



## POLICY

### **Academic Assessment, Evaluation Moderation Policy And Procedure, Exam Protocol**

In the General Education and Training Band (GET), Grade 9 marks the end of the compulsory phase of schooling. The academic policy is determined within the parameters of the following policies:

- South African Schools Act (Act No. 84 of 1996)
- Circular No. 46/2009. Progression and Promotion Requirements for Grades 1 to 9.
- Curriculum and Assessment Policy Documents for Grades R-12 (January 2011)
- Regulations pertaining to the National Curriculum Statement Grades R-12 (Government Gazette No 36041 December 2012).
- Incremental Implementation of African Languages (IIAL)
- Government Gazette No. 39406: November 2015.
- Early Childhood Development Curriculum Guidelines Gr 000 to Gr 3: Endorsed by ISASA and SAHISA.
- SAHETI Primary School 2016 Curriculum Outlines.

**It remains the responsibility of each teacher at SAHETI Primary School to ensure, that he/she is familiar with and implements the curriculum framework and assessment guidelines of the academic policy.**

#### **Content of the Academic Assessment Evaluation and Moderation Policy and Procedure**

1. General Procedure at SAHETI Primary School.
2. Learner Assessment, Concessions/Support; Process and Structures.
3. Minimum Promotion Requirements: Gr 1 – Gr 7.
  - 3.1 Grade 1; 2 and 3 Level Descriptors
  - 3.2 Grade 1; 2 and 3: Band Descriptors
  - 3.3 Intermediate Phase
4. Academic Moderation and Feedback.
5. Academic Protocol: Assessment Structures, Policies and Procedures for Monitoring and Moderation.
  - 5.1 Exam Protocol
    - 1. General:**
      - 1.1 Where revision sessions take place, this revision will be general revision and not revision specifically for the questions in the paper. Pupils need to make time to see the relevant teacher, should they have specific questions/concepts they need to discuss.
      - 1.2 If a pupil arrives late for an exam no extra time will be given, except under circumstances which are beyond the pupil's control. Extra time is sanctioned only by the Vice-Principal of Academics and or Vice-Principal of Greek, if extra time is required for the Greek Exam.
      - 1.3 No-one will be permitted to go to the toilet during the exam. Should a pupil need to go to the toilet, one of the invigilating teachers will walk with the pupil to the toilet and wait for them.
      - 1.4 Only bottled water may be brought into the examination venue.
    - 2. Dress Code:**

2.1 Full School uniform is to be worn. All rules pertaining to school dress code holds.

**3. Stationery:**

- 3.1 Only transparent pencil cases/plastic bags may be used.
- 3.2 Only non-programmable calculators are allowed.
- 3.3 It is good examination practice for pupils to have a spare pen.
- 3.4 Pupils may write in black or blue ink only. **No pencil may be used and no erasable pens to answer questions.**
- 3.5 Borrowing of stationery will not be permitted.

**4. Academic Honesty and Integrity:**

- 4.1 No electronics and or dictionaries are permitted in the examination. This includes among others, cell phones, smart watches, translators. If pupils are found in possession of these during an examination it will be construed as collusion and the necessary action will follow.
- 4.2 When handing in cellular phones for safekeeping, these need to be switched off and collected when the exam has ended.
  - 4.2.1 No cell phones are to be left in bags/packets outside the exam venue. They need to be handed in.
- 4.3 Academic Dishonesty of any form, will result in the pupil receiving **a zero** for that assessment paper and the necessary additional disciplinary action, will be implemented.
- 4.4 If a pupil is found talking or exchanging information during an exam, the appropriate disciplinary measures will be taken.

**5. Illness:**

- 5.1 **In case of illness, where a pupil is too ill to write an examination, the following procedure needs to be adhered to:**
  - 5.1.1 The Grade Controller and Vice-Principal of Academics needs to be contacted before the commencement of the examination.
  - 5.1.2 If a pupil is absent from the examination, the school receptionist must be informed by 08h00. A doctor's certificate must be emailed or delivered to the school by 12h00. The pupil will write the exam on the day of return. If more than one exam is missed due to illness, the Grade Controller needs to inform the Vice-Principal of Academics and an agreement between the Grade Controller and the Vice-Principal of Academics will be agreed to as to when the exam(s) will be written.

