



Sacred Heart College

MARIST OBSERVATORY

EDUCATION WITH HEART



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SACRED HEART – PRIMARY SCHOOL

ACADEMIC POLICY

GRADE PR - 7

This policy includes three separate policies namely:

1. Primary School Assessment and Moderation Policy
2. Primary School Promotion Policy
3. Intersen Phase: Academic Requirements Guidelines

1. PRIMARY SCHOOL ASSESSMENT AND MODERATION POLICY

CONTEXT AND OBJECTIVE

Assessment is the process of collecting, analysing and interpreting information to assist teachers in making decisions about the progress of their students.

- Assessment should provide evidence of student performance relative to learning outcomes and assessment standards as described in the Curriculum and Assessment Policy Statements (CAPS) for Grades R - 3 and Grades 4 - 7.
- Classroom assessment should be both formal and informal, and should be used to provide feedback to students that supports and enhances their learning experience.
- Formal assessment tasks must be designed to provide systematic evaluation of student performance and progress, and evidence, which can be used to evaluate student performance relative to the assessment standards for each specific learning programme or subject.
- In addition, informal assessment which will not be formally recorded, will be used to inform daily teaching and learning
- For each learning programme or subject, the formal assessment tasks should include a range of appropriate activities. These may include assessments, tests, projects, oral

presentations, written reports, observations of demonstrations, performances and investigations, practical work, and creative writing.

The aim of the policy is to ensure that the assessment procedures are followed in accordance with the National Policy. So that every student is given the opportunity to achieve to his/her full potential, all assessment should be fair, valid, authentic and reliable. All assessment tasks should as far as possible cover core skills and knowledge which have been taught and informally assessed in the classroom.

PROCEDURES

Annual and termly assessment plans which include a variety of relevant assessments, must be completed and the term plan supplied to students and subject heads.

Internal moderation of formal assessments must be done by HoD's/Subject Heads/Deputy Principal or Principal.

Formal assessments must be recorded methodically and accurately.

FREQUENCY OF ASSESSMENT

School Based Assessment (SBA)

Informal assessment should form part of the daily classroom routine of teachers as a means to monitor individual progress and to provide feedback to students. This informal monitoring should include homework checks, questioning, teacher observation of student work, discussion, brief informal oral or written tests etc.

Formal SBA should take place on a regular basis and should be based on CAPS documents relating to the 3 subjects in the Foundation Phase and the subjects in the Intersen Phase.

Each teacher is required to submit a subject assessment plan per term, which lists the following items for each grade:

- the nature of SBA tasks
- the set date or completion date for each task
- the mark allocation for each task
- the proportion of marks that the task will contribute to the total final SBA mark (weighting)
- the teacher responsible for setting the SBA task

ASSESSMENT

Assessment is multi-modal (oral, aural, written, and electronic)

Written assessments

- A uniform school layout as per moderation document will be adhered to
 - Clear and unambiguous instructions must be given
 - A clear mark allocation and total marks for the assessment must be visible
 - Wording and use of language must be age appropriate
 - Recommended font size should be between 12 and 14 and easily legible
 - Work should be well spaced (line and paragraph spacing should be at least 1.15).
 - Work should be laid out to minimise 'flicking back-and-forth' e.g., Comprehension passages and questions on separate pages.
 - Colour copies of diagrams/maps etc. should be made available to students wherever black and white reproductions will be unclear.
 - The memorandum must be completed and available before moderation.
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- For effective moderation to take place, the assessment must be made available for moderation to the subject head at least 10 days before the set date. Both the test and the memorandum must be available for moderation. The moderation cover sheet must be completed. The assessor must make all requested changes before the moderator signs it off. The HoD will sign off the final document and send it for duplication. The moderation sheet must be attached to a copy of both the test as well as the memorandum.
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- Formal assessments take place in Grade 6 - 7 in the second term and in Grade 4-7 in the third term each year. This may be subject to change.

Reporting

- In Grade R-3 rating codes (1-7) will be used
- Formal summative assessment will not exceed 40% of the term mark for Grade 4-6
- Formal summative assessment will not exceed 50% of the term mark for Grade 7
- On completion of assessments, students will be given an opportunity to review their scripts.

MISSED ASSESSMENTS THROUGH ABSENCE

- Students, who miss an assessment for any reason, are required to provide written proof of absence. Students may only miss an assessment for the following reasons:
 - Serious ill-health
- Religious observances
- Events granted at the principal's discretion
- Students, who miss any assessment through ill -health or other legitimate reasons, will be expected to write the assessment upon their return to school.

- Students who fail to hand in assignments, or projects, or who miss tasks; through absence for reasons that are not legitimate, may be kept after school to complete the task.
- A student may be given zero for a task in instances of proven dishonesty, plagiarism, or failure to adhere to submission deadlines.

ASSESSMENT ACCOMMODATIONS FOR STUDENTS WITH BARRIERS TO LEARNING

On the advice of a competent professional, such as a doctor, educational psychologist or psychometrist, a student with proven barriers to learning may be granted various accommodations. Staff will be informed of the names of students, together with the accommodation they are permitted.

Accommodations may include:

- additional time
- spelling
- reader/prompter
- reader or scribe
- separate venue

These accommodations are tailored for each child's needs and will be re-evaluated each year by the school.

PORTFOLIOS

Subject portfolios: each subject head must be granted access to all material related to the assessment of all their subjects for the year for each grade.

