

EVALUATION, DESIGN AND DEVELOPMENT OF LEARNING PROGRAMMES

POLICY STATEMENT:

Blessed Perfect Academy commits to the following:

- that all activities of the organization will be carried out in a systematic manner in accordance with defined and documented policies and procedures; will meet applicable legislative requirements; will be visible and measurable, and will ensure that the needs of learners are met.
- Blessed Perfect Academy realises that quality is the responsibility of all Blessed Perfect Academy associates and staff. The school will promote a quality culture within the organisation by means of sharing information; including staff in decision making, and delegating specific quality management functions to suitably skilled and competent persons.

PURPOSE OF THIS POLICY

Teaching and Learning in the context of the school

Academic Subjects offered:

Foundation Phase:

- Home Language
- First Additional Language
- Mathematics
- Life Skills

Intermediate Phase:

- Home Language
- First Additional Language
- Mathematics
- Natural Sciences & Technology
- Social Sciences
- Life Skills

Senior Phase:

- Home Language
- First Additional Language
- Mathematics
- Economic and Management Sciences
- Arts and Culture
- Social Sciences
- Life Orientation
- Creative Arts
- Technology
- Natural Science

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- Home Language
- First Additional Language
- Mathematics
- Mathematical Literacy
- Life Orientation
- Accounting
- Business Studies
- Economics
- Geography
- History
- Life Sciences
- Physical Science



- Tourism
- Computer Application Technology
- Agricultural Sciences

Curriculum Assessment Policy Statement (CAPS)

Blessed Perfect Academy designs and delivers learning programs and assessments for the qualifications it offers in accordance with the policy requirements of the qualifications as registered on the General and Further Education and Training Phase, and provides appropriate support for learning.

The school conducts, and takes responsibility for the standard of internal continuous assessment. The school undertakes external assessment in compliance with the directives of the national policy that governs the qualification, policies and directives of Umalusi Council and the relevant assessment body.

The quality of the school's teaching, learning and assessment is effectively monitored for improvement.

School results and school performance are evaluated and used to inform continuous improvement in the quality of provision with specific reference to the quality of learner achievements and assessment outcomes, and stakeholder satisfaction levels. This is done using statistics in all the Phases as well as the Progress and Promotion schedules.

The Policy for the Development of Learning Programmes and the Monitoring and Reporting thereof

CAPS:

The educator implements the CAPS document, which is a standardised document, and the implementation is monitored by the relevant Subject Head. The planning and delivery of the CAPS document is ongoing and is subject specific. The educator will include Accommodation and Enrichment tasks. The educator will accommodate learners on an Individual Education Plan (I.E.P). Evidence of this is provided in the form of the actual CAPS document, CAPS aligned textbooks and workbooks, and planning which meets the CAPS requirements. School Based Assessment (SBA) tasks and pre and post-moderation of these tasks also provide evidence of this. School reports provide a further form of evidence.

TEXTBOOKS/EBOOKS:

Textbooks are either prescribed by the Department of Education or are chosen by the subject educator, or Subject Head. The selection is usually made in the second half of the academic year. Textbooks are selected either from the Learner Educator Support Material (LTSM) lists provided by the Department of Education and the various publishing houses. All textbooks selected are CAPS aligned. Textbooks used in previous years are also evaluated for suitability. All textbooks selected are at the appropriate levels, and facilitate ease of teaching and learning.



PUPIL WORKBOOKS:

The subject educator and the pupils are responsible for the quality and content of the work in the pupils' workbooks. The content of the workbooks will be subject specific. The monitoring of the quality of the work will be done by the subject educator according to internal departmental marking and working guidelines. The monitoring of the workbooks is to be done by the Subject Heads. and /or the HOD. The workbooks will be checked to see if work has been done according to the term plan, that the work done is CAPS compliant and that the workbooks have been marked.

OTHER RESOURCES:

(Library, Classroom Aids, etc) The educators, HODs and Subject Heads will be responsible for the choosing and acquisition of these resources. The resources chosen will be subject specific.

The materials sourced will need to be CAPS related materials which supplement the CAPS curriculum. The materials can be put on display or used by the pupils (as in case of the library). These resources will assist pupils with barriers to learning. The evidence of usage of these resources will be noted in class observations, and will be on display in classrooms. The library will have a record of books borrowed by pupils and educators alike. This will be kept by the educator in charge of running the library.

PREPARATION FILE CONTENT:

Educator's Preparation files are the responsibility of the subject educator. The files need to contain the following documents for each subject: the CAPS document; an annual overview of the curriculum; the Annual Teaching Plan for that subject; the Assessment Plan for each term; the Weekly/Daily records for the subject; examples of worksheets used (these can be kept in a separate file).

The purpose of the Preparation file is to ensure that the work covered is CAPS aligned and that the correct content is being covered. The term plans and weekly/daily records act as a pace setter to ensure that the content is covered timeously. Monitoring of the Educator's Preparation file is done by the Head of Phase (HOD) or the Subject Head. This is done at the beginning of each term. A file feedback form from the HOD or the Subject Head will give comment on, and guidance to, the subject educator.

WEEKLY PREPARATION/ DELIVERY OF LESSONS:

The weekly preparation of lessons will be guided by the CAPS document. The subject educator will ensure that records of lessons taught are kept and recorded on a weekly/daily planner. These records will help to ensure that the content of the lessons is CAPS aligned and that content is being covered at the required pace. Book checks of the pupils' books will serve to monitor this so too will classroom observations. Weekly/daily planner should correlate with the dated work in the pupils' books.



ASSESSMENTS:

The subject educator is responsible for the setting of the assessment tasks. The nature of the task is determined by the CAPS document. The HOD and the Subject Head will moderate the School Based Assessment (SBA) file. The Formal Assessment Programme is subject specific and consists of: tests, examinations, and assignments. The quality of these assessments is assured by pre and post moderation of the assessments, the memoranda, and the marking process. A weighting grid for each assessment is done. This too, is subject specific. An assessment establishes whether or not a learner has met the pass requirements for a specific subject and it helps to identify areas of strength and weakness in the individual as well as the group. Evidence of the assessment results is kept in the form of mark sheets and the subject SBA files. An assessment letter is sent by the HOD to parents at the beginning of each term/examination period, to notify them of the assessment programme for the coming term.

UNIT STANDARDS/OUTCOMES:

The Unit Standards and outcomes are done for each subject. The educator will ensure that these are adhered to. The Head of Phase (HOD) will check to see if this is being done correctly by checking educators and pupils' portfolios once a term. The requirements for the portfolios are course specific. All the portfolios will need to contain a copy and evidence of the prescribed tasks as well as a summative assessment. All tasks and assessments must be in both the educator's and pupils' files. An external moderator from the service provider will evaluate the work done every 6 months.

OTHER RESOURCES:

The use of resources will be at the discretion of the educator and the HOD. Additional resources can be drawn from books and the internet. Teaching aids can also be used. The use of these additional resources will be monitored by the HOD when doing termly portfolio checks and when doing classroom observations. This will be recorded in a portfolio check report and a classroom observation report.

ASSESSMENTS:

The assessments are conducted by the educator/assessor and the HOD. Copies of all assessments and assignments, as well as evidence of practical assessments done, are kept in the educator's and pupils' files. Should an assignment be considered as inappropriate for the Blessed Perfect Academy environment or pupils, it can be changed or adapted. This change needs to be externally moderated before it can be given to the pupils.



Once a term, the HOD will check the educator's and pupils' assessment files. The HOD will send an assessment report to the service provider. The pupils will receive an internal school report at the completion of the course.

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: _____

