

DATA MANAGEMENT POLICY

1. Introduction

Without a well-maintained system of record keeping for learner examination and test performance there will be nothing to build on. Records provide a long-term profile of achievement for each learner.

It is noteworthy that every effort must be made to use the results of examinations and tests as feedback mechanisms for further development of learner learning, teaching strategies, and other curriculum processes.

Blessed Perfect Academy makes use of the SA-SAMS programme, supplied by the Department of Education, to capture, control, summarise and export all school related data. All institutional data is owned by Blessed Perfect Academy and, as such, all members of the School community are responsible for appropriately respecting and protecting the asset.

This policy establishes uniform data management standards and identifies the shared responsibilities for assuring the integrity of the data and that it efficiently and effectively serves the needs of the School.

This policy applies to data used in the administration of the School and all of its units, such as General School Information, Human Resource Information, Attendance, Assessments, Learner and Parent information, Annual National Assessments, Financial Information, Curriculum Information and Physical Resources.

2. Guiding Principles

- 2.1 In order for the School to effectively manage and safeguard the School data, procedures must be in place to guide appropriate data access, ensure the security of the data, and provide a means to address procedural exceptions.
- 2.2 Roles, including those both of individuals with data responsibilities and of eligible users, are necessary to support data integrity and security.
- 2.3 Sharing information across organisational boundaries should be facilitated where appropriate.

3. Learner Assessment Records

- 3.1 Keeping up-to-date records of all learner tests, assessment and examination scores is important but other related records are equally valuable. This form record keeping is each grade/subject educator's responsibility.

- 3.2 The overall objective of the school is to have as complete a record of the growth and progress of each learner, as an individual, as possible. For this purpose, continuous assessment records, term class reports, special incident accounts, and the normal data found in the learner's file all contribute significantly
- 3.3 Educators must keep up to date mark sheets of the learners' progress, each educator must carefully gather records and evidence of learner performance to justify the final promotion mark a learner receives at the end of the year.
- 3.4 Educators must keep these mark sheets electronically/in files/books/folders or any other form that suits the particular educator.
- 3.5 Comprehensive records of each learner's achievement in every test, school based assessment and Examination must be recorded.
- 3.6 Mark sheets must at least have the following information:
- Subject;
 - Grade and class;
 - Learners' names;
 - Dates of assessment;
 - Names of the formal assessment tasks
 - The results of formal assessment tasks
- 3.7 These marks are converted to percentages which are used to create schedules, the schedules, in turn, are used to create quarterly reports for the learners.
- 3.8 Quarterly reports are sent home to learners' parents each term.
- 3.9 Each educator is required to create an analysis of his/her assessment records quarterly i.e. indicating the number of learners performing at each level of the 7-point rating scale. This gives the principal and the educator a good indication of the overall performance level of learners within each grade and subject.

4. Management of Learner Assessment Record

- 4.1 It is very important to have a clear, well managed system of storing and retrieving learner records.
- 4.2 It is vital to have secure places for keeping the records to maintain confidentiality. Each Educator has a cupboard in his/her classroom with a lock on it; classrooms are fitted with alarms and kept locked at all times. These are used as secure storage spaces.
- 4.3 It is also necessary to manage the system, ensuring everyone is doing the work well and reviewing procedures to find ways for improvement.



- 4.4 Each grade/subject educator is responsible for assessing the learners and recording the marks. He/she is also responsible for capturing these marks correctly on the grade specific mark sheet for quarterly report creation. Each educator has a personal assessment file/book for this purpose, which is kept locked in his/her classroom for confidentiality and safe keeping.
- 4.5 Once each grade's mark sheet is complete (indicates a mark for each subject), they are used to generate schedules and then are submitted to the school office where it is the responsibility of the school administrator to enter these marks into her system which automatically creates the learner's quarterly reports. The assessment records remain protected as the school computers are located in the school office (which is also fitted with an alarm) and are password protected.
- 4.6 Quarterly reports are printed and accuracy of marks is checked by each registration educator. Comments, signatures, and days absent are added and the reports are sent home to the learners' parents.
- 4.7 The assessment records are also entered into the school's Management Information System, SA-SAMS. It is the responsibility of the SA-SAMS Manager to collect the assessment records from each educator, for each assessment and to enter them into the system. SA-SAMS serves as an archiving tool.

