



Sunridge Circle Primary

Assessment Policy

1. RATIONALE

- To make informed decisions regarding assessment based on the national policies.
- To apply the policies consistently.
- To prevent ignorance and assessment irregularities.

2. INTRODUCTION

This school assessment policy outlines the purpose, nature and management of assessment at Sunridge Circle Primary School. Assessment complements and assists teaching and learning; it plays an integral role in each teacher's planning and enables the evaluation of current practice as well as learner achievement. High quality informal/formative assessment is an essential part of teaching and learning. It ensures a whole school approach to the provision of an excellent education for all learners and enables teachers to deliver education that best suits the needs of their learners.

3. PURPOSE AND ENTITLEMENT

- to ensure that assessment at Sunridge Circle Primary School is well designed and well managed,
- to have a common understanding of the procedures to be followed, to track learner progress.
- to enhance sound teaching, learning and assessment,
- to ensure that all the Principles of Assessment (fairness, validity, reliability, consistency, practicability, flexibility and transparency) is adhered to.

Every learner is entitled to be given an education that:

- builds on their strengths.
- addresses their individual needs and ensures progression.

Assessment is an essential tool in the delivery of this entitlement.

- 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 assessment to enhance the learning experience.
- To ensure that assessments are conducted in a fair manner for the learners to achieve the best results.
- To ensure the integrity of the assessment and thus the results.
- To ensure that all classes follow the same procedure with regards to assessments, examinations and SBA to ensure compliance to the basic principles of assessment.
- To provide regular and insightful feedback to parents on the academic progress of their child.
- To identify barriers to learning timeously, which will then inform the intervention strategies required to assist the learner.

4. POLICY FRAMEWORK *The assessment policy is informed by the following legal frameworks:*

- SASA: Chapter 2 Section 6
- National Protocol for Assessment: Grades R-12
- Regulations Pertaining to the National Curriculum Statement: Grade R – 7
- National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement: Grades R-12
- Personnel Administrative Measures
- Circular 16/2017
- Circular 0028/2011
- The Language-in-Education Policy, 1997. Question papers must be set in the Languages of Learning and Teaching (LoLT). Unless otherwise directed in the examination question paper, learners must answer all questions in the Language of Learning and Teaching (LoLT) applicable to the learner.
- Curriculum and Assessment Policy Statements – Grade R to 7
- Education White Paper 6 on Special Needs Education: Building an inclusive Education and Training System that provides a policy framework for the transformation of practices related to assessment and examinations in general with a view to achieving enabling mechanisms to support learners who experience barriers to learning;
- WCED minute 016/2017 -The establishing of a School Assessment Irregularities Committee (SAIC), based on Gazette 30048 of 2007, and Gazettes 29626 and 29467 of 2007.
- The CAPS documents for all subject areas.
- Parent Guide for Progression and Promotion: Directorate: Assessment Management
- DEFINITION OF A REGULATION

A rule of order having the force of law, prescribed by a superior or competent authority, relating to the actions of those under the authority's control.

Regulations pertaining to the National Curriculum Statement Grades R to 12 (Government Gazette 36041)

5. PRINCIPLES OF ASSESSMENT

- *Authenticity* – An authentic assessment is one that requires application of what learners have learned to a new situation, and that demands judgement to determine what knowledge and skills are relevant and how they should be used.
- *Fairness* – Fairness ensures that everyone has an equal chance of getting a good mark. Fair and just assessment tasks provide all learners with an equal opportunity to demonstrate the extent of their learning. Achieving fairness throughout your assessment of learners involves considerations about workload; timing and task complexity.
- *Validity* – Refers to the extent to which a learner's mark measures the knowledge, skills and abilities being assessed. Keywords: appropriate, meaningful and useful.
- *Reliability* – Refers to the accuracy and precision of measurement. An assessment is reliable when different tests of a learner's particular skills, (if administered independently), give the same result. Keywords: consistency, accuracy, stability, dependability.
- *Credibility* – An assessment is credible when the form of assessment is closely aligned with the learning outcomes.
- *Appropriateness* – The type of assessment used must be suitable for "what" it is that is being assessed i.e. fit for purpose. For this to be effectively measured, assessment needs to be designed in such a way that the learner can demonstrate their ability to do or perform the skill.

6. IMPLEMENTATION

Assessment is a daily part of the life of the school. Assessments, through monitoring of learner's work are used and marking and feedback is used by teachers to inform their teaching and ensure that learners know what they need to do to improve. More formal methods of assessment provide feedback on learner progress and ensure a rigorous approach to curriculum delivery.

The overarching purpose of assessment is:

- to be formative, providing information for the teacher to plan the next steps in the learner's learning and support children identifying their own next steps;
- to be diagnostic providing more detailed information about individual learner's strengths and weaknesses;
- to be summative, providing a snapshot of each learner's achievement - these can be reported to parents;
- to be evaluative allowing the school and individual teachers to evaluate how effective their teaching is;
- to inform the learner to enable them to develop their learning.

Specific learning intentions and assessment opportunities are identified in medium term plans. All assessment outcomes, including standardised test results, are used to evaluate current practice and to inform future planning.

7. CORE DUTIES AND RESPONSIBILITIES

7.1 Organogram- Addendum A

8. ASSESSMENT STRUCTURES AT SUNRIDGE CIRCLE PRIMARY

8.1 School Assessment Irregularity Committee (SAIC)

The primary function of the SAIC is to develop implement, review and improve the school assessment policy. Its role is to manage assessment and curriculum structures and procedures at Sunridge Circle Primary school.

School Assessment Committee

1. L. Lowe (Principal)
2. M. Matthee (School Assessment Coordinator and/or Academic Head)
3. A. Victor, K. Pelser (SMT member)
4. C. Callaghan (Grade Head and/or PL 1 educator)

Teacher Support Team: Mentor Programme

1. M. Matthee

Assessment Representative to attend regular Assessment Clusters and Training:

1. As per communication request.

9. ROLES AND RESPONSIBILITIES

The overall responsibility for assessment belongs to the Principal (Refer to Roles and Responsibilities of the Principal- PAM Document).

However, this responsibility has been delegated to the Assessment Coordinator, who is the Assessment leader. Class and/or Subject teacher's are responsible for assessment of the learners in their core and curriculum subject leaders/subject heads/DH's are responsible for monitoring assessment within their subject area and absenteeism from assessments.

