



RUSTENBURG GIRLS' HIGH SCHOOL ASSESSMENT POLICY

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ABBREVIATIONS AND TERMS USED IN THIS DOCUMENT

CAPS	Curriculum Assessment Policy Statements
CASS	Continuous Assessment (also referred to as SBA)
DAIC	District Assessment Irregularities Committee
DLC	Deep Learning Conversation
FET	Further Education and Training (Grades 10 to 12)
GET	General Education and Training (Grades 8 and 9)
IEB	Independent Examinations Board
NSC	National Senior Certificate (Grade 12 external examinations)
RGHS	Rustenburg Girls' High School
SAIC	School Assessment Irregularities Committee
SBA	School-Based Assessment (also referred to as CASS)
SBST	School Based Support Team
WCED	Western Cape Education Department

NOTE:

The term ***parent/s*** as used in this document refers to the biological parent/s or the legal guardian/s of a learner.

Engage is the management information system used by the school.

POLICY FRAMEWORK

Apart from various Circulars and Minutes issued by the WCED, this RGHS Assessment Policy reflects relevant national legislation, such as:

1. [National Protocol for Assessment Grades R - 12 \(NPA\)](#)
2. [National Policy pertaining to the Programme and Promotion Requirements](#) of the National Curriculum Statement Grades R - 12 (*NPPPR*)
3. Curriculum and Assessment Policy Statements (*CAPS*) for each approved school subject, as listed in the policy document *National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R – 12 (NPA)*.
3. [Regulations pertaining to the Conduct, Administration and Management of the National Senior Certificate Examination \(CAM Regulations\)](#)

Please note the following extract taken from these Regulations:

Objectives, scope and application

- (1) To regulate and control the administration, management and conduct of the National Senior Certificate examination and assessment process.
- (2) These Regulations apply to both public and independent assessment bodies assessing and examining the National Curriculum Statement Grades R- 12.

5. National Education Policy Act: [Learner Attendance Policy](#)
6. [Guideline on the Quality Assurance of School-Based Assessment for Grades 10-12](#)

1. RATIONALE AND PURPOSE OF THE POLICY

Rustenburg Girls' High School is committed to developing academic excellence. Assessment is an integral part of teaching and learning. It reflects learner progress and is used to monitor academic growth. Assessment and recording procedures are also necessary to meet specific statutory requirements.

This policy aims to ensure that learners experience a variety of assessment types which are fair, valid and reliable, and that there is uniformity in all subject departments and phases. Assessment will be used to identify learners at risk, develop effective intervention strategies and inform whole-school target setting.

2. ROLES AND RESPONSIBILITIES

WCED Officials

- Ensure adherence to national and provincial policies.
- Support, monitor, moderate and verify assessment.
- Check and validate promotion results and decisions.
- Deal with appeals related to promotion decisions.

Principal

- Serves as the accountable officer in all curriculum and assessment matters.
- Signs off all promotion schedules and learner reports.
- Deals with appeals regarding promotion.

Deputy Principal (Academic Innovation)

- Manages all curriculum, assessment and related administrative processes.
- Initiates academic policies, procedures, practices and systems to improve assessment, including record-keeping and reporting.
- Gathers information and statistics for reporting on academic matters.
- Oversees the finalisation of learner reports, mark and promotion schedules.
- Analyses data and undertakes research or other systemic evaluations when required.
- Supports and liaises with the other members of the Academic Leadership Team, Heads of House, Subject Heads, tutors, teachers, parents and learners regarding academic matters.
- Refers all assessment irregularities to the School Assessment Irregularities Committee (SAIC) so that they can be reported to the District Assessment Irregularities Committee (DAIC).
- Completes the Annual Academic Performance Review (AAPR) for SGB and WCED.

Academic Leadership Team

- Serves as the link between the Deputy Principal (Academic Innovation) and teaching staff by disseminating information and ensuring directives are implemented.
- Assists with learner reports, mark and promotion schedules.
- Supports and liaises with Subject Heads, tutors, teachers, parents and learners regarding assessment matters.
- Provides valuable input from all stakeholders.
- Brings relevant information to the attention of the Deputy Principal (Academic Innovation).
- Reports all irregularities and concerns regarding curriculum delivery and assessment to the Deputy Principal (Academic Innovation).
- Collaborates with the Deputy Principal (Academic Innovation) in developing academic policies, procedures and practices.

Subject Heads

- Ensure that their subject departments adhere to curriculum and assessment requirements.
- Ensure that all assessments are CAPS compliant, in all aspects.
- Ensure that the prescribed content is covered in each grade, as outlined in the CAPS curriculum.
- Ensure that all curriculum planning and a formal programme of assessment have been drawn up by the start of each academic year and that they are implemented.
- Conduct regular class visits as part of the quality assurance process, with a view to providing feedback and insights, and guiding and developing subject teachers in the delivery of content etc.
- Guide, support and develop subject teachers in all assessment matters.
- Consult examiners' and Umalusi's reports after the NSC examinations and implement changes where necessary.
- Ensure that proper moderation of all assessments takes place, in accordance with this policy document, and that moderation records are maintained and kept up-to-date.
- Ensure that electronic mark books are compiled correctly and that marks for all assessments have been captured immediately after they have been marked.
- Set goals, analyse subject results and ensure that suitable interventions are put in place where necessary.
- Stay abreast of trends and methodology, share best practice and constantly evaluate assessment practices within their subject departments.
- Ensure attendance at and provide feedback to colleagues from WCED workshops and any other relevant meetings
- Report all irregularities and concerns regarding curriculum delivery and assessment to the Academic Leadership Team.
- Maintain subject records containing all the documents required by the WCED, such as all completed SBA tasks (formal and informal), the annual programme of assessment, all relevant learning programmes, subject record/mark sheets, interventions, etc., including the minutes of all subject meetings.

