



# SUNLANDS PRIMARY SCHOOL

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## ASSESSMENT POLICY

We are striving to ensure that assessment enhances the individual growth and development and learners, that it monitors the progress of learners and that it facilitates their learning.

Assessment is a process of collecting, analysing and interpreting information to assist teachers, parents and other stakeholders in making decisions about the progress of learners. The National Curriculum Statement Grade R-12 is the formal curriculum in South African Schools.

At Sunlands Primary our Language of Learning and Teaching is English (LOLT)

Our First Additional Language is Afrikaans.

### Types of Assessment

Classroom assessment is done both formally and informally.

### Informal Assessment

- This is daily and on-going to monitor and enhance learner's progress.
- It takes place during an instructional unit.
- It is used to provide feedback to learners and teachers.
- These are not recorded assessments.
- Informal assessments builds towards formal assessments and teachers should not only focus on the formal assessments.

### Formal Assessment

- This takes place at the end of an instructional unit.
- It evaluates how well learners are progressing in a particular subject and in a grade.
- These are recorded assessments.
- These will take the form of a formal assessment task and or an examination.

### The number of formal tasks in the Foundation Phase

Grade	Subject	Term 1	Term 2	Term 3	Term 4
R	English	1	1	1	1
1	English	1	1	1	1
2	English	1	1	1	1
3	English	1	1	1	1
R	Afrikaans	Not assessed	Not assessed	Not assessed	Not assessed
1	Afrikaans	1	1	1	1
2	Afrikaans	1	1	1	1
3	Afrikaans	1	1	1	1

R	Mathematics	1	1	1	1
1	Mathematics	1	1	1	1
2	Mathematics	1	1	1	1
3	Mathematics	1	1	1	1
R	Life Skills	1	1	1	1
1	Life Skills	1	1	1	1
2	Life Skills	1	1	1	1
3	Life Skills	1	1	1	1

**The number of formal tasks for Intermediate Phase**

Grade	Subject	Term 1	Term 2	Term 3	Term 4
4	English	2	2	2	2
5	English	2	2	2	2
6	English	2	2	2	2
4	Afrikaans	2	2	2	2
5	Afrikaans	2	2	2	2
6	Afrikaans	2	2	2	2
4	Mathematics	2	2	2	3
5	Mathematics	2	2	2	3
6	Mathematics	2	2	2	3
4	NST	2	2	2	2
5	NST	2	2	2	2
6	NST	2	2	2	2
4	Social Sciences	2	2	2	2
5	Social Sciences	2	2	2	2
6	Social Sciences	2	2	2	2
4	Life Skills	3	3	3	3
5	Life Skills	3	3	3	3
6	Life Skills	3	3	3	3

### The number of formal tasks for Senior Phase

Grade	Subject	Term 1	Term 2	Term 3	Term 4
7	English	3	3	3	2
7	Afrikaans	2	3	3	2
7	Maths	2	3	3	3
7	Natural Sciences	2	3	2	3
7	Social Sciences	2	2	2	2
7	Life Orientation	2	2	2	2
7	Technology	2	2	2	2
7	Creative Arts	2	4	2	4
7	EMS	2	2	2	2

### School- Based Assessment and Practical Assessment Tasks

- These are all formal assessment, including examinations, conducted by the school throughout the year.
- The school- based assessment varies in % from phase to phase as indicated in the table below.

Phase	School-Based Assessment Component %	End-of-year examination %
Foundation Phase	100	0
Intermediate Phase	75	25
Senior Phase	40	60

### Progression and Promotion

#### Progression

This means the movement 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.

The professional judgement of the teacher in terms of the readiness of the learner to progress to the next grade is important in making a progression decision. The professional judgement of the teacher should always be based on the evidence of learning. A progression decision should always be made in the best interest of the learner.

#### Promotion

This 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.

### Promotion Requirements for Grade R

SUBJECT	ACHIEVEMENT LEVEL	ACHIEVEMENT DESCRIPTION	MARKS %
English (HL)	4	Adequate Achievement	50-59
Mathematics	3	Moderate Achievement	40-49

### Promotion Requirements for Grades 1-3

SUBJECT	ACHIEVEMENT LEVEL	ACHIEVEMENT DESCRIPTION	MARKS %
English (HL)	4	Adequate Achievement	50-59
Afrikaans(FAL)	3	Moderate Achievement	40-49
Mathematics	3	Moderate Achievement	40-49

### Promotion Requirements for Grades 4-6

SUBJECT	ACHIEVEMENT LEVEL	ACHIEVEMENT DESCRIPTION	MARKS %
English (HL)	4	Adequate Achievement	50-59
Afrikaans(FAL)	3	Moderate Achievement	40-49
Mathematics	3	Moderate Achievement	40-49
Natural Science and Technology/ Social Sciences/ Life Skills (any 2)	3	Moderate Achievement	40-49

### Promotion Requirements for Grade 7

SUBJECT	ACHIEVEMENT LEVEL	ACHIEVEMENT DESCRIPTION	MARKS %
English (HL)	4	Adequate Achievement	50-59
Afrikaans(FAL)	3	Moderate Achievement	40-49

Mathematics	3	Moderate Achievement	40-49
Natural Sciences/Life Orientation/ Social Sciences/ Technology/ Arts and Culture/ EMS (any 3)	3	Moderate Achievement	40-49
Natural Sciences/Life Orientation/ Social Sciences/ Technology/ Arts and Culture/ EMS (any 2)	2	Elementary Achievement	30-39

### **Progression Schedules**

- These documents are completed quarterly.
- A copy of this should be placed in the educators assessment file.
- It reflects the percentages and codes for the corresponding subject,

### **Moderation of Assessments**

#### **Setting of Papers: Process**

- 1st draft: Task and memorandum go to the subject head.
- 2<sup>nd</sup> draft: Send corrected task and memorandum to the subject head. If correct they will sign it off on the moderation checklist and hand it to Mrs Van Heerden
- 3<sup>rd</sup> draft: Any mistakes/changes that Mrs Van Heerden would like you to make – correct and return.
- Final must neat and perfect. This will be the official task that will be photocopied.
- Tasks will only be copied if they have been signed off by Mrs Van Heerden or Mrs Murphy/ Mr Meyer in Mrs van Heerden's absence.

#### **Script Moderation**

- Teachers send scripts to the moderator as soon as they are done marking.
- Marks should be written on a class list.
- Scripts are arranged in alphabetical order.
- Moderators moderate in green(random sampling of 3-5 scripts)
- Sub-totals must be indicated by teachers so that moderators can tick it off,
- Moderators to sign off papers and on class list.

#### **Mark Sheets and Marking**

- This should be in black – no tippex
- These sheets should be placed in your assessment file.
- Neat Staffroom copies also need to be placed in your assessment file. These mark sheets will indicate how the learner is progressing or not in their subjects.
- When marking – don't just put a total at the end. Tick and then indicate the total,
- Scripts must be signed and dated by the teacher.

### **After marking and moderation**

- Work through the papers with the class- let them do the corrections.
- Send papers home so that parents can see the results.

### **Recording and Reporting of Assessments**

- Marks are entered onto Staffroom.
- Parents will receive an academic report at the end of each term.
- At the end of Term 1 and 2 the educator is expected to see all the parents/guardians of her/his learners.
- At the end of Term 3 only those learners who the educator is concerned about will be asked to see the educator. Other parents who feel they would still like to meet the educator are most welcome to make an appointment on that day.
- Reports will contain a personalized comment for every learner.
- During the March, June and September meetings the parents/guardians will be given an opportunity to discuss the assessment results with the class educator.

