



THE ORACLE ACADEMY

Empowerment through Vision

ASSESSMENT POLICY DOCUMENT



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1. PREAMBLE

This Assessment Policy will serve as a guide for the development and implementation of an Assessment Programme at The Oracle Academy. This policy is based on the National and Provincial Assessment and Curriculum Policy Guidelines as well as the mission statement of The Oracle Academy.

2. THE ROLE OF THE DIFFERENT STAKEHOLDERS

2.1 THE PRINCIPAL / DEPUTY PRINCIPAL

- Must ensure that the assessment and curriculum policies are implemented and adhered to at the school.
- Must make the relevant circulars available to all educators.
- Manages School Assessment Policy as contained herein.
- Ensures that educators, learners and parents are informed about the policy.
- Must regularly update the assessment policy according to national and provincial developments.
- Manages the moderation process but does not necessarily moderate the papers.

2.2 PHASE HEADS

- Manages the implementation of the assessment policy in the GET and FET phase respectively.
- Analyses results and puts a plan of action in place if necessary.
- Monitors learner's evidence of work once per term.
- In consultation with subject educators identify learners who need more assistance.
- Inform parents of intended interventions.
- Must monitor these learners.
- Must keep a record of all contact with parents.

2.3 THE ASSESSMENT / EXAMINATION TEAM

- Manages examinations and examination protocols including invigilation rosters, seating arrangements of learners and distribution of question papers.
- Keeps up to date with matters regarding assessment.
- Finalises reporting process
- Ensures award system is in place, but does not necessarily manage it.

2.4 THE EDUCATORS

- Have to create a valid and credible assessment process.
- Assessment programme must reflect a variety of assessment methods, tools and techniques.
- Implement the assessment policy in the classroom
- Identify learners with problems and follow the Intervention Policy.
- Inform parents of learner's problems, progress, etc.
- Ensure learner evidence (portfolios) is kept up to date.
- Ensure that assessment tasks are moderated internally by the respective subject heads.

2.5 THE PARENTS

- Must attend school meetings
- Must provide assistance to the educator and their child in the learning process.
- Must be involved in the intervention and support programme mapped out for their child.

2.6 WCED OFFICIALS

- Ratify decisions if intervention steps were followed.
- Makes final decision regarding progression and promotion
- Provides guidance and support to educators.

3. KEEPING RECORDS

- The keeping of records safely is the responsibility of the subject educator.
- Records must be easy to interpret, securely kept, confidential and helpful in the teaching and reporting process.
- Record learner achievement in record book / file / sheet / computer on the class lists provided by the school.
- Recording is done against outcomes.
- Recording is done in marks / percentages / codes.
- Records must also contain comments for support purposes.
- Keep records of warnings, telephone calls and support offered as well as any intervention.

4. EVIDENCE OF WORK

A: LEARNER'S EVIDENCE OF WORK

- A purposeful collection of evidence.
- Learner's evidence of work should indicate the learner's progress, growth and achievement in relation to expected outcomes.
- Forms of assessment to be according to subject particulars in CASS guidelines.
- Learner's evidence of work must be updated regularly.
- Learner's evidence of work will be monitored once per term.
- Learner's evidence of work must be moderated internally after assessment.
- A Declaration of Authenticity must be signed by each learner for his/her portfolio in all grades and subjects.
- Learner's evidence of work must be kept for a minimum of three months after the end of each school year.

B: EDUCATOR'S PORTFOLIO

- Each educator is required to have a portfolio.
- This is a compilation of all the instructions for CASS tasks as well as the corresponding assessment instruments e.g. marking memorandums, rubrics, checklists, tests, etc.
- An educator portfolio ensures the quality of Continuous Assessment and provides a record whereby learner's portfolios can be moderated.
- An educator portfolio must accompany the learner's evidence of work for moderation.
- The educator portfolio must be a reflection of the learner's evidence of work.
- Educator portfolios must be internally moderated twice a year.

