



SENIOR PHASE POLICY: LIFE ORIENTATION

This policy is subject to the requirements of the Education Department and the assessment policy of the school.

PLANNING

- Planning is done for the school year and should be finalized before the beginning of the new school year, but not later than the first Friday of the first term.
- Planning includes the development of a learning programme, work schedule and lesson plan.
- All the educators in the Senior Phase should participate in the planning session. The educators in a grade group especially should work together closely.
- The requirements for Life Orientation as set by the Education Department should be met throughout. To avoid confusion or lack of clarity, existing documents should be adapted as changes are brought about by the Education Department.
- The head of department for the Senior Phase should approve the learning programme, work schedule, lesson plan and assessment tasks before the principal or his or her deputies send them for processing.
- All the Senior Phase educators should send their planning for Life Orientation to the head of the department daily for monitoring. Learners' workbooks and assessment tasks should be sent along sporadically or as requested from time to time by the head of the department.
- The head of department for the Senior Phase and/or the principal should request weekly or daily planning files for monitoring as deemed necessary.
- Educators should make provision on their planning sheets for intervention and indicate how learners with barriers for learning are involved.
- Planning sheets need not be similar for all the grades or classes, as long as the information referred to above as well as the learning outcomes, time per day, activities and resources are indicated.



THE DEVELOPMENT OF ASSESSMENT TASKS:

- Assessment is an integral part of teaching and learning and should be included at all levels of planning.
- Assessment should be reliable and continuous.
- Assessment should be transparent, so that both educator and learner know exactly what the expectations are for each task.
- Assessment tasks should be developed as prescribed by the Education Department and the assessment policy of the school should be adhered to.
- Educators in each grade group should work together to develop assessment tasks. Work should be done on a rotation basis. All the educators in each grade group should preferably get a turn to develop the documents.
- Assessment tasks, as well as the applicable learning programme, work schedule and lesson plan should be submitted to the head of the department for approval. Where possible memoranda should be attached.
- Assessment tasks, lesson plans, etc. should preferably be ready for monitoring during the last week of the previous term, but not later than the first school day of the term in which it should be completed.
- Learners' performance should be recorded as a code for the assessment task.
- Where necessary comments may be written for support purposes.
- Assessment tasks should be typed neatly before being submitted for approval.
- In the case of absence the learner should be allowed to complete an assessment task later. (A written excuse from the learner's parent or guardian or a medical certificate is required.)
- Educators should inform a learner's parents in writing if the learner still has not completed assessment tasks after repeated requests. These letters should be signed by the head of the department and a copy should be placed in the learner's profile and/or the educator's intervention file.

ASSESSMENT

INTRODUCTION

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching.

Each of the Life Orientation topics requires that a certain body of **skills**, **knowledge** and **values** be addressed and assessed. Skills such as decision-



making, communication, assertiveness, negotiation, goal-setting, ability to access information, problem-solving and creative thinking are addressed across all five topics and assessed through formal or informal assessment for Life Orientation. In the same way attitudes such as respect for the self and others, respect for and acceptance of differences, taking responsibility, perseverance, persistence, anti-discrimination and equality are also addressed and assessed across all five topics.

Learner progress in Life Orientation is monitored throughout the school year and involves the following two different but related activities:

- 1) Informal or daily assessment tasks
- 2) Formal assessment tasks

Informal or daily assessment

Informal or daily assessment is a daily monitoring of learners' progress. It provides learners with a variety of opportunities to develop and master the knowledge, skills and values related to the subject. Informal assessment should be used to provide feedback to the learners and to inform planning. It should not be seen as separate from learning activities taking place during a lesson. It is done during and after the teaching and learning process. The Educator may choose any of the following as a daily assessment task: a short class test, a discussion, a practical demonstration, a mind map, debate, role-play, an interview, design and make, short homework task, worksheets, group work, individual record keeping, oral and written presentation.

The Educator does not have to mark each of these performances, but can guide learners to assess their own performance or that of peers with relevant assessment tools such as a memorandum for tests, or a checklist for an observation exercise. The use of an observation checklist in daily assessment tasks helps learners to determine their progress towards the knowledge, skills and values that will be assessed in the Formal Assessment tasks. The results of the informal daily assessment tasks are not formally recorded unless the Educator wishes to do so. The results are not taken into account for promotion and certification purposes.

