College Assessment Policy

Date approved:		Date policy will take effect:		Date of next review:	
Developed by:	College Assessment Team Policy Development of the School Board				
Approved by:	College Executive Board				
Responsible Body:	College Executive Board				
Supporting documents, procedures and forms for this policy:	Legislation (see below) Relevant legislation South African Schools Act of 1996- South African Government (as amended) National Protocol on Assessment (NPA) for Schools in the GET BAND: Circular 27/2006 (Grade R-9) Assessment Guidelines Hand Book The SBST and SAT Guideline Book				
References and legislation:	The South African Schools Act (1996) as amended The Constitution of the Republic of South Africa (1996) National Education Policy Act (Act 27 of 1996)				
Scope:	College Management Team (CMT), College Executive Board, Educator staff, Learners				
Expiry date of the policy:					

REVIVAL CITY COLLEGE ASSESSMENT POLICY

Preamble
The purpose of the assessment should be made explicit. The criterion referenced approach will be used. It must be accurate, objective, valid, fair, reliable, authentic, manageable and time efficient. Assessment takes many forms, gathers information and uses a variety of methods according to what is being assessed and the needs of the learner. The methods and techniques used must be appropriate to the knowledge, skills or attitude being assessed as well as to the age and grade level of the learner. Assessment results must be communicated clearly, accurately, timeously and meaningfully.

Purpose of Assessment
- Assessment is a process of collecting, analysing and interpreting information to assist educators, parents and other stakeholders in making decisions about the progress of learners.
- Classroom assessment should provide an indication of learners' achievement in the most effective and efficient manner by ensuring that adequate marks are collected using various forms of assessment. The intention is to regulate how evidence of learner performance is recorded and reported.
- Make sure expanded opportunities are considered as part of your assessment programme to cater for both remedial and enrichment activities. Assessment should assist educators with early identification of learners who might experience barriers to learning and development as well as to provide them with learning support. It should develop learners' knowledge, skills and values and identify learners' strength and weaknesses.

In order for assessment to be implemented effectively and efficiently there are two main teams put in place, namely the College Assessment Team (CAT) and the College Based Support Team (CBST).

The Principal is ultimately responsible for the establishment, functioning and support of the CAT and CBST.

College Assessment Team (CAT)

The College Assessment Team consists of the following:
- Deputy Principal (CAT Co-ordinator)
- Lead Teacher (Foundation, Intermediate and Senior Phase)
- Subject Controller per subject
- The CBST co-ordinator

The College Assessment Teams is required to accomplish the following:

- The correct and consistent use of assessment practices.
- Advising on assessment practices, recording and reporting.

- Ensuring assessment practices accommodate barriers to learning and development.
- Assisting educators to plan intervention strategies.
- Ensuring that learner's diversity is accommodated through use of a variety of assessment methods, tools and techniques.

College Based Support Team (CBST)

The College Based Support Team consists of the following:
- A representative from the CMT
- The CBST co-ordinator
- Lead Teacher (Foundation, Intermediate and Senior Phase)
- Representatives from each Phase or Grade
- Representative from the counselling team
- The referring educator

Key functions of the CBST:

The College Based Support Team will support the teaching and learning process by identifying and addressing the learner, educator and institutional needs.

- Co-ordinate all learner, educator, curriculum and support in the College.
- Identifying college needs with a focus on barriers to learning at learner, teacher, curriculum and college levels.
- Develop appropriate in class and college based strategies to address specific needs.
- Encourage collegial/peer support.
- Draw upon additional resources from within and outside the College to address challenges.
- Monitor and evaluate the work of the team with an 'action-reflection' framework.

The College Based Support Team support the following:
- Educator Support Team
- College Assessment Team
- Teaching and Learning Support Materials Team
- Educator (Staff) Development Team
- College Development Team (KPI'S)

College Based Assessment

Use formal and Informal Assessments
- Informal assessments do not have to be recorded, but notes can be useful.
- Formal assessments must be recorded.
- Use different forms of formal assessments – projects, oral presentations, demonstrations, performances, tests, exams, practical demonstrations, etc.

We use Bloom's Taxonomy in our questioning techniques, across all grades/phases.
These questioning techniques are use in both formal and informal assessments, such as classwork, projects, assignments, etc.
Bloom's Taxonomy is a Graded questioning technique where questions not just recall, but are used for application; understanding; evaluating; etc. which requires "Higher order thinking skills".

Bloom's Taxonomy

Level 6	**Evaluation** Make and defend judgements based on internal evidence or external criteria. The student makes qualitative and quantative judgements according to set standards.	appraise, argue, assess, attach, chose, compare, conclude, contrast, defend, describe, discriminate, estimate, evaluate, explain, judge, justify, interpret, relate, predict, rate, select, summarise, support, value	**Higher Order Thinking Skills**
Level 5	**Synthesis** Compile component ideas into a new whole or propose alternative solutions. The learner solves a problem by putting information together that requires original, creative thinking.	arrange, assemble, categorise, collect, combine, comply, compose, construct, create, design, develop, devise, explain, formulate, generate, plan, prepare, rearrange, reconstruct, relate, re-organise, revise, rewrite, set up, summarise, synthesize, tell, write	
Level 4	**Analysis** Break down objects or ideas into simple parts and find evidence to support generalization. The learner separates information into component parts.	analyse, appraise, breakdown, calculate, categorise, compare, contrast, criticise, diagram, differentiate, discriminate, distinguish, examine, experiment, identify, illustrate, infer, model, outline, point out, question, relate, select, separate, subdivide, test	
Level 3	**Application** Apply knowledge to actual situations. The learner solves a problem by using the knowledge and appropriate generalisations.	apply, change, choose, compute, demonstrate, discover, dramatize, employ, illustrate, interpret, manipulate, modify, operate, practise, predict, prepare, produce, relate, schedule, show, sketch, solve, use, write	
Level 2	**Comprehension** Demonstrate an understanding of the facts. The learner changes information into a different symbolic form/language.	classify, convert, defend, describe, discuss, distinguish, estimate, explain, express, extend, generalise, give example(s), identify, indicate, infer, locate, paraphrase, predict, recognise, rewrite, review, select, summarise, translate	
Level 1	**Knowledge** Remember previously learned information. The learner recalls or recognises information.	arrange, define, describe, duplicate, identify, label, list, match, memorise, name, order, outline, recognise, relate, recall, repeat, reproduce, select, state	

College Based Assessment is a compulsory component for progression and promotion in all the different College Phases.