C: RECORDED PIECES OF EVIDENCE

- As determined in the CASS guidelines document for each subject and grade.

5. REPORTING ON LEARNER ACHIEVEMENT

- Reporting to parents/guardians should be done on a regular basis to encourage their involvement and participation e.g. formal report cards, Parent's Evenings, exhibitions, etc.
- Seven report cards will be issued in an academic year: two report cards per term except the 4th term when only one report card will be issued at the end of the final examination.
- Cycle test report cards will reflect only the results obtained in the cycle test.
- End of term report cards will be based on CASS and examinations.
- Grade 12's: Term three report card based on CASS and examination.
- Class educator is responsible for compilation of reports i.e. signing, stamping and sealing
- Parent-Teacher meetings to be held soon after report cards are issued at end of term.
- Learners must accompany their parents in school uniform at Parent-Teacher Meetings.

6. CLUSTER SUPPORT GROUPS AND PROFESSIONAL LEARNING COMMUNITIES (PLC)

- Cluster meetings will deal with standard setting, co-ordinating support and moderation for grade 9 and 12.
- All compulsory meetings must be attended by the relevant subject teacher. It is strongly recommended that all other meetings be attended in order to provide our learners with the best possible learning experiences.
- Subject head is responsible for providing and implementing feedback in subject area.
- Teachers are encouraged to form part of PLC, especially where there is only one educator in a particular subject at the school.
- Additional courses/workshops will be promoted among staff.

7. SUBMISSION OF WORK BY LEARNERS

A GENERAL

1. In the interest of learner self-discipline, deadlines must be strictly adhered to.
2. Deadlines can be agreed upon by educator and learners.
3. Deadlines or interim deadlines to be clearly indicated as part of the instructions for the task.
4. Procedure for work not handed in:
 - 10% of the learner's mark to be deducted for work which is late (up to 30%)
 - After one week, the parents must be informed.
 - If all steps in Intervention Process (see Addendum A) have been followed by the educator learner can be given 0.
5. The concept "duly performed" must be adhered to in all circumstances. This implies that all work must be completed and handed in by the learner even though the due date has passed.
6. Individual Oral Presentations: Learners absent on presentation day to be given the opportunity to present on another day and the time will be negotiated between learner and educator.
7. Educators are not obliged to provide extra tuition to learners who were absent. It is the learner's responsibility to make up the work missed and it is the learner who must approach the educator for extra help.

B SUBMISSION OF GROUP WORK

1. To discourage "passengers", peer assessment in group work should count heavily to determine the amount of input of individual group members, e.g. a learner should not be awarded the average mark of the group when he/she has played little or no part in the

research or preparation of the assignment. A mark will be awarded in accordance to the candidate's normal variance from the group average.

2. Oral group presentations: learners absent for presentations must submit a medical certificate. A mark will be awarded in accordance to the candidate's normal variance from the group average.

C ORIGINALITY OF LEARNER'S WORK

1. Copying of work from others and / or intrusive parental assistance do not contribute to a learner's development of skills and competence. All projects/ assignments/ essays completed out of school time must be signed by the learner declaring that the work is his/ her own work.
2. Plagiarism in any form is a serious offence and will not be tolerated. Zero marks will be awarded for work copied verbatim from books or other learners work or for information downloaded from the internet. At the teacher's discretion learners may be given an opportunity to redo the task.
3. All sources used in assignments must be acknowledged in a properly constructed bibliography.

8. EXAMINATION PROTOCOL

A PRIOR TO THE EXAMINATIONS

- No examination will be written without papers having been moderated by the respective moderators. See moderation tool (Addendum A)
- Senior teachers, or teachers who are familiar with the subject content, will moderate papers and answer scripts.
- In the absence of the above, an outside moderator may be approached.
- All question papers are to be handed in for moderation to the office two weeks prior the examination.
- All question papers to be accompanied with memorandums.
- Question papers will be handed back to the educators after it has been moderated within five days of receiving it for changes, if necessary.
- Final papers to be handed to the moderator together with the first copy to verify if changes were made correctly before papers can be rolled off.

