consist of two sections- work in progress and a collection of learner's work.
- Title Header- personal details- name and Grade etc.
- All subjects
- Intervention
- Books and portfolios to be handed in to Subject Head/ Departmental Head / Deputy / Principal
- Reflection: peer  
Group assessments  
Action plans  
Reviews  
Targets
- All work to be dated
- Portfolios are kept in a safe storage and sent to the next teacher at the end of each year, as soon as class lists are finalised.

#### **5. Educators Portfolio**

Contents:

- Work schedules (scheme of work- term work)
- Lesson plan ( activities with assessment strategies)
- Preparation files- handed to the Deputy / Department Head quarterly
- Must reflect differentiated teaching, intervention and individual plans for learners at risk
- Portfolio- worksheet / memorandum/ assessments/ intervention
- Assessment file (Assessments / Dates/ Outcomes addressed/ Results )
- Subject files to be requested at random once a term by HOD Deputy/ Principal
- Learner Portfolios / Profiles

#### **6. Learner Profiles**

The importance of the safekeeping of the portfolio must be stressed. The creation of the profile, its management and its safekeeping are important skills in a learner's development.

**Contents of Learner Profile:**

- Personal information
- Physical condition and medical history
- Schools attended
- Record of attendance
- Participation and achievements in extra-curricular activities
- Emotional and social behaviour
- Parental involvement
- Areas needing additional support
- Summative end-of-year overall report
- Progression summary records of the schooling years

## **7. Intervention policy- Process and procedures**

- The class educator must identify the learner at risk by the end of week 2 of term 1 – after baseline tests.
- The class educator completes the intervention register
- The class educator draws up a ISP for identified learners
- The class educator keeps record of all intervention activities in the intervention file.
- The class educator meets with the parent to inform them of the intervention and progress.
- The class educator to keeps record of the date and minutes of the meeting and follows up on any decisions made.
- The class educator gives regular feedback to the parents of the learner at risk, keeping record of each feedback session. The at risk form is also completed if the learner has not meet the requirements.
- The educator also completes an SNA document for the learners whose progress is of great concern.
- The SBST co-ordinator will request these documents at an SBST meeting or by a date given to staff.
- The co-ordinator completes the SNA 2 and a DBE 120 document should the learner be referred for psychometric assessment by WCED team
- All documents remain in the intervention file until the end of the year when it is transferred to their profile.
- Regular meetings are held with the SBST to ensure that strategies identified in the ISP is completed.
- When a learner is referred, no original documents are taken out of the profile- copies are made.
- If Psychotherapy assessment is needed the SBST will ensure that the correct documents are handed to the educator and paren.
- All evidence must be filed in the intervention file and profile.

### **7.1 Role of the SBST (School Based Support Team )**

- The class educator and SBST gather all relevant information regarding the learner.
- The co-ordinator provides a list of all information needed to the class educator.
- The SBST meets with the class educator to discuss the learners at risk
- The SBST makes recommendations to the class educator
- The class educator follows up on the recommendations
- The SBST has a follow-up meeting with the class educator to address any issues arising
- Referrals to outside professionals must be done through the SBST
- All learners who need learning support must be identified and referred to the SBST via the baseline assessment and invention register.

### **Methods of record keeping**

- Recording of telephone conversation
- Signing of reports or class record by parents.
- Recording of whether parents attended parent evenings
- An At Risk form must be completed in the Meet The Educator meeting in March.

**The SBST should also:**

- Inform the parents about the intended intervention on request of educator/ parent.
- Work out a support programme with the educator
- Monitor the learners progress

**7.3 Role of the parents**

- Parents to be supportive of the class educator re: homework
- Parents to inform educator re: all information that will impact on the learner's progress (emotional, academic, medical)
- Parents to inform educator re: any changes of the normal routine of the learner that may impact on the learner's progress e.g. separation, divorce, death.
- Parents to attend all meetings with relevant role players when requested.
- If there is consensus that a learner should need more time in a grade, then the SBST co-ordinator and the principal will have a meeting with the parents to discuss options and the way forward.

**8. Policy on progression**

Progression from one grade to another is an accumulation of the year's progress towards attaining the outcomes at the level appropriate to a grade.

The following are the only conditions where repeating a whole year will be acceptable:

- Where the learner has , for no acceptable reason, missed more than 25% of the school year ( i.e. 50 school days) through absenteeism
- She / He is educationally at risk.
- Where after all a full process of consultation and intervention, it's considered that it is in the best interest of the learner for him or her to spend an additional year in the grade
- Such a consultation process must include the parent and must begin no less than two months into the start of a school year.
- The policy of progression with the age cohort and no more than four years in a 3 year phase.