This will be communicated to the pupil and teachers involved. An email will be sent to the parents by the Grade Controller, confirming the arrangements and the Vice-Principal of Academics will be copied in the email. Please note that should there be no verifiable doctor's note, the pupil will be awarded 'Failed due to absence.' (F.D.A.).

**6. Marks and Feedback**

- 6.1 As part of our academic policy, examination question papers are moderated by the relevant Subject Head.
- 6.2 Furthermore, marked scripts are moderated to validate standards.
- 6.3 All exam papers are returned to the pupils but may not be taken home. Should a parent wish to see their child's paper, they need to contact the relevant teacher and the script will be made available to them. The pupil needs to accompany their parent to the appointment.
- 7. Returning of Assessment/Formal Tasks to learners.
- 8. Feedback to Parents and Learners.
- 9. Phase/Grade Link Feedback: Structure, Procedure and Programmes in place.
- 10. Entrance Assessment Papers for New Learners: Process, Three Year Review Cycle of Entrance Assessment Papers, Academic Panel.
- 11. Master Subject Files.
- 12. Formal Reports.
- 13. Awards Policy and Prize Giving.
- 14. Immigrant Learners: Policy, Concessions, Accommodations, Reports
- 15. New children.
- 16. Homework and Research Projects.
- 17. Protocol: Individual Education Plan

## 1. **General Procedure at SAHETI and Primary School Text Book Policy**

The academic programme complies with the listed policy and circular documents. Each Subject Leader is responsible for compiling and implementing their Subject Policy in alignment to the CAPS document. Subject Leaders/Grade Controllers (Gr 1 to Gr 3) are to consult with the Vice-Principal of Academics, the Head of Department of the Foundation Phase and the Head of Department of Greek.

- The language of teaching and learning at SAHETI is English. Afrikaans/isiZulu is the First Additional Language and Greek is the Second Additional Language. (Immigrant learners are to abide by the conditions as outlined in the Immigrant section of the Assessment Policy Document).
- Greek is a compulsory subject for all learners at SAHETI. The level for each learner is determined by the Principal of Greek Studies in consultation with the H.O.D. of Greek and the relevant teachers.
- At SAHETI, Afrikaans and isiZulu are given equitable time in grade 1; 2 and 3.
- At Grade One Level there is half an hour Afrikaans and half an hour of isiZulu. The teaching of Afrikaans and isiZulu is purely oral. The focus is on developing vocabulary and a confidence in using the language. At grade two level the learners are exposed to an hour of Afrikaans and an hour of isiZulu. The teaching continues to focus on oral participation. During third term the learners are exposed to the writing of certain words. At grade 3 level the learners have an hour and a half of Afrikaans and an hour and a half of isiZulu. At this stage they are exposed to the writing of basic words/phrases/sentences.
- At the end of Grade 3, pupils are given the choice between isiZulu and Afrikaans.
- On a termly basis each subject leader, the Foundation Head of Department and the Vice-Principal of Greek calls for the record of learner performance from the relevant teachers. The record of learner performance should indicate class activities, formative and summative assessments.
- Each teacher's assessment file/record of work reflects all the dates when a learner is formally assessed. The teacher's 'Record of Learner Performance' reflects the learner's progress for the whole year. Subject Leaders and Heads of Department peruse and or moderate the 'Record of Learner Performance' every term and whenever the need arises.
- Subject Leaders/Foundation Head of Department and Department of Greek include in their subject policy the assessment process and mark allocation of their subject. The assessment process is discussed with the learners and the parents, at the start of each new year and at the Orientation Evenings.
- Subject Leaders, Vice-Principal of Academics and Head of Departments offer support, guidance and in-service training. They form part of the team that evaluates the staff within their subject department.
- Vice-Principal of Academics/Head of Department of Foundation Phase/Vice-Principal of Greek frequently engage in discussions with the Subject Leaders and or teachers (Gr 1 to Gr 3) to monitor, evaluate and follow the learners academic progress and development.
- Moderation process forms part of the Academic Protocol of the School.

### 1.1 **Text Book Policy**

- SAHETI Primary School has no text book policy. An eclectic approach is used. Discussion with regards to relevance and appropriateness of material is discussed with the relevant Subject Leaders/Grade Controllers (Gr 1 to Gr 3). These discussions may include the Vice-Principal of Academics/Heads of Department and Principal. The teachers source the content material and activities from a variety of available resources; e.g. newspapers, websites, current reference/text books.

Where information is sourced electronically it is adapted to suit the context of the school/topic and the curriculum needs provided by the CAP's document.

