



SENIOR PHASE POLICY: FIRST ADDITIONAL LANGUAGE

This policy is subject to the requirements of the Education Department and the assessment policy of the school.

PLANNING

- Planning is done for the school year and should be finalized before the beginning of the new school year, but not later than the first Friday of the first term.
- Planning includes the development of a learning programme, work schedule and lesson plan.
- All the educators in the Senior Phase should participate in the planning session. The educators in a grade group especially should work together closely.
- The requirements for FAL as set by the Education Department should be met throughout. To avoid confusion or lack of clarity, existing documents should be adapted as changes are brought about by the Education Department.
- The head of department for the Senior Phase should approve the learning programme, work schedule, lesson plan and assessment tasks before the principal or his or her deputies send them for processing.
- All the Senior Phase educators should send their planning for FAL to the head of the department daily for monitoring. Learners' workbooks and assessment tasks should be sent along sporadically or as requested from time to time by the head of the department.
- The head of department for the Senior Phase and/or the principal should request weekly or daily planning files for monitoring as deemed necessary.
- Educators should make provision on their planning sheets for intervention and indicate how learners with barriers for learning are involved.
- Planning sheets need not be similar for all the grades or classes, as long as the information referred to above as well as the learning outcomes, time per day, activities and resources are indicated.



THE DEVELOPMENT OF ASSESSMENT TASKS:

- Assessment is an integral part of teaching and learning and should be included at all levels of planning.
- Assessment should be reliable and continuous.
- Assessment should be transparent, so that both educator and learner know exactly what the expectations are for each task.
- Assessment tasks should be developed as prescribed by the Education Department and the assessment policy of the school should be adhered to.
- Educators in each grade group should work together to develop assessment tasks. Work should be done on a rotation basis. All the educators in each grade group should preferably get a turn to develop the documents.
- Assessment tasks, as well as the applicable learning programme, work schedule and lesson plan should be submitted to the head of the department for approval. Where possible memoranda should be attached.
- Assessment tasks, lesson plans, etc. should preferably be ready for monitoring during the last week of the previous term, but not later than the first school day of the term in which it should be completed.
- Learners' performance should be recorded as a code for the assessment task.
- Where necessary comments may be written for support purposes.
- There should also be a clear indication of the learning outcomes and assessment standards these tasks are directed at.
- The following information should appear at the top of each task: date, grade, a space for the learner's name, Literacy, learning outcomes, assessment standard(s) and form(s) of assessment.
- Assessment tasks should be typed neatly before being submitted for approval.
- In the case of absence the learner should be allowed to complete an assessment task later. (A written excuse from the learner's parent or guardian or a medical certificate is required.)
- Educators should inform a learner's parents in writing if the learner still has not completed assessment tasks after repeated requests. These letters should be signed by the head of the department and a copy should be placed in the learner's profile and/or the educator's intervention file.

ASSESSMENT



INTRODUCTION

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners. It involves four steps: generating and collecting evidence of achievement; evaluating evidence; recording the findings and using information to understand and thereby assist the learner's development in order to improve the process of learning and teaching. Assessment should be both informal (Assessment for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

Assessment in Languages is ongoing and supports the growth and development of learners. It is an integral part of teaching and learning as it provides feedback for teaching and learning. It should be incorporated in teaching and learning instead of being dealt with as a separate entity. Furthermore, integrated assessment of various language aspects should be practiced. For example, we could start off with a reading piece and do a comprehension test.

Language knowledge questions could also be addressed based on the same text. Post-reading the text learners could be asked to respond to the text by, for example, writing a letter about the issues raised in the text or to write some creative response to the content of the text. To wrap up this activity, discussions could be held about the topic and in this way address all of the language skills in one fluent, integrated activity.

Assessing the different language skills should not be seen as separate activities but one integrated activity. Assessment rubrics should thus address the different language skills in the task.

Learners' *listening skills, oral competence, ability to answer questions, participation in discussions* and *written recording skills* where necessary should be observed daily.

