

Title: Assessment Policy		Version/Revision	1 of 2020
Approved: TJ Dowling (Chair)	Status: Final Draft	Date Approved	6/7/2020
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HOLY CROSS HIGH SCHOOL

ASSESSMENT POLICY

(2020 revision - draft)

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)
- GUIDELINES AS PROVIDED BY THE WCED FOR EXAMINATIONS
- 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:

1. *The School Assessment Team*
 2. *Assessment requirements*
 3. *Programme of assessment*
 4. *Moderation procedures and requirements*
 5. *Promotion and progression*
 6. *Communication with parents*
 7. *Examination procedure*
 8. *Irregularities*
 9. *Homework and homework assignments*
- Addendum: 1 Moderation form*
2 Standard formal assessment task header

1. The School Assessment Team

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1.1. Composition of the School Assessment Team

The School assessment team is to be comprised of the School management team; Subject heads and grade heads.

1.2. Functions of the School Assessment team

The School assessment team will manage the following

- 1.2.1. Ensuring that the correct departmental policies are in place as far as individual subject requirements are concerned (CAPS & NPPPPR)
- 1.2.2. Maintaining the programme of assessment for the school and that it is communicated to parents.
- 1.2.3. Establishing the exam and formal test times and procedures and related timetables
- 1.2.4. Ensuring that the moderation processes are followed as set out in this policy and reporting back on any shortcomings.
- 1.2.5. Ensuring that analyses of results are meaningful, communicable and in a standardised format to monitor areas of concern.
- 1.2.6. To inform and monitor the implementation of intervention strategies as required.
- 1.2.7. To review the school assessment policy to accommodate changes and challenges
- 1.2.8. To delegate members as an irregularity sub-committee to deal with issues of dishonesty (see point 8 below)

1.3. Frequency of meetings

The School Assessment team is to meet twice a term and when needed the frequency of meetings can be increased.

2. Assessment requirements

- 2.1. Assessments for all subjects are completed according to the regulations of the Western Cape Education Department and as detailed for each subject in CAPS.
- 2.2. All formal assessments must use the formal assessment header included in addendum 2
- 2.3. A learner must have a file/portfolio containing all assessments, set out according to the regulations of the Department of Education for the particular subject.
- 2.4. No learner is allowed to remove any file/portfolio from the classroom without the permission of the educator.
- 2.5. All assessment pieces must be the learner's own work. A letter of authenticity will be signed by the learner, parent and the educator, and displayed in the file/portfolio.
- 2.6. Files/portfolios will only be made available to parents/guardians by prior arrangement with the educator.
- 2.7. In the event of a learner being absent for any formal assessment (i.e. tests, practicals, presentations, examinations, etc.), submission of a valid **document** is required.

2.7.1 Evidence required medical certificate, formal affidavit, official court notice. A visit to a clinic or any other alternative healer in the absence of a

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formal medical certificate will not be acceptable.

2.7.2 In the absence of the above SAT will meet and inform of outcome.

- 2.8. A learner will be penalised for work not handed in on due dates. The penalty may result in deduction of marks up to a value of 15%. The SAT has the right to moderate the penalty and confer alternative penalties or corrective measures.
- 2.9. Tests and examinations cannot be written when the learner returns after absence. This is to protect the integrity of the test/examination. The SAT will consider individual cases and recommend whether the learner be given no mark (not zero) or recommend a suitable alternative assessment.
- 2.10. Assessment criteria and rubrics (where applicable) must be supplied by educators when assessments are handed out.
- 2.11. All educators are to keep a working mark sheet available from the start of the year which indicates the subject specific formal assessment requirements.
- 2.12. Teachers are to maintain a portfolio with all formal assessment tasks and their memoranda or marking schemes. The mark sheet and results analysis must also appear in the educator's portfolio.

