



POLICY

ACADEMIC POLICY HIGH SCHOOL

This policy document must be read in conjunction with updated policy documents and manuals in particular:

1. National Curriculum Statement (per Learning Area)
2. The required CAP documents
3. IEB Manual for the Assessment of Grade Nine Learners [Updated 2006]
4. IEB Manual for the Moderation of SBA for the NSC
5. IEB Manual for invigilation
6. IEB Subject Assessment Guidelines
7. Any further Circular forwarded by the IEB pertaining to policy change

It remains the teacher's responsibility to ensure that he/she is familiar with and implements the curriculum framework and assessment guidelines outlined above.

SUBJECT HEAD/ HEADS of DEPARTMENT:

Subject Heads will assist with the development and implementation of the curriculum(SAGS) and to offer support, guidance and in-service training. They will also be responsible to be part of a team to evaluate the staff within their subject department. In particular the Subject Head must have a clear vision to ensure that the department is innovative and secures high academic standards.The following subjects have Subject Heads:

1. English Home Language
2. First Additional Language (Afrikaans and Zulu)
3. Second Additional Language (Greek) and Hellenic Studies
4. Mathematics (Maths, Mathematical Lit, AP)
5. Physical Science
6. Life Sciences
7. Geography
8. Art
9. Life Orientation
10. Physical Education
11. History
12. Life Orientation
13. Dramatic Arts

The following subject departments do not have a subject head but are responsible for the running, development and progression of their subject department with an off-campus moderator/mentor:

1. IT
2. CAT
3. Accounting
4. Business Studies
5. Consumer Studies

SUBJECT MEETINGS:

1. Subject Heads are to convene regular meetings (at least once every two weeks) with subject teachers. Minutes of these meetings are to be forwarded to the Academic Director.
2. Single Man Departments are to keep the Academic Director informed (in writing) of developments etc within the department. It is advisable that single man departments create a working rapport with an adjoining school.

SUBJECT FILES:

1. It is the responsibility of each Subject Head/Single Man Department Teacher to keep the Subject File updated.
2. The files remain the responsibility of the Subject Head.
3. The files remain the property of SAHETI School and will become an accurate record keeping of each subject.
4. Each file must contain the following sections:
 - 4.1 Contents Page
 - 4.2 Subject Policy[to be updated by Subject Head/Single Man Department in January 2008]
 - 4.3 National Curriculum Statement (per Learning Area)
 - 4.4 The National Protocol on Assessment for Schools in the General and Further Education and Training Band (Gr R – 12)
 - 4.5 IEB Manual for the Moderation of SBA for the NSC
 - 4.6 IEB Subject Assessment Guidelines
 - 4.7 Any further Circular forwarded by the IEB pertaining to policy change
 - 4.8 Minutes of Subject Meeting
 - 4.9 Grade 8 – 12 Term Work Schedules
 - 4.10 General [any additional material relevant for the department file e.g rubrics]

GENERAL PROCEDURE FOR ACADEMICS AT SAHETI:

1. The academic programme covered at each grade level complies with **recommended curriculum** outlines as indicated in the National Curriculum. In order to enhance and develop individual strengths and minimise weaknesses, the teacher in consultation with the Subject Head may deem it academically viable to adjust the curriculum accordingly so long as minimum requirements are adhered to. **All aspects of the curriculum must be covered; however, additional enrichment is encouraged. In line with directives in national policy documents, each subject/department is to draw up a detailed work schedule .**
2. All pupils will take **English** Home Language, **Afrikaans/isiZulu** First Additional Language (immigrants exempt for 3 years and need to abide by restrictions as outlined in the Assessment Policy Document).
3. **Greek is a compulsory subject** (on the level determined by the Principal :Greek Department in consultation with the teachers , parents and pupil). At Grade 10 level pupils may select to take Modern Greek as a designated IEB examinable subject, or an internally assessed Hellenic Studies.

