



# MARIST BROTHERS LINMEYER

EAST STREET, PO BOX 40, LINMEYER, 2105 † TELEPHONE: PRIMARY: 011 435 0646/7/8 - HIGH: 011 435 1100 † FAX, PRIMARY: 011 435 1708 - HIGH: 011 435 5886

---

## 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 examinations, 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 pupil 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.

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 6 subjects in the Intersen Phase. Each teacher is required to submit a subject assessment plan for the year 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 tests/cycles/examinations

- 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 o Work should be well spaced (line and paragraph spacing should be at least 1.15).
- o Work should be laid out to minimize 'flicking back and forth' e.g. Comprehension passages and questions on same page or opposite each other.
- o Colour copies of diagrams/maps etc. should be made available to students wherever black and white reproductions will be unclear.
- o The memorandum must be completed and available before moderation.
- o For effective moderation to take place, the test/cycle/examination must be available for moderation at least 7 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.
- o Formal examinations take place in Grade 4 - 7 in the second and third terms each year.

## Reporting

- In Grade R-3 rating codes (1-6) will be used
- Mid-Year and Final-Year examinations for Grade 4 - 6 students will make up 40% of the term mark for terms two and three.
- Mid-Year and Final-Year examinations for Grade 7 students will make up 50% of the term mark for terms two and three.
- On completion of examinations, students will be given an opportunity to review their scripts.
- Final-Year examinations are kept in the school safe for a one year.

## MISSED ASSESSMENTS THROUGH ABSENCE

- Students, who miss an examination for any reason, are required to provide written proof of absence. Students may only miss an examination for the following reasons: □  
Serious ill-health
- Religious observances
- Events granted at Principals' 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 ACCOMODATIONS 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. All affected staff will be informed of names together with the accommodation they are permitted.

Accommodations may include: o additional time o spelling o reader/prompter o reader and scribe o separate venue **PORTFOLIOS**

Subject portfolios: each Subject Head is required to keep a portfolio of all material related to the assessment of all their subjects for the year for each grade.

Each subject portfolio must include the following:

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

- o The assessment plan for the year for each subject and grade that she teaches
- o The formal and informal assessment tasks for each subject and grade taught, including the rubric or marking memorandum (once completed).
- o A copy of the examination papers and marking memorandum for each grade (once completed)
- o The term plan(s) for each subject and grade taught
- o 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.
- **Pass (with conditions):** When a student does not comply with the set requirements but it is felt that it is in his best interest to progress to the next Grade (with certain conditions attached).
- **Not yet competent:** 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 Marist Brothers Linmeyer, 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.

SCALE		ASSESSMENT CRITERIA
6	Excellent performance	Student displays a high level command of all concepts taught and goes beyond expectations independently.
5	Very good performance	Student displays a high level command of most concepts taught and works independently most of the time.
4	Good performance	Student displays competent command of most concepts taught and works independently some of the time.
3	Adequate performance	Student displays some command of the concepts taught but does not work independently yet.
2	Minimal performance	Student meets only the minimum requirements, showing significant weaknesses.
1	Inadequate performance	Student does not meet minimum requirements and displays major weaknesses.

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

- Adequate Performance (Level 3) in the official language of English 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 official language of English at Home Language level and
- Adequate Performance (Level 3) in Mathematics and
- 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 Grade 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 4 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 4 other subjects above 40%, - At least 2 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.

### 3. Academic Requirements Policy (Intersen Phase)

#### PROMOTION REQUIREMENTS

Grade 4-6	Grade 7
English = 50%	English = 50%
Afrikaans/isiZulu = 40%	Afrikaans/isiZulu = 40%
Mathematics = 40%	Mathematics = 40%
4 x Subjects at 40%	4 x Subjects at 40% (Excluding Afrikaans, Mathematics)
1 x Subject at 30%	2 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
Life Skills	100 points Religion = 50 points Creative Arts = 50 points	
Natural Science		100 points
Commerce	-	50 points
Technology	-	50 points
Creative Arts	-	50 points

Life Orientation	-	Religion = 25 points   Guidance = 25 points
<b>Term weighted aggregate</b>	<b>= (Total points ÷ 600) x 100%</b>	<b>= (Total points ÷ 700) x 100%</b>

## TERM WEIGHTING

Weightings for each term are as follows:

Term	Grade 4-6	Grade 7
1	30 %	20 % (S.B.A = 50%, Sum = 50%)
2	35 %	40% (S.B.A = 50%, Sum = 50%)
3	35 %	40% (S.B.A = 50%, Sum = 50%)
S.B.A = School Based Assessment (Tests, Tasks, Exercises, Projects etc.) Summative (Sum) = Exam		

 <b>MARIST BROTHERS LINMEYER WRITTEN TASK/TEST MODERATION</b>					
SUBJECT:					
GRADE:					
ASSESSOR:					
MODERATOR:					
DATE OF TEST/EXAM/TASK					
	Draft 1	Draft 2	Final Draft	COMMENT	
<b>TECHNICAL LAYOUT</b>					
1) TYPOGRAPHICALLY (see below)					
<input type="checkbox"/> User friendly font					
<input type="checkbox"/> Appropriate spaces between questions					
<input type="checkbox"/> Pages numbered					
<input type="checkbox"/> An easy document to work with					
2) MARK ALLOCATION					
<input type="checkbox"/> Marks added up correctly					
<input type="checkbox"/> Mark reflecting the different weighting of different sections/questions					
3) NUMBERING					
<input type="checkbox"/> Clear and correct					
4) SKETCHES/INSERTS/DIAGRAMS					
<input type="checkbox"/> Clear and understandable					
<input type="checkbox"/> Clearly cited and referenced					
<b>LANGUAGE</b>					
<input type="checkbox"/> Clear, uncomplicated and understandable					
<input type="checkbox"/> Relevant subject terminology					
<input type="checkbox"/> Straightforward instructions					
<b>ACADEMICS</b>					
<input type="checkbox"/> Checked against workbook					
<input type="checkbox"/> All relevant areas covered					
<input type="checkbox"/> Different levels, according to Blooms					
<b>MEMORANDUM</b>					
<input type="checkbox"/> Correct with possible alternatives					
<input type="checkbox"/> Corresponding marks					

<input type="checkbox"/> User-friendly				
--	--	--	--	--

PRINTING APPROVED	
HOD	DATE

**Please note: The School may make changes to the policies if and when needed.**



## Marist Brothers Linmeyer



<b>Name</b>	
<b>Cycle/Exam</b>	
<b>Grade</b>	
<b>Date</b>	
<b>Time</b>	
<b>Mark Total</b>	
<b>Special Instructions</b>	
<b>Assessor</b>	
<b>Moderator</b>	



**Marist Brothers  
Linmeyer**

**Marist Brothers Linmeyer**

**Author: Marist Brothers Linmeyer  
Authorized: Exco Date  
revised:  
Revision: 1  
Policy No: MBL**

**Policy Title:**