Heads of House

- Liaise with the Deputy Principal (Academic Innovation) on academic matters that affect learners/Houses/tutors.
- Arrange meetings and monitor learners' academic progress as required.
- Forward academic queries to the relevant staff.
- Report all irregularities and concerns regarding curriculum delivery and assessment to the Deputy Principal (Academic Innovation).

PL2 teachers (Heads of Department)

- Support the Deputy Principal (Academic Innovation) by guiding Subject Heads, tutors, teachers and learners in assessment matters.
- Forward academic queries to the relevant staff.
- Report all irregularities and concerns regarding curriculum delivery and assessment to the Deputy Principal (Academic Innovation).

PL1 teachers

- Plan and implement assessment.
- Ensure that the relevant curriculum content has been covered prior to assessment.
- Notify learners timeously of assessment dates and activities, as well as the sections of work that will be assessed.
- Check each task to ensure that learners have been taught the work that will be assessed.

- Check that every learner completes and complies with assessment requirements.
- Consult examiners' and Umalusi's reports after the NSC examinations and take action where necessary.
- Provide feedback to colleagues after WCED and other subject meetings.
- Report all irregularities and concerns regarding curriculum delivery and assessment to the Subject Head.
- Ensure that all assessments are set, marked and moderated in accordance with this policy document.
- Maintain all evidence of learner performance, which will include the capturing of results electronically immediately after marking, as well as updating marks after moderation, where necessary.
- Put the necessary interventions in place to assist learners, particularly those at risk.
- Keep parents informed of learner progress and assessment.
- Make contact with parents where deadlines have been missed, work not handed in, homework repeatedly not done or where there is cause for concern and where intervention is necessary.
- Communicate with tutors regarding any academic concerns, as well as providing the relevant feedback required for DLCs.
- Keep an up-to-date assessment portfolio.
- Maintain a teacher's portfolio, which is a compilation of all completed SBA tasks (formal and informal), the annual programme of assessment, all relevant learning programmes, subject record/mark sheets, interventions etc.

Learners

- Ensure that they are familiar with the school's assessment policy, processes and procedures.
- Abide by the requirements and prescripts of this policy.
- Collate and maintain all evidence of their own learning and assessment, particularly the formal assessment tasks, since these will be used to determine promotion to the next grade.
- Ensure that their work is clearly labelled, stored and easily located, according to the various subject teachers' instructions.
- Provide the subject teacher with the relevant documents when an assessment is missed. This must be placed in the learner's evidence of work (portfolio).

Parents/Guardians

- Familiarise themselves with the school's assessment policy, as well as all related processes and procedures
- Maintain contact with the school, in particular the subject teachers and tutors, regarding the academic progress of their children
- Attend all meetings and interviews requested by the school, particularly those pertaining to assessment, intervention and promotion
- Respect and support their children, the teachers and the assessment policy, processes and procedures of the school

3. SCHOOL-BASED ASSESSMENT (SBA) PROCEDURES

SBA is a compulsory requirement for a learner to be promoted to the next grade, as it provides the evidence needed to make promotion decisions.

Various assessments will take place regularly throughout the year, in line with CAPS requirements for each subject.

4. PLANNING AND IMPLEMENTATION

All subject departments will draw up an assessment programme of all formal assessments for each grade by the start of the academic year. These will be used to produce an annual School Assessment Plan of all formal assessment dates for each grade. This will be provided to learners and parents early in the academic year, where possible.

All assessment programmes must be carefully planned and structured. The Subject Head is responsible for ensuring that all the assessments (and therefore the content covered) are strictly CAPS compliant. This includes, but is not limited to:

- the types of assessments
- the outcomes that must be achieved
- the weightings
- the time allocated
- the total marks allocated
- the timeframes

Teachers are responsible for maintaining full, up-to-date records of all the assessments completed by their classes.

Parents must be kept informed of their child's progress. This may include, but is not limited to, the following:

- quarterly progress reports
- detailed subject comments for Grade 12, such as after the mid-year examinations
- sending home tests/assignments to be signed by parents
- telephone calls or emails to parents, especially where results are of concern, deadlines have been missed or work is outstanding
- parent-teacher meetings
- Deep Learning Conversations (DLCs) held by tutors
- "Green Letter" meetings for providing teacher feedback and support

4.1 SUBMISSION OF WORK BY LEARNERS

4.1.1 Deadlines/Due dates

- Deadlines for assessment tasks are to be adhered to by everyone.
- Due dates and/or interim deadlines are to be clearly indicated as part of the instructions for the task and progress should be monitored, where relevant.
- Deadlines may be negotiated between teachers and learners, but should always be the same for all learners in the grade who are taking the subject, even though they may be taught by different teachers.
- Any changes to these requirements must be approved and managed by the Subject Head.

4.1.2 Procedure for work not handed in on time

- 10% of the total mark for the task will be deducted for each day that it is late without a valid reason, including each day of a weekend. After 10 consecutive days, therefore, an assignment will be given zero.
- Where extenuating circumstances exist, and/or if the learner is in Grade 12, deviations from this procedure may be allowed, but this must be approved by the Deputy Principal (Academic Innovation).