It is important, too, that learners' *understanding of* what they are *reading* is assessed and not just their ability to recognise or decode words. Assessment of reading should therefore also take place regularly and not just be a once-off assessment. Formal reading assessment should focus on reading aloud as well as activities which help to determine how much the learner has understood, for example, by retelling a story or answering questions.

Assessment of written work will focus primarily on the learner's ability to convey meaning, as well as how correctly they have written, for example, correct language structures and use, spelling and punctuation. All assessment should recognise that language learning is a process and that learners will not produce a completely correct piece of work the first time round. Therefore the various stages in the writing process should also be assessed.

When giving a formal assessment task, there will be a focus on a particular skill, for example Listening and Speaking or Reading or Writing. Because language learning is an integrated process, more than one skill will be used. The language structures should be assessed in context. The Educator must ensure that



assessment is not only done as written work, but as practical and oral work too. It is important to assess what learners understand and not what they can just memorise. As a result, the Educator should, as often as possible, assess the skills in context. For example, learners may spell all their words correctly during a test on Friday, but are they able to use those same words correctly spelt when writing/recording their personal news or a story?

The teaching and assessment of languages should make provision for inclusion of all learners, and strategies should be found to assist all learners to access or produce language texts.

The programme of assessment allows for summative assessment, which could take the form of a test or examination, at the end of every term. The work on which assessment is conducted must have been covered during the term. The assessment items must be pitched at different cognitive levels to ensure validity.

INFORMAL OR DAILY ASSESSMENT

Assessment for learning has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning.

Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner–Educator conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Assessment of language competence will be in the form of observation, written exercises, oral activities and presentations, written tests, reading aloud and other forms of assessment. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom and you may use many of your learning activities to assess learners' performance informally. In some cases, you might want to set specific assessment type of activities to motivate your learners to learn, such as regular spelling tests. Learners or Educators can mark these assessment tasks.

It is suggested that you use the first two-weeks of the term to do a baseline assessment of learners. You should use the activities given in the first two-weeks of the teaching plans to do this assessment. This will enable you to establish the kind of attention your learners will need as you proceed.

Self assessment and peer assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded unless the Educator wishes to do so. Educators may however wish to keep their own informal records of how individual learners are progressing in the different aspects of the subject to assist with planning and ensuring that individual learners develop the required skills and understanding. The results of



daily assessment tasks are not taken into account for promotion and certification purposes.

FORMAL ASSESSMENT

All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal Assessment. Formal assessment tasks are marked and *formally recorded* by the Educator for progression purposes. All Formal Assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained.

Formal assessment provides Educators with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. Examples of formal assessments include tests, examinations, practical tasks, projects, oral presentations, demonstrations (such as retelling a story, matching), performances (such as acting out), essays, participation in oral tasks (such as dialogues, conversations, discussions), written tasks (such as completing a worksheet, writing paragraphs or other types of texts), etc.

The purpose of designing a Programme of Assessment (POA) is to ensure validity, reliability, fairness and sufficiency of assessment by giving explicit guidance on the types of activities and the percentage allocated to each language skill within a task. It also addresses the focus of assessment, i.e. the way tasks should be addressed.

In formal assessment, use memoranda, rubrics, checklists and rating scales as well as other appropriate assessment tools to observe, assess and record learners' levels of understanding and skill. Choose an assessment tool that is most appropriate for the type of activity. For example, a rubric is more suitable than a memorandum for a creative writing piece. A memorandum is better suited to a spelling test or a reading comprehension activity.

Formal assessment requirements for First Additional Language was just a paragraph

Formal assessment tasks must assess a range of aspects of the language skills so that key aspects will be assessed over the course of the term and the year. Educators should ensure that these aspects have been informally assessed and feedback given to the learner before they are formally assessed.

All assessment in the Senior Phase is internal.

The formal Programme of Assessment for Grades 7-9 comprises of eleven (11) formal assessment tasks, which make up 100%. The school-based assessment is 40% whereas the end of the year examination is 60%.