The College Based Assessment component is as follows in the different College phases:

Phase	College Based Assessment component %	Exams %
Foundation Phase	100%	0
Intermediate Phase	50%	50%
Senior Phase	40%	60%

KEY PRINCIPALS OF ASSESSMENT
The Educator's task is to teach in order to help learners satisfy the requirements of the Learning Outcomes in the curriculum. To help learners reach their full potential, assessment should be:
- Continuous throughout the year.
- Transparent and clearly focused.
- Integrated with teaching and learning.
- Based on pre-determined assessment criteria.
- Varied in terms of methods and contexts.
- Valid, reliable, fair, learner-paced, and flexible enough to allow for expanded opportunities.
- Assessment results must be communicated clearly, accurately, timeously and meaningfully.

The general aim of assessing learners is to:
- Ensure growth, development and support.
- Monitor a learner's progress through an area of learning.
- Ensure facilitation of learning in terms of expected knowledge, skills, attitudes and values.
- Classroom assessment should be both formal and informal.

When to assess:
- Assessment should be done on a ongoing basis.
- Assessment is guided by specific purpose of assessing.
- Assessment can be formal and informal
- What remains constant are the specified outcomes and criteria against which the learners are assessed.

Effective and informative assessment should:
- Have clear, direct links with the critical and specific learning goals. Be integral to teaching and learning.
- Be balanced, comprehensive and varied. Be valid and fair.
- Engage the learners.
- Value the education and training teacher judgement. Be time efficient and manageable.
- Recognise individual achievements and progress.
- Actively involve parents.
- Convey meaningful and useful information.
- Improve the quality of learning

TYPES OF ASSESSMENT

Different types of assessment serve important functions within the NCS and NPA.
The table below gives descriptions and uses of the types of assessment that can be used.

Type of Assessment Description and uses

Baseline Assessment: Baseline assessment is usually used at the beginning of a phase, grade or learning experience to establish what learners already know, what they can do, or what they value. For learners with disabilities, baseline assessment can be done in consultation with the Institution-level support team. Revival City College does entrance assessments with new learners who enter the College. These assessments are used, amongst other criteria, to determine if a learner is a valid candidate to be accepted by the College.

Classroom Assessment: Classroom assessment should be both informal and formal. In both cases it is important that the learners know what knowledge and skills are being assessed and feedback should be given to learners.

Formative Assessment: Formative assessment is developmental. It is used by teachers to provide feedback to the learner and track whether the learner has shown progress (or not). It helps day-to-day teaching and learning, and may suggest ways in which learning activities can be changed to suit diverse learners' needs. Formative assessment is also known as "assessment for learning". Importantly, this type of assessment involves both educator and learner in a process of sustained reflection and self-assessment.

Diagnostic Assessment: Diagnostic assessment is a specific type of formative assessment. It may lead to some form of intervention, or remedial action, or revision programme. It can help to identify strengths and weaknesses of a learner, or of a teaching methodology, or barriers to learning. The results can help to plan individual support for learners who have problems.

Summative Assessment: Summative assessment gives an overall picture of the achievements of a learner at a given time, for example, at the end of a term or year.
Summative assessment is like a "snapshot" of a learner's progress at a particular point in time (and formative assessment is like a "video" of a learner's progress during the process). Summative assessment is referred to as "assessment of learning".

Evaluative Assessment: Evaluative assessment is used to compare and aggregate information about learner achievements so that it can be used to assist in curriculum development and evaluation of teaching and learning.

These types of assessments are not mutually exclusive and should be integrated in the overall assessment process. At Revival City College we strive for excellence. We expect our educators and learners to go far and beyond the everyday expectations, and have therefore implemented more tasks to be completed in each subject as to the prescribed number of tasks set out by the curriculum.

PLANNING ASSESSMENT

When planning assessment, educators must start by identifying the Learning Outcomes to be assessed, from those that are to be addressed through learning. The next step is to choose appropriate assessment methods, tools, techniques and activities to be used when assessing the chosen Learning Outcomes.

Clarity of focus

Everyone involved must have a clear picture of what is needed. Educators must ensure that learners comprehend the criteria against which they are to be assessed and therefore what they are expected to demonstrate.

It should be recognised that not everything taught should be assessed formally and that not everything formally assessed should be recorded. Educators must assist learners to reach their full potential.

Continuous assessment must take place by observation, formal and informal assessment.

Expanded opportunities
Educators must find multiple ways of exposing learners to learning opportunities that will help them demonstrate their full potential in terms of knowledge, skills, values, attitudes.

Assessment methods, tools and forms
A list of possible tools, techniques and methods that could be used, but is not limited to:

METHODS	TOOLS	TECHNIQUES/FORMS
Self-Assessment	Portfolio	Project work
	Observation sheet	Collage
Peer Assessment	Worksheet	Research project
1. Group to learner	Journal	Assignment
2. Group to group	Questionnaires	Survey
3. Learner to learner	Assessment grid	Debate/argument
4. Learner to group	Exhibition	Role-play
5. Class to learner	Photographs/videos	Interview
	Class lists	Drama
Group Assessment	Profile	Presentation
Interviews	Text, examination	Panel discussion
Conferencing	Written assignments	Practical demonstration
Observation	Rubrics	Scenario
Oral questions		Construction
Answers		Music/songs
Self-reporting and answers by learners		Poetry/Rhymes
Performance assessment		Story telling / oral presentation
Recognition of prior learning		Models
		Making / plan / design Sculpture / paintings
		Mind maps
		Game design
		Physical activities
		Maps / posters / charts / tables
		Descriptions
		Written presentation or workbooks

Methods of Assessment

- Self-assessment
- Peer assessment
- Performance assessment

- Observations
- Task assessment
- Continuous assessment

Observations

Teachers constantly observe learners informally to assess their understanding and progress. Teachers observe learners closely as they engage in individual, pair and group activities and listen to their conversations and discussions. Observations are recorded in the observation book or sheets.

Written/Recorded activities

Activities that require learners to present anything in a written format should be planned in such a way that the learner's performance (written work) is reflected clearly when assessed against the assessment standard(s) for the activity.