- The concept of “duly performed” must be applied. This means that all tasks must be completed and handed in by a learner, even though the due date (see *Deadlines* above) has passed and they have been given zero.
- In the case of individual oral presentations, learners absent on their presentation day must be given the opportunity to present on another date. This new date will be negotiated between the learner and the educator and will only apply if the learner has been absent with a valid reason.

4.1.3 Group work

- Group work is a compulsory component of certain subjects and learners may not exempt themselves by working individually.
- Peer assessment in group work should be used to reflect the amount of input of individual group members i.e. a learner should not be awarded the average mark for the group when the learner played little or no part in the research or preparation.
- Learners absent for group oral presentations must submit a medical certificate and the assessment will be rescheduled, where possible. The other group members should not be disadvantaged by the absence of a peer.

4.2 ORIGINALITY AND INTEGRITY OF LEARNERS' WORK

Dishonesty is to the detriment of the development of a learner's skills and competence. Cheating and plagiarism in any form, as well as any other dishonest act aimed at misleading the teacher in terms of authenticity or originality, are serious offences and will not be tolerated. This includes work copied from resources or from other learners, the use of artificial intelligence, and where information has been downloaded from the Internet.

In such cases, learners will be given zero for the assessment and could face disciplinary action.

All of the following are considered plagiarism:

- turning in someone else's work as your own (this includes the use of artificial intelligence applications, such as ChatGPT)
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not

Plagiarism.org (n.d.) Retrieved from <https://www.plagiarism.org/article/what-is-plagiarism> (Accessed 16/02/2023)

“You are allowed to borrow ideas or phrases from other sources provided you cite them properly and your usage is consistent with the guidelines set by fair use laws. As a rule, however, you should be careful about borrowing too liberally - if the case can be made that your work consists predominantly of someone else's words or ideas, you may still be susceptible to charges of plagiarism. Also, if you follow the words of a source too closely, and do not use quotation marks, it can be considered plagiarism even if you cite the source.”

Plagiarism.org (n.d.) Retrieved from <http://www.plagiarism.org/ask-the-experts/> (Accessed 23/02/2015)

All sources used in assignments must be annotated or acknowledged in a properly constructed bibliography or reference list. The school reserves the right to make use of a plagiarism checker or any other means of identifying plagiarism.

4.3 STANDARDISATION OF TASKS

For a task to be standardised, it needs to be written by all learners in the grade on the same day and, preferably, at the same time. This means that it is usually not possible for a learner to write the assessment ahead of time or when they return to school after being absent.

A medical certificate or other relevant documentation is required from all learners when any type of standardised task is missed.
(See 4.4 ABSENCE)

4.4 ABSENCE

The National and Provincial Education Departments expect learners to attend school every day of the academic year. As such, schools may not give learners permission to be absent.

NOTE:

The South African Schools Act clarifies expectations regarding compulsory attendance.

Furthermore, the Provincial Gazettes 33150 of 4 May 2010 and 5190 of 31 October 1997 make it clear that learners are expected to attend school regularly. The policy is applicable to public schools and was implemented in schools from 1 January 2011.

Some of the key aspects of the policy are as follows:

- * All learners, with the exception of Grade 12 learners, must attend school on every school day, including examination periods (before, during and after examinations) for the total number of official school days of each year
- * A learner's record will be cancelled in the class register if they are absent from school for 10 consecutive school days without a valid reason.

Provincial Gazette 5190 also states that "a learner at school who has been repeatedly absent without leave from school and/or classes shall be guilty of serious misconduct". This document also indicates that "a learner at a school may be suspended by the governing body or expelled by the Head of Department if, after a fair hearing, he or she is found guilty of misconduct".

Extract taken from the National Education Policy Act: [Learner Attendance Policy](#)

This means that assessments may take place on any day of the academic year. A learner who is not present for an assessment will be given zero, unless there is a valid reason for their absence.

The following are the only valid circumstances for missing assessments:

- Medical reasons as supported by a valid medical certificate issued by a registered medical practitioner.
- Humanitarian reasons e.g. the death of an immediate family member, if supported by valid written evidence, such as a copy of the death certificate.
- Appearing in a court hearing, supported by written evidence.
- Any other reason as may be declared valid by the School Assessment Irregularities Committee (SAIC), such as official provincial or national representation.

In some exceptional circumstances, alternative arrangements may be made by the Deputy Principal (Academic Innovation).

Learners who miss an assessment with a valid reason (as indicated above) and provide the relevant supporting written evidence covering the relevant dates, will not be given zero or a class or grade average.

Since the term results will be incomplete, the quarterly report will indicate “absent” alongside the relevant subject/s. Only the marks obtained for the assessment activities that were completed by the learner during the course of the year will be included in the calculation of the final SBA mark.

Where projects or similar assignments (usually with longer-term deadlines) are due on a day when a learner is absent, the learner should preferably arrange to have the assignment delivered to school.

Submission of required documentation

It is the learner’s responsibility to ensure that the supporting documentation, such as a medical certificate, is given to the relevant subject teacher/s immediately on the learner’s return to school and/or by the required date, whichever is the earliest.

If the learner is unable to return to school, a parent is responsible for ensuring that the documentation is received timeously.

Where necessary, the subject teacher must contact the parents to follow up on outstanding documentation. Until such time as this is received, the learner will be given zero for any assessments that were missed.

It is advisable to give the original document to the tutor (for safekeeping and as their absentee note) and to provide copies to the relevant subject teacher/s. This will be kept in the learner’s portfolio in place of any assessments that were missed.