## 2. **Learner Assessment, Concessions/Support Process and Structures**

- 2.1 The assessment framework for schooling is underpinned by the CAP's Policy Document for Grades R-12 (2011) and Circular No. 46/2009; Progression and Promotion Requirements for Grades 1 to 9.
- 2.2 Our primary purpose of assessment is to improve, grow and support our learners' learning and to reflect and evaluate the relevance of our teaching strategies, delivery methods and the format and type of questions in our assessments.
- 2.3 The intent of appropriate, high quality and fair assessment at our school is to improve and not purely to audit the learner's performance of learning and understanding. Therefore, a range of robust formative tasks as well as

summative assessments are recorded, so as to develop a personalized and authentic learner profile for each of our learners.

- 2.4 Learners who are identified after consultation, discussion and observation (by teacher, phase psychologist, Vice-Principal of Academics/Heads of Department) as experiencing academic challenges may be recommended to the Principal to have the learner sanctioned with appropriate concessions. The learner support process and procedure will be adhered to.
- 2.5 Subject Leader(s)/Grade Controllers (Gr 1 to Gr 3) monitor the specified minimum required tasks, moderation, assessments and weighting of activities as per their subject policy/termly meetings/subject curriculum outlines.
- 2.5.1 Vice-Principal of Academics, Head of Department of Foundation Phase and Head of Department of Greek monitor and follow up with Subject Leaders and Grade Controllers (Gr 1 to Gr 3) with regards to the requirements of minimum tasks, formal assessments, moderation mark spread and weighting of activities.
- 2.6 Learner Assessments and tasks need to always be appropriate to the grade needs and cognitive ability of the learners and the learning area requirements.
- 2.7 Systematic Evaluation such as IBT's, SAT's, MATCH and Diagnostic Reading, Spelling and Maths Assessments are used to compare aggregate information, the learner's chronological age to the appropriate grade level for reading/spelling/maths. Learner achievement and results are used to assist in curriculum development and evaluation of teaching and learning.
- 2.8 **Support Structures**  
The following structures track learner progress:
- Regular communication (formal and informal) between teacher and Subject Leader, Subject Leader and Vice-Principal Academics/Head of Department(s), teacher and learner(s) teacher and parent(s), teacher and phase psychologist.
  - A 'Mark Spread' discussion between teacher and Subject Leader and or teacher and Heads of Department at least one per term.
  - Discussions to identify activities that will provide learners with 'alternative' assessment opportunities e.g. oral explanation of an algorithm, open book assessment.
  - Termly departmental subject meetings chaired by Subject Leader(s)/Head of Department(s)/Vice-Principal of Academics.
  - All formal assessments and identified, tasks by Subject Leader/Grade Controller (Gr 1 to Gr 3), are first moderated by the peer teacher and then by the Subject Leader/Head of Department, as per the Subject Moderation Policy.
  - Termly academic grade meetings, chaired by Vice-Principal of Academics/Head of Department of Foundation Phase. The Principal, all grade teachers including Greek Department are present. Vice-Principal of Academics/Head of Department of Foundation Phase may also request the presence of the phase psychologist or any other teacher.
  - Termly formal feedback to parents for term 1 and term 2.
  - The Learner Support Policy addresses learner difficulties/concessions/therapies.
  - A 'five-week' observation and feedback programme assists all new learners into the fit of the school.
  - Individual Education Plan (I.E.P)

### 3. Minimum Promotion Requirements

#### Grade 1-7

#### Foundation Phase

#### 3.1 Foundation Phase Progression (Grades 1-3): Rating Scale 1-5

- At least a rating code of 2 in Literacy and Numeracy.

Rating	Description of Competence	%
5	Meritorious Achievement	80-100
4	Learner has exceeded requirements	70-79
3	Learner has satisfied requirements	50-69
2	Learner has partially satisfied requirements	40-49
1	Learner has not satisfied requirements	0-39

#### Grade 1; 2 and 3 – Level Descriptors

##### **Level 1: Learner has not satisfied requirements**

- Learner needs assistance in ALL tasks
- Learner demonstrates very little or no understanding or application of required skills/concepts
- Learner completes more than three quarters of the activity inaccurately

##### **Level 2: Learner has partially satisfied requirements**

- Learner needs assistance in the majority, 75% of the task/s
- Learner demonstrates basic understanding with continuous assistance/support
- Learner completes more than half of the work accurately but with assistance