B AFTER THE EXAMS

- Within two days after the learners have written a paper, 3 marked scripts (top, middle and bottom) must be handed to the moderator for moderation.
- As soon as the entire class's scripts have been marked, the entire batch must be handed in to the office, clearly labelled with the educator's name, subject and class.
- All mark sheets together with the spread sheet must be handed in at the office by no later than 5 days after a paper has been written. Where a mark is made up of more than one paper the date will be 5 days after the last paper in that subject is written.
- The mark sheet of subjects that are written on the last day of the exam must be handed in 3 days after the examination is complete.

C DURING THE EXAMINATIONS

- Invigilation is to be done by educators.
- Weekly cycle tests will be proctored by form teachers.
- Educators are to be vigilant at all times.
- Educators to refrain from using cell phones while invigilating.
- Whilst an exam is in progress no marking or reading should be done.

D EXAMINATION RULES AND PROCEDURES

- Learners, in full school uniform, to arrive at school by 7:50am. Learners may be sent back home if they are not in school uniform.
- Learners who come late to school will be penalized with exam time.
- Learners to proceed to exam room after assembly.
- Learners to occupy allocated exam seat in alphabetical order.
- No 'group study' in exam room.
- No eating will be allowed during exams.
- All learners must have their own tools – pens, pencils etc, stored in a clear zip lock bag. Learners should refrain from using tippex.
- **NO LENDING OR BORROWING IS ALLOWED.**
- **NO CELLPHONES/IPOD** on the person of any learner.
- Cellphones must be switched off and placed in school bags in front of the class.
- No talking once exam has started. Any talking may be deemed to be copying.
- No learner can be in possession of any crib notes or material that may aid him or her in any exam.
- Any learner found copying, will have his/her script removed. A second script will be issued. The learner may continue the exam paper from where he/she left off in the first script.
- The scripts and incriminating material will be logged with the office. The parent will be informed of the alleged copying.
- No learner is allowed to leave the exam room before the allotted time has expired.
- Learners will not be allowed to go to the toilet while the exam is in progress.

9 CONCESSIONS

In order to ensure inclusivity through curriculum and assessment processes, learners who experience barriers to learning need to have equal opportunities to demonstrate whether they have mastered the content, concepts and skill required at their grade level.

Learners in need of assessment accommodations during an assessment or examination should be identified as early as possible so as to ensure that the learner is not disadvantaged in terms of teaching and learning.

Learners who require concessions and accommodations for examination purposes must adhere to the following process:

- A clinical assessment done by an educational psychologist must accompany their request.
- The barrier experienced and the accommodation must be clearly indicated in the learner's profile and must be entered on CEMIS by the school.
- The application for assessment accommodations or concessions forms must be completed by the assessment team and forwarded to the district. See Addendum B.
- Concessions and accommodations will only be granted once the district office has verified and granted the concessions.

IMMIGRANTS

A learner applying for an assessment accommodation as an immigrant learner must be in possession of the relevant official documentation (e.g. study permit) issued by the Department of Home Affairs.