Performance based activities
This type of activity requires learners to demonstrate their knowledge, skills and values by creating, producing or demonstrating something. The criteria for the task should be clearly spelled out to the learners beforehand.
Such tasks could include:
- Oral activities e.g. role-play, recitals, interviews
- Practical activities e.g. demonstrations in which learners demonstrate physical and movement skills e.g. games
- Presentations e.g. drawings, paintings, constructions, etc.
- Individual or group projects
- Investigations

Formal Written Assessment Test:
Tests and Examinations
Learners should be introduced to tests and examinations. Tests and examinations should be carefully planned and used as formal assessment tasks. Learners should be given adequate guidance and support to engage with the test and examination format.

Tests in Foundation Phase

Learners should be introduced to tests. Tests are carefully planned using the Bloom's taxonomy as well as Barrett's taxonomy in order for our learners to become critical thinkers. Tests are used initially as informal assessment tasks, however, can also be used as formal assessment tasks. Learners should be given the adequate guidance and support to engage with the test format.

Tests and Examinations in Intermediate and Senior Phase

Learners are introduced to tests and examinations. Tests are carefully planned using the Bloom's taxonomy as well as Barrett's taxonomy in order for our learners to become critical thinkers. Test and examinations are used as formal assessment tasks. Learners are prepared well in advance for tests and examinations. An exam or cycle test timetable is sent home in advance.

Test and Exam papers are moderated to ensure that the marking of the test/exams are fair and accurate.

INTRUCTIONAL TIME ALLOCATION FOR FOUNDATION PHASE

SUBJECT	GRADE R HOURS	GRADE 1-2 HOURS	GRADE 3 HOURS
Home Language	10	8	8
First Additional Language		2	3
Mathematics	7	7	7
Life Skills	7.5	7.5	7.5
• Beginning Knowledge	1	1	1
• Creative Arts	2	2	2
• Physical Education	1.5	1.5	1.5
• Personal and Social Well-being	1	1	1
• Computers	0.5	0.5	0.5
• Bible Education	1.5	1.5	1.5
Conversational Zulu	-	1	1
TOTAL	24.5	25.5	26.5

INSTRUCTIONAL TIME ALLOCATION FOR INTERMEDIATE PHASE

Subject	Time Allocation
English	5.5
First Additional Language	4
Mathematics	5.5
Natural Science and Technology	3
Social Science	3
Life Skills:	5.5
PSW	1
Creative Arts	1
PET	1.5
Computers	0.5
Bible Education	1.5
Conversational Zulu	1
Total Hours	27.5

INSTRUCTIONAL TIME ALLOCATION FOR SENIOR PHASE

Subject	Time Allocation
English	5
First Additional Language	4
Mathematics	5
Natural Science	2.5
Technology	2
Social Science (History & Geography)	2
Economic and Management Science	1.5
Life Orientation	1
Physical Education	1
Creative Arts	2
Computers	0.5
Bible Education	1
Conversational Zulu	1
Total Hours	28.5

As a Christian College Bible Education is added as an additional subject; this applies to all the Grades in the College.
Computers is also an additional subject. The cost for these lessons is covered by College fees.
Conversational Zulu will be introduced to all Grades in the College.

Number of formal recorded Assessment Tasks for Grade 1-3

Subjects	Term 1	Term 2	Term 3	Term 4
Home Language	1	1	1	1
First Additional Language	1	1	1	1
Mathematics	1	1	1	1
Life Skills	1	1	1	1
Conversational Zulu	1	1	1	1

Number of formal recorded Assessment Tasks for Grade 4-6

Subject	Term 1	Term 2	Term 3	Term 4
Home Language	2	2	2	2
First Additional Language	2	2	2	2
Mathematics	2	2	2	2
Natural Science and Technology	1	1	1	1
Social Science				
• History	1	1	1	1
• Geography	1	1	1	1
Life Skills	1	1	1	1
Conversational Zulu	1	1	1	1

Number of Formal Recorded Assessment Tasks for Grade 7-9

Subject	Term 1	Term 2	Term 3	Term 4
Home Language	2	2	2	2
First Additional Language	2	2	2	2
Mathematics	2	2	2	2
Natural Science	2	3	2	2
Social Science	2	2	2	2
Technology	2	2	2	2
Economic and Management Science	2	2	2	2
Life Orientation (Including PET)	2	2	2	2
Creative Arts	2	2	2	2
Conversational Zulu	1	2	1	2

CODES AND PERCENTAGES FOR RECORDING AND REPORTING

RATING CODE	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

Teacher's record marks against the tasks for using a recording sheet, and rating codes will be indicted on the learner's report.

PERCENTAGE WILL NOT BE RECORDED ON A FOUNDATION PHASE LEARNER'S REPORT.

Promotional Requirements

Although we at Revival City College follow the CAPS curriculum, we as a College have adjusted the curriculum and the level descriptors required for promotion to meet the Vision and Mission of the College and to ensure we attain the standard we are aiming at. Upon enrolment at our College the parents will be informed of our assessment standards and promotional requirements, and how these may affect their child/ren.

In principle, learners should progress with their age cohort. The norm for retention is one year per school phase. We at Revival City College do not progress learners to the next grade. A learner has to meet all promotional requirements. Thus if a learner has not met all promotional requirements and has been previously retained in the phase, the College will direct the parents to a suitable academic institution. In the best interest of the learner, the College will retain the learner. In cases where a learner is two years older than the norm age per grade, the college will direct the parent to a suitable academic institution for that learner as the learner will not be able to be re-registered at the College due to his/her age.

A child will not be promoted at the end of the year to the following grade should he/she:

- Not meet the promotional requirements in English or Mathematics or both.
- Meets the requirements for English and Mathematics, but not for two or more of the additional subjects.

Furthermore:

A child will be promoted at the end of the year to the following grade should he/she meet the requirements for English, Mathematics and the additional subjects barring one of the subjects.

Should there be a 3% discrepancy the following measures are put in place:

- Re-moderation of the learner's assessments will be done either by the Lead Teacher, Subject Controller or anyone appointed by the Principal/Deputy Principal to do so.