##### **Level 3: Learner has satisfied requirements**

- Learner is able to work independently 50% of the time or more
- Learner demonstrates sound understanding of knowledge taught and is able to apply this knowledge in familiar situations
- Learner completes more than half the work accurately without assistance

##### **Level 4: Learner has exceeded requirements**

- Learner is able to apply learnt knowledge independently in various situations and contexts
- Learner applies and understands concepts/skills easily with no assistance or support
- Learner completes more than three quarters, 75% of any given task or activity independently and accurately

##### **Level 5: Meritorious achievement**

- Learner is able to manipulate learnt skills/concepts into other areas
- Learner exceeds the current grades expectations as he/she demonstrates higher order and metacognition thinking
- Learner completes 90% of all given tasks or activities independently and accurately

#### 3.2 Grade 1; 2 and 3 Foundation Phase Band Specific Description

##### **Level 1: Learner has not satisfied requirements**

- Learner needs assistance in ALL tasks
- Learner demonstrates very little or no understanding or application of required skills/concepts
- Learner completes more than three quarters of the activity inaccurately

**Level 2: Learner has partially satisfied requirements**

- Learner needs assistance/support in the majority, 75% of the task(s)
- Learner demonstrates basic understanding with continuous assistance/support
- Learner completes more than half of the work accurately but with assistance/support

**Level 3: Learner has satisfied requirements**

- Learner is able to work independently 50% of the time or more
- Learner demonstrates sound understanding of knowledge taught and is able to apply this knowledge in familiar situations
- Learner completes half or more than half the work accurately without assistance/support

**Level 4: Learner has exceeded requirements**

- Learner is able to apply learnt knowledge independently in various situations and contexts
- Learner applies and understands concepts/skills easily with no assistance/support
- Learner completes more than three quarters, 75% of any given task or activity independently and accurately

**Level 5: Meritorious achievement**

- Learner is able to manipulate learnt skills/concepts into other areas
- Learner exceeds the current grades expectations as he/she demonstrates higher order and metacognition thinking
- Learner completes 90% of all given tasks or activities independently and accurately

**Intermediate Phase**

**3.3 Intermediate Phase Progression (Grades 4 to 6) and Senior Phase Progression (Grades 7-9) Rating Scale 1-7**

Grade 4-6

- At least a rating code of 4 (50-59%) in English
- At least a rating code of 3 (40-49%) in Mathematics AND Afrikaans/Zulu
- A rating code of 3 (40 – 49%) in any TWO additional learning areas \*

Grade 7

- At least a rating code of 4 (50-59%) in English
- At least a rating code of 3 (40-49%) in Mathematics AND Afrikaans/Zulu
- A rating code of 3 (40 – 49%) in any THREE additional learning areas \*

Rating	Description of Competence		%
7	<i>Outstanding</i>	<i>All aspects of all assessment standards attained</i>	80-100
6	<i>Meritorious</i>	<i>Almost all aspects of all assessment standards attained.</i>	70-79
5	<i>Substantial</i>	<i>Key aspects of all assessment standards achieved.</i>	60-69
4	<i>Adequate</i>	<i>Key aspects of most assessment standards achieved.</i>	50-59
3	<i>Moderate</i>	<i>At least half the assessment standards achieved.</i>	40-49
2	<i>Elementary</i>	<i>A negligible number of assessment standards achieved.</i>	30-39

1	<i>Not achieved</i>	<i>No achievement</i>	0-29
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\*excluding Greek

#### 4. **Academic Protocol: Assessment Structures, Policies, Procedures for Monitoring and Moderation**

The Vice-Principal of Academics (Gr 4 to Gr 7) and the Foundation Phase Head of Department (Gr 1 to Gr 3), in consultation and discussion with the Principal; monitor, evaluate and implement structures and processes that enhance and assist the implementation and monitoring of high quality academic fluency in the school.

4.1 Vice-Principal of Academics holds at least one meeting per term with the Subject Leaders to establish and deliberate over the various academic trends/challenges/innovations and operational needs of the various subjects.

4.2 Foundation Phase Head of Department meets with the Grade Controllers of Gr 1 to Gr 3 and with the Reading Specialist at least once a term to discuss and evaluate the: operational and academic needs, topical and relevant curriculum content, direction, pace, support therapies and the assessment criteria for each subject in each grade.

