



## FOUNDATION PHASE POLICY: MATHEMATICS

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 foundation phase should participate in the planning session. The educators in a grade group especially should work together closely.
- The requirements for Mathematics 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 foundation 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 foundation phase educators should send their planning for Mathematics 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 foundation 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.

## **TYPES OF ASSESSMENT**

1. Classroom assessment should be both informal and formal. In both cases it is important that learners know what knowledge and skills are being assessed and feedback should be provided to learners after assessment to enhance the learning experience.
2. Informal (assessment for/learning) or daily assessment is the monitoring and enhancing of learners' progress. This is done through teacher observation and teacher-learner interactions, which may be initiated by either teachers or learners. Informal or daily assessment may be as simple as stopping during the lesson to observe learners or to discuss with the learners how learning is progressing. It should be used to provide



feedback to the learners and teachers, close the gaps in learners' knowledge and skills and improve teaching.

3. Formal assessment (assessment of learning) provides teachers with a systematic way of evaluating how well learners are progressing in a particular subject and in a grade. Teachers must ensure that assessment criteria are very clear to the learners before the assessment process. This involves explaining to the learners which knowledge and skills are being assessed and the required length of responses. Feedback should be provided to the learners after assessment and could take the form of whole-class discussion or teacher-learner interaction.
4. Examples of formal assessments include projects, oral presentations, demonstrations, performances, tests, examinations, practical demonstrations, etc.
5. The forms of assessment used should be appropriate to the age and the developmental level of the learners in the phase. The assessment tasks should be carefully designed to cover the content of the subject. The design of these tasks should therefore ensure that a variety of skills are assessed
6. .Progression (Grades R-8) and promotion (Grades 9-12) of learners to the next grade should be based on recorded evidence in formal assessment tasks. This means that those tasks that are used for 5 formal assessments are recorded and should be used to decide whether a learner should progress or be promoted to the next grade.
7. Teachers are required to record learner performance in all formal assessment tasks. They are not required to record performance in informal or daily assessment tasks. Teachers may however, choose to record performance in informal or daily assessment tasks in some cases to support the teaching and learning process.
8. The teacher must submit the annual formal programme of assessment to the School Management Team (SMT) before the start of the school year. This will be used to draw up a school assessment plan in each grade. The school assessment plan should be provided to learners and parents in the first week of the first term.

## **The CAPS document provides the requirements for each Formal Assessment Activity.**

### **Grade 1 Allocation of content areas and topics in lessons**

On average three lessons (i.e. between 4 and 4 $\frac{1}{4}$  hours) a week are spent on Numbers, Operations and Relationships. The remaining two lessons (i.e. between 2 $\frac{1}{2}$  and 3 hours) are split among the topics of the other content areas in the manner recommended below.



CONTENT AREA	TOPIC	Number of Lessons				
		Term 1	Term 2	Term 3	Term 4	Total
<b>Numbers, Operations and Relationships</b>	All topics of Numbers, Operations and Relationships	22	30	28	25	105
<b>Patterns, Functions and Algebra</b>	Number patterns	3	3	3	3	12
	Geometric patterns	1	1	1	1	4
<b>Space and Shape (Geometry)</b>	2D shapes		3		3	6
	3D objects	3		2	1	6
	Position, orientation and views	2			1	3
	Symmetry					
<b>Measurement</b>	Time			1	1	2
	Length	2		2		4
	Mass	2			2	4
	Capacity/Volume	1	2		1	4
<b>Data Handling</b>	Collecting, sorting, representing, and analysing objects	2	1			3
	Whole data cycle			3		3
	Sections of data cycle				2	2
<b>Total Lessons</b>		<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>160</b>

### **Grade 2 Allocation of content areas and topics in lessons**

On average three lessons (i.e. between 44 and 412 4½ hours) a week are spent on Numbers, Operations and Relationships. The remaining two lessons (i.e. between 2½212 and 33 hours) are split among the topics of the other content areas in the manner recommended below.

CONTENT AREA	TOPIC	Number of Lessons				
		Term 1	Term 2	Term 3	Term 4	Total
<b>Numbers, Operations and Relationships</b>	All topics of Numbers, Operations and Relationships	24	25	24	26	99
<b>Patterns, Functions and Algebra</b>	Number patterns	3	3	3	3	12
	Geometric patterns	1	1	1	1	4
<b>Space and Shape (Geometry)</b>	2D shapes		3		3	6
	3D objects	3		2	1	6
	Position, orientation and views		2	1		3
	Symmetry		1		1	2
<b>Measurement</b>	Time	3	1	3	1	8
	Length	3			1	4
	Mass		3		1	4
	Capacity/Volume			3	1	4
<b>Data Handling</b>	Whole data cycle	3		3		6
	Sections of data cycle		1		1	2
<b>Total Lessons</b>		<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>160</b>



## Grade 3 Allocation of content areas and topics in lessons

On average three lessons (i.e. between 4 and 4 ½ hours) a week are spent on Numbers, Operations and Relationships. The remaining two lessons (i.e. between 2 ½ and 3 hours) are split among the topics of the other content areas in the manner recommended below.