Formal assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal Assessment. Formal assessment tasks are marked and formally recorded by the Educator for progression and certification purposes. All formal assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained. Formal assessment provides Educators with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject.

In the Formal Programme of Assessment for Life Orientation learners are expected to complete four tasks per grade.



Each formal assessment task must be 100 marks per term, which will consist of 70 marks for written work and 30 marks for Physical Education. The forms of assessment used should be age and developmental level appropriate.

Formal assessment in Life Orientation catering for a range of cognitive levels and abilities of learners, is as follows:

Weighting	Cognitive level	Bloom's taxonomy	Examples
40%	lower order	Levels 1 & 2	What? Why? Who? When? Where? List
40%	middle order	Levels 3 & 4	Discuss, explain, describe
20%	higher order	Levels 5 & 6	Evaluate, synthesize, critically evaluate, examine

Programme of Assessment

The programme of assessment is designed to spread formal assessment tasks in a subject throughout the school year.

The weighting of marks for the four internal formal assessment tasks for Life Orientation, Grades 7 to 9 is as follows:

Term 1	Term 2	Term 3	Term 4
Task 1 Written task: 70 marks PET: 30 marks	Task 2 Mid-year examination: 70 marks PET: 30 marks	Task 3 Project: 70 marks PET: 30 marks	Task 4 End-of-year examination: 70 marks PET: 30 marks

Nature of the formal tasks

Project

The **project** will be any piece of work in which knowledge, skills and values which lead towards competence in the specific or integrated content, are demonstrated. The task will involve collecting, analysing and/or evaluating data and information that will result in the synthesising of the findings into a written product that may be reported, modelled or performed by the learners. Learners will collect data/ resources/information outside of contact time to perform the task. The completion of the project will be facilitated by the Educator in class time to ensure the authenticity of the product.

The topic and nature of the project will be determined by the content covered according to the annual teaching plan. Learners should be given enough time to complete the project. They need adequate guidance at the outset of the project and progress should be monitored throughout. All assessment criteria applicable to the project must be discussed with the learners prior to the commencement of the project. Learners should be given a project before the end of the second term for submission during the third term.



Written tasks: design and making, case study, assignment and test

The list provides forms of assessment that will serve as **written task** in Grades 7, 8 and 9. Educators must ensure that learners are exposed to do a variety of these forms of assessment across the three grades so that learners do not repeat the same form of assessment across the grades.

1) Design and making

Design and making involves the production of the actual product using creative processes to achieve a certain competency. Making is the end product of a design. Learners will be required to design, make and write a descriptive paragraph(s) on the task. Learners are required to show an understanding of knowledge gained and application of knowledge and skills. The focus will be determined by the content covered according to the annual teaching plan. The Educator will provide learners with resources and information required to deliver the task. All assessment criteria applicable to the task must be discussed with the learners prior to the commencement of the task.

Examples:

- Make a collage or poster that describes your own personal diet with reference to your dietary habits and nutritional value. Write one to two paragraphs describing and reflecting your dietary habits and how to improve bad habits or sustain good habits.
- Design a poster using pictures, photos and drawings which reflects your goals in relation to your personal lifestyle and future career. Write brief notes and provide a plan on how to achieve your goals.

2) Assignment

The assignment will allow for a more holistic assessment of knowledge, skills and values and their application in different contexts. The assignment is less open-ended than the project in that it does not require of learners to collect, analyse and/or evaluate data and information that will result in the synthesising of the findings. It however, will be a problem-solving and/or decision-making and application of knowledge exercise with clear guidelines regarding a specified length. The focus will be determined by the content covered according to the annual teaching plan. The Educator will provide learners with resources and information required to deliver the task. All assessment criteria applicable to the task must be discussed with the learners prior to the commencement of the task.

3) Case study

A case study will involve a detailed description of a specific situation or phenomenon. The description can either be real or hypothetical and can be taken from a book, newspaper, magazine, video or the radio. Case studies will assess whether a learner can apply knowledge, skills and values to an unfamiliar context. The focus will be determined by the content covered according to the annual teaching plan. The Educator will provide learners with resources and information required to deliver the task. All assessment criteria applicable to the task must be discussed with the learners prior to the commencement of the task.