School Based Assessment (40%)

The Senior Phase has ten (10) formal assessment tasks for school-based assessment. The formal assessment tasks are packaged as follows:



- Grade 7 - 4 oral tasks, 2 writing tasks, 3 tests and 1 June examination
- Grade 8 - 4 oral tasks, 3 writing tasks, 2 tests and 1 June examination
- Grade 9 - 4 oral tasks, 3 writing tasks, 2 tests and 1 June examination

End of the year examination (60%)

The end of the year examination is comprised of oral and written tasks. The oral task, which is Paper 1, is 20.8%. The percentage should be generated from the four oral tasks undertaken during the course of the year. The written tasks, which should be administered under controlled conditions, comprise of two (2) and three (3) papers respectively for Grades 7 & 8, and Grade 9.

Grades 7 & 8

- Paper 2 - Comprehension and language in context, and response to literature
- Paper 3 - Writing (Literary, Essay and transactional texts)

Grades 9

- Paper 2 - Comprehension and language in context
- Paper 3 - Writing (Literary, Essay and transactional texts)
- Paper 4 - Response to literature

The form of tasks per term

The forms of assessment used should be age and developmental level appropriate. The design of these tasks should cover the content of the subject and include a variety of tasks designed to achieve the objectives of the subject. It should be based on the knowledge and skills done during that term. Use the term plans for each grade to select the kind of activities and the set of skills required for each part of the formal assessment task. For example, if you set a creative writing piece in Grade 7, Term 1, in which learners are required to write a poem, 'write sentences of the same length that rhyme', as that is what would have been taught. If an information text is set in the first term, they will have to write using an appropriate frame or structure. Similarly for Listening and Speaking, learners would not be expected to give a short talk in Grade 7, Term 1, as that is only taught later on.

Formal assessment must cater for a range of cognitive levels as shown below. A variety of types of questions such as multiple choice, cloze, comparison and direct questions should be used.



COGNITIVE LEVELS	ACTIVITY	PERCENTAGE OF TASK
Literal (Level 1)	Questions that deal with information explicitly stated in the text. • Name the things/people/places/elements ... • State the facts/reasons/points/ideas ... • Identify the reasons/persons/causes ... • List the points/facts/names/reasons ... • Describe the place/person/character ... • Relate the incident/episode/experience ...	Levels 1 and 2: 40%
Reorganisation (Level 2)	Questions that require analysis, synthesis or organisation of information explicitly stated in the text. • Summarize the main points/ideas/pros/cons/... • Group the common elements/factors ... • State the similarities/differences ... • Give an outline of ...	
Inference (Level 3)	Questions that require a candidate's engagement with information explicitly stated in the text in terms of his/her personal experience. • Explain the main idea ... • Compare the ideas/attitudes/actions ... • What is the writer's (or character's) intention/attitude/motivation/ reason ... • Explain the cause/effect of ... • What does an action/comment/attitude (etc.) reveal about the narrator/writer/character ... • How does the metaphor/simile/image affect your understanding ... • What, do you think, will be the outcome/effect (etc.) of an action/a situation ...	Level 3: 40%

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PROGRAMME OF ASSESSMENT

The Programme of Assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term. A programme for assessment must be drawn up by the school indicating the dates on which tasks will be done.

Subject requirements

Requirements for the compilation of a task is given in percentages. Where the programme indicates 20 per cent for a language skill it means that in the final allocation of marks for that language skill should be 20 per cent of the total and not twenty marks. Schools are not confined to a suggested mark allocation for a language skill. The only requirement is that the weighting for each language skill should be observed as per the percentage stipulated in the assessment programme. For example in Grade 8, a language knowledge test may be set for 50 marks or more, as long as the final weighting does not exceed the weighting indicated in the assessment programme.