CONTENT AREA	TOPIC	Number of Lessons				
		Term 1	Term 2	Term 3	Term 4	Total
<b>Numbers, Operations and Relationships</b>	All topics of Numbers, Operations and Relationships	26	22	19	27	94
<b>Patterns, Functions and Algebra</b>	Number patterns	3	3	3	3	12
	Geometric patterns	1	1	1	1	4
<b>Space and Shape (Geometry)</b>	2D shapes	2		2		4
	3D objects		3	3	1	7
	Position, orientation and views		2	3		5
	Symmetry		2		1	3
<b>Measurement</b>	Time	3	2	3	2	10
	Length		2	2		4
	Mass		2		1	3
	Capacity/Volume	2			1	3
	Perimeter			1		1
	Area				2	2
<b>Data Handling</b>	Whole data cycle	3		3		6
	Sections of data cycle		1		1	2
	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>160</b>	

## TIME ALLOCATION

### Foundation Phase

(a) The instructional time in the Foundation Phase is as follows:

SUBJECT	GRADE R (HOURS)	GRADES 1-2 (HOURS)	GRADE 3 (HOURS)
Home Language	10	7/8	7/8
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills	6	6	7
□ Beginning Knowledge	(1)	(1)	(2)
× Creative Arts	(2)	(2)	(2)
× Physical Education	(2)	(2)	(2)
× Personal and Social Well-being	(1)	(1)	(1)
<b>TOTAL</b>	<b>23</b>	<b>23</b>	<b>25</b>



- (b) Instructional time for Grades R, 1 and 2 is 23 hours and for Grade 3 is 25 hours.
- (c) Ten hours are allocated for languages in Grades R-2 and 11 hours in Grade 3. A maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 2 hours and a maximum of 3 hours for Additional Language in Grades R – 2. In Grade 3 a maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 3 hours and a maximum of 4 hours for First Additional Language.
- (d) In Life Skills Beginning Knowledge is allocated 1 hour in Grades R – 2 and 2 hours as indicated by the hours in brackets for Grade 3.

## **RECORDING AND REPORTING IN GRADES R – 3**

1. The national codes and their descriptions provided in Table 1 should be used for recording and reporting learner performance in the Foundation Phase (Grades R – 3). Comments should be used to describe learner performance.

**Table 1: Codes and descriptions for recording and reporting in Grades R – 3**

<b>ACHIEVEMENT LEVEL</b>	<b>ACHIEVEMENT DESCRIPTION</b>	<b>MARKS %</b>
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

2. In the Foundation Phase, the recording and reporting of learner performance should be against the four subjects offered, that is Home Language, First Additional Language, Mathematics and Life Skills.



## **LEARNERS' WORKBOOKS**

- At the beginning of the year each learner should get a workbook to do activities for Home Language 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 teachers 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 teacher to assist learners who require additional support (where they exist). It is the teachers' responsibility to ensure that the information in their assessment files is kept up to date.
2. A teacher 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 teacher's file. Stickers, coloured paper, etc. may be used for this purpose.
4. Teachers' 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 teacher 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.

## **RECORDING**

1. Recording is a process in which the teacher documents the level of a learner's performance. In South African schools, this should indicate the progress towards the achievement as stipulated in the National Curriculum and Assessment Policy Statements of all subjects listed in the *National Curriculum Statement Grades R - 12*. Records of learner performance should provide evidence of the learner's conceptual progression within a grade and his or her readiness to progress/promotion to the next grade.
2. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. Records should be used to monitor learning and to plan ahead.

## **REPORTING**

1. Reporting is a process of communicating learner performance to learners, parents, schools and the other stakeholders such as the employers, tertiary institutions, etc. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc.
2. The main purpose of reporting is to:
  - a. provide learners with regular feedback, this feedback should be developmental;
  - b. inform parents/guardians on the progress of the individual learner; and
  - c. give information to schools and districts or regional offices on the current level of performance of learners.



3. Recorded information should:
  - a. inform teachers and others about the performance of learners;
  - b. be used to provide constructive feedback to learners about their progress;
  - c. be used to provide feedback about the performance of learners to parents, and other role-players;
  - d. inform the planning of teaching and learning activities; and (e) inform intervention strategies.
4. The language in which recording and reporting is done should be in accordance with the Language of Learning and Teaching (LoLT) as informed by the *Language-in-Education Policy* of 1997. In the case of dual medium schools, one of the languages used as LoLT should be utilized for reporting purposes, while the language of recording should be any of the languages used for learning and teaching.

## **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. Teachers 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. Teachers 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-teacher 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. Teachers 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. Teachers 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*.



## FOUNDATION 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

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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: \_\_\_\_\_