4.3 Before the end of January, all Subject Leaders and Grade Controllers (Gr 1 to Gr 3) are to submit their Master Files to the Vice-Principal of Academics and to the Foundation Phase Head of Department respectively.

4.3.1 The content page and contents for the Master Files is communicated by the Vice-Principal of Academics to the Subject Leaders. Foundation Phase Head of Department/Vice-Principal of Greek. Documents included in the content page are:

- CAP's Document
- Curriculum Outline Gr 1 – Gr 7
- Subject Policy
- SAHETI Primary School: Academic Assessment, Evaluation and Moderation Policy and Procedure: version 8 October 2017.
- Moderation Policy and Template.
- Appraisal and Reflection: What and by when the Vice-Principal expects from the Subject Leaders/Foundation Phase Head of Department/Vice-Principal of Greek
- Working Document for Primary School Management Team: Reflection Process for Professional Development.
- Formal Assessment Mark Spread Schedule: Template.
- Termly Assessment Schedule: Template.
- Staff Schedule indicating which teachers teach within the department and the classes they teach.
- Staff Preparation Schedule: indicating Prep venue, time(s) and day.
- Termly Formal Assessment(s) and Task Schedule: indicating dates of when the pupils will be assessed formally using class task(s)/activities and assessment(s), teacher(s) responsible for the formal task(s) and the formal assessments.
- Staffing of Department and grades taught by respective teachers .

#### 4.4 **Moderation and Feedback**

Before the Subject Leader moderates any formal assessment and or task, internal moderation takes place. All formal assessments/tasks with their memorandum have to be moderated by the Subject Leader. Only once the Subject Leader has signed the assessments/tasks accompanied by the memorandum, can the assessment papers be typed and run off. All formal assessment results and end of term results are first discussed with the Subject Leader and signed off by the Vice-Principal of Academics/Heads of Departments. Internal moderation is implemented within each department. No marks are entered on Ed-Admin without the signed approval of the Subject Leader/Heads of Department. Assessments Schedules per grade, per subject are submitted to the Principal at the end of each term by the Vice-Principal of Academics and Foundation Head of Department.

All formal assessments are returned to the learners followed by discussion and corrections. Parents/Guardians are requested to peruse their child's assessment paper and to sign that they have seen it. The process of moderation is explained in each subject's policy document.

#### 4.5 **Formal Assessment/Task Schedule/Moderation Schedule**

Continuous, rigorous academic discourse takes place amongst teachers/Subject Leaders/Heads of Departments/Vice-Principal of Academics/Principal, throughout the year.

All teachers are expected to attend conferences/workshops/seminars and cluster meetings to ensure their teaching delivery/content/assessment and pupil-engagement is current and aligned to academic trends, and ethical, professional teaching.

Bloom's Taxonomy , Mathematical Cognitive Assessment Taxonomy, Baretts Taxonomy, Scientific Method, Anderson's Taxonomy are used in designing assessments, formal tasks and classroom lesson delivery.

4.5.1 **Formal Mark/Task Schedules reflect:**

- Grade and class mark symbol spread
- Grade and class average
- Concerns and recommendations
- Strengths
- Moderation: results and paper/question recommendations
- Learners in Support Tutorials
- Failures and recommendations

4.6 **Termly Grade Academic Feedback Meetings**

The Vice-Principal of Academics plots the dates and times on the calendar and communicates the format and template that needs to be used.

- 4.6.1 The termly grade academic meetings are co-ordinated by the relevant Grade Controller in discussion with the Vice-Principal of Academics/ Foundation Phase Head of Department. A template is completed by the Grade Controller and the respective class teachers. Copies are given to the Principal, Vice-Principal of Academics/Foundation Phase Head of Department, Vice-Principal of Greek and the Phase Psychologist.
- 4.6.2 Termly Academic Feedback meetings take place and involve the: relevant teachers, Subject Leaders, Vice-Principal of Academics and Principal.

5. **Returning of Assessments/Formal Tasks to Learners**

All tasks/assessments that are evaluated by the teachers are returned to the learners.

Formal assessments are returned to the learners and the teacher discusses the paper and the appropriate responses. End of year exams are returned to the learners for discussion. However, no end of year exam papers may be taken home. Should a parent/guardian request to see an end of year exam paper, they need to make an appointment with the relevant teacher. The learner is to accompany their parent to the appointment (Gr 4 and Gr 7).