The following tables provide the formal assessment requirements for First Additional Languages:

Programme of Formal Assessment Tasks Tables

GRADE 7

FORMAL ASSESSMENT TASKS FOR TERM 1		
TASK 1: ORAL	TASK 2: WRITING	TASK 3: TEST 1
Retell a story/discusses a poem/ dialogue/group/panel discussion	Descriptive/narrative essay Informal letter/review/dialogue	Comprehension and language use
FORMAL ASSESSMENT TASKS FOR TERM 2		
TASK 1: ORAL	TASK 2: TEST 2	TASK 3
Listening comprehension/debate/ conversation/(un)prepared speech/ group discussion on giving instructions	Literature: Contextual questions	Mid-year examinations Paper 2: Comprehension, language use and literature Paper 3: Writing: 1 essay and 1 transactional text
FORMAL ASSESSMENT TASKS FOR TERM 3		
TASK 1: ORAL	TASK 2: WRITING	TASK 3: TEST 3
Role play - meeting procedures/(un) prepared reading/giving direction/ forum/panel discussion	Descriptive/Narrative essay Agenda and minutes	Comprehension and Language use OR Literature
FORMAL AND END-OF-THE-YEAR ASSESSMENT TASKS TERM 4		
TASK 1: ORAL	TASK 2: END-OF-THE-YEAR EXAMINATION	
Reading aloud/Debate/group discussion/(un)prepared speech	Paper 1: Oral Paper 2: Comprehension, Language and Literature (2 hr) Paper 3: Writing - 1 essay and 1 transactional text (1 hr)	



GRADE 8

FORMAL ASSESSMENT TASKS FOR TERM 1		
TASK 1: ORAL	TASK 2: WRITING	TASK 3: TEST 1
Group discussion - visual texts/listening comprehension/(un)prepared speech/forum/group discussion/interview	Narrative/reflective essay Newspaper report/article	Language and comprehension
FORMAL ASSESSMENT TASKS FOR TERM 2		
TASK 1: ORAL	TASK 2: WRITING	TASK 8: MID-YEAR EXAMINATIONS
Listening comprehension/giving directions/forum/panel discussion/debate	Interview/instruction text/story review	Paper 1: Oral Paper 2: Comprehension, language use and literature (2 hr) Paper 3: Writing - 1 essay and 1 transactional text (1 hr)
FORMAL ASSESSMENT TASKS FOR TERM 3		
TASK 1: ORAL	TASK 2: WRITING	TASK 3: TEST 1
Dialogue/(un)prepared speech/story telling/prepared reading	Descriptive/argumentative essay Informal letter/dialogue	Comprehension and language use
FORMAL AND END-OF-THE-YEAR ASSESSMENT TASKS FOR TERM 4		
TASK 1: ORAL	TASK 2: END-OF-THE-YEAR EXAMINATION	
Debate/conversation/group discussion/dialogue	Paper 1: Oral Paper 2: Comprehension, Language and Literature (2 hr) Paper 3: Writing - 1 essay and 1 transactional text (1 hr)	

GRADE 9

FORMAL ASSESSMENT TASKS FOR TERM 1		
TASK 1: ORAL	TASK 2: WRITING	TASK 3: TEST 1
Prepared reading/conversation	Descriptive/narrative essay Informal letter/review/dialogue	Comprehension and language use
FORMAL ASSESSMENT TASKS FOR TERM 2		
TASK 1: ORAL	TASK 2: WRITING	TASK 3: MID-YEAR EXAMINATION
Unprepared reading/forum/group discussion	Review/documentary/notice/agenda and minutes	Paper 1: Oral Paper 2: Comprehension, Language use (2hr) Paper 3: Writing - 1 essay and 1 transactional text (1 hr) Paper 4: Response to Literature (1hr 30 mins)
FORMAL ASSESSMENT TASKS FOR TERM 3		
TASK 1: ORAL	TASK 2: WRITING	TASK 3: TEST 2
Prepared speech/role play/debate/discussion of CV/will/testament	Descriptive/narrative/reflective/argumentative essay Covering letter and CV	Comprehension and language use
FORMAL AND END-OF-THE-YEAR ASSESSMENT TASKS FOR TERM 4		
TASK 1: ORAL	TASK 2: END-OF-THE-YEAR EXAMINATION	
Debate/interview/conversation/prepared speech/(un) prepared speech/forum/group/panel discussion/listening comprehension/meeting procedures	Paper 1: Oral Paper 2: Comprehension, Language use (2 hr) Paper 3: Writing - 1 essay and 1 transactional text (1 hr) Paper 4: Response to Literature (1hr 30 mins)	