10. ROLE OF THE PRINCIPAL

The principal is the accountable officer with respect to the implementation of notional and provincial assessment policy at school level.

The principal's key responsibilities in this regard include the following:

- Ensuring effective delivery of the curriculum at all levels
- Ensuring adherence to SBA requirements and gathering evidence of learning Maintaining learner profiles
- Ensuring effective recording of assessment
- Managing internal moderation of learner and educator work/portfolios
- Managing records of learner achievement
- Implementing effective reporting on learner achievement to all stakeholders
- Managing intervention procedures for learners with barriers to learning
- Ensuring that a fair irregularities and appeals procedure is in place
- Signing all progression and promotion schedules and report cards
- Capturing and analysing of data provided by notional and provincial evaluations, as well as other systemic or research evaluations

11. ROLE OF THE SMT

The SMT consists of the head of the institution and the department heads or other designated staff members.

The SMT is responsible for ensuring the effective implementation of the notional and provincial assessment policies and guidelines at school level.

12. ROLE OF TEACHERS

- Teachers must provide the annual Programme of Assessment to the learning programme/learning area /subject head and SMT before the start of the school year.
- Teachers plan and implement assessment through learning programmes/subject frameworks, work schedules and lesson plans.
- It is the responsibility of teachers to ensure that their assessment portfolio is kept up to date and to check that each learner compiles and maintains all evidence of his or her performance.
- A teacher's file is a compilation and recording of all the tasks for school-based assessment, this means that it is a collection of all the assessment tasks [formal and informal], the annual programme of assessment, learning programme/learning area/subject record sheets. etc.
- A teacher must keep a portfolio as part of his or her assessment records. This will enable the teacher to monitor his or her progress and that of individual learners, and to plan for the next step in the learning experience.

13. ROLE OF LEARNERS

- A learner will have evidence of learning which exhibits to the learner, parent, teachers and others, the progress, growth and achievements of the learner in relation to expected outcomes in each learning programme/learning area/subject.
- All the formal recorded assessment tasks will be used to determine progression or promotion to the next grade.
- The learner's work should be located in the most appropriate form for the subject and age level of the learners. The recorded tasks should be clearly marked and easily located.

14. ROLE OF PARENTS OR GUARDIANS

- Parents must familiarize themselves with the school's assessment policy.
- It is the parents' or guardian's responsibility to stay in touch with the school regarding the child's academic progress.
- Parents are required to attend all meetings and interviews requested by the school, particularly those pertaining to assessment, intervention, progression and promotion.
- Parents are required to play a supportive role in the assessment process, as well as to monitor the learner's work and submission of CASS items.

15. TYPES OF ASSESSMENT

15.1 Classroom assessment

- Should be both informal and formal.
- In both cases it is important that learners know what knowledge and skills are being assessed and feedback should be provided to learners after assessment to enhance the learning experience.

15.2 Informal or Assessment for learning

- Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.
- Assessment for learning is a key part of our approach to teaching and learning at Sunridge Circle Primary School.
- Informal assessment can be done by Peer marking and/or self-assessment to involve learners in their learning and to inform them of their conceptual understanding prior to formal assessment.
- Assessment for learning opportunities are identified in planning. Marking should be against the learning objective and should identify successes and areas for improvement. Effective questioning should be part of Assessment for Learning.
- Through Afl learners' progress are being monitored.
- This is done through teacher observation and teacher-learner interactions, which may be initiated by either teachers or learners.
- Informal or daily assessment may be as simple as stopping during the lesson to observe learners or to discuss with the learners how learning is progressing.
- It should be used to provide feedback to the learners and teachers, close the gaps in learners' knowledge and skills and improve teaching.
- Informal assessment builds towards formal assessment and teachers should not only focus on the formal assessment.

15.3 Formal Assessment or Assessment of learning

Provides teachers with a systematic way of evaluating how well learners are progressing in a particular subject and in a grade. Teachers must ensure that assessment criteria are very clear to the learners before the assessment process.

- This involves explaining to the learners which knowledge and skills are being assessed and the required length of responses.
- Feedback should be provided to the learners after assessment and could take the form of whole-class discussion or teacher-learner interaction.

15.4 Examples and key aspects pertaining to formal assessments:

- Include projects, oral presentations.
- Demonstrations, performances, tests, examinations, practical demonstrations, etc.
- The forms of assessment used should be appropriate to the age and the developmental level of the learners in the phase.

- The assessment tasks should be carefully designed to cover the content of the subject. The design of these tasks should therefore ensure that a variety of skills are assessed as contemplated in Chapter 4 of the various Curriculum and Assessment Policy Statements.
- The recycling of previous FATS such as tests and examination papers are considered an assessment irregularity because it is already in the public domain.
- Subject teachers must be creative/innovative to set different non-test FATS.
- The recorded formal assessment tasks must be included in the final School-Based Assessment mark for progression (Grades 1-7) and promotion. This means that those tasks that are used for formal assessment are recorded and should be used to decide whether a learner should progress or be promoted to the next grade.
- Teachers are required to record learner performance in all formal assessment tasks. They are not required to record performance in informal or daily assessment tasks. Teachers may however, choose to record performance in informal or daily assessment tasks in some cases to support the teaching and learning process.

15.5 Administration of non-test tasks

- Tasks done by learners for formal assessment purposes must be always monitored by teachers.
- The research assignments or projects that spans over a longer period must be carefully planned with dates for specific aspects of completion and must be clearly documented in a management plan.
- There must be a clear Management Plan how the task will be administered over several weeks.
- The specific task must be mediated/explained by the teacher and the dates for periodic submission of the various aspects must appear on the task sheet.
- The teacher must also mediate the marking instrument/rubric so that the learners are adequately informed of how they will be assessed.
- Research/Gathering of information/material can be done at home and the learner must maintain a portfolio of research evidence which will be used to plan the final output/product.
- The teacher will monitor the completion of each phase on a class list, i.e. Information gathered, planning the product/final output and only thereafter, the task will have to be completed under controlled conditions at school. The period of completion must be clearly indicated on the teachers planning so that adequate time is set aside for it.
- The relevant subject teacher must inform parents via an electronic platform if any learner failed to complete a certain section of the task. This communication will be used as evidence when a code X: ABS is recorded for a non-test task.
- Under no circumstances will learners be allowed to complete the final product/task at home as this could provide an opportunity for parents to assist the learner.
- If it was found that learners were allowed to administer the complete task at home, the principal must follow on assessment irregularity process with the teacher.
- Each learner must complete a declaration of authenticity. Refer to Annexure 3.

