



## **DANSA COMBINED SCHOOL**

395 Francis Baard Street

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EMIS No: 700232371

## **SCHOOL ASSESSMENT POLICY**

### **1. Preamble**

This policy is formulated in line with the (CAPS) National Curriculum Statements 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 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:**

- The principal
- Deputy Principal (**Recommended to be SAT Coordinator**)
- All HODs (including SBST Coordinator)
- 1 Educator Representative from each phase and a parent representative (observer status).

REFER TO CIRC 41/2001

Refer to  
Annexure A



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### **3.2 SAT Meetings:**

A scheduled SAT Meeting must be held at least once a month as per the School Assessment Management Plan. Notice, agenda, minutes, and attendance registers must be recorded and filed.

#### **3.2.1 Agenda Assessment Items:**

- School Assessment Management Plan

To be developed for each term - Refer to Annexure B

- Monthly progress report on:
  - + Progress of annual teaching plans
  - + SBA completion
  - + PAT completion
  - + PET
  - + Oral tasks
  - + Learner performance in administered formal tasks.
- Compiling and / or reviewing of subject intervention strategies.
- Progress and effectiveness of implemented subject intervention strategies.

#### **(TO BE REVIEWED ON REGULAR BASIS)**

- Policies (Exam and assessment related)

### **4. SBST**

A School Based Support Team (SBST) is established to provide intervention for learners who require support.

#### **4.1 Composition of SBST**

- + The principal
- + HOD: Life Orientation (SBST Coordinator)
- + An educator representative from each phase

Refer to Annexure C

#### **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)



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- ✚ Collection of forms reporting learners experiencing problems by SBST for discussions and suggestions.
- ✚ Forms reporting learners experiencing problems handed back to teachers for implementation of interventions.
- ✚ Application for concessions
- ✚ Identify and monitor learners with more than 7 subjects in FET.
- ✚ Identify learners who are registered for grade 12 but did not Pass Grade 10 or 11
- ✚ Identify and verify compliance with policy regarding subject changes.
- ✚ Identify and monitor immigrant learners.

### **4.3 Learner profiles**

Refer to NPA (Chapter 8 p 20)

#### **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**

Refer to Management plan attached as Annexure D

#### **4.3 Updating of Learner Profiles**

SAT should ensure that all learner profiles are updated on term basis. Refer to Management plan attached as Annexure E

## **5. Completion of SBA and PAT**

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

### **5.1 School Assessment Plan**

- ✚ HODs must compile assessment programmes with dates assigned, per subject.
- ✚ Assessment programmes to be submitted to SAT Coordinators for compilation of the School Assessment Plan (SAP) before the end of each term.
- ✚ SAP must be issued to parents within the first two weeks of the beginning of the school year/term.
- ✚ The SAP should be a working document and must be monitored on monthly for compliance by SAT.



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- ✚ Refer to Annexure F

### 5.2 Absenteeism

- ✚ Absence of learners from Assessment task 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 assessment task/examinations are required to telephone the school as early as possible to notify the teacher of the circumstances.
- ✚ Should the learner absent him/herself without a valid reason: the learner will be awarded a zero (0) mark for that task.
- ✚ The policy must cover the late submission of tasks.

### 5.3 Internal Examinations

- ✚ Tests and examinations should be written under controlled conditions at a specific time. In setting of the tests and exams, 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 10 to 12. The work is based on the work done for the first half of the year the CAPS document must be referred to 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. 6
- ✚ 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 with 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 kept for six months.
- ✚ November examination scripts must be bundled and handed to the Head of Department.
- ✚ Management Plan for conduct of examinations refer to Annexure G

### 5.4 Irregularities

- ✚ Regulated in Regulations pertaining to the National Senior Certificate (**Gazette 31337**)

#### 5.4.1 Composition of SAIC:

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 person from the school governing body (SGB)



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- ✚ One District official nominated by the district manager will serve as the ex-official member of SAIC.
- ✚ In addition, one representative from each of the teacher unions recognised by the ELRC, will be nominated as observers. Refer to Annexure H
- ✚ All members of the SAIC will be appointed by the district manager.
- ✚ The duration of the term of office of the SAIC will be three years.
- ✚ All vacant posts must be filled and approved by the Head of District Manager or his or her delegate.