- 5.1 Before a Subject Leader moderates any formal assessment/subject task, internal moderation will have taken place.
- 5.2 All formal assessments with their memorandum are to be moderated by the Subject Leader. Only after moderation and sign off by the Subject Leader, can an assessment paper be typed up and run off.
- 5.3 Formal assessment results and end of term results are first discussed with the Subject Leader/Foundation Phase Head of Department. End of term mark schedules are discussed by the Subject Leaders/Grade Controllers. (Gr 1 to Gr 3) with the Vice-Principal of Academics and the Foundation Phase Head of Department respectively.
- 5.4 After discussion and sign off, the Vice-Principal of Academics and Foundation Phase Head of Department submit copies of end of term schedules to the Principal.
- 5.5 Promotion Schedules/Retention/Condoned Passes/Transfers are all discussed with the Principal by the Vice-Principal of Academics and the Foundation Phase Head of Department and the final signed off schedule Gr 1-Gr 7 is submitted by the Vice-Principal of Academics to the Principal by the third Friday of November.
- 5.6 The Principal submits the Retained, Condoned, Transferred Learner Schedule to the Executive Headmaster.

6. **Feedback to Parents and Learners**

- 6.1 Continuous academic feedback is given by the teacher to the learner. Where there is an academic concern/huge strength the teacher meets with the parent and the learner and strategies/processes are discussed and put in place. If the academic concern continues, the teacher arranges a formal meeting where the parent, phase psychologist, grade controller/Subject Leader and Vice-Principal of Academics/Foundation Phase Head of Department meet.
- 6.2 Formal, termly parent-teacher meetings takes place for term 1 and term 2. During term 3, the teachers only meet with the parents of the learners' who are experiencing promotional difficulties.
- 6.3 The Grade Controllers (Gr 1 to Gr 3) and Subject Leaders monitor the 'report back' of the termly parent-teacher interviews and where follow up meetings are required they report the request to the Vice-Principal of Academics/Foundation Phase Head of Department/Vice-Principal of Greek who then co-ordinate the process further.
- 6.4 The Grade Controllers will monitor the 'report back' from their grade teachers and where additional report back is



required they will co-ordinate the process.

7. **Phase/Grade Link Feedback, Structure, Procedure and Programmes in Place**

In order to ensure academic standards, monitor and track learner growth and development and to be able to evaluate academic subject rigour the following takes place:

- 7.1 Each department meets at least once a term to discuss, evaluate, reflect and or implement policies, processes, procedures and new developments that can strengthen and augment effective teaching, academic standards and assessment. Minutes are taken and circulated.
- 7.2 At the end of each academic year, each grade meets for an official hand over of the learners. Discourse is centred around the strengths and challenges of the learners and to 'red flag' potential concerns with regards to: emotional, social and academic issues that have been identified and communicated to parent, phase psychologist, therapist, Heads of Department, Vice-Principals. The relevant Grade Controller decides when it is necessary for minutes to be taken and circulated to all present and copies to the Vice-Principals, Heads of Department and Principal.
- 7.3 The Grade 7 Grade Controller co-ordinates the meeting with the Grade 8 teachers and the High School Psychologist. All Grade 7 teachers and the phase psychologist are present and each grade 7 learner is discussed.
- 7.4 The High School Subject Advisors meet with the Vice-Principal of Academics and the relevant Subject Leaders at least three times a year to discuss what is needed to develop an efficient, effective and fluid transition between grade 7 and grade 8.
- 7.5 A comprehensive Transition and Orientation Programme is implemented and co-ordinated by the Grade 1 Grade Controller for the Grade R's entering Grade One. The purpose and format of the programme is communicated by the Grade 1 Grade Controller to all the Grade R parents, Grade 1 teachers and Management Team.
- 7.6 For the Grade 3 to Grade 4 Transition Programme, the Grade 4 Grade Controller, consults with the Vice-Principal of Academics, both phase psychologists, Greek Department and all the grade 4 class teachers. The Grade Controller organizes, co-ordinates and communicates the Grade 4 Transition Programme to the Grade 3 parents, learners and Management Team.

8. **Entrance Assessment Papers For New Learners: Process, Academic Panel, Three Year Review Cycle of Entrance Assessment Papers**

**8.1 Process**

All entrance assessment papers for Grade 1 to Grade 3 are set by the relevant grade controller and grade teachers. The papers are moderated and signed off by the Foundation Phase Head of Department. Entrance papers consist of a Literacy and Numeracy component and are aligned to the skills and requirements of the CAP's document. Each component has a time allocation of 30 minutes.