In the case of an examination being missed, the original document must be given to the delegated person in the front office. Copies must also be given to all subject teachers whose examinations were missed, as well as the tutor.

PLEASE NOTE: This must be done by the end of the official examination period, at the latest. If this is not submitted by the due date, the learner will be given zero for any examinations that were missed.

4.5 MONITORING OF ASSESSMENT PROCESSES

It is the responsibility of Subject Heads to ensure that their subject department adheres to all assessment requirements. Assessments must be CAPS compliant in terms of the type of assessment, the time, total marks and weightings allocated, the time frames etc.

4.6 INTERNAL MODERATION (QUALITY ASSURANCE)

School-based assessments must be moderated to ensure that internal assessments are consistent, accurate, fair and well-designed. Internal moderation ensures that teachers are assessing learners’ work according to the required standards and that there is consistency. “The needs of learners experiencing barriers to learning should be taken into account” (*Gazette 29626, 2007*). Moderation should adhere to external moderation requirements.

The moderation process includes the following:

- the moderation of all assessments before they are distributed to learners;
- the moderation of all assessment memoranda;
- the moderation of all marking that is done in the subject department; and
- ensuring that there is a record of these procedures.

Moderation is developmental and supportive. Moderators have a duty to develop and support all teachers with regard to quality teaching, learning and assessment.

4.6.1 **Focus of moderation** (taken from National Policy Document: [Guideline on the Quality Assurance of School-Based Assessment for Grades 10-12](#))

Moderation of assessment tasks:

(a) All assessment tasks for all subjects, must be moderated by the departmental head or specialist senior teacher at the school prior to the administration of the assessment tasks. In the absence of the requisite subject expertise or capacity at a school level, moderation should be conducted by a subject specialist from a neighbouring school/cluster.

(b) Moderation of the assessment task should be done using the following evaluation criteria:

(i) The assessment tasks are aligned to the CAPS;

(ii) Assessments tasks and tools are reliable, valid, fair, and appropriate instructions relating to the assessment tasks are clearly stated;

(iii) The content must be in keeping with what the learner has been exposed to in the teaching and learning process;

(iv) The assessment task must be free of any bias;

(v) The language of the assessment task is in keeping with the language level of the learners for which it is designed;

(vi) The cognitive levels at which the assessment tasks are pitched are consistent with the requirements as stipulated in the CAPS; and

(vii) Accommodations are incorporated into the design and administration of the assessment tasks for learners who have been identified as experiencing a barrier to learning based on the SIAS.

(c) The moderator must also ensure that every assessment task is accompanied by detailed marking guidelines and an assessment grid. The marking guidelines must be accurately formulated and must make provision for the various alternative responses that may be provided to the assessment task. The assessment grid must indicate the content area(s) covered by the assessment 14 Guideline on the Quality Assurance of School-based Assessment in Grades 10-12 task, the cognitive levels and the allocation of marks, addressed by the assessment task set.

(d) The comments from the moderation process must be incorporated into the amendment of the assessment task before it is administered. This must be verified by the departmental head at the school. In the absence of a departmental head, a subject specialist from a neighbouring school/cluster can moderate the assessment task at school level.

(e) The assessment task may be moderated at district, provincial or national levels as part of the external moderation process conducted at these levels. This external moderation will normally be conducted after the assessment task has been administered, except in cases where the assessment task is designed at district or provincial level. Moderation of assessment tasks set at district and provincial level must be internally conducted prior to being administered at schools.

4.6.2 Stages of internal moderation

The Subject Head must ensure that proper moderation occurs at all stages, and that it is also clearly recorded.

All formal assessment tasks are to be approved by the respective Subject Head, together with the marking rubric/criteria or memorandum, before they are given to the learners to complete.

The assessment can only be accepted as final once the task has been circulated and approved by all other teachers whose learners will be required to complete it. This will also ensure that the work being assessed has been covered in all the subject classes.

(i) Pre-Assessment Moderation

i.e. moderation of assessment instruments and memoranda

Assessment instruments and marking guidelines must be quality assured before the task is given to learners.

Subject Heads need to ensure that assessments are original. Questions from previous tests, examinations and other tasks, as set by this school, other schools or any other external examining body (IEB, WCED, DBE NSC examinations etc.), may not be used verbatim.

If it is absolutely necessary to re-use an internal SBA task, excluding examinations and tests, it must be re-evaluated and amended if necessary.

All assessment tasks, for all subjects and for all grades, are to be moderated prior to being given to learners to complete (for example this includes, but is not limited to, formal examinations, standardised tests, projects and practical assessment tasks).

Detailed and accurately formulated marking memoranda, or the relevant marking guidelines such as rubrics, must be submitted for moderation at the same time as the assessment tasks. These must be accurately prepared and must make provision for any valid alternative responses. Moderation must be done against the set criteria as stipulated by CAPS.

The Subject Head must ensure that any relevant adjustments have been made to an assessment task before it is administered.

Assessment tasks must be set well ahead of time and this process must be carefully managed by the Subject Head. The assessment, together with its corresponding marking guidelines, rubric and/or memorandum, should be circulated to all subject teachers timeously, being mindful that changes may have to be made and that time may be needed to get it printed.

Some departments may have to liaise with teachers at other schools or have face-to-face moderation with their Curriculum Advisor.

Learners must receive the assessment criteria/rubric for all tasks when these are issued, where relevant (e.g. research task or project)

(ii) Post-Assessment Moderation

i.e. moderation of learner evidence

Learner evidence must also be quality assured after marking has been completed. This is to ensure fairness and consistency.