Task Management Plan			
Subject:			
Topic/Content:			
Formals Task Name:			
Grade:			
Duration:			
Expected Skills			
Time Allocation:			
Resources Required			
Subdivision of whole task into manageable parts	Time Frame	Person Responsible	Resources Required
Sub task 1 (Topic)			
Sub task 2(Topic)			
Sub task 3(Topic)			
Sub task 4 (Topic)			

15.6 Policy on Plagiarism

- Plagiarism is the presentation of someone else's ideas, words, or artistic/scientific/technical work as one's own creation.
 - A student who copies or paraphrases published or on-line material, or another person's research, without properly identifying the source(s) is committing plagiarism. (Ref. Cuny.edu)
 - The school regards plagiarism as an unethical practice and is regarded as "theft" from someone else's intellectual property without the consent of the source.
 - An alleged act of plagiarism will be investigated if there is a suspicion of the following
 - A learner misrepresenting on assignment and submit it as his/her own work.
 - A learner copies verbatim content from a source or the internet without acknowledging the source.(Indiana University /SS)
- Examples of Plagiarism ore:
- Paraphrasing
 - Verbatim content through copy and posting
 - Embedded key words also known as catch phrases
 - Summary of a single source
 - Misrepresentation of source (Dainfem College)
- The following measures will be used to ensure that learners ore adequately taught to prevent plagiarism when given on assignment:
 - The policy of plagiarism will also be port of the Schools' code of conduct.
 - Educators will use the school's presentation and video to mediate what constitutes plagiarism and what the consequences will be.
 - An electronic tool to check for plagiarism will also be made available.
 - Parents must also be informed of the consequences of plagiarism.
 - Learners must be given a declaration of authenticity for all assignments/projects and declare that the work presented as that of their own.

The following process will be followed if there is clear and unambiguous evidence of alleged plagiarism (source and the learner's attempt):

- The teacher will report the matter to the principal and the assessment coordinator

- The principal will inform the parents of the alleged irregularity and will schedule a SAIC meeting.
- The SAIC meeting will deliberate on the matter and on the basis of the seriousness of the act, the assessment will be regarded as null and void.
- If the assessment contains sections that were not linked to research, the learner the assessment is still regarded as null and void, because the learner had clear intentions to be dishonest by misrepresenting information that is not his/hers

16. THE COMPOSITION OF FORMAL ASSESSMENT

- Assessment in the *National Curriculum Statement Grades R – 12* comprises School-Based Assessment and Practical Assessment Tasks for certain subjects offered in the Further Education and Training Phase and a final end-of-year examination.
- School-Based Assessment, Practical Assessment Tasks and end-of-year examinations are designed to address the content competencies, skills, values and attitudes of the subject, and to provide learners, parents and teachers with results that are meaningful indications of what the learners know, understand and can do at the time of the assessment.
- School-Based Assessment and Practical Assessment Tasks allow for learners to be assessed on a regular basis during the school year and also allow for the assessment of skills that cannot be assessed in a written format, e.g. test or examination. School-Based Assessment and Practical Assessment Tasks include a variety of assessment methods as contemplated in *Chapter 4* of the Curriculum and Assessment Policy Statements.
- The DH/Subject together with the relevant subject teachers must submit the annual formal programme of assessment (PoA) to the School Management Team (SMT) at the end of the school's academic year or before the start of the school year.
- This will be used to draw up a school assessment plan in each grade. The school assessment plan will be provided to learners and parents in the first week of the first term.
- The various grade heads will consolidate the Programmes of Assessment and will compile it on the relevant template for uniformity. (Refer to Annexure 2) Assessment in the *National Curriculum Statement Grades R - 12* comprises School- Based Assessment and Practical Assessment Tasks for certain subjects offered in the Further Education and Training Phase and a final end-of-year examination.
- 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.
- A teacher may not deviate from the prescribed FATs according to the Programme of Assessment. Any deviation will be dealt with as an assessment irregularity as contemplated in the Regulations pertaining to the CAM of the NSC Exams and Addendum B of Circular 0016 of 2017.
- School-based Assessment is a compulsory component for progression and promotion in all the different school phases:
- The school-based assessment component is as follows in the different school phases

Phase	SBA Component %	End-of-Year Examination %
Foundation Phase	100	0
Intermediate Phase	80	20
Senior Phase	60	40

- The composition of the School-Based Assessment of all subjects is outlined in *Chapter 4* of the Curriculum and Assessment Policy Statements.
- 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, have been met from Grade 4 onwards.

17. COMPILATION OF THE SCHOOL-BASED ASSESSMENT AND PRACTICAL ASSESSMENT MARK

17.1 Both School -Based Assessment and the Practical Assessment Task components must:

- comprise assessment tasks that constitute the learners' School-Based Assessment and Practical Assessment mark as contemplated in Chapter 4 of the Curriculum and Assessment Policy Statements;
- include a mark awarded for each assessment task and a consolidated mark;
- be guided by assessment components as specified for each subject in Chapter 4 of the Curriculum and Assessment Policy Statements as contemplated in Chapter 4 of the Curriculum and Assessment Policy Statements;
- be available for monitoring and moderation by the principal, school assessment coordinator, DHs, Subject Heads; the district, PED, the DBE and Umalusi.
- be evaluated, checked and authenticated by the teacher before being presented as the learner's evidence of performance.

17.2 The teacher file with assessment tasks must:

- be a complete record of assessment in that particular subject;
- be maintained by the teacher for every subject taught in respect of the National Curriculum Statement Grades R - 12; and
- be available for monitoring and moderation purposes at every level.
- 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(31) of the policy document, National policy on the conduct,
- administration and management of the Notional Senior Certificate: A qualification at Level 4 on the Notional Qualifications Framework (NQF), or other appropriate measures.