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- Findings from the re-moderation is taken up in a discussion with the College Assessment Team (CAT).
- The final resolution lays with the Principal after viewing the written report from the (CAT)

Promotional requirements for Foundation Phase.
Level descriptors:
Home Language English – 4
First Additional Language – 3
Mathematics – 4
Life Skills – 4
Conversational Zulu – 3

Promotional requirements for Intermediate Phase.
Level descriptors:
Home Language English – 4
First Additional Language – 3
Mathematics – 4
Life Skills – 4
Social Sciences – 4
Natural Science/Tech – 4
Conversational Zulu – 3

Promotional requirements for Senior Phase.
Level descriptors:
Home Language English – 4
First Additional Language – 3
Mathematics – 4
Social Sciences – 4
Natural Science – 4
Technology – 4
Economic and Management Sciences – 4
Life Orientation – 4
Creative Arts – 4
Conversational Zulu – 3

Parents who have been referred by their child's class teacher to have their child assessed by an Educational Psychologist need to do so within the time frame the College has requested of them. Parents who do not comply with regards to the timeframe set by the College a new date will be set by the management team. Should finances be of concern a meeting will be held with the financial advisors of the College to plan the way forward. Should the parent not comply with the second timeframe set by the College, this will be seen as non-compliance by the parents and the learner registration will not be renewed for the New Year.

Should a learner be assessed by an Educational Psychologist and the report shows, that Remedial Education will benefit the learner, the College will then have no choice, but to deregister the learner and will direct the parent to a suitable academic institution for that learner.

Learner Support

- Learners who have not meet all the promotional requirements during the year will be placed on the 'At Risk Learners list'.
- Support forms are to be filled in by the class or subject teacher each term.

- The forms must have the learners name, surname, date of birth, number of years in the grade and number of years in the phase.
- Any referrals to a therapist or psychologist are to be indicated on the support forms with the date of the referral as well as the date of the appointment of when the learner will see the therapist or psychologist.
- Any important observations are to be recorded on the support forms.
- These forms are to be signed and dated by the parents and class educator.
- After consulting with parents at meetings, parents are encouraged to sign the support forms, should they refuse, this too needs to be indicate on the support form as well as on the interview sheet. Whether a parent signs the support form or not, a learner will be retained in their current grade should they have not met the promotional requirements.

Educators are to indicate in the learner's books the type of support given to the learner.

MODERATION POLICY

MODERATION PROCESS
PRE- MODERATION

All Educators must submit Teacher Assessment Plan (TAP) (formal and informal activities), rubrics and checklist for pre-moderation to Lead Teachers/Subject Controller at the start of each term. Records of this moderation should be kept. (Annexure D)

When moderation is done, the following aspects should be considered:
a) The task should correspond with the programme of assessment
b) The instructions should be clear, and the different cognitive levels of questioning should be used.
c) Are the **Assessment Tools** for every assessment task included? E.g. checklists; memoranda; rubric; etc.
d) Check if the assessment tool is appropriate to the activity.
e) Check if the tasks are dated and the date correspond with the one on the Teacher Assessment Programme.
f) Check if the marks are done according to the assessment tools.
g) Check if the marks are correctly added and recorded.
h) If the learner has not achieved, is there evidence of expanded opportunities/ alternative forms of assessment?
i) Is there evidence of educator feedback?

FILE CONTROL
Teachers prep files are submitted twice a term to the Head of Department or the Lead Teacher, and are checked once a term during formal class visits.

Procedure for the control of Prep files and Mark books/files
- Prep files and Mark books/files will be controlled at least three times a term. The Principal, Deputy Principal, Lead Teacher or any other Educator appointed by the afore mentioned will ensure a file/mark book control on pre-given (in the End of Term Dates) dates, as well as during a formal, pre-scheduled class visit.
- Prep files and Mark books/files can also be called upon at any other date, without forewarning, or during informal class visits by the Principal, Deputy Principal, Lead Teacher

or any other teacher appointed by the afore mentioned.

- The following aspects will be checked during a file/book control:
  - Is the file/mark book labelled? (e.g. Prep File Grade 1 Ms Doe)
  - Does the file have an index page and dividers?
  - Is the file neat and well organized?
  - Is a personal timetable as well as the Daily/Termly Prep present?
  - Are previous control reports present?
  - Are reflections noted on the prep sheets after each lesson?
  - Have marks been recorded in accordance to the lesson plans indicated on the prep sheets.
  - Each activity is to be dated on the mark recording sheet to indicate when each activity was completed.
  - Prep file has a bookmark indicating where they are.
  - Personal prep is being completed weekly.
  - Worksheets and memorandums are evident in the prep file.
- Should any of the above-mentioned points not be evident, the file/book controller will give the teacher a due date to correct what is needed.

LEARNER'S BOOK CONTROL
Learner's books are moderated at least once a term by the Principal, Deputy Principal, Lead teacher or teacher chosen by the management. Nine learner's books are moderated, three from each ability group. (Annexure A – Book Control Procedure)
Educator is given a written report, which includes the following:
- **General impression:** layout of work, covers, date and comment, creativity encouraged, general neatness, letter and number formation.
- **Assessment:** Stamp/stars – positive & constructive comments, corrections encouraged, various forms of assessment used, books marked regularly, follow up on barriers to learning.
- **Differentiation:** Evidence of child's own work on own level, learners are encouraged to extend themselves.

Foundation Phase: Learners books are sent home at least three times a term to give parents/guardians the opportunity to view the learners written work and to see the content of work.
Intermediate/Senior Phase: Learners books should be checked and signed by the parents as they assist with homework and/or when following up on daily activities completed in class. In this way parents are aware of their child's progress.

CLASS VISITS
Class visits are done by the Principal, Deputy Principal, Lead teacher or Educator chosen by Management. (Annexure B)

TYPES OF CLASS VISITS
- **Informal:** This class visit is done without the Educator's knowledge by the Principal, Deputy Principal, Lead Teacher or anyone appointed by Management.
- **Formal:** This class visit is done by appointment by any of the above mentioned people. These visits contribute to the educators KPI evaluation.

AREA EVALUATED
- Classroom environment
- Preparation
- Lesson presentation
- Control of learner's written work

- General comments on lesson and classroom management.

Class visits, book control and controlling of marks take place at least 2-3 times a term to ensure that assessments are recorded correctly.