4) Test

Tests usually consist of a range of questions. Learners are required to respond within a specified time. Questions are useful to assess knowledge recall and test understanding and comprehension. If questions are correctly phrased, they can also test application of knowledge. Since they are generally easy to mark reliably this is a good way to conduct summative assessment, can also be a very useful formative tool.

Examinations

Examinations of at least 60 minutes each will be administered twice a year as part of the internal examination timetable of the school/district/province. The examinations will comprehensively address the knowledge and skills covered up to the time of the examination. More than one type of question will be incorporated and the focus will be on the *application of knowledge* in an integrated manner. The mid-year examination will cover the content for terms 1 and 2 and end-of-year examination will cover the work done throughout the year.

Outline for examinations

The outline below will be followed when setting the Grades 7 – 9 Life Orientation examination papers.

The paper will consist of three sections. Total for examination: **70 Marks**

Section A: 25 marks	Section B : 25 marks	Section C: 20 marks
<p>All questions are compulsory.</p> <ul style="list-style-type: none">• A source or case study may be used to contextualise the questions.• The questions should be a combination of three or more types of questions, ranging from list, what, why, multiple choice, matching columns, missing words and true or false.• Questions will test understanding and factual knowledge.• Responses should be short and direct and range from one word to a phrase or a full sentence.	<p>All questions are compulsory.</p> <ul style="list-style-type: none">• Short open-ended, scenario-based, source-based and case study questions.• Questions should be knowledge-based, i.e. include information that learners have acquired from the Life Orientation class.• Learners should display, present and apply knowledge and skills gained. Learners will display an understanding of real-life issues affecting the youth and society at large and give advice or possible solutions, demonstrate goal-setting and decision-making skills.• Learners should provide direct responses, full sentences in point form and extended writing in short paragraphs.	<p>Three 10-mark questions will be set of which learners will be expected to answer TWO.</p> <ul style="list-style-type: none">• Questions will predominantly focus on the application of knowledge and skills.• Learners will solve problems, make decisions and give advice. They will provide few direct responses and extended writing ranging from descriptive paragraphs to short essays that state or examine an issue.• Each question will focus on the specific information or the integration of content.• A short text/diagram/data/graphs/ cartoons can be provided as a stimulus.
<p>Note. Information provided in the texts must be current, up-to-date, age-appropriate and learner-friendly.</p>		

NB. A marking memorandum or guideline suitable to each of the tasks above must be used to assess learner performance in a given examination/project/case study/assignment/design and make. The nature of the task and the knowledge, skills and values that are to be assessed will provide guidance on the type of marking memorandum.



Provision must be made in the marking memorandum or guideline for the learner's own interpretation of the questions.

Examples of assessment tools that are appropriate to assess learner performance in Life Orientation are the marking memorandum or guideline, criteria checklist, rubric, or matrix.

Physical Education

The Physical Education (PE) component aims to develop learners' physical well-being and knowledge of movement and safety.

It encourages learners to use these to perform in a wide range of activities associated with the development of an active and healthy lifestyle.

It also aims to develop learners' confidence and generic skills, especially those of collaboration, communication, creativity, critical thinking, and aesthetic appreciation.

These, together with the nurturing of positive values and attitudes in PE, provide a good foundation for learners' lifelong and life-wide learning.

All Physical Education periods will focus on practical physical and mass participation in movement activities for enjoyment and enrichment purposes, with a view to encouraging learners to engage in regular physical activity as part of their lifestyle.

The Physical Education Task (PET) is administered across all four school terms in Grades 7 – 9. Learners are expected to participate in a Physical Education period once a week, which is timetabled to take place in a fixed period, labelled **Physical Education** on the school timetable.

Learner participation and movement performance in the PET will, therefore, be assessed and reported at the end of each term.

The subject adviser will moderate the PET during announced school visits by observing learners performing the actual assessment task.

The focus of assessment within the PET falls into two broad categories:

1) Participation: exposes learners to an understanding of the value of regular participation in physical activity.

Participation should encourage further development, enjoyment and the building of confidence.

2) Movement performance: learners will be assessed at the level at which they are capable of performing.

Movement performance must not encourage a sense of competition.