18. REQUIREMENTS FOR TEACHER FILES

- All teachers' are expected to keep a file containing evidence of their teaching and assessment:
 - timetable
 - CAPS and/or Annual Teaching Plan (ATP)
 - Planning documents. i.e. Work Schedule and Lesson plans
 - POA and Subject Assessment Plan
 - Master copies of all Formal Assessment Tasks (FATs),
 - Marking Guidelines and Instruments/Tools
 - Analysis Grids (to be submitted with FATs and MGs)
 - Evidence of Moderation (QA and Scripts) - completed templates
 - o Pre-Moderation - First and Final drafts for FATs + Moderator Report
 - o Post Moderation- Report of script moderation
 - o All teachers will use the school's own moderation templates, unless it is otherwise prescribed by the district or PED.
 - Record/Recording/Mark sheets
 - Analysis of Results and Subject Reports
 - Evidence of Informal Assessment
 - Evidence of Intervention (part of SIP)
 - Subject Improvement Plans
 - Record of Attendance and communication to parents

- A teacher assessment tasks must be in a file.
- The formally recorded assessment tasks should be clearly marked or indicated in the teacher's file. Stickers, coloured paper, etc. may be used for this purpose.
- Teachers' files should always be available on request for monitoring and moderation and accountability purposes.
- According to the Regulations pertaining to the NCS (Gr R to 12), "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."
- Monitoring Template of Teacher File: Annexure 10

19. PLANNING FOR ASSESSMENTS TO BE INCLUDED IN TEACHER FILES

Type of assessment	Requirements	Documents
Project- Practical Investigation and Experiments	Framework outlining the aim, research, method, equipment, diagrams, collection of data, presentation of data, data analysis, conclusion and cognitive levels	Framework document Analysis grid Cognitive levels Marking guideline Moderation checklist

PROGRAMME REQUIREMENTS PER PHASE

Progression and Promotion

'progression' – means the advancement of a learner from one grade to the next, excluding Grade R, in spite of the learner not having complied with all the promotion requirements. Progression can be used to prevent a learner from being retained in a phase for a period exceeding four years as stipulated in the Admission policy for ordinary public schools as published as Government Notice 2432, Government Gazette, Vol. 400, No. 19377 of 19 October 1998, provided that the underperformance of the learner in the previous grade is addressed in the grade to which the learner has been promoted.

'promotion' – means the movement of a learner from one grade to the next when that learner meets the minimum required level of achievement per subject in a particular grade, as well as complying with the promotion requirements of that grade as contemplated in the policy document: National policy pertaining to the programme and promotion requirements of the NCS Grades R – 12.

Scale of Achievement for all Grades

RATING CODE	DESCRIPTION OF COMPETENCE	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%

**Programme Requirements and Progression Guidelines
Grade R**

Programme Requirements	Progression Guidelines	
A learner must offer the following three subjects: <ul style="list-style-type: none"> One official language at Home Language level Mathematics 	Home Language	Level 4 (Adequate Achievement (50%-59%))
	Mathematics	Level 3 (Moderate Achievement (40%-49%))
Teaching time per week: 23 hours	School Based Assessment = 100% of total mark/final progression mark	

- As far as possible, all learners should progress from Grade R to Grade 1 provided that they are in the correct age cohort.
- In schools where Grade R is offered and where the LOLT is not the learner's mother tongue, such a learner should be allowed to progress from Grade R to Grade 1 with a Moderate Achievement (Level 3) (405-495) in Home Language.

Grade 1 to 3

Programme Requirements	Progression Guidelines
A learner must offer the following four (4) subjects: Home Language First Additional Language Mathematics	A learner should achieve the following minimum standards: Level 4 (Adequate Achievement) (50%-59%) for Home Language and Level 3 (Moderate Achievement) (40%-49%) for First Additional Language and Level 3 (Moderate Achievement) (40%-49%) for Mathematics
Teaching time per week: Grade 1 to 2: 23 hours Grade 3: 25 hours	SBA = 100% of total/final progression mark

- The learner must meet all the School Based Assessment Requirements in the three subjects.
- Where a learner enters formal schooling in Grade 1 such a learner should be given adequate support to cope with Grade 1 programme requirements and allowance should be made for such a learner to progress to Grade 2 in accordance with the age cohort.
- If a learner in Grade 1 to 3 does not meet the stipulated minimum guidelines in all 3 of the required subjects for progression such a learner will be required to repeat the grade once only in the Foundation Phase.
- Should a learner in Grades 1 to 3 not meet the minimum guidelines in all three of the required subjects for a second time in the Foundation Phase, such a learner may only be retained once in the Foundation Phase, excluding Grade R, in order to prevent the learner being retained in this phase for longer than four years.
- Learners repeating a grade must be offered adequate additional support in order to achieve an appropriate level of competence in order to progress to the next grade.

Grades 4 – 6

Programme Requirements	Progression Guidelines	Immigrant Learners Progression Guidelines
A learner must offer the following six subjects: Home Language First Additional Language Mathematics Social Sciences Natural Sciences and Technology	A learner should obtain the following minimum standards: Level 4 (Adequate Achievement) (50%-59%) Level 3 (Moderate Achievement) (40%-49%) Level 3 (Moderate Achievement) (40%-49%) Level 3 (Moderate Achievement) (40%-49%)	An immigrant learner may pass one of the required two official languages one on at least FAL level and obtain a Level 3 (Moderate Achievement) in that language, provided that he or she has complied with the following remaining requirements: Level 3 (Moderate Achievement) (40%-49%)

SUNRIDGE CIRCLE PRIMARY – ASSESSMENT POLICY

Life Skills	in two of the remaining three subjects	Level 3 (Moderate Achievement) (40%-49%) in all three of the remaining three subjects
Time Allocation per week: 27,5 hours	Examination = 25% of total/final progression mark School based assessment = 75% of total mark/final progression mark	

- The learner must meet all the School Based Assessment Requirements in the six subjects.
- If a learner in Grade 4 to 6 does not meet the stipulated minimum guidelines in all five of the required subjects for progression, such a learner may only be retained once in the Intermediate Phase in order to prevent the learner being retained in this phase for longer than four years.
- Learners repeating a grade must be offered adequate additional support in order to achieve an appropriate level of competence in order to progress to the next grade.