END OF TERM MODERATION
- The grade will sit together and discuss the terms tasks. Discussing challenges and interventions, and good practise in all subjects.
- Self-moderation is done at the end of each term.
- **Marks**
  - The learners' names on the latest class list should be the same as on the spreadsheet used when collecting marks and on the printed sheet.
  - The class symbol e.g. (4a), the educator teaching the subject and the subject must be indicated on the printed spreadsheet.
  - Dates must be filled in all the activities on both the written and printed spreadsheet.
  - Total mark allocation must be the same on all four spread sheets. This also applies when the subject is shared.
  - Compare every written mark to the mark on the printed spreadsheet.
  - Check the final total in each formula block.
  - Ensure that the level descriptor is correct based on the total percentage / mark.
  - Grade 4-7: once you have checked the marks for each section of 25%, then you have to check the totals across.
  - A term comparison class list of Term 1 - 4 marks must be attached to the printed spreadsheet. Subject controllers are to see that the marks in the final total blocks are recorded correctly on the class list.
- Ensure that the class average is indicated at the bottom of each spread sheet.
- Once the marks have been checked thoroughly by the Lead Teacher/Subject Controller, they submit them to the Principal.
- The Principal will check and sign marks off and return them back to the Educator.

MODERATION PROCESS FOR CYCLE TEST AND EXAMS

Intermediate and Senior Phase: Grade 4 – 7

The following moderation process is followed to ensure that all criteria is met when submitting cycle tests or exams:

- Cycle test/exam papers are to be submitted at least two weeks in advance to the Lead Teacher or the Subject Controller for moderation.
- This person will use the checklist (Annexure C) to confirm the following:
  - Name of the College
  - Name of the subject
  - Information, such as; space provided for the learner's name, surname and grade; date; moderator; examiner; total (75); specific test/exam instructions
  - The marks add up correctly for each section of the paper, and then to the final total of the test/exam.
  - The Bloom's taxonomy tool correlates with the question paper
  - The pictures are clear
  - The memorandum and the test/exam paper correlate
- Should changes need to be made the cycle test/exam paper is sent back to the Educator

with the findings/suggestions/recommendations.

- Once the cycle test/exam paper is in order, it is then sent to the Principal for approval.
- Copies are made according to the total number learners in each grade.
- Cycle test/exam papers are too be collated and bundled. A class list is attached to each pack indicating the day and date, educator's surname, column for absenteeism.
- The cycle test/exam papers are kept in the deputy principal's office for safe keeping.
- A copy of the exam paper Term 2 and 4, the memorandum and the Bloom's taxonomy tool is kept in an exam file in the Deputy Principal's office.
- Educators will collect their cycle test/exam papers in the morning from the Deputy Principal's office.
- Once the learners have written the exam, the Educator will have a 3 day mark turnover. The test/exam paper is then moderator by the learner in Term 1 – 3.
- 10% of each class' end of year exams are moderated by the Lead Teacher/Subject Controller or anyone appointed by the Principal. This person is to ensure that scripts are marked according to the memorandum and that marks are recoded correctly on the script as well as on the recording sheet. He/She will initial on the script, stating that it has been moderated. If changes occur the moderator will make the changes on the script and on the recording sheet and initial next to these changes. Moderation at this level is done with a green pen.
- Exams written in Term 4 are kept for safekeeping on the College premises.

SCHEDULES

- Schedules are a quarterly record and summary of progress of learners in a grade in the College.
- Schedules may be electronic or manual.
- Schedules must be stamped and signed by the Principal – this is a legal document
- The end of the year schedules must be kept by the College for at least 5 years.
- Once marks are entered on the computer, a Mark schedule will be printed and handed over to Deputy Principal, Lead Teacher or someone appointed by the Principal to distribute to Educators.
- Educators need to check whether the marks on the schedule are corresponding with the marks on the class lists and they need to indicate changes in red pen.
- Once the marks are re-calculated, reports will be printed.

Schedules must have the following information:
- Name of College
- College stamp
- Date
- List of names/surnames of each learner in a class/grade
- Admissions number of each learner
- Date of birth of each learner
- Age of each learner
- Number of years in phase
- National codes and/or percentages for each learner per subject
- End of year schedule must say whether a learner is ready to be promoted or not
- RP – ready for promotion
- NRP – not ready for promotion

Reports Cards
- A Report Card is an official document that is used to give feedback to parents on the achievement of learners.
- Educators need to check whether the marks reflecting on the report correspond with the marks on the schedule.
- Educators need to write comments on the reports and send them to the Lead Teacher to check spelling and grammar.
- The Lead Teacher's reports will be checked by the Deputy Principal.
- Once the reports are checked by the Lead Teacher, the Principal will also check and sign them and send them back to the Educators.
- A formal report card will be sent home to parents once a term. The report must provide a clear holistic picture of the learner's achievements in different subjects.
- The achievement rating in a report card should indicate by a combination of national codes, percentages and comments.
- Comments should provide more information on the strengths and developmental needs of the learners.
- The college is to ensure there are no errors, erasures or corrections that will compromise the legal status of the report cards.
- The College Management Team is responsible to ensure that reports issued to learners do not contain any errors.
- The end of year report card should indicate the cumulative learner performance for the year.

Procedure for Grievances for Marks
- If a parent has concerns or questions regarding their child's marks, they are to request a meeting with the Class Educator and Lead Teacher to discuss the matter at hand.
- If the parent feels that no clear clarification or resolution has been reached as a result of that meeting, they are to then express their concerns in writing, explaining the situation or grievance to the Deputy Principal.
- The Deputy Principal is to then follow up on these concerns. Contact is to be made with the parent/s regarding their grievance. The Deputy Principal is to inform the Principal of the grievance and what possible solution or outcome has transpired.
- Should the grievance not be resolved or attended to by the Deputy Principal after contact has been made the parents can then request a meeting with the Principal.
- The Operational Director has the final resolution should the parent still feel their grievance has not been resolved or attended to by the Principal.
- All grievances regarding a learner's marks based on their report are to be addressed with the class educator in the first week of the next term.
- Any grievances taking place during the term regarding a learner's marks are to be addressed within two weeks of a parent bringing this grievance to an educators' attention.

