No. 2 little Street
Ermelo
Mpumalanga
2350

+27 60 289 9979
+27 61 615 5991
blessedperfectacademy@gmail.com

SENIOR PHASE POLICY: TECHNOLOGY

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 Technology 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 Technology 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 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: generation and collection of evidence of achievement; evaluation of this evidence; recording of the findings and use of this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching.

Assessment should be both informal (assessment for learning) and formal (assessment of learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

In a subject with a significant practical nature, like Technology, it is important to develop and assess the skills and values together with the associated subject knowledge. In Technology, knowledge without the skills that are needed to implement a practical solution has little worth. Similarly, skills cannot be taught without the knowledge needed to **design** solutions to problems or to satisfy needs, which is the ***essence*** of the Technology subject.

Barriers to learning and assessing

• Although there are many barriers to learning, Educators need to identify and build on learners' strengths in order to affirm their uniqueness. **All learners need to experience success**.
• Alternative strategies must be applied: more time, enlarged text, use of information communication technology, amanuensis or scribes in cases of learners with special educational needs.
• The use of alternative assessment relates to the change in the form of assessment used to accommodate all learners. It is important to vary the assessment strategy appropriately.
• Personal involvement by learners with tasks often improves their attention span, patience, persistence and commitment.
• Designing and making real products that can be used can give learners a sense of achievement and improve their self-esteem.
• The following strategies, depending on the physical barriers of LSEN learners, could apply when supporting:

-- Use the support of others to help pupils take part safely in practical work, for example the assistance of adults or other learners to help with holding or manipulating tools or carrying out activities according to instructions. It is important that the learners retain control of the making process and be the decision makers.
-- Learners can describe their design ideas for others to record or to translate into a drawing, while still retaining control of the design idea and the modifications.
-- Work on shorter, more focused tasks, rather than longer, open tasks. Doing so can provide learners with incremental elements of success and regular motivation and reward.
-- Use ICT applications, such as specialist software, to help with sequencing and following instructions during practical work.

• Use modelling, role-play, tape recorders, video and photographs to communicate, develop and record their ideas.
• Communicate using a range of methods avoiding over-reliance on the written word.

Informal daily assessment

Assessment for learning has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning.

Informal assessment is a daily monitoring of learners' progress in developing a knowledge base together with the related skills and safe attitudes needed in practical subjects. This is done through observation, discussion, practical demonstrations, learner-Educator conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing or intervening to demonstrate the correct and safe handling of a tool. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom. In Technology the "enabling" activities that precede the Mini-PAT are intended to develop the knowledge, skills and values to the point where the learners are ready to be assessed formally (this is analogous to the "learner" stage preceding the driver's licence test). Assessment for learning must be developmental. Learners or Educators can mark these enabling tasks.

Self-assessment and peer assessment actively involve learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of informal daily assessment tasks are not formally recorded unless the Educator wishes to do so. The results of daily assessment tasks 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 variety and appropriate standards required for the grade 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 and gives insight into the success of the teaching strategy and methodology.

Examples of formal assessments are tests, examinations, practical tasks, projects, oral presentations, demonstrations, performances, etc. Formal assessment tasks form part of a year-long formal programme of assessment in each grade and subject, and should be adapted to meet the needs of inclusivity where necessary.

The formal assessment requirements for Technology are as follows:

• Formal assessment for Technology will consist of the Mini-Practical Assessment Tasks and pen and paper tests or examinations.

• At least 40 out of the 70 Mini-PAT marks per term must be attributed to Practical Work.

• Tasks done by learners for formal assessment purposes should be monitored by Educators at all times.

• Work done “off-campus” outside the direct control of the Educator should normally not form part of the formal assessment record

.

• The end of year promotion mark will comprise **40% CASS** and **60% (Mini-PAT 20% examination 40%) end of year examination:**

Table 1: Formal Assessment in Technology – Grades 7, 8 and 9

	INFORMAL DAILY ASSESSMENT	FORMAL ASSESSMENT : TERM MARKS		
		Practical Tasks and Theory Test / Examination		TOTAL
	Enabling Tasks	Mini-PAT	Term Test / Examination	Term Mark
Term 1	0%	70%	30%	100%
Term 2		70%	30%	100%
Term 3		70%	30%	100%
Term 4		70 marks = 100%	No Test	100%

Promotion Mark	CASS Component: 40%	Final Examination Component: 60%		Promotion
	Continuous Assessment : Test and Mini-PATs 40	Combined Mini-PAT: 20	Examination: 40	
	Term 1 + Term 2 + Term 3 + Term 4	T1 + T2 + T3 + T4	40	100
	10 + 10 + 10 + 10	5 + 5 + 5 + 5		

This breakdown is in line with the FET practical subjects where the PAT mark is included as part of the final examination component. In FET, the PAT mark contributes 1/3 of the final exam mark, i.e. 25 out of 75.