10 GUIDANCE FOR ABSENCE DURING EXAMINATION OR ASSESSMENT

1. All learners absent for an examination or assessment task must produce a medical certificate on their return to school. The school reserves the right to query the medical certificate with the medical practitioner.
2. If a medical certificate is produced, the learner will be given an opportunity to write the paper for the purpose of practise and assessment.
 - This mark may not necessarily be used to process his/her actual mark for the exam component. The educator must be alert to any irregularity in the learner's performance in this paper i.e. Does the mark suggest that learner might have had access to the questions?
 - The mark must not be part of the qualifying mark for a recognition at the Awards Assembly as that paper was not written as scheduled.
 - This paper must be written on the closest possible date to the original paper, preferably the day after the paper or on the day the learner returns to school.
3. In the event of death of an immediate family member, the same policy applies. Notice of death / letter from parent or guardian will be considered as proof.
4. Learners participating in international or national tournaments or going on overseas trips should inform the school before they finalise their arrangements in writing.
5. In the event of a serious accident or illness, so that the learner cannot write the examination, the educator must evaluate on past records and achievement. Examinations / rescheduled examinations / CASS will only be allowed to help with the assessment for the subject. In order to be considered for an award the learner must be referred to the Phase Head.
6. Learners who are absent for examinations without medical and or other valid reason or if the school is not notified of situation within three school days, will get 0 for that paper.
7. Learners with infectious diseases, but able to write, may also write in separate venues. Parents may be asked to arrange for a private invigilator in this case.
8. Each case will be reviewed on merit.
9. The school reserves the right to refuse any learner the opportunity to write a paper that has been missed.
11. The educator may also request a medical certificate if a project/ assignment was not handed in on the due date because of illness.
12. Learners who have been suspended from school must inform the educator concerned. They will be allowed to come to school and write the examinations separate from the rest of his /her classmates. Suspended learners will be allowed at school only for the duration of the test period. Suspended learners must hand in tasks / assignments / projects on the morning of the date that they are due.

11. APPEAL PROCEDURE

An appeal procedure is necessary to ensure transparency at the school and to ensure fair treatment of all learners. This procedure is applicable in any individual subject or to query results at end of year. Learners and parents may appeal when they are dissatisfied with the assessment results.

SUBJECT MARKS DURING THE YEAR

- Appeals should be made within three days of receiving the results/marks of the learner.
- Learners must first appeal to subject educator.
- If they are not happy with the outcome, the following appeal procedure must be followed:
 1. The Subject Educator
 2. The Phase Head
 3. The Deputy Principal

- If the learner is not satisfied with the decision, the parent / guardian may appeal in writing to the Principal.

END OF YEAR PROGRESSION RESULTS

- Appeals should be lodged within three days of receiving results / progression results of the learner.
- Parents / Guardian may appeal in writing to the Principal.
- The Principal must respond within five working days.
- If the parent / guardian is not satisfied with the judgement, the parent/ guardian may appeal in writing to the relevant circuit manager at the local EMDC office.

12. PROMOTION REQUIREMENTS

GET PHASE

In order to be promoted to the next grade in the GET phase a learner must obtain:

- a minimum of 50% in English
- a minimum of 40% in Afrikaans
- a minimum of 40% in THREE other subjects
- a minimum of 30% in TWO of the remaining subjects

Over and above this, learners also need to maintain an average of above 60% in Mathematics in grade 8 and 9 in order to do Physical Science in Grade 10

Failure to achieve these minimum standards will result in the learner being retained in the grade.

FET PHASE

In order to be promoted to the next grade in the FET phase a learner must obtain:

- Between 40 - 49% in English HL
- Between 40 – 49% in any 2 other subjects
- Between 30 – 39% in any 3 other subjects..

Immigrant learners in FET can replace the one official language with another subject but must achieve at least 30% in the official language which must be the language of learning and teaching.

13. IRREGULARITIES INVOLVING EDUCATORS

Irregularities involving educators during assessments may occur during the following stages at the school:

- The compilation of marks for internal assessment
- The monitoring or moderation of marks achieved in an assessment.
- The capturing and processing of assessment data.
- Investigation in respect of suspected assessment irregularities.

The assessment irregularities may include the following:

1. The educator wilfully and intentionally, and without valid reason, fails to satisfy the requirements or excludes one or more assessment tasks from the compilation of the final assessment marks.
2. The educator alters, in other words, either decreases or increases the marks of a learner without the approval of the head of the school.
3. The educator wilfully provides assistance to a learner that advantages a learner unfairly in comparison with other learners.
4. The educator collaborates with a learner who presents the whole or part of a portfolio that is not his or her own work.

Suspected irregularities involving educators constitutes an act of misconduct and will be dealt with in a serious manner. Any conduct on the part of an educator that brings the Oracle Academy into disrepute is grounds for immediate dismissal.