3. Programme of assessment

- 3.1. The programme of assessment must be a chronological report stating the following information:
 - Date of assessment task
 - Description of assessment task
 - Name of educator administering the assessment
- 3.2. No educator may change a date as it appears in the programme of assessment without timeous consultation of the SMT.
- 3.3. The programme of assessment must be communicated to parents at the beginning of each term. Where a subsequent exam or test time table is required the programme of assessment may include a general date indicating the commencement of the test/exam series.
- 3.4. Examination/test timetables are provided at least 1 month before the start of the examination.
- 3.5. A Parent – Teacher meeting is held each term to discuss the academic progress of the learners

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.
- 4.4. 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.

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5. Promotion and progression

- 5.1. Promotion/progression: Learners are promoted strictly according to the regulations of the Western Cape Education Department.
- 5.2. End of year results are validated by the IMG Manager of the Western Cape Education Department.

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
- 6.5. 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.

7. Examination procedure

- 7.1. During examination time, the official school closing time is 12h00. Learners who misbehave or infringe school rules will be required to stay until 14h00.
- 7.2. No cell phones or electronic devices may be on the person of any learner.
- 7.3. If a learner is late, she must report to the principal/deputy principal. If no valid reason for the late-coming, the learner will only start writing her examination at 12h00.
- 7.4. A doctor's certificate must be obtained for any absence during an examination period or a formal assessment.
- 7.5. Study Sessions
 - a) Books for the next examination must be brought to school for the study session
 - b) Learners must study actively with pen and paper
 - c) No learner may move around during the study session
 - d) No communication whatsoever between learners is allowed
 - e) No reading of non-examination material is allowed

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- f) Learners may not leave their desks to ask the teacher a question, nor may teachers conduct conversations with learners.

7.6. Stationery requirements

- a) At least 2 good blue or black pens, a ruler, stapler, pencil, sharpener and eraser. Where necessary construction instruments (Mathematics) or art supplies
- b) Tippex may NOT be used. A neat line must be ruled through mistakes.
- c) Non-programmable scientific calculators may be used.
- d) Rough work should be marked clearly and handed in with the script.

7.7. No learner may leave the venue during a study session or examination. In an emergency, the learner must be accompanied by a teacher summoned from the office

7.8. Before the examination all books must be packed away, all papers taken out of the desk and picked up from the floor and emptied from pockets. Any cell phones to be handed in

7.9. No incriminating notes may be near any learner. Satchels/bags must be placed in the front or back of the room.

7.10. There must be absolute silence and no communication between learners from the time the first question paper is handed out until the time the last script is collected at the end of the examination

7.11. If a learner needs to ask a question she must raise her hand and wait in silence until the invigilator responds.

7.12. Learners may NOT ask invigilators for explanations of questions, the meaning of words, etc.

7.13. All pages of each script must be stapled or pinned together in the correct order.

7.14. All learners must stop writing simultaneously when the invigilator announces that the time has expired. This ensures fairness to all learners.

7.15. No borrowing whatsoever may take place during the examination.

7.16. Examination pads are handed in on the first day of the examination and may not be taken home. They may not be used for study purposes during study sessions. Examination pads are handed out directly before the start of the examination and collected at the end of each examination.

7.17. The period after examinations is used to hand back marked scripts, review the examination and identify weaknesses and check marks. **NO LEARNER MAY BE ABSENT AFTER EXAMINATIONS.**

7.18. Learners who are absent after the examinations will not be handed their reports when the other learners receive theirs. Their parents will have to collect it from the principal or his delegate personally.

7.19. If a learner is not satisfied with the mark received, the learner must first approach the subject teacher. If the matter is not resolved, she may appeal to the SAT within 1 week after the end of the examination.

7.20. The SAT will not entertain any queries from learners who were absent when marks were checked after the examinations.

7.21. . At the end of the year, all mark sheets and files/portfolios of learners who have failed are available for scrutiny to ensure that the learner and parent understand how the result has been determined

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7.22.