Control of Learner Profile
- Learner Profile is a continuous record of information that gives an all-round impression of a learner's progress, including the holistic development of values, attitude and social development.
- It assists the Educator in the next grade or school to understand the learner better and therefore to respond appropriately to the learner. They are kept at the College and will be removed from our College to the next school on the request of the Principal from that school/college.

- The security of the Learner Profile and the updating of required information rest with the College Management Team.
- The parents and other stakeholders have a right to access and view the Learner Profile on request. However, this should be done in the presence of the College Management. The Learner Profile is a confidential document and should be treated as such.
- Under no circumstance should sensitive information such as the health status of the learner be divulged to anyone without the permission of the parent(s) or guardian.
- The Profile should include the following information
  - Personal information
  - Medical history
  - Schools attended and record of attendance
  - Participation and achievements in extra-curricular activities
  - Emotional and social behaviour
  - Parental involvement
  - Areas needing additional support
  - Learner performance records e.g. copies of the end-of-year report cards.

The compilation of Learner Profiles should be started at Grade R and should continue until the learner completes Grade 12.

MEETINGS IN EACH PHASE

PHASE MEETING

A phase meeting is held at the start of the first term, where relevant information for the phase is discussed. Phase meetings can also be called for as the need arises.

LEAD TEACHER MEETINGS

Deputy Principal will meet with Lead teachers where relevant information is discussed. Lead Teachers will then cascade information to the educators in their grade.

GRADE MEETINGS

Grade meetings are done when necessary to cascade information and to discuss challenges within the Grade.
Prep and tasks are discussed and planned together. Grade and Phase information is shared via a message book as not all educators are available at the same time.

SUBJECT MEETINGS: INTERMEDIATE AND SENIOR PHASE

Subject Controllers will meet with specific subject Educators to discuss relevant matters with regards to a specific subject.

CAT/HOD/ CLUSTER MEETINGS

Phase meetings are done to cascade information from the department or CMT.

PARENT'S MEETINGS

- PARENT INFORMATION EVENING: Educators will meet with parents to discuss the general classroom and college rules pertaining to learners. General information relevant to the College is also shared.
- PARENT TEACHER MEETINGS: The Educator or parent may request these meetings to discuss a learner's progress. Two educators must be present at these meetings. Parent interview sheets are filled out and signed by all parties presented. A copy is given to the Deputy Principal and the original is put into the learner's observation file and at the end of the year the observation pack is put into the learner's profile.
- REPORT EVENINGS: This is done at the end of Term 1 and 2. The Educator will discuss the learner's progress and report. Reports will be sent home at the end of Term 3 and 4. Educators are to meet with parents before handing out reports in Term 3 and 4 to discuss any concerns pertaining to a child's academics.

ABSENTEEISM
Learner Absence
Definition of absence:
A learner is deemed to be absent from the College when the learner is not present in class or not participating in a College activity when the register is marked.

Valid reason/s for absence
While punctual and regular attendance is necessary, from time to time it may not be possible or desirable for a learner to attend the College. Any of the following is a valid reason/s for absence from the College:
- Physical or psychological illness for which a Principal may require communication from the parent, that the learner is unable to attend the College, or written confirmation by a registered medical practitioner or traditional healer if the illness lasts longer than three days.
- Death of a family member
- Appointment at court, social services or other official agency, for which a Principal may require documentary proof.
- Suspension by the Principal, Operational Director, Disciplinary committee.
- Acts of nature (that is, events that are outside of human control)
- Exceptional circumstances for which, in the view of the Principal a temporary absence from;
    i.   Is in the best interest of the learner or,
    ii.   Was unavoidable

RESPONSIBILITIES
Promoting a culture of attendance
Our College has a culture of punctual and regular attendance; our goal is that we will establish and maintain such culture, which is a mark of pride in our College and a prerequisite for quality teaching and learning. This will be achieved if:
- Principals, Educators and the College Executive Board shows zero tolerance for absence from the College without valid reason/s
- The College tackle the alienation of learners by creating a supportive and safe schools' environment, providing interest and challenging curricula, including stimulating extra - curricular activities and teaching learners well.
- Schools and social agencies give appropriate support to learners whose families struggle under burden of poverty, serious illness and bereavement, especially learners who are compelled by circumstances to be caregivers or to head their own families own households.

- The College Executive Board support the College by promoting and monitoring learner attendance and following up where evidence of a school has a problem of learners' absence.
- Provincial and National Education department raise awareness of the importance of regular and punctual attendance.

Learner's responsibilities
- A learner has a responsibility to attend school punctually and regularly.

Parent's responsibilities
A parent is expected to:
- Ensure that the learner attends the College daily, on time and for the whole College day unless there is a valid reason/s for absence.
- Ensure that the learner is not taken out of the College without valid reason **(family holidays are not valid reasons)**
- Inform the Principal or register teacher if the learner is absent or to be late for the College with valid reason.
- Cooperate with the College in resolving the problem if the learner is absent from the College without valid reason.
- Encourage and if possible assist the learner to make up time lost for absence from the College.

College Executive Board responsibility
- Rules dealing with punctuality and regular attendance should be part of the College Executive Board's code of conduct for learners.
- The College Executive Board is expected to take an active part in the rate of attendance of learners at the College. In particular, the College Executive Board should request from the Principal a quarterly report on learner attendance trends (in terms of section 16A (2) (c) of SASA and consider the report meeting.

Principal's responsibilities
- A Principal, working with the CMT is responsible for developing a culture of punctual and regular attendance at the College.
- A Principal is responsible for fostering a caring school environment in which the CMT and Educators take an interest in each learner's well-being and are alert to problems that might affect a learner's attendance.
- The Principal must develop a College policy on learner attendance after consultation with the College staff, RCL's and College Executive Board. The College attendance policy must:
  a. Make clear that absence without valid reason is unacceptable and will be followed promptly
  b. Specify how the parent should communicate with the college if a learner is absent
  c. Specify whether the class register will be marked once or twice a day
  d. State what follow-up action the College will take if a learner is absent
- A Principal must ensure that the staff members who are allocated responsibility for the College attendance matters understand the importance of accurate records and careful monitoring and carry out their responsibilities competently.
- A Principal must monitor and analyse learner's attendance rates by grade and must include such information in the reports the Principal makes to the Lead teachers or College Executive Board in terms of section 16 SASA.