Proper moderation of learners' work must take place to ensure that the marking guideline was consistently applied (i.e. not merely shadow marking).

At least 10% of the assessments of each subject class must be moderated. The minimum number of moderated scripts should be three. The moderated scripts must cover the range of results for that class.

The moderation of learners' work must be done in green pen to distinguish it from the teacher's marking which is in red. This must be recorded.

The moderator should give clear and objective feedback to the teacher. Teachers must implement the moderator's recommendations. This means that the teacher must go back to every learner's script to check and make the necessary adjustments. This is to ensure that the moderation process does not only affect the learners whose work was selected for moderation.

The moderation, and any re-marking that may arise as a result, must be completed before the answer scripts are returned to the class. Learners will be given the moderated mark.

NOTE: *For subjects that have a practical or oral component, moderation will be conducted in accordance with the required processes and policies, as stipulated by the WCED/DBE.*

5. RECORDING, RECORD KEEPING AND REPORTING

5.1 RECORDING OF MARKS

Teachers are responsible for keeping full, up-to-date records of all assessments completed by their own classes throughout the year.

All subject teachers must record learners' marks electronically on Engage, immediately after marking has been completed, before moderation, and before returning the assessment to the learners. Adjustments must be captured after moderation, where necessary.

It is the subject teacher's responsibility to ensure that marks have been entered accurately. Any mark adjustments that arise out of moderation (or where learners have found errors after going through their marked assessments) must be made immediately.

In Terms 1 to 3, each learner should be given the opportunity to check their final Engage term mark with each of their subject teachers.

Learners must be given zero when they have not handed work in, if they were absent for an assessment without a valid reason and/or when the required documentation has not been received by the required date. In such cases, 0.01 should be entered in the relevant place on the Engage marksheet.

If a learner was absent for an assessment with a valid reason and the prescribed documentation has been received, then the Engage mark sheet cell must be left empty (i.e. no mark should be entered). This means that an "absent" will be recorded for that assessment and the promotion mark at the end of the year will only be calculated using only the assessments that have been completed by the learner.

5.2 THE CHECKING OF ASSESSMENTS BY LEARNERS

All assessments must be returned to learners timeously for them to check that:

- everything has been marked
- marks have been allocated for each question
- the the marks have been added up correctly

After handing back the marked and moderated assessment task to learners for checking, the teacher must work through the assessment with their class, with a view to identifying common errors and improving their answering techniques. This is an integral part of the learning process. Learners are encouraged to value this process and to make use of the opportunity to identify their mistakes and learn from them.

5.3 MARK AND PROMOTION SCHEDULES

Quarterly mark schedules provide a summary of the progress of all learners in a specific grade. This schedule is used to compile learner reports each term and will be provided to the relevant staff for checking.

The promotion schedule is completed at the end of the year and is a compilation of learner performance across all four school terms. This final promotion schedule, which is presented to the district office team at the end of the academic year, indicates whether the learner is ready to be promoted to the next grade or not.

In Terms 1 to 3, subject teachers must inform their learners of how the term marks have been calculated, including the weightings for each assessment, and have them check their final individual subject marks with the marks captured on Engage.

The accuracy of the assessment marks captured for each learner, and the careful checking thereof, is the responsibility of the subject teacher. The stored data will be used to generate the quarterly learner reports and will be used for calculating the final SBA mark, which is used for promotion purposes, as well as academic awards.

5.4 RECORD KEEPING

Evidence of learners' work

Learners are responsible for organising and maintaining evidence of all their formal assessment tasks. They should ensure that their work is clearly labelled, stored and easily located, according to their subject teachers' instructions. These marked assessment tasks should be readily available.

The safekeeping of all marked assessments is the learner's responsibility. Since these may be required for moderation by the education authorities and/or for promotion purposes, it is advisable that all formative assessments are kept on school property.

The evidence of learners' work must be kept for the duration of a phase and for at least six months after the end of the Grade 12 year.

Subject files and educator portfolios

The Subject Head must ensure that there is a subject record of all formal assessments and assessment tools completed during the year for each grade. These should be kept up to date and should be available on request.

The educator should keep a file containing the following:

- all planning documents e.g. the annual scheme of work and assessment programme
- all the assessment tasks (both formal and informal) and assessment tools
- evidence of pre and post moderation
- all recording sheets for these assessments
- evidence of intervention, including meetings with parents

Learner profiles and other documents

A learner profile is a continuous record of information that gives a holistic impression of a learner and their progress and performance. It assists the teacher in the next grade or school to understand the learner better and, therefore, to respond appropriately to the learner.

The compilation of learner profiles starts in Grade R and continues until the learner completes Grade 12. A learner's profile is kept at the learner's current school and moves from one school to the next.

Each profile is kept in a secure, safe location. There should be a system of profile management so documents do not go missing. Each profile is confidential and it is never sent home to parents.

The learners' profiles must be updated at the end of the academic year. It contains important information about the learner. There must also be evidence that the child has been discussed, where necessary.

A learner profile includes the following information:

- personal information
- medical information
- schools attended and record of attendance
- participation and achievements in extra-curricular activities
- areas needing additional support
- learner performance

At Rustenburg, a designated counsellor in the SBST and Student Development Unit is responsible for these documents, including the security and the updating of required information.

A learner's profile must be requested from the previous school within three months of the learner's admission to Rustenburg. Where the learner profile is not available, a new profile must be started for the learner.

The learner profiles must be safeguarded and should accompany learners throughout their schooling career. Once the learner has passed Grade 12 or exited the schooling system for any reason, the learner profile should be stored by the most recent school attended for a period of three years and then destroyed.

