



PRETORIA
BOYS HIGH SCHOOL

ASSESSMENT POLICY

1 PREAMBLE

This policy is formulated in line with the National Curriculum Statements (CAPS) for Grade R-12. This forms the basis for on-going curriculum development delivery and assessments for Grades R-12. This policy will govern the assessment and evaluation of learners in the whole school. All stakeholders are expected to adhere to this policy.

2 VISION and MISSION

2.1 Vision

Every learner does well at school and leaves our institutions 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 a policy so that assessment procedures result in fair, valid and reliable assessment outputs.

To improve the quality and credibility of internal assessment and to ensure that comparable standards are maintained across schools.

To ensure parental involvement to enhance learner performance in meeting provincial, districts and school targets.

2.2 Mission

To ensure that a properly constituted SAT is in place and is functioning effectively resulting in quality curriculum delivery and compliant assessment procedures to ensure enhanced learner performance.

3 SCHOOL ASSESSMENT TEAM

The School Assessment Team (SAT) is the internal monitoring instrument within the school.

3.1 Composition of SAT

Refer to Annexure A.

3.2 SAT Meetings

Refer to Annexure B.

- Identify and verify compliance with policy regarding subject changes.
- Identify and monitor immigrant learners.
- Weekly progress report conducted during individual HOD-led subject department meetings on:

progress of teaching plans

SBA completion

PAT completion (where applicable)

Oral tasks (where applicable)

learner performance in administrated formal tasks

- Compiling and/or reviewing of subject intervention strategies.
- Progress and effectiveness of implemented subject intervention strategies (TO BE REVIEWED ON A REGULAR BASIS)

4 SCHOOL BASED SUPPORT TEAM (SBST)

A SBST is established to provide intervention for learners who require support.

4.1 Composition of SBST (at PBHS)

- Deputy Principal – Mr J Illsley
- 10 Senior Housemasters: Mr Stephens; Mr Rust; Mr Fourie; Mr Orr; Mr Geldenhuys; Mr Botha; Mr Oldnall; Mr Tucker; Mr Moodley and Mr O'Donoghue
- 50 Tutors (5 per Grade/House)
- Counselling Department: Mrs D Barnard
Mr M Aronstam

4.2 Learners at Risk

- Identification of learners needing support
- School support provided
- Communication to parents
- Monitoring the implementation of learner support programmes
- Completion of forms reporting learners experiencing problems by teachers (SUPPORT FORMS)
- Collection of forms reporting learners experiencing problems by SBST for discussion and suggestions
- Forms reporting learners experiencing problems handed back to teachers for implementation of interventions
- Application for concessions

4.3 Learner Profiles

4.3.1 Portability of the learner profile

The 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 following grade or school to understand the learner better and to therefore respond appropriately to the learner.

4.3.2 Transfer of profiles between schools: Primary School as well as other Secondary Schools

The Admissions Secretary, Mrs Cathy Cameron, ensures that the Learner Profiles are transferred to PBHS from the previous school. Should a learner leave PBHS, she will forward said Learner Profile to the new school.

4.3.3 Updating of Learner Profiles

Learner Profiles are updated by the Academic Staff on a termly basis.

5 COMPLETION OF SBA AND PAT

- HODs to ensure that each teacher adheres to the programme of assessment.
- Refer to Chapter 3 in NPA.

5.1 **School Assessment Plan (SAP)**

- HODs must submit assessment requirements with dates assigned, per subject, to Mr Illsley in the first week of each term.
- Mr Illsley, as the SAT Co-ordinator in this regard, will compile the SAP per term.
- The SAP will be issued to the learners and parents at the end of the 3rd week of the new term.
- At PBHS, the SAP is available as a hard copy (as issued to the learners) as well as electronically on the School Communicator.
- The SAP is a working document which is monitored on a weekly basis by the SAT.

5.2 **Absenteeism**

Absence of learners from Assessment Tasks 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 learners who will be absent for an assessment task/examination are required to telephone the school as early as possible to notify the teacher of the circumstances.
- Should the learner absent himself without a valid reason: the learner will be awarded a zero (0) mark for that task.
- Late submission of tasks will be dealt with as follows:
 - i a 10% penalty will be imposed on a piece of work for each day after the due date up to a maximum of three days (ie 30% penalty on the mark awarded).
 - ii any work submitted more than three days after the due date will be awarded nought for the item.
 - iii the only exception to the above will be in the event of a pupil who is absent from school for a legitimate and proven reason (such as ill health).
 - iv assignments and projects are set with ample advance notice and pupils are expected to exercise planning in working to complete and submit items timeously.