Entrance Assessment Papers for Gr 4 to Gr 7 are set by the appointed focus driver for each grade as communicated by the English Language and Mathematics Subject Leaders. Entrance Assessment Papers for each grade, have an English Language and Mathematics component to them. Each component has a time allocation of 60 minutes. The Entrance Assessment Papers and their memorandums are moderated by the relevant Subject Leaders. Grade 4 to Grade 7 Entrance Assessment Papers are signed off by the Vice-Principal of Academics.

All Entrance Assessment Papers with their memorandums are kept by the Admissions Secretary.

**8.2 Three Year Review Cycle For Entrance Assessment Papers**

Entrance Assessment Papers are revised and evaluated on a three year cycle. By the end of the second term of 2016 all entrance assessment papers and memorandums will have been reviewed. The next review cycle will be at the end of the second term, of 2019.

**8.3 Academic Panel**

The Principal reviews the learners responses and the mark obtained by the learner. In the event where the Principal has concerns with the learner not meeting the required accepted level of entry into the school, the Principal will request input, evaluation and discussion from the:

Phase Psychologist, Vice-Principal of Academics/Foundation Phase Head of Department and or Subject Leaders/Grade Controllers.

The academic panel will decide on the most appropriate process, that will need to be followed through by the parents so as to have the learner considered for placement into the school. If the panel feels the school is not the right fit for the learner that will be communicated and the reasons provided.

The Admissions Secretary will communicate acceptance/non acceptance to the parents and or the requirements for further consideration and discussion.

- 8.3.1 Admissions Secretary emails all letters of acceptance and or conditional acceptance to the relevant Grade Controller, Vice-Principal of Academics/Foundation Phase Head of Department, Vice-Principal of Greek, Vice-Principal of Student Affairs, Principal of Greek Studies and Principal.
- 8.3.2 The 'five week' new learner observation programme then follows.

## 9. **Master Subject Files**

All Master Subject files are checked and signed off for compliance by the end of January, of each academic year. The Vice-Principal of Academics checks and signs off the Master Files of the Subject Leaders and the Foundation Head of Department checks and signs off the Master Files for Gr 1 to Gr 3. Subject Master Files are the property of the school.

## 10. **Formal Reports**

- The school may not withhold the formal report of a learner, for whatever reason.
- A learner's formal report should not contain any errors.
- All formal reports must have the signature of the Principal.
- Reprinted reports will only be signed by the Principal if the original report is attached and the reason(s) for reprint are signed off by the Vice-Principal of Academics/Foundation Phase Head of Department/Vice-Principal of Greek.

## 11. **Awards Policy and Prize Giving (Gr 4 to Gr 7)**

The Prize Giving format and awards criteria is determined by the School. The Awards Policy for Prize Giving is available on the school's website and hard copies are on display in each grade 4 to grade 7 classroom.

The awards criteria for each section; academic, sport and cultural are determined by the teachers and coaches in consultation and discussions with the Principal, Vice-Principals and Head of Departments.

All awards criteria (sport, cultural, academic) are explained carefully to the learners by the sport co-ordinators/cultural co-ordinators and grade controllers respectively. If learners are unclear about something they are to speak to the Head of Department of Sport/Cultural/Greek and or the relevant Vice-Principal.

Should it be determined by the school that a subject and or activity needs to have their awards criteria reviewed and changed, the amended criteria will be communicated to the teachers, parents and learners by the relevant Vice-Principal. The revised criteria will be emailed to the parents and the amended awards criteria policy displayed on the school's website.

There are two Prize Giving Ceremonies; Grade 4 to Grade 6 and the Grade 7 Prize Giving Assembly which is attended by all learners from grade 1 to grade 7.

## 12. **IMMIGRANTS**

### **Immigrant Status**

For a learner to qualify for First Additional Language exemption in Grade 12 the learner has to:

Be a child of a diplomatic representative or a dependant of a diplomatic representative of a foreign government accredited in South Africa, or

A person who first entered a South African School in Grade 7 or in a more senior grade.