The Educator will observe whether the performance of a movement has a desired outcome, focusing on the overall performance of the movement rather than the detailed mechanics.

Once a Educator has gained confidence and can break down a motor skill and movement sequence into different parts, additional criteria can be added to assess the performance in greater depth.



Assessment Tool for Physical Education Task

The assessment tool for learner performance in the two criteria of the task:

Level	Limited	Adequate	Proficient	Excellent
Criterion 1: Frequency of Participation during Physical Education periods (20 marks)	0% = 0 marks (did not participate at all) 1-5% = 1 mark 6-10% = 2 marks 11-15% = 3 marks 16-20% = 4 marks	21-25% = 5 marks 26-30% = 6 marks 31-35% = 7 marks 36-40% = 8 marks 41-45% = 9 marks 46-50% = 10 marks	51-55% = 11 marks 56-60% = 12 marks 61-65% = 13 marks 66-70% = 14 marks 71-75% = 15 marks	76-80% = 16 marks 81-85% = 17 marks 86-90% = 18 marks 91-95% = 19 marks 96-100% = 20 marks
Criterion 2: Outcome of Movement Performance (10 marks) Requires significant attention: movements do not produce the desired outcome at all (0-1 mark)		Requires attention and refinement: lapses in movements which do not always produce the desired outcome (2-3 marks)	Efficient, effective and appropriate: movements mostly produce the correct desired outcome (4 marks)	Exceptional level of skill: movements always produce the desired outcome (5 marks)

A class list will be used to generate a mark out of 20 for participation and a mark out of 10 for movement performance at the end of each term, that is, four lists for each of Grades 7, 8 and 9.

The number of PE periods per term will depend on the Department of Basic Education school calendar for the year.



The class list for participation and movement performance:

Term 1	1. Frequency of participation (20 marks) PE periods per term (P1= period 1)										2. Movement performance (10 marks)			Total for term
	Learners' Names	P1	P2	P3	P4	P5	P6	%	Marks 20	1st Observation	2nd Observation	Total marks 10		
1.													30	
2.														
3.														
4.														
5.														

Note.

Criterion 1: frequency of participation

Each learner will be allocated a mark out of 20 at the end of each term based on his/her frequency of participation across the Physical Education periods. An 'a' will indicate that the learner was absent for that particular period and an 'x' that the learner was present in class, but did not participate. A learner who always participates when he/she is present in class should not be penalised when absent, but a learner who participates on and off when present should be penalised when absent.

Divide number of times a learner participated by number of PE periods per term and **multiply** by 100 to obtain a percentage and then convert to a mark out 20 according to the assessment tool above.

Criterion 2: movement performance

While a record will be kept of learner participation per week, each learner will not be assessed on movement performance in every Physical Education period, but will be formally observed at least twice across a school term for formal assessment purposes to determine the level of movement performance. Allocate a mark out of five (5) for each of the two observations to obtain a final mark out of ten (10) according to the assessment tool above.

Total for the term

The marks awarded for frequency of participation and movement performance respectively for the term are added up to arrive at a mark out of 30 per learner. The mark obtained out of 30 is the PET mark to be formally recorded on the record sheet for the term.

MODERATION OF ASSESSMENT

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, provincial and national levels.

Comprehensive and appropriate moderation practices have to be in place for the quality assurance of all subject assessments.

All Life Orientation formal assessment tasks should be internally moderated by the head of the department or subject head at a school.

The subject advisor will moderate a sample of these tasks during her/his school visits, to verify the standard of the internal moderation. Grade 9 tasks should be moderated at provincial level.

This process will be managed by the provincial education department.

TIME ALLOCATION

Senior Phase

The instructional time in the Senior Phase is as follows:

SUBJECT	HOURS
Home Language	5
First Additional Language	4
Mathematics	4, 5
Natural Sciences	3
Social Sciences	3
Technology	2
Economic Management Sciences	2
Life Orientation	2
Creative Arts	2
TOTAL	27, 5

Time allocation for Life Orientation in the curriculum

Two hours per week is allocated to Life Orientation in the National Curriculum Statement (NCS). One hour per week will be spent on Physical Education and the remaining hour will be split among the other four topics.

This means that there are 70 hours available for the teaching of Life Orientation. This excludes internal examination periods.