5.3 **Internal Examinations**

- Tests and examinations should be written under controlled conditions at a specific time. In setting of the tests and examinations, teachers should use Bloom's taxonomy to ensure that the performance is at different cognitive levels.
- Formal examinations are written at the end of Term 2 for Grades 8 to 12. The work is based on the work done for the first half of the year: the CAPS document must be referred to in order to ensure that minimum requirements are met.
- Formal Preliminary examinations for Grade 12 are written in September according to the requirements stipulated in the relevant CAPS documents.
- Internal Formal examinations are written in November for Grades 10 and 11.
 - The examination is based on all the work done for the year.
 - The examinations must be in accordance to the requirements of the relevant CAPS documents.
- All examination papers are moderated by the Subject Head or HOD.
- A copy of all examination question papers and memorandums is to be stored for a period of three years.
- Learner examination scripts must be bundled and handed to the Head of Department.
- November examination scripts must be bundled and handed to the Head of Department.

Management Plan for conduct of examinations refer to Annexure C.

5.4 Irregularities

Regulated in “Regulations pertaining to the National Senior Certificate” (Gazette 31337).

5.4.1 Composition of SAIC (School Assessment Irregularities Committee)

- District official serving the school: Mr Nkadimeng
- Senior Deputy Principal: Mr Illsley
- Head of Studies: Mr van Wyk
- Teaching staff member: Mrs van Wyk
- Member of SGB: Mrs Kok
- Academic Secretary: Mrs Chapman

5.4.2 The role of the SAIC

- Compilation of internal assessment marks.
- Monitoring and moderation of internal assessment.
- Conditions under which educators conduct internal assessment.
- Conditions under which learners are internally assessed.
- Capturing and processing of data in respect of internal assessment.
- Any other irregularity related to internal assessment.
- Monitoring the setting of internal assessment question papers.
- A candidate who refuses to abide by any or all of the minimum requirements in respect of the compilation 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 or unseemly manner despite a warning.
- Irregularities involving teachers and other assessment officials during internal assessment or Practical Assessment Tasks.
- A teacher who acts dishonestly when assessing candidates or compiling marks.

5.5 Analysis of Results

- Diagnostic and statistical analysis of learner performance must be done after each formal assessment task by the relevant subject head or HOD.
- Diagnostic analysis should inform Intervention Strategies → Housemasters.
- Analysis should be utilised to support learners and to improve teaching and learning.

Refer to Annexure D.

5.6 Intervention

- Conditions for re-assessment (extended opportunities) and intervention strategies to be compiled by HODs/Housemasters/Teachers and monitored weekly.

5.7 Quality Assurance and Moderation of Assessment

According to the National Protocol for Assessment – Grade R-12: ***“Moderation should ensure that the 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 Task components must: (d) Be available for monitoring and moderation.*”**

5.7.1 Moderation

Moderation must take place at the three levels:

- School-based moderation
- District-based moderation
- Provincial moderation (Grade 12 SBA)

5.7.2 School-based Moderation

- School Assessment Teams are required to ensure that internal moderation is conducted by Heads of Departments and/or Senior Teachers as delegated in all Subjects.
- All formal assessment must be recorded and must be standardised across the grade.

5.7.2.1 Pre-moderation/Moderation before Administration

- This involves moderating a formal task before it is given to learners.
- ALL formal tasks should be pre-moderated and evidence is kept in the teacher's file.
- No formal SBA and PAT task should be administered before approval by the Heads of Department.
- All formal SBA and PAT tasks must be submitted for pre-moderation to the relevant Head of Department or Senior Teacher and allow for remediation.

