

Policy version	1 of 2020	Author/s	Messrs. Francis & Fouché		
Last Revision	26 November 2020	Department	Natural Sciences	Approval	APPROVED



IN CRUCE SALUS

HOLY CROSS HIGH SCHOOL

SUBJECT POLICY: Natural Sciences

This policy is informed by:

- NATIONAL POLICY PERTAINING TO THE PROGRAMME AND PROMOTION REQUIREMENTS OF THE NATIONAL CURRICULUM STATEMENT GRADES R – 12 (NPPPPR)
- CURRICULUM AND ASSESSMENT POLICY (CAPS)
- PREVIOUS SUBJECT POLICIES
- LOCAL ADAPTATIONS OF CURRICULUM BY THE WCED AS IMPARTED AT MEETINGS
- AMENDED IN LINE WITH:
 - THE NATIONAL HEALTH ACT 61 OF 2003
 - THE DISASTER MANAGEMENT ACT 61 OF 2002
 - THE STATE OF EMERGENCY 64 OF 1997.
 - THE RECOMMENDATIONS OF WHO AND THE NCCC.

Policy Content:

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*7. Book and progress control
Addendum
A1: Teachers for current year*

1. The aim of the subject

Life Sciences attempts to educate the learner as to the functioning and complexity of living organisms and how they interact with the environment. This is done by educating the learner with scientific knowledge and skills.

2. Qualifying for the subject

In order to qualify for Life Sciences in Grade 10 the learner must have scored at least 60% for Natural Sciences as well as 50% for Mathematics in Grade 9. The School Board may condone a learner being placed in Life Sciences if the learner has scored between 55 and 60%, but these would be exceptional circumstances.

If the learner scores under 40% for their June Mark in Grade 10 and 11, then the learner will be encouraged to change subjects to try to ensure that the learner does not fail at the end of the year.

3. Requirements for the subject.

There must be a minimum of four one-hour Life Sciences periods per week.

Notebook/textbook: The learner is expected to have a notebook as well as a prescribed textbook that they bring to school for each lesson. Learners are expected to keep up with their notes and homework as instructed by the teacher.

Learner Portfolio: The teacher will maintain a portfolio of the learners' assessments. The learners are not allowed to take any of these assessments home under any circumstances once they have been marked.

4. Curriculum & programme of study

Consult the CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS) for Senior Phase LIFE SCIENCES grade 7-9

5. Formal assessment

5.1 Submission of formal assessment tasks

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The assessments for the year are in line with the number and quality prescribed by the WCED and the CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS) for Senior Phase LIFE SCIENCES grade 7-9

Grade 8: All Tests and exams are Half Physics and Half Life Sciences

[CASS =40%, June Exam =30%, Nov Exam=30%]

Term 1: Practical (Life Sciences) and Controlled Test

Term 2: Practical (Physical Sciences), Controlled Test and June Exam

Term 3: Practical (Life Sciences) and Controlled Test

Term 4: Practical (Physical Sciences), Project (Physical Sciences), Theory Exam Paper

Grade 9: All Tests and exams are Half Physics and Half Life Sciences

[CASS =40%, June Exam =30%, Nov Exam=30%]

Term 1: Practical (Physical Sciences), Controlled Test

Term 2: Practical (Life Sciences), Controlled Test and June Exam

Term 3: Practical (Physical Sciences) and Controlled Test

Term 4: Practical (Life Sciences), Project (Life Sciences), Theory Exam Paper

5.2 Procedure for no submission of tasks

If an assessment is not handed in on the due date, then the learner will be given several exam pad pages and will have the remainder of that period to write up their assessment and hand it in at the end of the period.

If a learner is absent on a due date, then as soon as the learner comes to school the following day [or on the day that the learner returns to school] the learner must find the teacher and place the assessment in the teacher's hand. If the learner waits a day or more before coming to see the teacher and give the teacher the assessment, then the learner will be treated as if the learner has not handed in the assessment on the due day.

5.3 Marking deadlines

Learner scripts and projects need to be marked as soon as possible to allow feedback to be meaningful in terms of recent work. A task should not be kept longer than 1 week by an educator. Generally formal tests and exams have a three-day turnaround from time of writing. This however is to facilitate the formal reporting process.

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5.4 Assessment feedback to learners & parents

Excerpt: Assessment Policy, Holy Cross High School

6. Communication with parents
 - 6.1. A Parent – Teacher meeting is held early in each term to discuss either the progress of the learners or in the case of the grade 12 learners at the start of term 1 to highlight expectations. Meetings in term 4 will focus on meeting with parents who have learners in danger of failing.
 - 6.2. Where learners are in danger of failing a written return slip must be issued with the report to parents.
 - 6.3. At meetings of the SAT learners with serious difficulties are to be identified and parents are to be phoned or see the educator involved. Records need to be kept of this is the teachers assessment portfolio.
 - 6.4. Reports are issued at the end of each term

Learners who fail and their parents are called in the day before the end of the year. The learner’s files/portfolios are available for scrutiny and the subject teachers of subjects the learner has failed are also available to provide any information required. If, after these meetings, the learner/parent is still not satisfied, they may appeal in writing within 24 hours to the principal for the result to be reviewed.

5. Intervention strategies

Intervention strategies can be discussed with relevant learners on an individual basis. The onus to identify learners in need rests on the educator. However, the onus to attend and approach the educator for assistance is on the learner and her parent.

5.1. Emergency Intervention Protocol

With the emergence of the novel Coronavirus, we have had to take to developing a digital learning policy in an attempt to adapt to the pandemic in its entirety. As such we have taken to implementing the following interventions:

- a. The implementation of the ATPs for 2020-2023.
- b. A socially distant schooling environment has been offered, taking COVID protocols into consideration.
- c. A fully functional website with all works published weekly.

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- d. The use of various digital platforms including examples such as Whatsapp and Google Classroom. (Amendments and additions are to be approved via the SMT.
- e. A weekly roster containing all works, which is published to all digital platforms.
- f. The creation of a plan for concession learning as from 2021, in additions where the pandemic poses a severe threat to a students learning abilities.
- g. Pre-recorded lessons are to become a part of the 2021 strategy plan.

6. Moderation

Moderation is to be dealt with as laid out in the School Assessment policy under point 4.

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4. Moderation procedures and requirements

4.1. All formal tasks for assessment (particularly tests and exams) must be both pre- moderated and post moderated. The standardised forms are to be an addendum to the assessment policy of the school. [See addendum 1 AND 3]

4.2. All formal assessments are moderated by the faculty head and/or peer educator.

4.3. Grade 9 and 12 subjects are moderated at cluster level.

When schedules are finalised at the end of the year, the files/portfolios of all learners who fail are moderated by the faculty heads and adjustments made, if necessary.

7. Book and progress control

Book and progress control are to be done according to the relevant standardised requirements of the appraisal system. Standardised forms exist for this purpose

*Addendum
A1: Teachers for current year*

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Educator	Subject	Grade	Periods