Grade 7

Programme Requirements	Progression Guidelines	Immigrant Learners Progression Guidelines
A learner must offer the following nine subjects: Home Language First Additional Language Mathematics Natural Sciences Technology Life Orientation Social Sciences Creative Arts Economic Management Sciences	A learner should obtain the following minimum standards: Level 4 (Adequate Achievement) (50%-59%) Level 3 (Moderate Achievement) (40%-49%) Level 3 (Moderate Achievement) (40%-49%) Level 3 (Moderate Achievement) (40%-49%) in three of the remaining three subjects and Level 2 (Elementary Achievement) (30%-39%) in two of the remaining subjects	Immigrant learners: 40% in one official language (HL or FAL) 40% in Mathematics 40% in three remaining subjects 30% in three remaining subjects
Time Allocation per week: 27,5 hours	Examination = 60% of total/final progression mark School based assessment = 40% of total mark/final progression mark	

Concessions for Learners with Barriers to Learning

Deaf, Aphasic or Dyslectic Learners

Promotion Requirement:

- **Grades 1 – 3**
Must offer all the subjects as normal and may pass one of the two required official languages by achieving a Level 2 (Elementary Achievement) (30% – 39%).
- **Grades 4 – 6**
Must offer all the subjects as normal and may pass one of the two official languages by achieving a Level 2 (Elementary Achievement) (30% – 39%), provided the school-based assessment has been completed.
- **Grades 7 – 9**
Must offer all the subjects as normal and must pass one of the two required official languages on at least First Additional Language level and obtain a level 3 (Moderate Achievement) (40% – 49%) in that language. Must also obtain a level 2 (Elementary Achievement) (30% – 39%) in the second official language.

ASSESSMENT SUMMARY

- Learners will be assessed internally according to the requirements as specified in the policy document, *National Protocol for Assessment Grades R – 12* and the Curriculum and Assessment Policy Statements.
- The end-of-year assessment must consist of an end-of-year examination that is internally set, marked and moderated, as specified in the policy document, *National Protocol for Assessment Grades R – 12* and the Curriculum and Assessment Policy Statements.
- School-Based Assessment is a compulsory component of the promotion marks.

RECORDING LEARNER PERFORMANCE

Recording

- Recording is a process in which the teacher documents the level of a learner's performance. In South African schools, this should indicate the progress towards the achievement as stipulated in the Curriculum and Assessment Policy Statements of all subjects listed in the *National Curriculum Statement Grades R - 12*. Records of learner performance should provide evidence of the learner's conceptual progression within a grade and his or her readiness to progress/promoted to the next grade.
- Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. Records should be used to monitor learning and to plan ahead

Reporting

- Reporting is a process of communicating learner performance to learners, parents, schools and the other stakeholders such as the employers, tertiary institutions, etc. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc.

The main purpose of reporting is to:

- provide learners with regular feedback, this feedback should be developmental;
- inform parents/guardians on the progress of the individual learner; and (c) give information to schools and districts or regional offices on the current level of performance of learners.

Recorded information should:

- inform teachers and others about the performance of learners;
 - be used to provide constructive feedback to learners about their progress;
 - be used to provide feedback about the performance of learners to parents, and other role-players;
 - inform the planning of teaching and learning activities; and
 - inform intervention strategies.
- The language in which recording and reporting is done should be in accordance with the Language of Learning and Teaching (LoLT) as informed by the *Language-in-Education Policy* of 1997. In the case of dual medium schools, one of the languages used as LoLT should be utilised for reporting purposes, while the language of recording should be any of the languages used for learning and teaching.

Principles for Recording and Reporting

The following principles underpin the approach to both recording and reporting:

- Recording of learner performance is against the assessment task and reporting is against the total mark obtained in all tasks completed in a term. The promotion of a learner is based on the composite marks obtained in all four terms.
- Teachers should show in their files that they have covered all the formal tasks set.
- Achievement rating on a report card should be indicated by a combination of national codes, percentages and comments.
- The following is applicable to recording and reporting per phase:
 - Foundation Phase (Grades R – 3): Record and report in national codes and their achievement descriptions.
 - Intermediate Phase (Grades 4 – 6): Record and report in national codes and their achievement descriptions and percentages.
 - Senior Phase (Grades 7 – 9): Record and report in national codes and their achievement descriptions and percentages.
- The schedule and the report card should indicate the overall level of performance of a learner.
- In the case of Languages, each language that the learner offers should be recorded and reported on separately according to the different levels on which they are offered. For example, Home Language – English, First Additional Language – Afrikaans
- The number of formal assessment tasks to be recorded in each phase is provided in *Chapter 4* of the Curriculum and Assessment Policy Statements.
- The recorded pieces of evidence should reflect a variety of forms of assessment. More information on this is provided in *Chapter 4* of the Curriculum and Assessment Policy Statements.
- Teachers must report regularly to learners and parents on the progress of learners. Schools are required to provide feedback to parents on the programme of assessment using a formal

reporting tool such as a report card. In addition to the report cards, other reporting mechanisms such as parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc. may be used. The school will determine the format of these reporting strategies.

MANAGEMENT OF SCHOOL ASSESSMENT RECORDS

Assessment Records

- The assessment records that should be developed and kept at school are record sheets, schedules, teacher files, learner profiles, report cards and schedules.
- The management, maintenance and the safety of the learner profiles, schedules and report cards is the responsibility of the school management.
- The management and maintenance of the record sheets and the teacher file is the responsibility of every teacher.

Record Sheets

- Teachers are expected to keep efficient current mark sheets of the learners' progress. It is expected that carefully compiled records and/or evidence of learner performance be maintained to justify the final rating a learner receives at the end of the year.
- Teachers are expected to keep current records of learners' progress electronically/in files/books/folders or any other form the school has agreed on.
- Record sheets must at least have the following information:
 - Subject;
 - Grade and class;
 - Learners' names;
 - Dates of assessment;
 - Names of the formal assessment tasks;
 - The results of formal assessment tasks; and
 - Comments for support purposes when and where appropriate.
- The record sheets should be used to compile a schedule that will in turn be used to compile reports once a term. Schools should therefore develop Record Sheets.

Report Cards

- A report card is an official document that is used to give feedback to parents on the achievement of learners.
- Formal report cards should be sent to parents once a term. The report cards must provide a clear holistic picture of the learner's achievements in different subjects.
- Schools should ensure that there are no errors, erasures or corrections that will compromise the legal status of the report cards. The school management team is responsible to ensure that reports issued to learners do not contain any errors.
- Learner performance for a term should be reflected on the report card for that term.
- The end-of-year report card should indicate cumulative learner performance for the year.