5.7.2.2 Moderation procedure

- The delegated moderator (Head of Department or Senior Teacher) will carefully moderate the draft task and ensure that:
 - The spread of levels according to Blooms Taxonomy and Barrett's Taxonomy (for languages), 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 or typing errors).
 - All diagrams and pictures are depicted clearly.
 - The content of the task is aligned to the Annual Teaching Plan (ATP).
 - The finalised printed task is of a good quality to ensure that learners are not disadvantaged when completing the task.
 - The draft task is moderated; change requests are made where necessary (Internal School Based Pre Moderation of SBA Tasks) and returned to the examiner (educator) within 3 days of the task having been submitted.
- The examiner will implement the requests made by the moderator and return the adjusted task to the moderator within 3 days of having received the moderated task from the moderator.
- The moderator will ensure that all changes requested have been implemented by the examiner and will approve and officially sign and date the task as quality assured and ready for printing within three days.
- The approved task is returned to the examiner within 3 days of submission to the moderator for final approval.
- The examiner will submit the approved task to the relevant admin clerk for printing and clearly indicate the number of copies required.
- The admin clerk will ensure that the task has been signed and dated by the moderator before it is printed.

- The admin clerk will return the printed copies to the examiner within 3 days of receiving it.

5.7.2.3 Moderation of Assessment of Teacher

- 10% the marked scrips/tasks must be moderated by the moderator 3-5 days after the scheduled date on School Assessment Plan.
- All marked answer scripts must be arranged from highest to lowest and placed in a folder.
- A copy of the question paper and marking memorandum must be included as well as the completed Statistical and Diagnostic Analysis Report.
- Moderators are expected to remark the selected script, in black pen, as it is the responsibility of the moderator to ensure that the:
 - standard of marking of the subject educator is correct, consistent and fair.
 - interpretation of the memo, by the subject educator, is accurate.
- Please note: Moderator to avoid shadow marking.
- Moderator must provide teacher with feedback and marks should be adjusted where necessary.

5.7.2.4 District and Provincial Moderation

- HODs to ensure that school adheres to District and Provincial Management plans.
- During school visits, facilitators will monitor the moderation done by Heads of Departments and give advice and support where possible. There will also be focused school visits for moderation by District Officials.

5.4.2.5 Moderation Reports

- Copies of all school, district and provincial moderation reports must be kept in a file in the relevant HOD's Subject File.
- A Principal's report, completed by the Head of Studies, on moderation done in the school will be sent to the district office per term, together with term schedules and learner performance statistics. Principals are required to verify the information sent to district before they attach their signatures. A system is in place at PBHS to ensure that verification is done. The information on these reports will be verified by District Officials and Principals shall be held accountable for the accuracy of this report.

Refer to School Assessment Management Plan Annexure B.

5.8 Recording and Reporting

Refer to Chapter 7 of NPA. PBHS uses "Saspac" as our recording and reporting software programme.

5.8.1 Recording

The main instruments for recording evidence of a learner's progress are observation sheets and mark books (manual or computer-generated).

Guidelines:

- Records must be easily interpreted and readily accessible.
If necessary, there should be enough flexibility to add or delete information.
- The feedback should be easily accessible to parents and/or learners on request.
- The recording material must reflect the planning of teaching and learning activities.
- Rubrics on the learner's progress are helpful and informative when reporting and recording.
- A combination of marks, percentages, comments and level descriptors are to be used in recording a learner's progress.

5.8.2 Reporting

The progress is as follows:

- The report card to be standardised, in accordance with **NPA Chapter 7**.
- The report at the end of the first and third term will include a percentage, national code and comment.
- The report card must correctly reflect the learner's performance for the year for the fourth term.
- A copy of the learner's report must be filed in the **learner profile**.
- Parents can make an appointment to see a teacher at a set time in the new term or consult teacher at a Parent's meeting/evening.
- Parent's meeting/evenings are held in each term.
- Regular staff meetings are held to discuss learner's progress and recommendations for additional assistance, referral to the School Counsellor or other support systems are put into place.
 - Some learners are placed on a Daily Report system whereby their teachers are able to make comments each lesson on a daily basis.
 - The Report is then checked and monitored weekly by the House Tutor/ Housemaster.
- Computer generated reports are issued at the end of each cycle of assessment, i.e. each Term.

Refer to School Assessment Management Plan Annexure B.

5.9 Appeals

- Memo 482/2009 and 388/2012

6 Subject Changes (FET only)

- Refer to Government Gazette No 39435 of November 2015.
- Detailed records are kept in the Academic Office.