5. Schedules

- 5.1 Educators are responsible for the completion and storage of their Registration Class Schedules and/or mark forms.
- 5.2 Schedules in the Foundation Phase are completed four times a year.
- 5.3 For the first three terms Intermediate Phase educators complete a separate form indicating each learner's marks for the creation of quarterly reports, in the fourth term, the Intermediate Phase completes a schedule to be submitted to the circuit office.
- 5.4 The information may be stored manually or electronically, as is the HOD/educator's preference.
- 5.5 The end-of-year schedule indicates each learner's performance across all four school terms.
- 5.6 Each Educator has a cupboard in his/her classroom with a lock on it; classrooms are fitted with alarms and kept locked at all times.



These are used as secure storage spaces. The current year's progression schedules are kept in assessment files/books, locked in the grade/subject educator's classroom cupboards.

5.7 Schedules contain the following information:

- (a) Name of the school and school stamp;
- (b) Date;
- (c) List of names and surnames of learners in each grade or class;
- (d) Admission number of each learner;
- (e) Date of birth of each learner;
- (f) Gender of each learner;
- (g) Age of each learner;
- (h) Number of years in a phase
- (i) Codes and percentages of each learner
- (j) Signature of educator, principal
- (k) The final Progression Schedule (4th term) indicates whether learners are ready to progress to the next grade (RP) or not (NRP)

5.8 The-end-of-year schedules are kept at the school in the central storage room for 5 years.

5.9 Schedule (or Intermediate equivalents) should be used for drawing up reports.

5.10 Schedules for each grade are submitted to the district in hard copy.

6. Reports

6.1 Quarterly reports are issued to learners as feedback regarding academic achievement during the term.

6.2 Reports are formal documents and may not contain any errors, corrections etc.

6.3 Quarterly reports show learner performance for that term and any previous terms, the end-of-year report card shows the whole year's performance and the final promotion mark; marks are indicated by percentages and codes.

6.4 Comments must be added by registration educators to provide more information on the strengths and developmental needs of the learners.

6.5 Reports indicate the following information:

- Name of the learner, grade and class of the learners, date of birth, school attendance profile.
- School details, year and term, opening and closing dates



- 6.6 Reports are generated electronically; absentees, comments and signatures are added by hand.
- 6.7 Safeguarding of reports is ensured due to the fact that they are generated electronically; computers are stored in the school offices which are alarm protected. The computers themselves are also password protected. It is the secretary's responsibility to ensure that no one can access the computer programme containing the report information.
- 6.8 Once printed for comment and signature, each respective educator ensures that they remain locked in his/her classroom cupboard until they are given to the learners.
- 6.9 Reports are archived electronically.

7. Learner Profiles

- 7.1 At Blessed Perfect Academy, day to day updating of all learner information is done in the learner profiles (hard copy folders in which all learner information is collected).
- 7.2 Learner profiles are kept for each learner; these documents are 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 they are passed on from school to school.
- 7.3 Each learner also has a profile on the SA-SAMS programme which includes all their biographical information, assessment records etc.
- 7.4 Information on each learner is collected by registration educators, in the hard copy Learner Profiles and then periodically entered into the SA-SAMS programme for safe keeping and ease of access.

8. Management of Learner Profiles

- 8.1 A Learner's Profile should be kept at school and will be moved from one school to the next when the learner moves to a new school.
- 8.2 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 Registration educator of the class. These hard copy learner profiles are locked in each educator's classroom cupboards.



- 8.3 Learner Profiles are compiled in Grade R and continue until the learner completes Grade 12. Once the learner has passed Grade 12 or exited the schooling system, the learner profile should be stored in the last school attended for a period of three years, then destroyed.
- 8.4 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.
- 8.5 The learner profiles are confidential. Sensitive information like the health status of the learner may not be divulged to anyone without the written permission of the parents or guardians.
- 8.6 The 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.
- 8.7 When a new learner is admitted to the school, the parents/guardians furnish the school with all applicable information regarding the learner on the Application Form.
- 8.8 The principal of the new/next school must request the Learner's Profile from the previous school within three months of the learner's admittance. If the school does not receive the Profile, the registration educator creates a new Learner Profile for the learner, using information from the Application form.
- 8.9 It is the registration educator's responsibility to, at the end of each term, update each learner profile with information such as days absent, sick notes, parent involvement, emotional and social behaviour etc.
- 8.10 At the end of each year the registration educator adds a copy of each learner's final report to the profile and completes the final section of the profile indicating progression or retention.
- 8.11 At the end of each year, the learner profiles are passed to the registration educator who will have those learners in his/her registration class in the following year.
- 8.12 If a learner leaves the school, his/her learner profile is sent to the front office where it is stored in a locked filing cabinet until the learner's new school contacts Blessed Perfect Academy to request the learner's profile.