The above breakdown ensures that Technology in the GET band retains its focus on practical aspects. However, since GET Technology is not specialising as happens in FET, there are four mini-PATs that need to be added together in equal portions to provide the practical examination component. As with the FET practical subjects, the combined mini-PAT marks contribute 1/3 to the final exam mark, i.e. 20 out of 60.

The forms of assessment used should vary and be age- and developmental level–appropriate.

The design of these tasks should cover the content of the subject and should include a variety of tasks designed to achieve the theoretical and practical objectives of the subject.

Formal assessments must cater for a range of cognitive levels and abilities of learners.

• Cognitive level weighting for tests and examinations: Grades 7–9

RECALL	UNDERSTANDING	APPLICATION	ANALYSE	SYNTHESISE	EVALUATE
ROUTINE	DIAGNOSTIC	STRATEGIC	INTERPRET	CREATE	
Low Order	Middle Order		Higher Order		
30%	40%		30%		

Mini-Practical Assessment Task (Mini-PAT)

Definition: a set of short **practical** assessment tasks which make up the main formal assessment of a learner's skills and application of knowledge during each term. It may be an assignment covering aspects of the design process, or it may be a full capability task covering all aspects of the design process (IDMEC). It is composed of a variety of forms of assessment suited to the range of activities that make up a mini-PAT.

Purpose: a mini-PAT is intended to formalise the practical component of Technology contextualised within a knowledge focus. Practical activities should make up at least 40% of a Mini-PAT's mark allocation.

• The Mini-Practical Assessment Task is designed to give learners the opportunity to develop and demonstrate their levels of ability (i.e. capability) as they progress through the task's activities.
• Each mini-PAT focuses **primarily** on one of the knowledge foci of Technology (viz. structures, mechanical systems and control, electrical/electronic systems and control and processing), but may be **integrated** and may target more than one knowledge focus. Textbook writers are expected to develop the mini-PATs.
• These tasks are structured according to the design process:
Investigate – Design – Make – Evaluate – Communicate.
NB: *This is NOT a LINEAR process happening in a fixed sequence*.
• Assessment in a mini-PAT need not cover all aspects of the design process each term.
• A mini-PAT is an extended formal assessment task and must be planned with other school activities.

The table below provides a guide for the mini–PAT per term per grade:

Table 2: Focus of the Mini-PAT				
	TERM 1	**TERM 2**	**TERM 3** **Capability Task**	**TERM 4**
GRADE 7	• **Mini-PAT:** *Mechanical systems and control* Design + Make	• **Mini-PAT:** *Structures* Investigate + Design + Make	• **Mini-PAT** *Electrical / Structures / Mechanisms* Investigate + Design + Make + Evaluate + Communicate	• **Mini-PAT:** *Processing* Design + Make
GRADE 8	• **Mini-PAT:** *Structures / Mechanical systems and control* Communicate + Design + Make	• **Mini-PAT:** *Impact of Technology* *Processing* Investigate+ Design + Make	• **Mini-PAT** *Mechanical systems and control / Structures* Investigate + Design + Make + Evaluate + Communicate	• **Mini-PAT:** *Electrical systems and control* Design + Make
GRADE 9	• **Mini-PAT:** *Structures* Communicate + Design + Make	• **Mini-PAT:** *Mechanical systems and control* Investigate + Design + Make	• **Mini-PAT** *Electronic systems and control* Investigate + Design + Make + Evaluate + Communicate	• **Mini-PAT** *Processing* Design + Make

• A learner must present the full design process once as a mini-Practical Assessment Task in term 3 of each grade. This meets the requirement of one project per subject per annum.
• The preferred tool to be used to assess learner performance in a mini-Practical Assessment Task is an **analytical rubric.**
• Educators will assess skills and values using analytical rubrics which should have clear descriptors for each level. This means that a descriptor should say why an achievement is deemed to be, say, ‘meritorious’ or ‘elementary’.
• Schools must take responsibility for providing resources (both tools and materials) needed during the mini-PAT.
• Learners must complete the mini-PATs for formal assessment under Educator supervision.
• Educators will assess the mini-PATs formally.