4. At Grade 8 and 9, all **Learning Areas (plus Greek)** are given **specific allocated times** based on the recommendations made in the National Curriculum: timetable. The following container subjects are taught separately:
 - 5.1 Arts and Culture(Art, Greek Dancing)
 - 5.2 HSS (History, Geography)
 - 5.3 EMS (Business Studies, Accounting)
 - 5.4 NS(Science, Biology)
 - 5.5 LO(LO, PE)
5. In each instance(for 5.1 to 5.5) Subject Heads/One Man Departments are to consult the Subject Assessment Guidelines, Portfolio requirements and Learning Outcomes and allocate to each individual subject.
6. July and November Summative Assessments in Grade 8 – 9 Container Subjects will be tested separately.
7. IBT tests at Grade 8 – 10 are written every year.
8. A Core Skills tests will be written every year.
9. At Grade 10 – 12, subjects offered as Optional subjects may only be offered if **sufficient pupil numbers warrant it**. The decision will be made by the Head, Director(s).

CONFERENCES, TRAINING AND ACADEMIC ENRICHMENT:

1. Training is an on-going process that keeps teachers abreast with new developments and ideas.
2. All **academic staff** are to attend academic conferences, workshops and cluster meetings to ensure that standards are never compromised. All High School staff are to have completed the **ASSESSOR'S COURSE** (40 hours).
3. User Group Conferences remain the key to maintaining open communication within our subject. Where the **IEB User Group Conference** is out of Johannesburg, the Subject Head and at least one additional teacher in the subject must attend. When the conference is based in Johannesburg, all teachers in the Department need to attend the full conference.
4. Where possible, teachers teaching Grade 12 level should have experience having marked external examinations.
5. It remains the teacher's responsibility to keep himself/herself updated by regularly visiting the IEB website and make use of teacher resources.
6. In-service training and sharing ideas and philosophy should become an on-going process within each department. The Subject Head should co-ordinate these.
7. SAHETI School encourages its staff to further their studies in their specialised subject field and sees this as an enrichment of the teaching process.
8. Technology training and enrichment in each subject is required

ASSESSMENT PLAN:

1. Classroom assessment should provide an indication of learner achievement in the most effective and efficient manner by ensuring that adequate evidence of achievement is collected using various forms of assessment.
2. All assessment is to be assessed with a designed rubric which is to be discussed with pupils **prior / to the assessment**. All marked work must have an accompanying rubric attached so that pupils may be aware of the manner in which the mark has been compiled.
3. Classroom assessment should be both **informal and formal**. In both cases feedback should be provided to learners to enhance the learning experience.
4. Informal assessment is the daily monitoring of learners' progress. This is done through observations, discussions, learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with the learners how learning is

progressing. Informal assessment should be used to provide feedback to the learners. Daily informal assessment need not be formally recorded unless the teacher wishes to do so. These informal assessments are merely used for guidelines and assisting pupils in preparation for formal assessment and are not part of the 25% CASS mark unless the teacher deems it otherwise.

5. Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular Subject.
6. In all instances recorded assessment is based on CASS/Portfolio **and** Formal/Summative Testing based according to the assessment criteria as outlined by the National Curriculum.
7. The Programme of Assessment undertaken during the academic year in each subject must be available to SAHETI SCHOOL.
8. Time will be allocated on the school term academic calendar to ensure that sufficient time is allocated to **both portfolio work and summative/ formal testing. Grade Controllers at each Grade will be responsible for the drawing up of a Term Work Schedule. Changes to the schedule may not be made unless these are qualified with the Academic Director and Grade Controller.**
9. All classes within one grade must have the **same assessment criteria assessed on the same work. Standardisation of tasks(both in the paper and the writing) is essential. In this case, it might be necessary to liaise with the Grade Controller to allocate time on the timetable.**
10. Formal assessment in **term one** will comprise of:
 - 10.1 Grades 8 – 9: Assessment will comprise of Continuous Assessment using a variety of measures/forms of assessment to ensure assessment is fair representative sampling of the specific outcomes covered in each learning area. Two standardised formal one hour assessments are to form part of a variety of assessments for term one for those subjects that are not container subjects (English, Afrikaans, isiZulu, Maths, Greek). **Container subjects are each to have one standardised formal one hour assessment as part of a variety of assessments.** In each instance in Grade 8 – 9 ,standardised formal assessments are to be a maximum of 75% of the term mark and 25% CASS mark(or as determined by specific curricula).**Times for all assessments will be allocated on the Term Work Schedule.**
 - 10.2 Grades 10 – 12: Assessment will comprise of Continuous Assessment(25%) and Formal Standardised Summative Assessment(75%) according to the criteria as outlined in the Subject Assessment Guidelines. A summative Assessment Timetable will be issued to pupils and assessments will be written in Examination Venues.
11. **Term Two and Three** will have formal summative assessments (examinations) with full length examinations entered in third term. Portfolio/CASS must comprise the required percentage mark per term as outlined in the relevant national documents.
12. All Formal tests/examinations are to be **standardised and approved by subject teachers** teaching that particular grade to ensure that the standards comply with the required standards and curricula. Where the subject has a **subject head**, the paper must be approved by him/her. All changes made to the examination /test papers by the Subject Head must be carried out in consultation with the teacher who has set the paper.
13. In designing assessments analysis grid(or levels of cognitive ability) need to be used.
14. In Formal Assessment Examinations/tests, past papers may not be used in their entirety. It is strongly recommended as per Principals' Meeting in January 2005, that teachers should use past papers as a guide to setting questions and not use them to repeat questions.
15. For Mid-year and November examinations, pupils will be provided with a study schedule for each subject.
16. Once marking and moderation has occurred of formal tests/exams, marks with CASS/Portfolio assessments need to be discussed with **Subject Head and Academic Head prior to submission.**