8. Irregularities

- 8.1. Procedures to be followed if an irregularity occurs in the examination venue, must conform to those applicable to the final National Senior Certificate examinations.
- 8.2. If a learner is suspected of copying, the following procedure will be followed: The teacher confiscates the script and indicates "irregularity" and the date and time of confiscation on it. The learner is allowed to continue with the examination. At the end of the examination, both the learner and the teacher must submit a written report. All documentation is then handed in to the principal.
- 8.3. Learners found guilty of dishonesty in an examination or test, will be given nought for that examination or test, regardless of whether this will result in her failing the year. If found guilty learners may also forfeit their registration for the following year.

9. Homework and homework assignments

- 9.1. To develop a good work ethic and consolidate work covered in class, learners are given homework in each subject each day
- 9.2. Homework should not exceed 45 minutes per day.
- 9.3. If no specific homework has been given, learners are expected to revise notes and/or do background reading on the topics being covered.
- 9.4. Failure to do homework will result in detention classes and it being noted on the period attendance register. The detention will be held on the same day unless otherwise arranged by the educator. Issues relating to detention reference must be read in conjunction with the code of conduct for learners.
- 9.5. Repeated failure to do homework will result in the parent being called in to a meeting

ADDENDUM 1



HOLY CROSS HIGH SCHOOL MAITLAND MODERATION Pre- moderation form

ASSESSMENT TYPE	SUBJECT	GRADE
DATE OF ASSESSMENT	DURATION	TOTAL

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EXAMINER	MODERATOR	DATE PRE-MODERATED
MODERATION CRITERION	CHECK	COMMENT
Is the standard assessment header present and completed in full ?		
Is the exam typed and in a suitable font ?		
Does the total indicated for the exam correlate to the mark allocation ?		
Is the assessment of appropriate length and content for the time indicated ?		
Is the assessment task grammatically correct and spell checked?		
Is the language of a level appropriate to the candidates for which it was prepared?		
Are there sub totals for different sections or questions ?		
Are questions and instruction numbered correctly ?		
Was the memorandum or rubric submitted?		
Does the numbering and totals in the memorandum/rubric correlate with the assessment task ?		
Where applicable does the memoranda allow for alternative answers.		
Is the assessment task in line with requirements in the CAPS document for the subject ? (Structure of paper)		
Does the assessment task reflect the correct cognitive level distribution as per the CAPS document for the subject ? (Blooms taxonomy)		
Does the assessment task fairly reflect content learners have been taught ? (Content in CAPS document)		
Are diagrams clear and labelled legibly?		
Are tables and graphs clear legible and appropriately marked?		

Signatures:

Educator	Head of Department	Deputy Principal/Principal

Post moderation form

MARKER	MODERATOR	DATE POST MODERATED
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Name of Learner		Examiner's mark	Moderated mark
Class Average for the assessment			
Number passing (number/percentage)			
Number failing (number/percentage)			
Level Distribution:		1 (0 – 29%)	
		2 (30% – 39%)	
		3 (40% – 49%)	
		4 (50% – 59%)	
		5 (60% – 69%)	
		4 (70% – 79%)	
		7 (80% – 100%)	
MODERATION CRITERION		CHEC K	COMMENT
Was the moderated sample a minimum of 10% of those who wrote the exam?			
Was the assessment marked according to the supplied memorandum/rubric?			
Was marking done consistently throughout the sample scripts?			
Were marks tallied correctly?			
Was the working mark sheet submitted with the results included?			
Has an analysis of the results been completed by the educator?			

Signatures:

Educator	Head of Department	Deputy Principal/Principal

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ADDENDUM 2



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<i>Subject:</i>	<i>Grade:</i>	<i>Duration:</i>	<i>Total:</i>
<i>Paper:</i>		<i>Assessment Date:</i>	<i>Pages:</i>
<i>Examiner:</i>		<i>Moderator:</i>	
<i>Moderation date:</i>		<i>Signature of moderator:</i>	

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ADDENDUM 3



Holy Cross High School Maitland

Procedure for formal assessment tasks