Each subject portfolio must include the following:

- the assessment plan for the year for each grade
- the formal SBA tasks for each grade, including the rubric or marking
- memorandum used to assess the task (once completed)
- a copy of the assessment papers and marking memorandum for each grade (once completed)
- the term plans and lesson plans (once completed) for each grade

Teacher portfolio: each teacher is required to keep a portfolio of all material related to their teaching and assessment for each class that they teach. The portfolio must include the following:

- The assessment plan for the year for each subject and grade that she teaches
- The formal and informal assessment tasks for each subject and grade taught, including the

- rubric or marking memorandum (once completed).
- A copy of the assessment papers and marking memorandum for each grade (once completed)
- The term plan(s) for each subject and grade taught
- An up-to-date electronic mark book

2. PRIMARY SCHOOL PROMOTION POLICY

TERMINOLOGY:

- **Pass:** When a student complies with set requirements as stipulated in this document.
- **Has not met minimum requirements:** When a student does not comply with set requirements and is not competent to continue the work of the following year.

INTRODUCTION

The terms of the regulations pertaining to the National Curriculum Statement (Grades R–12), 2012 provide for, amongst other things, the promotion requirements for Grades R–12. Although these regulations do apply to independent schools, the school feels that they should guide our planning regarding the promotion of students from grade-to-grade.

In terms of the regulations, and supported by Sacred Heart College, a student may be retained once in a phase; provided adequate support is given. Should the necessity arise for a student to be retained a second time in a phase, the regulations provide that such a student must be allowed to progress with the age cohort.

FOUNDATION PHASE: PROMOTION REQUIREMENTS.

Promotion from grade-to-grade through this phase within the appropriate age cohort should be the accepted norm, unless the student displays a lack of competence to cope with the following grade's work. A student, who is not ready to perform at the next level, should be assessed to determine the level of support required. Parental contact and discussion about the student's academic and emotional progress is essential, and should be minuted.

The table hereunder outlines the scale level which best describes the performance of students in this phase.

Rating	Description of Competence (as per CAPS)
7	Outstanding Achievement
6	Excellent Achievement

5	Very good Achievement
4	Competent Achievement
3	Developing Achievement
2	Minimal Achievement
1	Inadequate Achievement

The following are guidelines for determining a student's progress in Grade R:

- Adequate Performance (Level 3) in the language of learning and teaching (LOLT); and Mathematics.
- The requisite social, emotional and physical development to age-appropriate levels.

The following are guidelines to determine whether a student should be permitted to progress from Grade 1 to 3 in the Foundation Phase:

- Adequate Performance (Level 3) in the Language of Learning and Teaching (LOLT)
- Adequate Performance (Level 3) in Mathematics
- Minimal Performance (Level 2) in the First Additional Languages of Afrikaans or isiZulu - The requisite social, emotional and physical development to age-appropriate levels.

INTERMEDIATE PHASE: PROMOTION REQUIREMENTS

Promotion from grade-to-grade, through this phase, within the appropriate age cohort should be the accepted norm, unless the student displays a lack of competence to cope with the following grade's work.

The following are guidelines for determining a student's promotion from Grades 4 to 6 in the Intermediate Phase:

- At least 50% in English
- At least 40% in the First Additional Language of Afrikaans or isiZulu
- At least 40% in Mathematics,
- At least 1 other subjects above 40%, - At least 1 subject above 30%.

Immigrant students may be exempted from the First Additional Language for a period of two years after moving to South Africa from a foreign country.

A student, who does not meet the minimum promotional requirements, may only receive one conditional pass in the Primary School's Intermediate Phase (Grade 4-6).

SENIOR PHASE: PROMOTION REQUIREMENTS


The following are guidelines for determining a student's promotion from Grade 7 in the Senior Phase:

- At least 50% in English
- At least 40% in the First Additional Language of Afrikaans or isiZulu
- At least 40% in Mathematics, - At least 1 other subjects above 40%, - At least 1 other subjects above 30%.

Immigrant students (as registered with the IEB) may be exempted from the First Additional Language.

CONCLUSION

In all decisions regarding the promotion of a student from one Grade to the next, the primary factor to be taken into consideration will be whether such action will ultimately benefit the student on an academic, emotional and social level. Such decisions are to be taken in liaison with teachers, the Head of Department, the Deputy Principal, Principal, parents and any other stakeholder in the child's educational development.

 Sacred Heart College	Sacred Heart College	
	Author: Sacred Heart College Authorized: Primary Management Com Date revised: 22.11.2023 Revision: 3 Policy No:	Policy Title: Primary School Promotion Policy

3. Academic Requirements Policy (Intersen Phase)

PROMOTION REQUIREMENTS

Grade 4-6
English = 50%
Afrikaans/isiZulu = 40%
Mathematics = 40%
1 x Subjects at 40% (Excluding Afrikaans, Mathematics)
1 x Subjects at 30%
Grade 7
English = 50%
Afrikaans/isiZulu = 40%

Mathematics = 40%
1 x Subjects at 40% (Excluding Afrikaans, Mathematics)
1 x Subjects at 30%

SUBJECT WEIGHTING

Weighting for the Subjects		
Subject	Grade 4-6	Grade 7
English	100 points	100 points
Afrikaans/isiZulu	100 points	100 points
Mathematics	100 points	100 points
Natural Sciences & Technology	100 points	
History	50 points	50 points
Geography	50 points	50 points
Natural Sciences		100 points
EMS		50 points
Creative Arts & Design		100 points
Term weighted aggregate	= (Total points ÷ 500) x 100%	= (Total points ÷ 650) x 100%

Other Subjects

Religious Education and Creative Arts (Grade 4-6), Life skills (Grade 5-6) and Guidance (Grade 7) will be reported as a symbol, and will not be included in the student's overall average. PE will receive a separate report.

Symbol Ratings

A+	90-100%
A	80-90%
B	70-80%
C	60-70%
D	50-60%
E	40-50%
F	30-40%
G	0-30%

TERM WEIGHTING

Weightings for each term are as follows:

Term	Grade 4-7
1	30 %
2	35 %
3	35 %