NOTE:
Problem Solving Taxonomy by Plant, *et al*. is more applicable as a guide to assessing capability in Technology education. In Plant’s approach, the cognitive level is determined by previous experience of learners. This fits well with the skills development in Technology where learners are expected to get progressively better through the year.

Problem Solving Taxonomy **(Plant *et al.*, 1980)**

5. **Creativity level:** Tasks require learners to **develop a solution** which was not previously known or to combine a few procedures in a new way.
4. **Interpretation level:** Learners are required to **simulate a real life problem** and solve it. Learners reflect the result back to a real-world problem and implement its solution.
3. **Strategic level:** Problems which require learners to **select the most suitable solution** out of a number of possible correct known options.
2. **Diagnostic level:** Tasks which require learners to **choose the correct routine** out of a few known possibilities.
1. **Routine level:** Problems which require learners to **follow familiar routine process**.

Table 3: Content weighting for tests and examinations: Grades 7–9

Investigate, design, make, evaluate and communicate **Design Process Skills:**	Structures, Processing, Mechanical and Electrical/Electronic Systems and Control **Knowledge:**	(Technology, Society and the Environment) Indigenous / Impact / Bias **Values and Attitudes:**
50%	**30%**	**20%**

NB: The above **weighting for assessment** should ***guide the approach to teaching*** in Technology. Most of the knowledge will be acquired purposefully during the development of design process skills. For example, learners will ***investigate*** required knowledge aspects, and will ***evaluate*** the possible impact on society or the environment.

AN EXAMPLE OF A GENERIC ANALYTICAL RUBRIC TO ASSESS DESIGN CAPABILITY IN A MINI-PAT

The learner is able to:					
	LEVELS OF COMPETENCE				
	EXEMPLARY	COMPETENT	DEVELOPING BUT NOT YET MASTERING	PROGRESSING	
	5	4	3	2	1
Generate and develop design ideas	Uses drawings reflectively to generate new ideas	Progression of ideas across or within drawings	Design ideas are generated but not developed	Simple sketch showing object to be made	Drawing a picture not designing a product
Explore the possibilities of the problem/ need	Combining novel solutions to produce innovative design	Using drawings to develop novel design solution(s)	Recording possible creative solution(s) to the task	Stereotypical response, showing little creative thought	Design possibilities are not addressed in the drawing
Address the constraints of the problem/ need	Task constraints treated as part of iterative process	Task constraints considered as the design proceeds	Records way to address task and/ or client needs and wants	Drawings shows some understanding of task constraints	Minimal understanding of task/user needs
Plan the look of the product	Ideas about finishing develop within overall designing	Ideas about finishing are added to design whilst drawing	Overall decoration scheme considered	Little consideration of final appearance of product	Appearance of the product is not considered
Communicate design ideas	Clear enough for somebody else to make the product	Conveys sense of the object to be made, e.g. working diagram	Conveys some sense of the object to be made, e.g. indicates materials	Simple unlabelled sketch(es); relying on shared meanings	Use of narrative or other drawing genre
Plan construction	Constructional issues considered on route to final design	Drawing demonstrates consideration of construction	Drawing indicates some consideration of construction	Minimal consideration of construction whilst drawing	Not planning to make the object drawn
Evaluate while drawing	Changes made a result of considering design drawings	Decisions made about product whilst drawing	Considered and rejected a range of ideas	Minimal evaluation at drawing phase	Yet to define the design task
Provide a basis for making	Using drawings as a resource during making	Clear development path through drawing into making	Object is one of the ideas drawn	Product relates to ideas recorded in the drawing	Making and object is seen as separate new activity
Comments to improve the learners performance in design capability:					

Programme of Assessment
The programme of assessment is designed to organise the spread of formal assessment tasks in all subjects in a school per term throughout a year. Refer to page 40 for mark breakdown and to Annexure F (page 75).