Teacher's responsibilities
- A register Educator is responsible for compiling and marking the class register in the class registration period on each day, maintaining it accurately and taking it to the College office when request to do so.

- A class educator must inform the Principal when a learner is absent without explanation for three consecutive days and must draw the Principal's attention to cases of repeated absence so that the matter may be followed up with parent in an appropriate manner.

Procedure for managing irregularities and dishonesty in tests, exams and / or formal assessments

- Cheating; plagiarizing; copying or tampering with test or exam results, or reports or assignments; being in possession of or distributing exam / test material or information placing individuals at an unfair advantage in a test or an exam will be seen as Serious Misconduct according to our Code of Conduct. As such the learner's involved, that is both those disseminating the material as well as those who receive the material without bringing it to the attention of an educator, will attend a Hearing where the sanction could be suspension and/or expulsion and/or alternative action as decided on in the hearing.
- Such learners, should they not be expelled, will not be awarded the marks attained unfairly; instead they will need to redo the task / activity test / etc. and their marks will be penalized in a manner as determined in the hearing.

Signed by:

Spiritual Director: _____   Date: _____

The Principal: _____   Date: _____

Operational Director: _____   Date: _____

REVISED MAY 2022

REVIVAL CITY COLLEGE
Book Control Procedure

There are three ways in which book control can take place.

1. A management member may call for all your books to be sent to them.
   The management member will notify if they want all the books immediately or at the end of the College day. They will then choose any books at random to control.
2. A management member or any one appointed by the management will indicate a day in which they would like to control your books.
   The Educators whose books are being controlled is to follow the following steps:
   - On a class list indicate which learners are your top, average and support.
   - Send the class list to the controller. The controller will indicate on your class list which books they would like to see. The controller is to only send or give the class list with the indicated names to you at the beginning of the last period of the day.
   - Once you have received your class list you are to get all the books of those learners indicated on the class list and send the books to the controlled before the bell rings at the end of the last period of the day.
   - It is not the controllers job to go looking for you to get the books they indicated that they are controlling.
3. A management member or any one appointed by the management will choose any books at random to control whilst administering a class visit.

When controlling books, the controller will look at the following areas:
- Books are marked up to date.
- Each activity has been initialled and dated.
- Check quality and neatness of marking. Activities have been marked correctly. Each question has been marked. There is not just one tick for the whole activity indicating that it has been marked. Corrections are being done either by the teacher or the learners. Corrections have to be done. There can't just be ticks and crosses in learner's books.
- Quality and pertinence of educators comments. Use of stickers and stamps.
- Educators spelling is correct when doing corrections or writing comments.
- Activities have been dated and where needed a heading has been written.
- Foundation Phase - Once an activity has been completed the work has been ruled off or a pattern has been drawn indicating the end of that particular activity. If learners are ruling of or underlining their date a ruler is to be used.
- Worksheets have been cut out and pasted in. Pasted in worksheets are straight and not sticking out of learners books.

- Volume of work. Balance between worksheets and written work.
- Incomplete work has been caught up.
- Support is being written in learner's books. The support written is in detail. Extra time and reduced work is a form of support.
- Foundation Phase – 3 handwriting lessons should be taking place every week.
- Books have been sent home for parents to see and sign.

Controller:
- A report is to be typed out with your findings. – Indicate the learners' names of the books that you controlled on the report.
- This report is to be signed by the teacher, controller, Deputy Principal and Principal.
- Should the teacher not have met the requirements have a deadline to catch-up and indicate that on their report.
- Make sure you follow up and check that the recommendations you have made have been followed and the deadline you have given to catch-up has been met.

Annexure B
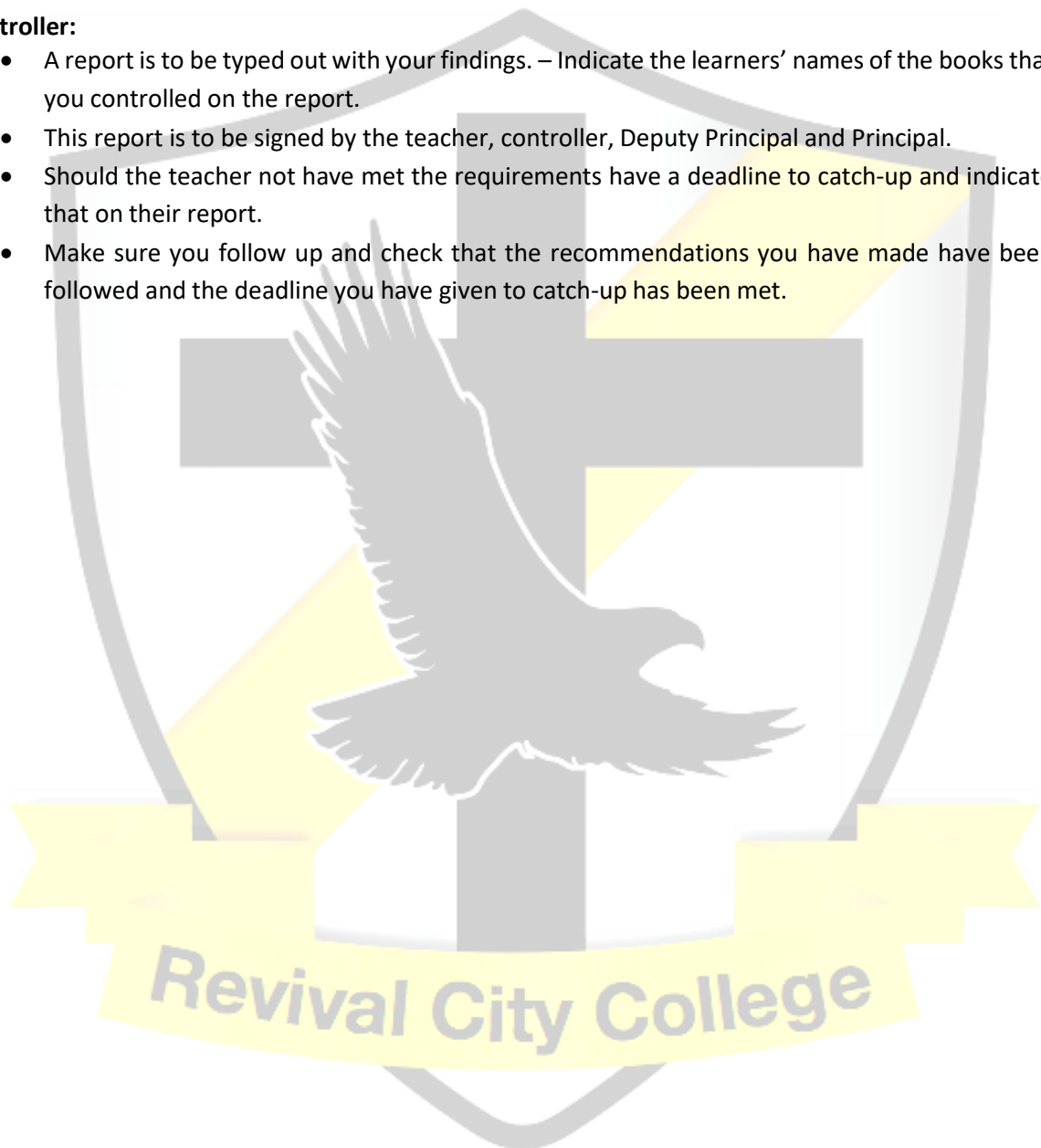
REVIVAL CITY COLLEGE
CLASS VISIT, FILE AND BOOK CONTROL MODERATION TOOL:
FOUNDATION PHASE/INTERMEDIATE PHASE