The content is grouped in Section 3 of this document and is paced across the 40 weeks (80 hours) of the school year to ensure coverage of the curriculum. A fixed period must be dedicated to Physical Education per week and this period will be labelled *Physical Education* on the school timetable.

Weighting of topics

Topic	Grade 7	Grade 8	Grade 9
	Hours	Hours	Hours
Development of the self in society	10	09	10
Health, social and environmental responsibility	10	08	07
Constitutional rights and responsibilities	07	09	07
World of work	08	09	11
Physical Education	35	35	35
Contact Time	70	70	70
Examinations	10	10	10
Total hours	80	80	80
Total weeks	40	40	40

RECORDING AND REPORTING

Recording is a process in which the Educator documents the level of a learner's performance in a specific assessment task.

It indicates learner progress towards the achievement of the knowledge and skills as prescribed in the Curriculum and Assessment Policy Statements.

Records of learner performance should provide evidence of the learner's conceptual progression within a grade and his/her readiness to progress or be promoted to the next grade.

Records of learner performance should also be used to verify the progress made by Educators and learners in the teaching and learning process.

Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders.

Learner performance can be reported in a number of ways; these include report cards, parents' meetings, school visitation days, parent-Educator conferences, phone calls, letters, class or school newsletters, etc.

Educators will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

When recording and reporting on learner performance in Life Orientation, Grades 7 – 9 the following marks are applicable:



Term	Grade 7	Grade 8	Grade 9	Marks per term	
				Recording	Reporting
1	Written task	Written task	Written task	70	100
	PET	PET	PET	30	
2	Mid-year examination	Mid-year examination	Mid-year examination	70	100
	PET	PET	PET	30	
3	Project	Project	Project	70	100
	PET	PET	PET	30	
4	End-of-year examination	End-of-year examination	End-of-year examination	70	100
	PET	PET	PET	30	
	Total			400	400

The various achievement levels and their corresponding percentage bands are as follows:.

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

PRINCIPLES FOR RECORDING AND REPORTING

The following principles underpin the approach to both recording and reporting:

1. Recording of learner performance is against the assessment task and reporting is against the mark obtained in a term, semester or year.
2. Educators should show in their files that they have covered all the formal tasks set.
3. National codes and/or marks, percentages and comments can be used for recording and reporting purposes.
4. The following is applicable to recording and reporting per phase:
 - a. Foundation Phase (Grades R – 3): Record and report in national codes and their descriptions.
 - b. Intermediate Phase (Grades 4 – 6): Record and report in national codes and their descriptions and percentages.
 - c. Senior Phase (Grades 7 – 9): Record and report in national codes and their descriptions percentages.



- d. Grades 10 – 12: Record in marks and report in percentages.
5. The schedule and the report card should indicate the overall level of performance of a learner.
6. In the case of Languages, each language that the learner offers should be recorded and reported on separately according to the different levels on which they are offered. For example, Home Language – English, First Additional Language – IsiXhosa, Second Additional Language – Afrikaans Second Additional Language.
7. The number of formal assessment tasks to be recorded in each phase is provided in *chapter 4* of the National Curriculum and Assessment Policy Statements.
8. The recorded pieces of evidence should reflect a variety of forms of assessment. More information on this is provided in *chapter 4* of the National Curriculum and Assessment Policy Statements.
9. Educators must report regularly to learners and parents on the progress of learners. Schools are required to provide feedback to parents on the programme of assessment using a formal reporting tool such as a report card. In addition to the report cards, other reporting mechanisms such as parents' meetings, school visitation days, parent-Educator conferences, phone calls, letters, class or school newsletters, etc. may be used. The school will determine the format of these reporting strategies.

RECORD SHEETS

1. Educators are expected to keep efficient and current mark sheets of the learners' progress. It is expected that carefully compiled records and/or evidence of learner performance be maintained to justify the final rating a learner receives at the end of the year.
2. Educators are expected to keep current records of learners' progress electronically/in files/books/folders or any other form the school has agreed on.
3. Record sheets must at least have the following information
 - a. Subject;
 - b. Grade and class;
 - c. Learners' names;
 - d. Dates of assessment;
 - e. Names of the formal assessment tasks;



- f. The results of formal assessment tasks; and
- g. Comments for support purposes when and where appropriate.

