

ENTOKOZWENI PRIMARY SCHOOL



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FORMAL ASSESSMENT POLICY

1. PURPOSE AND SCOPE OF ASSESSMENT

- To collect, analyse and interpret information in order to report on the progress of the learners.
- Assessment should provide evidence of learner performance according to the Skills as set out by CAPS.
- Assessment should be used to provide feedback to learners in order to support their process of learning.
- Assessment should include different forms of assessment such as tests and examinations, projects, oral presentations, performances, investigations, practical work and creative writing to accommodate different learning styles.

2. PRINCIPLES/PREREQUISITES OF ASSESSMENT

- Assessment must be explicit and must be an ongoing part of the learning process.
- Assessment must be appropriate, valid, fair, authentic, manageable and time efficient.
- Assessment must be communicated clearly, accurately, timeously and meaningfully.
- Assessment should be used to identify areas where learners need support and intervention.
- Assessment should cater for all levels of competency and take the learner's potential and ability into consideration.

3. ASSESSMENT GUIDELINES FOR TEACHERS

- At the start of each academic year, all subject teachers must submit an annual formal programme of assessment to the HOD.
- Subject teachers are responsible for monitoring and carefully managing the workload of learners in coherence with the school's calendar.
- Assessment must be moderated to ensure quality and accuracy of standards:

❖ PRE-MODERATION

- Be in line with the ATP (CAPS)
- Cater for all cognitive demands
- Correct form of assessment
- Submit to the HOD the formal task 4 days before it is administered
- Correct and appropriate memo
- Correct and clear mark allocation
- Appropriate font
- Layout of the paper
- Instructions to learners
- Duration
- Length of the paper

❖ POST-MODERATION

- Adherence to the marking guidelines is imperative
- Correlation of ticks and marks
- All scripts marked accurately
- Marks must be recorded.
- All formal tasks should be marked and returned to learners within one week of writing.
- Other longer assignments may take longer but this time period should not exceed two weeks.
- Each teacher is required to keep recorded evidence of assessments in a neat Portfolio format for all learners.
- A hard copy of computer generated assessment sheets must be kept in the educator's assessment portfolio at all times. This hard copy must be up-to-date with the latest assessments included.
- Learners and parents are provided with regular feedback throughout the academic year.
- Timeous notifying of parents in cases of under-performing is essential.

4. FORMS OF ASSESSMENTS

• SCHOOL BASED ASSESSMENT

- Formal School Based Assessment should take place on regular basis and will be based on the prescriptions as laid down in the Subject Assessment Programme.

• END OF THE YEAR EXAMINATIONS

- Formal examinations will take place at the end of the year.
- The examinations will form part of the promotion mark.
- The final examination is based on all the work done in terms 3 and 4.

5. RATIO BETWEEN SCHOOL-BASED ASSESSMENT AND END-OF-YEAR EXAMINATIONS FOR CALCULATION OF THE PROMOTION MARK

PHASE	SBA	EXAMINATION
FOUNDATION PHASE	100%	00%
INTERMEDIATE	80%	20%
SENIOR	60%	40%

6. PORTFOLIOS

EDUCATOR'S PORTFOLIO

- The teacher's portfolio is a compilation and recording of all the work for the SBA.
- The portfolio must include the following:
 - The assessment plan for the grade.
 - The formal SBA assessment tasks and examinations for each grade, including the marking memoranda.
 - Evidence of moderation
 - A mark list for each grade, listing each learner, all marks included as part of the formal assessment, as well as average mark for each task.

LEARNER'S PORTFOLIO

- A learner's portfolio is a collection of work which is able to show the learner, educator and moderators the way in which the learner has progressed and achieved.

7. REPORTING

- Feedback throughout the year is provided as follows:
 - The formal report is issued four times a year.
 - Open days are conducted once per term.
 - One-on-one meetings are conducted by appointment.
 - Other reporting methods include telephone and letters (in cases of under-performance or non-performance)

- Regular staff meetings are held to discuss learners' progress and recommendations for additional assistance, referrals to the school councillor or SBST are put into place.

LEVELS AND PERCENTAGES FOR RECORDING AND REPORTING

LEVEL	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

8. WORK MISSED THROUGH ABSENCE

- Learners who miss an assessment (for example, a test or an examination) through ill-health are required to provide a doctor's certificate confirming this.
- Learners who miss a test through ill-health or other legitimate reasons will be expected to write the test with the educator in the afternoon at the soonest opportunity available.
- Pupils who miss an examination through ill-health or other legitimate reasons will be expected to reschedule the examination date with the deputy principal academics.

9. AWARDING ZERO

- A learner may be given 0 for a task in instances of proven dishonesty or plagiarism.
- Learners who miss an assessment through absence for reasons that are not legitimate.
- Failure to submit work within three days after the due date unless a doctor's certificate can be provided.

10. SUBMISSION OF WORK

THE MEETING OF DEADLINES IS IMPORTANT.

- Learners will be given assignment sheets detailing the requirements of the assignment and the due date.
- Learners are to hand in their assignments directly to the teacher.
- Should the learner fail to submit the work in time because of ill-health, a doctor's certificate is to be provided.
- Should the learner fail to hand in the work in time for reasons that are not legitimate, there will be penalty of 25% after the first day and 50% after the 2nd day deducted from the mark. Thereafter failure to submit the work will result in no marks awarded. (Weekends count as on days)
- Should the learner know in advance that they will be absent when an item is due for submission, then, the work should be submitted in advance of the due date.
- At least weekly each teacher submits a list of the late work offenders to the DH.
- Parents must be contacted after three late work offences but may be contacted at any point.
- Pupils sent to the DH after three late work offences, disciplinary hearing will be held after the three late work offences.

11. ACCOMMODATIONS FOR LEARNERS WITH BARRIERS TO LEARNING

PURPOSE OF ACCOMMODATIONS

- To enable pupils with intrinsic learning difficulties and/or physical disability to show that they know and can do.
- The school can apply for accommodations with the Department of Education as early as Grade 1.
- Accommodations may include: additional time, spelling/handwriting dispensations, a reader, a scribe, etc.
- Accommodations must not give a candidate an advantage over others.

Mr Mathebula P.M. (Principal)

Date