

EVALUATION, MONITORING AND REPORTING ON THE QUALITY OF DELIVERY OF TEACHING AND LEARNING

PURPOSE

The purpose of this policy is to provide guidelines on the Evaluation, Monitoring and Reporting on the quality of delivery of teaching and learning.

The processes described herein are underpinned by the following national policy documents

- National Curriculum Statements Grade R-12;
- Curriculum and Assessment Policy Statements;
- National Protocol for Assessment Grades R-12;
- National policy pertaining to the programme and promotion requirements of the

PROCESS

Blessed Perfect Academy Teaching and Learning Policy, informs all of our operations around evaluating, monitoring, and reporting on the quality of delivery of teaching and learning. Furthermore, it is recognised that it is the responsibility of all teachers and support staff to implement and uphold the frameworks of individualized education as laid out in these documents.

To ensure that the curriculum is delivered successfully, structures have been put in place which enables teachers to develop and display their competence.

These structures include:

Curriculum Planning:

Year Planning:

- It is the responsibility of the HOD to ensure that, where certain CAPS content is not addressed that year, it is covered at another time within that educational phase.
- Planning objectives: major themes or modules; integrated theme weeks (eg. heritage week), outings, tours.
- Budget
- Necessary teaching resources
- Stationery requirements

Monthly Planning:

- Monthly planning meetings take place during staff development meetings and subject meetings.
- Planning objectives: reflection (month behind); assess prior knowledge (vertical planning and content tracking); school activities (e.g. inter-house);

assessment standardization; thinking skills bridging; specialist content integration (cross-curricular activities)

Weekly/Daily Planning

- Weekly planning takes place during timetabled prep meetings or subject meetings.
- Planning objectives: detailed lesson plans (methodology); assessment moderation and reflection; task delegation; completion of personal planning document.

Our Approach to Lesson Planning:

Planning and assessing is an integral part of teaching. It is ongoing and flexible. However, an outline of our goals is imperative in order to review them.

A lesson plan should be useful and practical for the teacher using it. The look of it is not important, rather what is included:

- Aim of the lesson;
- How to teach the lesson;
- How to assess the lesson;
- Differentiation in the lesson;
- Reflection

In planning lessons, teachers are to ask themselves:

What are we are trying to achieve?

- Start with the Specific Aims
- Choose the content

How we will achieve it?

- Specific Aims do not prescribe method
- Allow for teachers' creativity, even if sharing worksheets

What do we expect everybody to be able to do?

☐ Decide on assessment criteria

How will we know if we have been successful?

- Choose appropriate assessment tasks

Reflection: were we successful and did we achieve our goal?

- Review and use as basis of next planning session

Monitoring of delivery of teaching and learning:

Regular Staff Development Meetings

- Compulsory attendance at regular after or during school meetings is required, where a variety of topics related to enhanced teaching and learning are addressed.



- A schedule of termly meetings is to be found in the termly calendar.

Staff Appraisal System and Classroom Visits

- The Principal role is to appraise every aspect of the teachers' performance and to assist them in becoming the best they can be.
- The Staff Appraisal process includes classroom visits by the Principal, which take place annually. The Principal sets up an agreed-upon time to visit their colleague's class and observes a lesson being taught. In addition to this, the evaluator must be allowed access to the learner's books and to the teacher's planning documents. Following the classroom visit, feedback needs to be prompt, whereby the Evaluation Form is shown to the colleague soon after the end of the lesson. Professional, verbal feedback is given, along with suggestions on how to improve or modify an approach. If the person being assessed is happy with this feedback, the form must be signed and forms part of the evidence for that teacher's annual appraisal.
- There is a moderation of all staff appraisals at the end of the year/ cycle.

Subject and Grade Coordinators / Heads of Department

Subject and grade Coordinators / Heads of Department play a role in evaluating, monitoring and reporting on the quality of delivery of teaching and learning.

They are responsible for the following:

- Providing feedback to staff on the delivery of their learning area. This includes lesson observation, and where possible, moderation of books and lesson preparation.
- Co-ordinating the updating of the Core Content and Skills work schedules.
- Managing the moderation of assessments.
- Ensuring that teachers maintain a teacher's file having:
 - ☐ Annual teaching plan
 - ☐ Assessment plan
 - ☐ Formal assessment tasks;
 - ☐ Indication of textbooks and resources

Record sheets of learner's marks after a report cycle

Informal notes or any interventions that are planned to assist learners

- Attending conferences / talks pertaining to their subject and reporting back to staff.
- Creating awareness and a passion for their particular subject, amongst the learners and staff in the school.
- Ensuring that assessment techniques used in formal assessment tasks include a variety of:
 - ☐ Orals



- ☐ Presentations
- ☐ Tests
- ☐ Examinations
- ☐ Projects
- ☐ Investigations
- ☐ Case Studies
- ☐ Experiments
- ☐ Research tasks
- ☐ Practical application tasks

All tasks should address all cognitive levels.

- Ensuring, where possible, that the 12 critical outcomes and the relevant aspects of the Diversity Plan are implemented in the curriculum. .
- Providing guidance, support, and direction for staff.
- Co-ordinating a budget and learning and teaching support material requirements for each grade in the relevant learning area.
- Monitoring the performance in summative and formative assessments.
- Meeting with parents to discuss queries about progress in a certain subject; and as a consequence, possible subject change.

The Principal is responsible for the academic management of the school and keeps up-to-date with current trends in educational research.

- Oversees the implementation of the national curriculum.
- Monitors academic performance.
- Oversees the academic support programme.
- Oversees examination and test procedures.
- Manages staff development meetings – together with the Head.
- Works with a team on the school timetable.
- Together with the Deputy Head: Operations takes responsibility for staff allocations, timetable, and classroom allocations in consultation with Executive Committee.
- Oversees learning areas budget and stationery requirements.
- Recruitment of replacement staff.

Cluster Meeting and User Group Attendance

- It is the role of the Subject Co-coordinators /Heads of Department to inform their team as to the dates of the termly cluster meetings and /or annual User Group meeting to give them the opportunity to attend such meetings. If time off is needed to allow the teacher to get to the venue, this must be arranged between the staff member attending the meeting and the Principal. After attending the meeting, the teacher is expected to give necessary feedback to other colleagues who teach that subject. The staff member attending the meeting may claim transport costs to cover expenses.
- Feedback workshops if needed



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: _____