The record sheets should be used to compile a schedule that will in turn be used to compile reports once a term. Schools should therefore develop Record Sheets using the criteria specified in *subparagraph 3*.

LEARNERS' WORKBOOKS

- At the beginning of the year each learner should get a workbook to do activities for Life Skills in and to write or paste notes, etc. in.
- Work as included in the assessment tasks should first be taught thoroughly in the workbooks.
- Workbooks should be covered and kept neat.
- Each educator can make a front page of his or her choice for writing books.
- If a learner loses or damages his or her workbook, his or her parents should replace it themselves.
- Educators should mark learners' workbooks regularly and meticulously or supply the correct answers in the case of self or peer assessment.
- Corrections should be made by the learners where necessary.

INTERVENTION

- Educators should throughout be able to provide evidence of how they accommodate the learners with barriers for learning (e.g. extra activities to address problem areas, errors that are corrected, discussion with EST, letters or discussions with parents).
- Intervention should also be supported by a suitable instrument that proves attempts to support learners.

EDUCATOR'S FILE

1. All Educators are expected to keep a file containing evidence of their teaching and assessment, viz. Annual teaching plan, Assessment plan, Formal assessment tasks and memoranda, Indication of Textbook(s) and any resources used, Record sheet containing learners' marks for each formal assessment task and informal notes or any intervention that is planned by the Educator to assist learners who require additional support (where they exist). It is the Educators' responsibility to ensure that the information in their assessment files is kept up to date.
2. A Educator assessment file may be a file, a folder, a box, or any other suitable storage system.
3. The formally recorded assessment tasks should be clearly marked or indicated in the Educator's file. Stickers, coloured paper, etc. may be used for this purpose.



4. Educators' files should be available on request at all times for moderation and accountability purposes.

LEARNER PROFILE

A Learner Profile is a continuous record of information that gives a holistic impression of a learner and a learner's progress and performance. It assists the Educator in the next grade or school to understand the learner better and therefore to respond appropriately to the learner.

ADMINISTRATION

1. Learner Profiles should be kept at school and will be moved from one school to the next on the request of the principal of the next school.
2. The school management of the receiving school has an obligation to request the Learner's Profile from the previous school within three months of the learner's admittance.
3. The Learner Profile for every learner must be safeguarded and should accompany learners throughout their schooling career. The security of the Learner Profiles and the updating of required information rest with the school management.
4. 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 school management.
5. The Learner Profile is a confidential document and should be treated as such. Under no circumstances should sensitive information such as the health status of the learner be divulged to anyone without the written permission of the parents or guardians.
6. Under no circumstances should the profile be moved from the school unless it is for reasons mentioned in *subparagraph 1*.
7. The Provincial Departments of Education are responsible for providing pre-printed files /folders for the Profiles.
8. The pre-printed files/folders should be designed such that a Learner Profile includes the following information:
 - a. personal information;
 - b. medical history;
 - c. schools attended and record of attendance;



- d. participation and achievements in extra-curricular activities;
 - e. areas needing additional support; and
 - f. learner performance.
9. In cases where the files/folders need repair, the school principal concerned should make a request to the district office for a replacement.
 10. The compilation of Learner Profiles should be started at Grade R and should continue until the learner completes Grade 12.
 11. Once the learner has passed Grade 12 or exited the schooling system for any reason whatsoever, the learner profile should be stored in the last school attended for a period of three years where after it should be destroyed. If the learner within this specified period re-enters the schooling system to further his or her studies, the provisos stated in *subparagraphs 1 and 3* will apply.
 12. The Learner Profile replaces all previous continuous record documents that have been used by schools, such as record cards, tutor cards, Edlab cards, etc.

PHASE MEETINGS / DISCUSSIONS

- Meetings should be held at least once per month, but more often if necessary.
- Attendance is compulsory for all the educators of the foundation phase. Written excuses should be submitted the previous day.
- Minutes should be kept at each meeting by a person indicated for the specific meeting and distributed amongst the educators for filing in their educators' portfolios.

This policy was adopted by the School Management on

This policy has been made available to school personnel and is readily accessible to parents and learners on request.

This policy will be reviewed and updated every year.

Signed _____
School Management

Date: _____

Signed _____
Principal

Date: _____

Signed _____
Educator Representative

Date: _____