- 12.1 If a learner arrives in the country and cannot speak any official language and his or her mother language is not Greek: The learner will receive concessions in:
  - The First Additional Language for the first year.
  - Greek for the first six months and thereafter the learner's situation will be reviewed. (Vice-Principal Academics and or H.O.D. Foundation Phase and Grade Controller to monitor situation and liaise with class teacher and language leader).
  - During the First Additional and Second Additional Language lessons the learner will receive assistance in the Language of Instruction and Learning from a tutor (at the parent's cost) and work on computer language

programmes in the library (when available). The Grade Controller, Language Teacher and Subject Leader to organize and monitor.

12.2 If a learner arrives in the country and cannot speak any official language and his/her mother tongue is Greek, the learner will receive concessions in:

- The First Additional Language for the first year.
- Attend Greek as specified by the Principal of Greek Studies.
- During the First Additional Language periods the learner will receive assistance in the Language of Instruction and Learning from a tutor (at the parent's cost) and work on computer language programmes in the library. (Grade Controller, Language Teacher and Subject Leader to organize and monitor).

12.3 If a learner arrives in the country and his/her language of learning is English the learner will during the course of the year receive concessions in Greek and the concessions will be reviewed by the Principal of Greek Studies.

- Receive concessions from the First Additional Language for the first year.

12.4 Immigrant learners will follow the academic programme with the necessary concession in consultation with: Executive Headmaster, Principal Primary School, Principal of Greek Studies, Vice-Principal Academics and or H.O.D. of Foundation Phase/Vice-Principal of Greek/Class Teacher, Phase Psychologist.

### 12.5 **Immigrant Learner Reports**

For the first six months of their first year, immigrant children will receive a typed report with teacher comments on it.

- If the learner attends Greek a Greek report will accompany the teacher observation comments.
- If the learner's medium of learning and communication is English, the learner will receive a report accompanied by teacher comments in the other learning areas.
- Immigrant learner(s) will be allowed a dictionary and teacher assistance for all class activities and formal assessments. (1<sup>st</sup> year).
- Immigrant Learner reports are to be typed by the Principal's secretary.

### 13. **New Children**

- An 'Information Form' requesting various academic, social and emotional details is completed by all parents of all new children into the school.
- All new children write an entrance exam and this is assessed by the relevant subject teacher. The Principal evaluates the responses on the assessment papers and where the learners has not met the correct entrance level of acceptance a discussion with the Vice-Principal, Academic Panel and Phase Psychologist takes place and the agreed process is then followed through.
- A letter of acceptance/non-acceptance is issued to each learner upon acceptance into the school.
- A copy of the Letter of Acceptance is emailed by the Admissions Secretary to the relevant Grade Controller, Vice-Principals, Heads of Department, Principals.
- A five-week observation programme follows and a 'Five-week' report back form is completed by all the teachers who are involved with the learner.
- The class teacher sets a meeting with the parents. The aim of this meeting is to provide constructive feedback from the observations made by the various teachers and to receive feedback from the parents.

### 14 **Homework and Research Projects**

The objective of Homework is to assist and improve learning and to strengthen the skills and understanding gained in the classroom. Homework is marked by the learners from a memorandum or by the teacher or by the learners following instructions from the teacher. No homework is given over a weekend, during a mid-term break and or over the holidays.

Homework is assigned not simply as a matter of routine, but when there is a clear purpose in regards to learner learning.

The purpose of giving homework is to:

- complete and or revise/reinforce a task that has been taught in class.
- prepare material for an oral presentation that will be delivered during class time.
- evaluate and assess the understanding of the learner's prior knowledge and skills that the learner has been exposed to.
- explore and gather information and material for a research topic that will be compiled and completed in class.
- prepare learning for a formal assessment.
- practice reading fluency.

- assist the learner's comprehension and reading skills and fluency.
- reinforce the learning and use of new vocabulary/spelling words.
- practice 'number bonds' and 'time table' exercises.
- problem solve questions in consultation and discussion with peers/parents/teachers and or assigned person.

**Process**

Each Grade Controller (Gr 4 to Gr 7) emails the homework sheet to the Principal's Secretary on a Thursday morning. The Principal's Secretary emails the Homework Sheet to the respective grades' parents. The homework specified is required for the following week.

Gr 1 to Gr 3 Grade Controllers issue hard copies of the Homework Sheet to their learners on a Monday morning, detailing what is expected for the week.

**Research Projects Gr 1 – Gr 7**

No research project(s) may be completed and or compiled at home. Research Project(s) are completed during class time, under the observation, guidance and direction of the teacher.

**Mrs Sophia Zachariou**  
**Principal: Primary School**