The learner profile is a confidential document and should be treated as such. Under no circumstances should sensitive information be shared with anyone without the written permission of the parents or guardians.

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 school management.

All other documentation obtained as part of the admission process, such as the Application for Admission forms, copies of learners' and parents' Identity Documents etc., will be retained by the Admissions Administrator.

5.5 REPORTING

Parents are to be kept informed of learner progress and assessment by various means, which may include, but is not limited to, the following:

- Signing of tests/assignments by parents, where necessary
- Telephone calls or emails to parents, where necessary
- Deep Learning Conversations with tutors
- Issuing of quarterly progress reports
- Detailed comment slips for each subject in Term 2 for Grade 12 and where deemed necessary for learners in other grades and/or in other terms

In all grades, the National Coding System for recording and reporting will be used when reporting on a learner's progress and promotion:

RATING CODE	ACHIEVEMENT DESCRIPTION	MARKS %
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

The overall progress of learners will be checked and monitored by their tutors. Relevant staff will be required to attend meetings to discuss concerns and to give input regarding learners, as requested.

Minutes of formal parent meetings, DLCs, records of telephone calls, as well as any other correspondence and information must be documented, filed in the learner's profile and/or recorded electronically.

6. EXAMINATIONS

Internal examinations are part of the formal recorded assessments tasks of each subject. All learners in Grades 8 to 11 will write examinations in all subjects in Terms 2 and 4. In Grade 12, internal examinations will be written in all subjects in Terms 2 and 3. These examinations will be set in accordance with the requirements outlined in the subject-specific CAPS documents. Learners will be guided in terms of subject-specific examination procedures and techniques.

Scripts will be returned to learners for checking. Since they are required to attend school every day, learners must be present when their scripts are returned. This is a valuable part of the learning process and essential for academic progress, as areas for improvement can be identified and analysed.

Grade 12 learners will write the National Senior Certificate at the end of their academic year. While administered at the school, these examinations are set, marked and moderated externally. This excludes Life Orientation, where the final mark will be based on the internal assessments and an externally set WCED Common Assessment Task.

7. CONCESSIONS AND ALTERNATIVE ADAPTIVE METHODS OF ASSESSMENT

According to National and WCED policy ([WCED Circular 0017/2016](#) and [Assessment Management Minutes 0005/2017](#), [0001/02019](#), [0011/2020](#) and [0004/2022](#) in particular), certain examination accommodations and concessions are permitted for learners who experience barriers to learning and assessment. This process must be managed by the SBST.

These may include the following:

- Use of special aids or equipment, such as the use of a computer in non-IT assessments
- Use of a reader or scribe (*amanuensis*)
- Enlarged print (18pt or 20pt) or Braille
- A handwriting or spelling concession
- Additional time
- Medication/food intake
- Ad hoc support like cases of injury

All examination concessions and accommodations are managed by the SBST with the Student Development Unit in line with WCED regulations. The designated school counsellor/s will liaise with the WCED and process and manage all applications for those learners who require alternative assessment and/or have any other special needs.

There are strict conditions, as outlined in the relevant policy documents, that apply to the various accommodations, concessions and exemptions. An examination accommodation or concession will only be allowed if it has been recommended by an educational psychologist. The recommendation must be based on a full assessment and the final professional report must be submitted to the school.

Please note that the costs of educational psychologists and any special requirements such as private invigilators, scribes, readers etc. must be carried by the parent(s)/guardian(s).

The assessment report and recommendation from the educational psychologist must be handed in timeously for the necessary application to be made to the WCED according to their timeframes. Provision will also have to be made to accommodate learners who require special arrangements.

The WCED application deadlines are as follows:

GET Phase (Grades 8 and 9):

An application should have been made by the primary school in the Grade 7 year.

(If this was not done in Grade 7, then parents must request this, and provide the required supporting documents, by the end of the first term in order for the application to be processed in time for the mid-year examinations)

FET Phase (Grades 10, 11 and 12):

Applications close at the end of March of a learner's Grade 10 year.

(Please note that the WCED will not permit any new applications outside of these dates, unless it is for a medical emergency.)

Learners with Immigrant status may apply for a concession from passing Afrikaans First Additional Language (in the GET phase) and/or for an exemption from taking Afrikaans First Additional Language (in FET phase only). These applications are managed by the Subject Head of Afrikaans.

8. INTERVENTION AND SUPPORT

Teachers must provide feedback when a learner's work and/or progress is of concern. This can be written (e.g. on a learner's script) or verbal. Concerns must be communicated to parents.

Academic support given to learners, as required, may include one or more of the following:

- Internal arrangements made by the school, which may include peer tutoring, a daily support programme, afternoon tuition sessions in specific subjects.
- Securing the cooperation of parents in making use of external sources of support, such as educational psychologists, remedial teachers, subject tutors and/or similar.
- Referral to external service providers or the WCED Support Services.

Subject changes in the FET phase

In some cases, learners may choose or be advised to change one or more subjects.

Learners and parents should understand that, as SBA happens throughout the year and is a requirement for promotion, it is not advisable, and sometimes not even possible, for learners to change subjects during the academic year.