- The achievement rating in a report card should be indicated by a combination of national codes, percentages and comments. The national codes and percentages should be in accordance with the stipulations.
- Comments should provide more information on the strengths and developmental needs of the learners.
- Report cards should include information in the following essential components
 - *Personal details:* Name of the learner, grade and class of the learners, date of birth, school attendance profile.
 - *Official school details:* Year and term, name of the school, date, signature and comment of parent or guardian, teacher and principal, dates of closing and opening of school, school stamp, explanation of the codes of the national coding system.
 - *Performance details:* A national code and /or a percentage indicating the level of performance per subject and a description of the strengths and developmental needs of the learner.
 - *Constructive feedback:* The feedback should contain comments about the learner's performance in relation to his or her previous performance.
- A report card may be produced electronically or manually using different styles preferred by the school but should contain all the predetermined information.
- Schools should not accept report cards with errors from other schools. Once a fraudulent report has been identified, the matter should be reported to the principal of the affected school and to the District and/or Provincial Department of Education offices.
- In cases where a fraudulent report card is discovered the Head of the Provincial Department of Education should institute an internal investigation of the matter and may take legal steps where necessary.
- The parents or guardians have the right of access to report cards of their children.
- Schools may not withhold report cards from learners for any reason whatsoever.

Schedules

- Schedules should be completed four times a year.
- The schedule is a quarterly record which provides a summary about the progress of all learners in the grade in a school.
- The school may store this information manually or electronically.
- The end-of-year schedule is a compilation of learner performance across all four school terms.
- Copies of the end-of-year schedules should be kept at the district office.
- Schedules should be completed four times a year.
- A schedule should include the following information:
 - Name of the school and school stamp;
 - Date;
 - List of names and surnames of learners in each grade or class;
 - Admission number of each learner;
 - Date of birth of each learner;
 - Gender of each learner;
 - Age of each learner

- Number of years in a phase (This information is required for the end-of-the-year schedule only);
- National codes and percentages that indicate the performance of learners in each subject;
- Signature of teacher, principal and departmental official (required for the end-of-the-year schedule only);
- At the end of the year, a schedule for Grades R - 8 should indicate whether the learners are ready to progress to the next grade or not;
- Schools should use (RP) to indicate that a learner is ready to progress to the next grade or (NRP) to indicate that the learner is not ready to progress;
- The end-of-year schedule must be signed by the principal and a departmental official. This then constitutes a legal document.
- The end-of-year schedule should be kept at school in a file or box or electronically as part of the school archives for at least 5 years.
- A schedule should be used for drawing up reports and for reporting to parents and the education system on the overall progress of learners in each grade. This means that a schedule should be completed for each grade.
- The Department of Basic Education will develop the schedule forms.
- The Provincial Departments of Education are responsible for providing each school with the schedule forms.
- Schedules for each grade should be submitted to the district in hard copy.
- A school stamp and signatures of a departmental official and school principal are required to authenticate the schedule

THE CONDUCT OF THE END-OF-YEAR EXAMINATION

- In the Intermediate Phase (Grades 4-6), Senior Phase (Grades 7-9) and the Further Education and Training Phase (Grades 10-11) learners must be examined in the end-of-year examination in the required number of subjects as stipulated in paragraphs 14(2), 21(1) and 29(1) in the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*.
- Schools must ensure that learners in the Senior Phase (Grades 7-9) and the Further Education and Training Phase (Grades 10-11) have complied at least three weeks before the end-of-year-examination with the School-Based Assessment and Practical/Oral Assessment Task requirements as stipulated in Section 4 of the *Curriculum and Assessment Policy Statements* of the relevant subjects, or as required by the accredited assessment body.
- In the Senior Phase (Grades 7-9) and the Further Education and Training Phase (Grades 10-11) the end-of-year assessment must consist of an end-of-year examination that is internally set, marked and moderated, as stipulated in Section 4 of the *Curriculum and Assessment Policy Statements*, or as required by the accredited assessment body.
- Examination question papers, with the exception of the required languages, must be set in the LoLT. Unless otherwise directed in the examination question paper, learners must answer all questions in the LoLT applicable to the learner stipulated in paragraph 11 of the policy document, *National Protocol for Assessment Grades R – 12*.

- User requirement specifications for an examination computer system, as contemplated in *paragraph 57* 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)* should be in place.

Intervention procedures managing outstanding assessments:

- Teachers must ensure they mark on a class list that all assessments have been returned after handing out.
- The teacher must also ensure that she/he counts the scripts and does a head count ensuring the number of learners that have written the assessments have submitted the assessments.
- The invigilator must hand deliver the assessment scripts to the marker.
- If a script “goes missing” and the learner was present confirmed by the class register. Another assessment must be created and given to the learner. The teacher must be held accountable and be disciplined accordingly.
- If a child refuses to do/write an assessment, the reason must be ascertained, the parents must be contacted. The child will receive a zero as the school cannot tolerate this kind of behaviour.
- If an assessment requires information from home to be brought and the child has not complied, the child must be given the assessment and the opportunity to complete it. The parents will later be informed that the child has not complied with the assessment requests.
- If a child is absent the absenteeism protocol must be followed.

ABSENTEEISM

- In the case of illness or any other circumstances beyond the control of the learner to sit for the end-of-year examination for Grades 4-11, the learner must in terms of *paragraph 12* of the policy document, *National Protocol for Assessment Grades R – 12* submit a medical certificate, affidavit or acceptable proof, countersigned by the Principal of the school where the learner is registered before it is submitted to the Head of the assessment body or his or her nominee for a final decision regarding promotion. A mark based on the School-Based Assessment tasks and the Practical Assessment component where applicable, obtained by the learner prior to his or her illness will be calculated and awarded to the relevant learner.
- Where the authenticity of a candidate's claim for illness or any other circumstances beyond the control of the learner to sit for the end-of-year examination for Grades 4-11 is in doubt, the Principal of the school of attendance is to advise the Head of Department in writing, and to investigate the matter further.
- Learners who absent themselves from the scheduled School-Based Assessment tasks in Grades 4-11, or Practical Assessment Tasks where applicable in Grades 10 and 11, for no valid reason, must not be permitted to write the final end-of-year examination.
- Learners who absent themselves from the end-of-year final examinations for no valid reason will receive a zero.

- If a learner is unable to write (or complete) one or more of the Grades 4-11 examination question papers for reasons other than illness or injury, a written report in which the circumstances are set out, must be submitted by the Principal of the school where the learner is registered to the Head of the assessment body or his or her nominee.
- "Valid reason" 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, supported by a copy of the death certificate;
 - the learner appearing in a court hearing, which must be supported by written evidence; or
 - any other reason as may be accepted as valid by the Head of the assessment body or his or her nominee for Grade 12 and the Principal of the school for the lower grades.
- In the event of a learner failing to comply with the School-Based Assessment and/or Practical/Oral Assessment Task requirements of a particular subject, and where valid reasons are provided, the evidence of such valid reasons must be included with the evidence of learner performance.
- Where the subject teacher fails to give learners the minimum tasks for School-Based Assessment and/or Practical/Oral Assessment Task in the subject for whom he or she is responsible, a second opportunity will be given to those learners to complete all the required assessment tasks. The teacher will be charged by the SAIC Committee.