7 Staff Development

- In-service training conducted throughout the year capacitates staff regarding assessment.
- IQMS is used as a guide to identify the needs of educators on Assessment and Curriculum related issued.

8 **Policy Review**

This Policy will be reviewed on 1 December 2022 for 2023

ANNEXURES

Annexure A: Composition of SAT

| | Name | Designation | Role and Responsibilities |
|----|--------------------|--------------------|---|
| 1 | Mr G J Hassenkamp | Principal | |
| 2 | Mr J Illsley | Deputy Principal | Curriculum Head |
| 3 | Mrs H Chapman | Academic Secretary | Administration |
| 4 | Mr A van Wyk | Head of Studies | Academic Administration |
| 5 | Mrs S van Wyk | Academic Assistant | Academic Administration |
| 6 | Ms A Bolduc | Head of Subject | Administration and Management of Mathematics Literacy |
| 7 | Ms B Bopape | Head of Department | Administration and Management of Sepedi |
| 8 | Mrs S Boucher | Head of Department | Administration and Management of Mathematics |
| 9 | Ms D Cloete | Head of Department | Administration and Management of Visual Arts |
| 10 | Mrs H Coetzee | Head of Department | Administration and Management of French |
| 11 | Mrs J de Meillon | Head of Department | Administration and Management of Accounting |
| 12 | Mr J-P Dumas | Head of Department | Administration and Management of Business Studies |
| 13 | Mr P Franken | Head of Department | Administration and Management of Geography |
| 14 | Mr G Hudson | Head of Subject | Administration and Management of Tourism |
| 15 | Mrs L Krugel | Head of Department | Administration and Management of Afrikaans |
| 16 | Mrs D Roode | Head of Department | Administration and Management of Information Technology |
| 17 | Mrs T Segaar | Head of Subject | Administration and Management of CAT |
| 18 | Mrs L Smith | Head of Department | Administration and Management of History |
| 19 | Mrs T Thompson | Head of Department | Administration and Management of Life Sciences |
| 20 | Dr N van der Watt | Head of Department | Administration and Management of Music |
| 21 | Mr J Venter | Head of Department | Administration and Management of Life Orientation |
| 22 | Mr D van Suilichem | Head of Department | Administration and Management of Physical Sciences |
| 23 | Mrs P Vlag | Head of Department | Administration and Management of English |
| 24 | Mrs I Wagener | Head of Department | Administration and Management of German |
| 25 | Mr D Wright | Head of Department | Administration and Management of EGD |

Annexure B: School Assessment Management Plan

| | ACTIVITY | DATE | RESPONSIBILITY |
|---|---|---|--|
| 1 | Submission of assessment programmes per term. | Term 1: SBA Tasks & Tests 14 January 2022 Term 2: SBA Tasks & Tests 11 April 2022 Mid-Year Examinations 17 March 2022 Term 3: SBA Tasks & Tests 20 July 2022 Term 4: End-of-Year Examinations 14 October 2022 | Head of Department |
| 2 | Compilation and <u>distribution</u> of assessment programmes per term. | Term 1: SBA Tasks & Tests 20 January 2022 Mid-Year Examinations 29 April 2022 Term 2: SBA Tasks & Tests 19 April 2022 Term 3: SBA Tasks & Tests 25 July 2022 Term 4: End-of-Year Examinations 18 October 2022 | Mr Illsley (ILJ) Mr van Wyk (VWA) |
| 3 | <u>SAT Meetings</u> • Head of Studies and Assistant • Academic Department • Head of Department • Subject Department | 4 x in 10 day cycle 2 x in 10 day cycle 1 x in 10 day cycle 1-2 x in 10 day cycle | VWA and VWS VWA; ILJ; VWS; HC As per SAT Team Refer Annexure A HOD & relevant academic staff |
| 4 | • Submission of SBA tasks/tests for moderation • Printing of SBA tasks/tests • Assessing SBA tasks/tests • Providing learners with feedback • Submission of diagnostic and statistical analysis | As per schedule compiled by each HOD per Subject | Teachers and Heads of Department |
| 5 | Submission of term schedules and report cards *Refer to End-of Term Arrangements per term | As per district management plan | VWA and VWS |
| 6 | Intervention Programme • Candidates requiring intervention to be identified *Refer Pastoral Care explanation. | As per Task/Test being administered | Head of Department and Senior Housemasters |