**9. Examination policy**

**The exam procedure is done three weeks prior to Test/ Exam Cycle.**

- Moderation of tests papers done through collaboration with grade educators.
- Varied questions are expected to be asked in setting of papers, e.g. Multiple choice, true or false, essays, summaries, diagrams , labelling , drawings etc.
- These papers are sent to the SA Heads for checking and moderating. This should be done timeously to alleviate errors. Educators in the grade must approve standard of paper as well.
- The principal dos the final moderation- returns to educators for typing
- Proof read by SA heads and sent to librarian for photocopying.
- Signed in at the office for safekeeping until day of Exam/ test
- The stapling of scripts are done two days prior to writing the test paper.
- Assessments should allow for variety of suitable strategies and tools.

## **10. Schedules**

- Each class educator must complete a schedule or mark sheet each term
- The schedules are compiled according to WCED prescriptions, including all relevant information for each learner
- Schedules are completed electronically and forwarded to the Head of Department for checking
- Final schedules are forwarded to the Principal for signing off each term
- The Final schedule used for promotion purposes must include all four term results
- Schedules are to be stored in the principal's office for safe keeping
- Soft copies of the schedules are sent to the SMT

## **11. Appeal procedures**

An appeal procedure is necessary to ensure transparent practices at the school and to ensure fair treatment of all learners. This procedure is only applicable at the end of a school year.

- Appeals should be lodged in writing within three days of receiving the progression result of the learner. Parents and guardians may appeal in writing to the school principal in the first instance. The principal must respond in writing to appeal within 5 working days. If the parent is not satisfied with the judgement of the principal, the parent may appeal in writing to the relevant circuit manager at the local EMDC office. The Circuit Manager will investigate the matter and may enlist the help of other EMDC official and must respond in writing within 7 working days. The decision of the circuit manager is final. All appeals should be finalised before the start of the next school year.
- However, should the school reject the adjustment made by the Curriculum Advisor, the school has the right to appeal to the Chief Curriculum Advisor at the school's EMDC within 5 days of receiving the adjusted mark/s. The Chief Curriculum Advisor will appoint a subject specialist to moderate the SBST tasks and marks. The subject specialist and the Chief Curriculum Advisor will reach consensus and make a decision based on their findings. The school will receive the results of the re-mark/ re- assessment within 10 days of the request. The Chief Curriculum Advisor's decision is final.

## **12. Internal Moderation and Verification**

- To verify that assessments are fair, valid, reliable, consistent and practicable
- To ensure that learners doing the same subject, but in different classes are treated the same
- To validate the authenticity of the learners' work
- To identify the need to redesign assessment if required
- To evaluate the performance of assessors
- To provide appropriate and necessary support, advice and guidance to assessors
- To ensure that school- based assessment is continuous through the year



## **Methods**

- Moderation methods can include face moderation, moderation of practical activities, moderation of products and script or portfolio moderation
- Practical and oral work must be face moderated
- N.B that the distribution of marks/ codes can be correlated with that of written work for the group

## **Evidence required for moderation**

- Performance by learners e.g. oral work
- Exhibition of learners' work e.g. models
- Portfolios

## **13. Reporting**

The class educator will take full responsibility to issue a formal report card to the parents/ guardian at the end of the term. Rondebosch East Primary staff will make provision to meet the parents/ guardians of the learners individually once per term, in order to discuss their child/ children's progress.

### **Relevant information in the report card:**

- Foundation and Intermediate and Senior Phase
- Designed reports are issues by the Department (WCED)
- Subject achievements
- Percentages (only for Intermediate and Senior Phase)
- Code 1-7
- Constructive feedback – learner's performance in relation to his/ her previous performance in relation to the requirements of the subject.

All reports should include the following table:

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

Marks are converted to percentages and then to codes. The predominant code awarded to a subject must give an overall view of the performance of the learner in that particular subject. It must take into account all the assessments in that subject throughout the year. The CEMIS schedule will generate a mechanical averaging.

Keeping of profiles (records) and portfolios (learner's work) is compulsory

**14. Cluster Support groups and Meeting attendance**

- The Educators are obliged to develop themselves personally and professionally.
- Opportunities are provided so that the Staff of REPS is continuously performing and producing work of a high standard.
- The WCED workshops are to take precedence over any personal development of the educator.

**15. Training of Staff**

Educators are given development opportunities based on the needs reflected in the SIP for that year. All staff are encouraged to seek development opportunities independently as well as the formal development sessions provided by the school district. A staff development budget is made available to fully pay for or to subsidise such development opportunities