According to National Education Department policy ([CAM Regulations](#)), subject changes are only allowed as follows:

GRADE 10	A learner may change a maximum of TWO subjects	Before 30 June
GRADE 11	A learner may change a maximum of TWO subjects, if the school deems it to be in the best interests of the learner	Before 31 March
	<u>In exceptional cases</u> a learner may change ONE additional subject at the end of Grade 11	Before 15 December of the Grade 11 year
GRADE 12	NO SUBJECT CHANGE IS ALLOWED in the Grade 12 year	Not applicable

Subject changes must be avoided, unless it is regarded as absolutely essential, in which case the following procedure will apply:

- The parent/guardian must apply for the subject change in writing to the school.
- The decision whether to effect the necessary subject change will be based on the learner's history, the performance of the learner in the old subject and the reason for the change.
- Where necessary, consultation will take place, where necessary, with the learner, parent/guardian, the subject teacher and the curriculum advisor in order to decide whether or not it is in the best interest of the learner to change a subject.
- If there is agreement regarding the subject change, the parent will be required to sign a memorandum of agreement with the school and subject teacher.
- Requests for the approval of subject changes must be submitted by the school to the WCED. In order to facilitate the administration of these applications, the requests for

subject changes must be sent to the school at least one week before the dates indicated in the accompanying table. The WCED requires us to adhere to these dates.

Additional Subjects

Since the National Senior Certificate is a three-year qualification, each subject must be offered in Grades 10, 11 and 12. Learners MAY NOT apply at the beginning of the Grade 11 or 12 year to register for an extra subject, according to the Western Cape Education Department.

Parents are encouraged to communicate with teachers and support the interventions or advice provided, in the best interests of the child.

9. THE ROLE OF THE SBST

The SBST at RGHS consists of the Principal and/or the Deputy Principal (Academic Innovation) and the Head of House, as well as the tutor, the relevant subject teachers and a school counsellor.

It should be noted that RGHS is an academic high school and, as such, does not employ educational psychologists, remedial or similar support staff. Where this is required, different levels of support will be provided to address barriers to learning that are within the competencies of the current teachers.

(Barriers to learning refer to difficulties that arise within the education system as a whole, the learning site and/or within the learners themselves, which prevent access to learning and development.)

Since there are alternative types of educational institutions where additional support is available on a full time or part time basis, the degree and nature of intervention that can be offered by RGHS will generally be low levels of support as expected of ordinary schools.

The ratification of the Convention on the Rights of Persons with Disabilities by the South African Government in 2007 places an obligation on the system to recognise the right of persons with disabilities to education, and to realise this right through providing equal opportunity to life-long learning for all in an inclusive education system at all levels without discrimination. (See Article 24 of the Convention on the website www.unenable.org.za)

The Convention further places an obligation on the Government to ensure that persons with disabilities are not excluded from the general education system on the basis of disability, and that they can access an inclusive, quality and free primary and secondary education on an equal basis with others in the communities in which they live.

It is expected that all the above must be realised by ensuring that reasonable accommodation of individuals' requirements be made. Reasonable accommodation means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms.

As far as possible, RGHS will make provision for reasonable, individualised support measures that could include, for example, using alternative script, communicating through augmentative and alternative modes, means and formats of communication and facilitating peer support and mentoring. The cost of such measures, such as the use of a scribe or a reader, will not be carried by the school.

Other measures used to support learners may include the following:

- Teachers meet regularly to discuss and find solutions to various problems which learners may be experiencing.
- Teachers, school management and parents work together to address barriers to learning and teaching.
- Teachers receive ongoing training and classroom support to address barriers to learning and teaching.
- Teachers know and understand how to get different forms of support from both in and outside the school.

In order to identify, support and assist learners academically, the following procedural policy will apply:

- Teachers must inform the Head of House and the school counsellors about learners with barriers.
- Learners who progress with support will be made known to the teaching staff for the purposes of supporting them at the start of the next academic year.
- The school counsellor/s will supply the relevant teachers with brief history of a learner and their needs, where relevant.
- Where relevant, the SBST and school counsellor/s will contact and make use of the support services provided by the WCED.
- Parents will be contacted by the Head of House and/or the school counsellor/s regarding academic concerns and, where relevant, they will refer them to private practitioners for educational or other assessments, remedial and/or other support for their children.
- The school counsellors (and teachers, where necessary) will complete all the required forms and reports.
- The school counsellor/s will request a copy of the report from the private practitioner and provide the necessary feedback to the relevant teachers and other staff members. This often includes recommendations for support by the educator in the classroom.
- All applications for alternative examinations and concessions, etc. arising out of this will be handled by the school counsellors.

10. PROMOTION

Learners will be promoted in accordance with the promotion criteria set out by the Department of Basic Education. (See [NPPPR](#))

Where a learner has not met the promotion criteria at the end of the academic year (in Grades 8 to 11), the parents will be contacted by the school to inform them that their child will have to repeat the grade. This will take place before reports are issued.

Preferably, this will happen at a meeting and will clarify the reasons for the learner not meeting the promotion criteria. Discussions will also cover remedial actions that will have to be taken and how the parents and school can best support that learner the following year. It is preferable that the student is also included in the discussions and this should include the learner's role at school regarding academic work and what needs to be done to make progress going forward.