SUBJECT:		TEACHER:		GR.
SUBJECT CONTROLLER (NAME):		CONTROLLER (SIGN)		
DATE:				

AREAS LOOKED AT:				
1. PREPARATION FILE	**EXCELLENT**	**GOOD**	**FAIR**	**NOT EVIDENT**
• **Prep file should consist of:**				
➢ Index Page				
- Personal Timetable				
- Class Visit/Book/ control reports				
- Daily/Termly Prep				
- TAP				
- SAP				
- Tasks				
➢ File Dividers				
➢ 1st Impression of the file				
• **Admin File should consist of:**				
➢ Index Page				
- Management Plan: Term 1 – 4				
- Subject Meeting Minutes				
- Cluster Meeting Minutes				
- Workshop/Courses attended				
- Departmental Documentation				
- Parents Correspondence				
- General				
➢ File Dividers				
• **Prep sheets should consist of the following:**				
➢ Date				
➢ Subject				
➢ Grade				
➢ Aims/Skills				
➢ Indication of formal and informal activities				
➢ Content according to				

CAPS guidelines				
➤ Teacher Reflection				
➤ Expanded Opportunity				
➤ Worksheet creative/pertinent				
➤ Learner's ability groups taken into consideration				

General Comments:

• **When controlling marks at the end of the term:**
  - Written/Raw marks must be handed in with the printed marks
  - Mark analysis
  - Mark Schedule
  - At risk learners
	✓
	
	ONLY TO BE DONE AT THE END OF TERM			

General Comments:

2. LESSON PRESENTATION	EXCELLENT	GOOD	FAIR	NOT EVIDENT
• Discipline/Class Control				
• Class Participation				
• Lesson Presentation				
• Time Management				
• Use of Visual Aids/Resources				

General Comments:

3. TEACHING ENVIRONMENT	EXCELLENT	GOOD	FAIR	NOT EVIDENT
• Cleanliness of class - Inside				
• Cleanliness of class - Outside				
• Attractiveness of the walls				
• Pertinence of posters/displays				
• Neatness of the Teacher's desk				

	EXCELLENT	GOOD	FAIR	NOT EVIDENT
• Neatness of shelves, book racks, etc.				
• Windows opened				
• Lighting in the class				
• Arrangements of desks and chairs				

General Comments:

4. LEARNER'S WRITTEN WORK	EXCELLENT	GOOD	FAIR	NOT EVIDENT
• Regularity of units of work				
• Volume of work				
• Quality and neatness of marking				
• Regularity of marking				
• Quality and pertinence of educators comments				

General Comments:

5. SUPPORT AND DEVELOPMENT	YES	NO	COMMENT
• Has the Deputy Principal given feedback to the Teacher?	✓		
• Should the Teacher not have met the requirements have a deadline to catch-up been set?			

CAPS documents are on record in Library for teacher to use at any given time.

TEACHER: **DATE:** _____

CONTROLLER: **DATE:** _____

PRINCIPAL: **DATE:** _____

REVIVAL CITY COLLEGE
CYCLE TEST/EXAM MODERATION TOOL

Name of Educator: _____	Moderator: _____
Subject: _____	Grade: _____

Does the following appear on the test/exam paper?	Comment/s:
1. Name of College	
2. Subject	
3. Space provided for: - Learner's name and surname - Grade - Date	
4. Examiner	
5. Moderator	
6. Total in each section – add up to final total	
7. Bloom's taxonomy question clear enough and at different levels	
8. Are the pictures clear?	
9. Does the memorandum correlate with the test/exam paper?	

Findings/Suggestions/Recommendations

APPROVED BY:	SIGNATURE:	DATE:
_____	_____	_____

PRINCIPAL:_____   DATE: _____

REVIVAL CITY COLLEGE

PRE-MODERATION TOOL
Prep and Worksheet Control

Teacher: _____   **Grade:** _____   **Term:** _____

Subject: _____

	Term 1	Term 2	Term 3	Term 4	Comment
TAPS					
Assessment Tasks (Foundation Phase)					
Weekly prep sheets					

	1		2		3		4		5		6		7		8		9		10		11		Comment
	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	
Weekly prep sheet for all the weeks in the term																							
Weekly prep CAPS compliant																							
Date																							
Subject																							
Grade																							

	1		2		3		4		5		6		7		8		9		10		11		Comment
Informal activities																								
Formal activities																								
Expanded opportunity																								
Worksheets																								
	1		2		3		4		5		6		7		8		9		10		11		Comment
	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	
Week																								
Indicate if it is a task activity																								
Heading																								
Indicate the Grade																								
Worksheets correlate with weekly prep sheet																								
CAPS compliant																								
Use of Bloom's Taxonomy																								
Should the Teacher not have met the requirements have a deadline to correct any errors.																								

Teacher: _____ **Signature:** _____ **Date:** _____

Controller: _____ **Signature:** _____ **Date:** _____

Principal: _____ **Signature:** _____ **Date:** _____