8.13 All information recorded in the hard copy learner profiles is entered into the SA-SAMS programme, this is the responsibility of the SA-SAMS Manager.

9. Educators' Files

9.1 All educators must keep a file containing evidence of their teaching and assessment, i.e. Annual teaching plan, Assessment plan, Formal assessment tasks, Tests, Exams and Memo's, and any resources used

9.2 Mark sheets indicating learners' marks for each formal assessment task and any notes or information on specific learners needing/receiving intervention.

9.3 It is the educators' responsibility to ensure that the information in their assessment files is kept up to date.

9.4 The formally recorded assessment tasks should be clearly marked or indicated in the educator's file.

9.5 Educators' files should always be available on request for moderation and accountability purposes.

9.6 These are stored securely in each educator's classroom.

10. SA-SAMS Data Administration

10.1 Access and Confidentiality

Access to School data should be based on the needs of the organisation and should enhance the ability of the School to achieve its mission.

Access to SA-SAMS is strictly limited to:

- The Principal
- The Financial Manager
- The SA-SAMS Manager

10.2 Training

Before individuals will be allowed to access School data, training in the use and attributes of SA-SAMS is necessary.

10.3 Principal and Financial Manager Responsibilities

Make General School Information available to the SA-SAMS Manager.

Financial manager should manage the "Financial Assistant", "Staff leave" and any other aspects on the SA-SAMS system that fall under her job description.

10.4 Educator Roles and Responsibilities include, but are not limited to:



- All data collected from the learners and the learner's parents or caregivers must be thoroughly checked and verified before it is entered into learner profile and given to the SA-SAMS Manager.
- If a new learner arrives a learner profile must be requested from the previous school; if none is available, a learner profile must be created; this learner's information must be given to the SA-SAMS Manager.
- If a learner leaves the school, the learner profile must be sent to the school office and the SA-SAMS Manager must be informed.
- All assessment records must be kept in a clear format to ensure that data capturing is easy and functional.
- All personal information must be given correctly to the SA-SAMS Manager, and updated if any information changes.
- All classroom absentees must be recorded and kept up to date, and must be readily available when required by the SA-SAMS Manager.
- All educators must sign in and out in order to keep the Staff Attendance Register up to date.

10.5 SA-SAMS Manager

The SA-SAMS Manager is a typical operational manager in a functional area with day-to-day responsibilities of managing all data required for the smooth running of the school.

The SA-SAMS Manager responsibilities include, but are not limited to:

- Attendance of all courses offered by the Department of Education concerning SA-SAMS must be attended; he/she must ensure that the relevant equipment and data is available.
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- All data required by SA-SAMS must be entered into the programme in accordance with the DoE instructions and regulations.
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- All data must be updated as changes in staff/learners occur.
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- The following are aspects of SA-SAMS that must be kept up to date:
 - General School Information: School Details, Cycle Information, Class information, School Subjects, School Educator and Staff Terms, School Educator and Staff Term Days, Feeder Schools, Year Planner, General Settings
 - Human Resource Information: Educator Information, Educator subject teaching experience, Staff/Public Servant Information,



Training Categories, INSET Training Records, SA Interview Records, HR Dashboard, EMIS HR Printouts, Weekly Educator Attendance, Weekly Staff Attendance, Individual Absences, Attendance Statistics

- Learner and Parent Information: Learner Data Files, Learner Attendance Data, Statistical Data and Reports, Demerits and Merit Module (not yet in use), Reporting Language, Subject Registration summary, NSC Exam Registration, Learner Promotions
- Learner Listings
- Governance Information: Governance Body, Safe School Committee, Misconduct/Discipline, Finance, Maintain Training Categories/ Courses
- Standard Letters and Forms: Standardised Mail Merge Letter, Print Blank Application Forms, Completed Data Forms (not yet in use)
- Annual National Assessments: Final Marks, Registration Schedule, Learner Reports
- Curriculum Related Data: Setup Subjects and subject choices, School Based Assessment, Learner Progress Reports, Curriculum Related Schedules, and Printouts
- Time tabling assistant (not yet in use)
- Physical Resources: Learner support Materials, Fixed Assets, Infrastructure Register, Stock Reconciliation to GL
- Library Module
- Security and Database Functions
- Lurits Approval Module

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 _____
School Management

Date: _____

Signed _____
Principal

Date: _____

Signed _____
Educator Representative

Date: _____