MODERATION:

1. Pre and Post Moderation of tasks is essential.
2. The details and directives stipulated in the IEB Manual for the Moderation of School Based Assessment National Senior Certificate need to be followed.
3. Moderation is an essential tool to ensure that equitable standards are kept in place.
4. Moderation should not be a one way channel, but include discussion and agreement within all parties concerned.
5. Examinations need to be moderated by the Subject Head and teachers within the Department. Agreement and discussion from moderation may be an integral part of in service training. Where necessary, discussions arising from the moderation must feed back into the teaching process and assist those pupils in need to assistance.
6. Portfolio assessment tasks need to be moderated .
7. A recommended 10% of the sample group should be moderated.
8. A detailed plan outlining this and the results thereof must form part of the Subject Policy and placed in the subject file. Moderated work needs to be countersigned and dated by those teachers/Subject Heads who are involved in the moderating process.
9. Cluster meetings are compulsory for all teachers concerned.
10. Where a pupil queries his/her mark an additional moderation may take place.
11. The moderation process for end of year examinations will be arranged by the Director of Academics

RECORDING ASSESSMENT:

1. Records of learner performance should provide evidence of the learner's conceptual progression within a grade and her/ his readiness to progress to the next grade. 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.
2. The recorded pieces of evidence should reflect **three to five different** forms of assessment per year. More information on this is provided in the Subject Assessment Guidelines.
3. The requirements for recorded assessment must follow the recommendations in the IEB Subject Assessment Guidelines.
4. The forms of assessment used in Grades 8 and 9 should be appropriate to the age, Learning Area and developmental level of the learners in this phase. The assessment tasks should be carefully designed and weighted to cover all the Assessment Standard of the Learning Area. The design of these tasks should therefore ensure that a variety of skills are assessed. Refer to the Learning Area Assessment Guidelines for examples of tasks.
5. Assessment tasks should give learners opportunities to explore the Learning Area in exciting and varied ways. The most appropriate forms of assessment for each Learning Area are set out in the Learning Area Assessment Guidelines.
6. Portfolio requirements for Grades 12 must follow the minimum requirements as set out by the IEB. Recording of these results must be in accordance to the exemplar as indicated in the IEB Manual for the Moderation of School Based Assessment.
7. All Assessment marks (Summative and CASS) are to be entered on Edadmin mark sheets, checked by the Subject Head and Academic Director and filed in the Mark file in the Data office. It is essential that these records are accurate and up to date as they may be called on for external moderation.

PORTFOLIOS:

1. At 12 level, Teacher Portfolios need to include tasks, assessment criteria, rubrics, record grids and moderation details as prescribed by the IEB.
2. Grade 12 Portfolios need to be kept in a safe place for two years.

PLANNING AND REFLECTION:

1. In January of each year, the matric teachers will be offered the opportunity to reflect on their pupil results and evaluate the past year with possible suggestions and criteria for planning for the following year. This will be done at a meeting with the Head, Academic Director.