CONCESSIONS IMMIGRANT AND LEARNERS WITH BARRIERS

- Concessions may be granted to the following two categories of learners:
 - an immigrant learner in Grades 4-12;
 - a learner who experience barriers to learning in Grades 1-12.
- An immigrant learner is:
 - a child or a dependent of a diplomatic representative of a foreign government accredited in South Africa; or
 - A person who:
 - first enrolled at and entered a South African school in Grade 7 or a more senior grade, or
 - having begun his or her schooling at a school in South Africa, has attended school outside South Africa for two or more consecutive years after Grade 3 or its equivalent, and has subsequently returned to South Africa.
- An immigrant learner in Grades 4-9 may pass one of the required two official languages offered on at least First Additional Language level and obtain a rating of Moderate Achievement (Level 3) in that language, provided he or she has offered all the subjects and complied with all the promotion requirements for immigrant candidates as stipulated in *paragraph 4(1) of the policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*
- An immigrant learner in Grades 10-12 may offer only one (1) official language on at least First Additional Language Level which must be the language of learning and teaching, and

obtain a rating of 30% level in that language, provided he or she has complied with the requirements for immigrant candidates as stipulated in paragraph 33(T) of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*.

- Subject to paragraphs 4(2) and 33(2) of the policy documents, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*, a learner in Grades 1-12 who experience the following barriers to learning may receive concessions regarding the offering of the required official languages:
 - A deaf learner and
 - a learner with communication and language impairments, e.g. aphasia and dyslexia.
- Subject to paragraph 33(2) of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*, a learner in Grades 10-12 experience a mathematical disorder such as dyscalculia may be exempted from the offering of Mathematical Literacy or Mathematics.
- A learner who experience any other barriers that impact on a learner's learning than those listed in *sub regulations (5) and (6)*, may be considered for concessions on an *ad hoc* basis, provided that the necessary medical and other required evidence as determined by the Department of Basic Education or an accredited assessment body have been submitted for verification.

APPEALS

- Parents or guardians have the right to appeal when they are dissatisfied with the progression or promotion result of their child (Refer to paragraph 5 of Circular 0225/2003).
- Must be read in conjunction with circular 0028/2011 as well as Minute 0014/2016
- The stipulated appeal procedure is important for ensuring transparent assessment practices at school, fairness to all learners and consistency in dealing with appeals across the province.
- Principals' must ensure that all parents and guardians are informed about the procedure to be followed when lodging an appeal.
- When the end-of-year schedules are signed off by the district, principals must ensure that evidence of learning is available for all learners who are not ready for progression or who have not been promoted.

Timeframes for the Management of Appeals

- A parent or guardian may appeal in writing to the school principal by the first Friday after schools reopen in January.
- The school principal should communicate the outcome of the appeal to the parent or guardian within 5 days of receipt of the appeal.
- If the parent or guardian is not satisfied with the outcome of the appeal, he or she may appeal to the district within 3 days of receipt of the outcome of the appeal.
- *The above time frame is an estimate. The Department of Education will communicate the exact dates for all party/ies submissions.*

Management of Appeals at School Level

The school principal must:

- Issue the parent or guardian with an appeal form on the day of lodging the appeal and ensure that the parent or guardian completes Part 1 of appeal form;
- Gather the required information from teachers' files, evidence of learning, learning profiles and all evidence of interventions. This information must be filed and be available to the appeals investigating officials;
- Provide a register of appeals to the circuit manager informing him or her about the appeal(s), by the second Monday of the first term;
- Together with the school management team, reconsider all evidence, make a decision with regard to the appeal and obtain written approval from the circuit manager if the promotion or progression result has to be changed;
- Complete Part 2 of the appeal form. The completed form must be returned to the parent and a copy must be filed;
- The outcome of the appeal must be communicated to the parent or guardian within 5 working days of receipt of the appeal(s); and
- Keep all the supporting documents used in the appeal process for a minimum of 3 months.

Management of Appeals at District Level

- The office of the education district director must send a letter acknowledging receipt of the appeal to the parent or guardian within 3 working days of receiving the appeal.
- The director must refer the appeal to the assessment co-ordinator and request him/her to form an investigation team to investigate the appeal. If the appeal involves a subject(s), or a learner with special needs, the relevant official(s) should be co-opted to assist with the investigation.
- The assessment co-ordinator must assign a case number to each appeal lodged and record it on the appeals database.
- Based on the investigation and all the supporting evidence, the assessment co-ordinator must compile a report, make recommendations and complete Part 3 of each appeal form.
- The assessment co-ordinator must submit the report to the director, who will complete Part 4 of the appeal form.
- The office of the district director must write a letter to the school and to the parent or guardian, informing them of the outcome of the appeal. The decision of the district director is final.
- All appeals must be finalised by the 15th of February of each year.
- All appeal cases that were a result of an examination or assessment irregularity must be tabled before a full sitting of the district assessment irregularities committee (DAIC) , which may impose a suitable sanction. If the appeal is the result of misconduct, the matter must be referred to Labour Relations.

IRREGULARITIES*Guidelines for the Establishment and Functions of the School Assessment Irregularities Committee*

- Introduction

In terms of the Regulations for the Conduct, Administration and Management of Assessment for the Senior Certificate, Section 78, each school must establish a School Assessment Irregularities Committee (SAIC) whose composition and functions will be determined by the provisions of the policy of the assessment body. The purpose of this guideline is to assist schools to develop their own policies for the establishment of the School Assessment Irregularities Committee.

- Must be read in conjunction with circular 0016/2017

- Composition of the SAIC

The SAIC will consist of the following persons:

- The circuit manager or the district official serving the school should be the chairperson of the SAIC
- The school principal
- One person from the school management team (SMT)
- One person from the teaching staff who is not a member of the SMT
- One member of the SGB

The SAIC may co-opt members on a needs basis.

The following persons may be co-opted:

- One subject / learning area specialist from the school
- One subject / learning area specialist from the district
- In addition, one representative from each of the recognised teacher unions will be nominated as an observer.