### **5.4.2 The role of the SAIC**

To investigate any alleged internal assessment (SBA and PAT) irregularities including:

- ✚ 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.
- ✚ Setting and moderating of internal assessment question papers
- ✚ A candidate who refuses to abide by any or all the minimum requirements in respect of the 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.
- ✚ Diagnostic analysis should inform Intervention strategies.
- ✚ Analysis should be utilized to support learners and to improve teaching and learning.
- ✚ Refer to Annexure I

### **5.6 Intervention**

- ✚ Conditions for re-assessment (extended opportunities) and intervention strategies.
- ✚ Management plan per subject to be drawn up and monitored by SMT.
- ✚ Management plan linked to topics and dates.
- ✚ Registers to be completed.



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### **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 and the Practical 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 I or Senior Teachers as delegated in all subjects.
- ✚ This must be closely monitored by Deputy Principals and Principals.
- ✚ All formal assessment 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 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. (Management plan to be designed)
- ✚ All formal SBA and PAT tasks must be submitted for pre-moderation to the relevant Head of Department or Senior Teacher and for remediation at the beginning of the term in term 1 and at least 2 weeks before the date of the task on the School Assessment Plan.

##### **5.7.2.2 Moderation procedure**

- ✚ The delegated moderator (Head of Department or Senior Teacher) moderates 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).



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- The finalized printed task is of a good quality to ensure that learners are not disadvantaged when completing the task.
- The draft task is moderated; changes 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 scripts/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.**

- ✚ The moderator must sign and approve the working mark sheet and submit to the data capture to capture the approved marks on the computer system used for recording and reporting.
- ✚ Moderator must provide teacher with feedback and marks should be adjusted where necessary.



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### 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.

### 5.7.2.5 Moderation reports

- ✚ Copies of all school, district and provincial file in the Deputy principal's Official moderation reports must be kept in a file in the deputy principal's office.
- ✚ A principal's report 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 must be in place in schools 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**

- ✚ Indicate which recording and reporting programme to be used.

### 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 process is as follows:

- ✚ The report card to be standardised, in accordance with **NPA Chapter 7**.
- ✚ One written report per term is sent to the parents/guardian of the learners.
- ✚ 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.





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- + Parents can make an appointment to see a teacher at a set time in the new term or consult teacher at a Parents' meeting/evening.
- + Parents' meetings/ evenings are held in each term.
- + Regular staff meetings are held to discuss learners' progress and recommendations for additional assistance, referral to the school or other support systems are put into place.
- + Some learners are placed on a Daily reporting system whereby teachers can make comments each lesson daily.
- + The Report is then checked and monitored weekly by the Grade Tutors
- + Computer generated reports are issued at the end of each cycle of assessment.

### **Refer to School Assessment Management Plan Annexure B**

#### **5.9 Appeals**

- + Memo 482/2009 and 388/2012
- + The process must be outlined in the Assessment Policy.

#### **Phasing in and out of subjects (FET only).**

**Refer to Head Office Memorandum dated March 2012**

#### **7. Subject Changes (FET only)**

- + Refer to Gazette 36041, N4PR and Exam Instruction 3/2013
- + Provide management plan.
- + Keep detailed records.
- + File proof for approval.

#### **8. Staff Development**

- + Provide details of school capacitating staff regarding assessment.
- + Indicate how IQMS is used as a guide to identify the needs of educators on Assessment and Curriculum related issues.

**Attach attendance registers.**

#### **9. Mediation of assessment policies**

- + Management plan
- + Attach attendance registers.



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**10. Policy review**

This Policy will be reviewed in January 2026

Signatures:

Date: \_\_\_\_\_

\_\_\_\_\_  
**Board Chairperson**

\_\_\_\_\_  
**Principal**

\_\_\_\_\_  
**SAT coordinator**