PUPIL REPORT BACK:

1. Formal **reports** are issued every term with recorded marks and comments.
2. Grade Controller:
 - 4.1 The Grade Controller is responsible for monitoring and following up academic concerns with teachers and Pupils.
 - 4.2 Academic Director and Subject Heads need to be informed.
 - 2.3 Where necessary, the Educational Psychologist is to be consulted.
 - 2.4 Prior to any recommendation, the Grade Controller is to refer to the pupil file and recommendations and follow up requirements from previous years.
 - 2.5 All interaction is to be followed by written report and placed on record in pupil file and Grade Controller file.
 - 2.6 Grade Controller file will be forwarded to the next GC with a hand-over meeting at year end.
3. Term One: Within the first three weeks of school, the Grade Controller is to hold individual tutor meeting with parent/s and pupil. All pupil to be interviewed. At this meeting the tutor is to :
 - 5.1 introduce the basic concept of the academic programme of the Grade
 - 5.2 Reinforce the 'follow-up' from previous year forwarded at the hand-over meeting from previous GC.
 - 5.3 Goal set.
 - 5.4 Discuss policy pertaining to special leave of absence, grievance.
 - 5.5 Punctuality, work ethic and uniform to be discussed.
 - 5.6 A commitment from pupil re: academic results, academic and cultural commitments.From time to time the above is to be monitored.
4. Term Two: The following will monitor pupil progress:
 - 6.1.1 Parents' Meetings with teachers to discuss Term One progress.
 - 6.1.2 Those Grade 12 parents who do not attend parents' meeting to have follow-up tutorial meeting.
 - 6.1.3 Grade 8 – 12 pupils who require monitoring and feedback need to be monitored.
5. Term Three feedback will consist of:
 - 7.1 Parents' Meetings with teachers to discuss Term Two progress.
 - 7.2 Those Grade 12 parents who do not attend parents' meeting to have follow-up tutorial meeting.

ACADEMIC SUPPORT:

1. **Tutorial lessons** are offered free of charge in the afternoon according to an allocated timetable distributed every term.
2. At Grade 8 level, all pupils are assessed **for reading and comprehension** and, in consultation with the Head, psychologist and teachers, recommended remediation is made.
3. At Grade 9 level pupils are **assessed by the psychologist** in order to assist with subject choices to be made prior to FET phase. An evening is arranged with speakers and to disperse information. Individual interviews with pupils and parents are also conducted. **The Grade Controller (Grade 9) in consultation with Directors will coordinate meeting. The final decision of the subjects selected rests with the pupil and the parents.**
4. **At Grade 10 level**, the Psychologist carries out testing on all pupils for possible support for concessions.

5. A pupil may only be granted concessions at Grade 10 – 12 level once formal approval has been received from IEB. Under exceptional circumstances a reading time concession may be granted to a Grade 8 and 9 pupil should he/she have the recommendation forwarded by a recognised Assessment Specialist recommended by the IEB. This will be done in consultation with the Psychologist.
6. Should a pupil be granted a concession which would require a reader/scribe/separate venue, the cost of invigilation/scribe will be carried by the parent.
7. At **Grade 12 level, pupils are assisted with vocational guidance. The Psychologist co-ordinates testing and interview report back.**
8. The **Grade Controller is the academic support for pupils.** He/she is responsible to monitor academic achievement and assist where additional support is required. Report back to relevant teachers and Executive staff is required.
9. **In all instances accurate records of interviews, action taken etc. needs to be made and filed in(a) the pupil files in the office of the Academic Director and (b) in the Grade Controller's file**

LINK from GRADE 7:

In order to ensure that a link between the Primary and High School Academic programmes continues the following will take place:

1. **Grade 7 Maths and English teachers** will attend subject meetings with the High School Maths and English Departments. This will ensure that policies, criteria etc are worked with greater synergy.
2. In term 3, the **Primary School will hold a meeting with High and Primary School Psychologist and Grade Controller** to give feedback on all pupils who will be entering the High School. At this meeting, support and follow up on testing carried out in the Primary School will be communicated to ensure a safe transition to matric.

PROMOTION REQUIREMENTS:

1. The requirements for end year promotion are in line with the minimum promotion requirements as stipulated by the National Assessment Policy.
2. Should a pupil be promoted conditionally, the details will be discussed first at a promotion meeting and then, at a meeting with the parent. In addition written notification thereof will be given on the report.