PROMOTION: Grades 8 and 9

Learners must offer the following nine subjects, must have complied with the promotion requirements in eight of the subjects and must have completed the school-based assessment (SBA) of all nine subjects:

- Home Language (HL) i.e. English
- First Additional Language (FAL)
- Mathematics
- Natural Sciences
- Social Sciences
- Life Orientation
- Technology
- Creative Arts
- Economic and Management Sciences

PROMOTION CRITERIA: Grades 8 and 9

- **50%+** (Level 4) for **ENGLISH** (HL)
- **40%+** (Level 3) for **AFRIKAANS / ISIXHOSA** (FAL)
- **40%+** (Level 3) for **MATHEMATICS**
- **40%+** (Level 3) for **ANY THREE** of the other required subjects
- **30%+** (Level 2) for **ANY TWO** of the remaining subjects

NOTE: Immigrant learners must offer all nine subjects and may pass only one official language on the FAL level, provided they obtain a rating code of **at least 3 (40-49%)** in that language and that they have complied with the following remaining requirements:

- **40%+** (Level 3) for **MATHEMATICS**
- **40%+** (Level 3) for **ANY THREE** of the other required subjects
- **30%+** (Level 2) for **ANY TWO** of the remaining subjects

The final promotion mark for each subject in Grades 8 and 9 is made up as follows:

40% SCHOOL-BASED ASSESSMENT (SBA)

60% END-OF-YEAR EXAMINATION

Please note that for 2023 these weightings have been revised and amended to 60% SBA and 40% end-of-year examination.

PROMOTION: Grades 10, 11 and 12

Learners must offer the following seven subjects, grouped in two categories:

GROUP A: COMPULSORY

- One official language at Home Language (HL) level
- One official language at least at First Additional Language (FAL) level
- Mathematics OR Mathematical Literacy
- Life Orientation

GROUP B

A minimum of three subjects from Group B

A maximum of TWO additional languages at HL, FAL or SAL levels may be offered as part of this minimum, but may not be the same as the two official languages in Group A.

NOTE:

Only one language can be offered from each of the following groups:

- isiXhosa, isiZulu, SiSwati, isiNdebele
- Sepedi, Sesotho, Setswana

The following rules apply regarding these subjects:

- Consumer Studies and Hospitality Studies may not be offered in combination
- Mathematics and Mathematical Literacy may not be offered in combination
- Mathematics is compulsory for learners who take Physical Sciences

PROMOTION CRITERIA: Grades 10, 11 and 12

- **40%+** (Level 3) in **ENGLISH** (HL)
- **40%+** (Level 3) in **TWO** other subjects
- **30%+** (Level 2) in **THREE** other subjects

NOTE: An immigrant learner may offer only one official language on at least the FAL level, provided that it is the Language of Teaching and Learning (LOLT) i.e. English and must obtain at least 30% in that language; and on condition that another subject from Annexure B in the *NPPPR of the National Curriculum Statements Grades R to 12*, is offered.

An immigrant learner may offer her HL in lieu of that one official language, subject to the prescript that such a language is listed on the HL level in Table 4 of Annexure B as indicated in the *NPPPR of the National Curriculum Statements Grades R to 12*.

The final promotion mark for each subject in Grades 10 to 12 is made up as follows:

25% SCHOOL-BASED ASSESSMENT (SBA)

75% END-OF-YEAR EXAMINATION

NOTE: In Grade 12, the final marks for Life Orientation will be based on the internal assessment and an externally set Common Assessment Task (CAT)

11. IRREGULARITIES

The [CAM Regulations](#) and WCED [Circular 16/2017](#) refer.

An assessment irregularity is an act, event or omission which may undermine, or threaten to undermine, the integrity, credibility, security and/or the fairness of the examination or assessment process. [[Government Gazette No. 300048 of 2007](#)]

Each school is expected to establish a School Assessment Irregularities Committee (SAIC) whose jurisdiction, role and responsibilities, and the procedural requirements are outlined in the relevant documents. The RGHS SAIC is set up in accordance with these regulations and guidelines, and manages examination and other types of assessment irregularities by both learners and staff.

12. APPEAL PROCEDURES

Parents or guardians may appeal in writing to the school principal when they are dissatisfied with the promotion results of their child ([WCED Circular 0028/2011](#) and [Assessment Management Minute 0014/2016](#) refer.)

This must be done by completing Part 1 of the appeal form ([Addendum A of Assessment Management Minute 0014/2016](#)). The parent/guardian must provide a reason for the appeal, which will then be managed at school level.

The school principal will acknowledge receipt of the appeal from the parent; investigate the appeal together with the appeals committee, by verifying the marks from the learner evidence, record sheets and mark schedules, as well as the remark/moderation of learner evidence where applicable.

The principal must complete Part 2 of the appeal form, inform the parent/guardian in writing and file a copy.

The parent/guardian must then complete Part 3 of the appeal form, indicating whether the decision of the school is accepted or not, and whether he/she/they would like to appeal to the district director.

The assessment coordinator will submit a report based on an investigation by an appeals panel and supporting evidence. The district director will communicate the outcome of the appeal to the parent/guardian and the school. The decision of the district director is final.

The timeframes for the management of appeals are provided in [Addendum E of Assessment Management Minute 0014/2016](#). This is summarised as follows:

Closing date for parents to appeal when they are dissatisfied with the progression or promotion results of their child	First Friday after schools reopen in January
School principal communicates the outcome of the appeal to parents in writing	Within 5 working days of receipt of the appeal
Parent does not accept the outcome of the appeal and would like to appeal to the district director	Within 3 days of receipt of the outcome of the appeal
School provides a register of appeals to the circuit manager	Second Monday of the 1st Term
School keeps all supporting documents used in the appeal process	

Office of Education District Director acknowledges receipt of the appeal to the parent/guardian	Within 3 working days of receipt of the appeal
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13. **EXTERNAL MODERATION AND DISTRICT MEETINGS**

Rustenburg Girls' High School is committed to the promotion of academic excellence in all its learners. It is essential for standards to be maintained through compliance and attendance at WCED information and moderation sessions and professional development opportunities.