Tests
• A standardised Test makes up 30% of each term's assessment.
• A test for formal assessment should cover a substantial amount of skills and content and should be set as follows: Grade 7: 45 minutes Grades 8 and 9: 60 minutes
• The mark for tests is not prescribed but should be determined by the Educator taking into account the volume of the content covered and the time available. Testing in Technology will be limited to ONE test each in terms 1, 2 and 3. This may take place either just before or just after the mini-PAT, and must be planned in the school assessment programme.

Mini-PAT
• The Mini-PAT makes up 70% of each term's assessment. Practical work must make up more than half of the marks.

Examinations
• All examinations must include questions that integrate **knowledge** and **values** with **design process skills.**
• In Technology the final end of year exam comprises 60% of the learners' promotion mark and should be set out as follows:

Grade	Time allocation	Mark weighting
7	60 minutes	60 marks
8	90 minutes	100 marks
9	120 minutes	120 marks

Content to be Assessed for the End-of-the-Year Examinations

• The content assessed at the end of the year is based on the year's work as specified in the CAPS document for the grade. However, prior knowledge from a previous grade may be necessary to interpret and answer some of the questions in the higher grade.

Type of Questions for Pen and Paper Test

• The value of memorising by rote learning has little weight in a subject requiring ***innovation***, ***creativity*** and ***problem-solving*** skills. The ability to ***think laterally*** and to develop ***original*** and ***appropriate solutions*** is a key element in learning Technology.
• Learners should be able to **investigate** using a variety of sources, demonstrate their ability to **draw** in a specific style, **write** a design brief, give specifications and constraints, **select** appropriate materials for a model, **plan** the sequence of

manufacture of a product, **evaluate** a design objectively, **analyse** a system using systems diagrams and **communicate** their solutions using a range of techniques.
• Questions that integrate knowledge, skills and value have more value in technology than a mere recall of knowledge facts.

The Use of Case Studies

• Case studies are used to bring reality into the classroom.
• The intention should be to show learners that Technology is a subject that is close to the way the world works.
• Case studies can be used both to develop and to assess a technological skill (drawing for example), knowledge concepts, and values.

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 Technology

The teaching time for Technology is two (2) hours per week. As this subject involves practical work, 60 minutes of the two hours should be one continuous period for practical work, e.g. one double period comprising two periods of 30 minutes.

Schools using alternative period lengths, or a cycle system, must ensure that all subjects get their correct time allocation and that sufficient time is allocated for practical sessions.

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 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 her/his 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 in all grades report in percentages against the subject. Seven levels of competence have been described for each subject listed for Grades R – 12. The various achievement levels and their corresponding percentage bands are as shown in the table below.

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

Note 1: Assessment of learners may make use of fewer than seven level descriptors. Any assessment scale should have clear descriptors that give detailed information for each level. This means that a descriptor should say ***why*** an achievement is deemed to be 'outstanding' or 'elementary', etc. The descriptors on page 32 can act as a generic guide.

Note 2: Educators will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

MODERATION OF ASSESSMENT

Moderation refers to the process that ensures that assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, provincial and national levels. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments. One purpose of moderation is to identify areas in which Educators may need development and support in their areas of work and provide the necessary support.

Formal Assessment (SBA)

Moderation of Assessment (Refer to Annexure H)
• All tasks in Grades 7 – 9 for formal assessment are internally set and moderated. The subject advisor must moderate a sample of these tasks during his/her school visits, to verify the standard of the internal moderation
• The subject head for Technology or head of department at the school will manage this process.
• A Educator must keep all formal assessment tasks, assessment instruments and record sheets on file.

Practical Assessment Tasks (Mini-PAT)
• Educators will assess the mini-PATs in Grades 7 – 9.
• The subject head for Technology or head of department at the school must ensure that the practical nature of the subject is dealt with adequately, especially during the mini-PATs, and must plan for the acquisition of resources to enable this to happen.

LEARNERS' WORKBOOKS

- At the beginning of the year each learner should get a workbook to do activities for Natural Sciences 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.

7.1 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.

7.2 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.

4.1 RECORDING

1. Recording is a process in which the Educator 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 Educators and learners in the teaching and learning process. Records should be used to monitor learning and to plan ahead.

4.2 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-Educator 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 Educators 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.

4.3 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*.

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_____ Date: _____
School Management

Signed_____ Date: _____
Principal

Signed_____ Date: _____
Educator Representative