- Appointment of SAIC Members

- All members of the SAIC will be appointed by the circuit or district manager, with the assistance of the school principal, and a list of names and their designation must be submitted to the Head of department for approval.
- The duration of the term of office of the SAIC will be three years.

- Jurisdiction of the SAIC

The SAIC will have jurisdiction in any alleged internal assessment irregularities. These irregularities may occur during the various stages of the internal assessment process, and they would include, among others, irregularities in connection with the following

- Compilation of internal assessment marks
- Monitoring and moderation of internal assessment
- Conditions under which teachers conduct internal assessment
- Conditions under which learners are internally assessed
- Capturing and processing of data derived from internal assessment
- Setting and moderation of internal assessment question papers and tasks
- Any other irregularity related to internal assessment

- Functions of the SAIC

- work closely with the examination's officials based at the district office;
- investigate all irregularities by teachers in the internal assessment process;

- investigate all internal assessment irregularities by any other person involved in the internal assessment process; -
- investigate all irregularities committed by learners during the internal assessment process;
- investigate any other internal assessment irregularity as and when requested by the district director or his or her nominee and
- report all internal assessment irregularities, via the district offices, to the district assessment irregularities committee (DAIC).
- Types of assessment irregularities That May Be Handled by the SAIC
Irregularities involving learners during internal assessment may include the following:
 - A candidate who refuses to abide by any or all of the minimum requirements for the compilation of a mark for internal assessment in a subject (The SAIC must either approve or reject the reason for the refusal given by the candidate).
 - A candidate who presents work that is not his or her own work, also known as plagiarism. This may take various forms and may include the following:
 - (i) Copying verbatim from another source (In this case, if the teacher is suspicious and has evidence of sections or the complete assignment having been lifted verbatim from another source, this must be declared as an irregularity).
 - (ii) An assignment or project that is not his or her own effort (This may have been completed by another learner or person or his or her parent, or even purchased).
 - (iii) Reproduction of an assignment or project from another learner and there is evidence of such copying.
 - (iv) Work that has been previously presented and for which credits were received, which could either be his or her own effort or that of another individual.
 - (v) The whole or part of a portfolio that is not his or her own, but that of another learner from the same school / learning institution or another school / learning institution.
 - (vi) Any dishonest act aimed at misleading the teacher in terms of the authenticity or originality of the portfolio presented.
 - A candidate who, in respect of a component of a mark for an internal 3 assessment that is completed under controlled conditions, does any of the following:
 - (i) Creates a disturbance or intimidates others, or behaves in an improper or unseemly manner, despite a warning
 - (ii) Is drunk or behaves in a disorderly manner
 - (iii) Disregards the arrangement or reasonable instructions of the teacher, despite a warning
 - (iv) Continues to disregard assessment regulations, despite a warning

A candidate making a false statement in respect of the authenticity of a particular component of a mark for internal assessment.

Irregularities involving teachers and other assessment officials during internal assessment (CASS/SBA) may occur during the following stages at the school or learning institution:

- (i) The compilation of the mark for internal assessment
- (ii) The monitoring or moderation of the mark achieved in an internal assessment
- (iii) The capturing and processing of assessment data
- (iv) Investigations in respect of suspected internal assessment irregularities.

Types of teacher assessment irregularities may include the following:

- (i) The teacher wilfully and intentionally, and without a valid reason, fails to satisfy the requirements or excludes one or more assessment tasks from the compilation of the final assessment marks.
 - (ii) The teacher or practitioner alters, in other words, either reduces or increases the marks of candidates without the approval of the head of the institution.
 - (iii) The teacher wilfully provides assistance to a learner that advantages that learner unfairly in comparison with other learners.
 - (iv) The teacher collaborates with a learner who presents the whole or part of a portfolio that is not her or his own work.
 - (v) Teachers using exemplars, past question papers for formal assessments.
- Procedures
 - (I) Assessment irregularities must be reported to the principal. Learners caught being dishonest in an exam/ test setting, will receive another script with the time indicated on it, the other script will be collected. From there the teacher will confiscate the material and write a report and report the matter to the principal. If camera footage is available it will be downloaded as evidence.
 - (II) The principal will arrange a meeting with the learner, the members of the SAIC committee and the parents.
 - (III) The committee will state the facts and give the learners and parents a chance to speak. From there a consequence will be given. Guidelines provided by the WCED must be used in this case.
 - (IV) For assessments that are projects/ assignments the teacher will write a report on findings and the same procedure will be followed.
 - Reporting

The SAIC must report all internal assessment irregularities in writing, via the district office, to the DAIC within seven days of the alleged irregularity. In cases where an irregularity requires an investigation, the initial reporting must be followed by a detailed report, once the investigation has been concluded.
 - Sanctions

The SAIC will recommend, via the district office, to the DIAC the sanctions to be imposed for each alleged irregularity investigated and confirmed.
 - Assessment irregularities are stipulated in the code of conduct as well.

LEARNER PROFILE

A 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 better understand the learner and therefore to respond effectively appropriately to the learner.

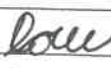

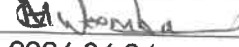
Administration of the Learner Profile

- 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.

SUNRIDGE CIRCLE PRIMARY – ASSESSMENT POLICY

- 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 the 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 learners 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 for reasons mentioned in the first bullet. Any person requesting a profile must complete the profile request document.
- The Provincial Departments of Education are responsible for providing pre-printed files/folders for the Profiles.
- The pre-printed files/folders should be designed in such a manner that the Learner Profile includes the following information:
 - Personal information;
 - Medical history;
 - Schools attended and record of attendance;
 - Participation and achievements in extra-curricular activities;
 - Areas requiring additional support; and
 - Learner performance.
- The compilation of the Learner Profiles should be started at Grade R and should continue until the learner completes Grade 12.
- Once the learner has passed Grade 12 or exited the schooling system for any reason whatsoever, the learner profile should be stored in the last school attended for a period of three years where after it should be destroyed. If the learner within this specified period re-enters the schooling system to further his/her studies, the provisos stated bullets 1 and 3 will apply.
- The Learner Profile replaces all previous continuous record documents that have been used by schools, such as record cards, tutor cards, Edlab cards, etc.

POLICY APPROVAL

DESIGNATION		DATE
PRINCIPAL		2024.06.04
ASSESSMENT COORDINATOR		2024.06.04
SGB CHAIR		2024.06.04
REVUE DATE	2026.06.04	