Formal Assessment Tasks per Grade

Table 1: Grade 7

FORMAL ASSESSMENT		
DURING THE YEAR	END-OF-YEAR EXAMINATION	
40%	60%	
School Based Assessment (SBA) -	End-of-Year Exam Papers	
10 Formal Assessment Tasks • 4 oral tasks • 2 writing tasks • 3 tests • 1 examination (mid-year)	Written examinations Paper 2: Comprehension, language use and literature (2 hr) Paper 3: Writing - 1 essay and 1 transactional text (1 hr)	Oral Assessment Tasks: Paper 1 Listening and Speaking Reading aloud The oral tasks undertaken during the course of the year constitute the end-of-year assessment.

Table 2: Grades 8

FORMAL ASSESSMENT		
DURING THE YEAR	END-OF-YEAR EXAMINATION	
40%	60%	
School Based Assessment (SBA) -	End-of-Year Exam Papers	
10 Formal Assessment Tasks • 4 oral tasks • 3 writing tasks • 2 tests • 1 examination (mid-year)	Written examinations Paper 2: Comprehension, language use and literature (2 hr) Paper 3: Writing - 1 essay and 1 transactional text (1 hr)	Oral Assessment Tasks: Paper 1 Listening and Speaking Reading aloud The oral tasks undertaken during the course of the year constitute the end-of-year assessment.

Table 3: Grade 9

FORMAL ASSESSMENT		
DURING THE YEAR	END-OF-YEAR EXAMINATION	
40%	60%	
School Based Assessment (SBA) -	End-of-Year Exam Papers	
10 Formal Assessment Tasks • 4 oral tasks • 3 writing tasks • 2 tests • 1 examination (mid-year)	Written examinations Paper 2: Comprehension, language use (2 hr) Paper 3: Writing - 1 essay and 1 transactional text (1 hr) Paper 4: Response to literature (1hr 30 mins)	Oral Assessment Tasks: Paper 1 Listening and Speaking Reading aloud The oral tasks undertaken during the course of the year constitute the end-of-year assessment.



Format of examination papers - Grades 7-9

FORMAT OF EXAMINATION PAPERS (MID AND OF THE YEAR EXAMINATION)					
GRADE 7	%	GRADE 8	%	GRADE 9	%
Paper 1: Oral: Listening and Speaking (15) Reading aloud (15)	30	Paper 1: Oral: Listening and Speaking (15) Reading aloud (15)	30	Paper 1: Oral Listening and Speaking (15) Reading aloud (15)	30
Paper 2: Written Reading comprehension (15) Language in context (15) Response to literature (10)	40	Paper 2: Written Reading comprehension (15) Language in context (15) Response to literature (10)	40	Paper 2: Written Reading comprehension (10) Language in context (15) Summary (10 marks converted into 5 marks)	30
Paper 3: Written Writing - Essay (20) and transactional texts (10)	30	Paper 3: Written Writing - Essay (20) and transactional texts (10)	30	Paper 3: Written Writing - Essay (20) and transactional texts (10)	30
				Paper 4: Response to literature (10) • Poetry • Folklore • Short story • Novel • Drama (20 marks for each of the five genres converted into 10%)	10

The forms of assessment used should be age and developmental level appropriate. The design of these tasks should cover the content of the subject and include a variety of tasks designed to achieve the objectives of the subject.

TIME ALLOCATION

Senior Phase

The instructional time in the Senior Phase is as follows:

SUBJECT	HOURS
Home Language	5
First Additional Language	4
Mathematics	4,5
Natural Sciences	3
Social Sciences	3
Technology	2
Economic Management Sciences	2
Life Orientation	2
Creative Arts	2
TOTAL	27,5



TIME ALLOCATION FOR THE FIRST ADDITIONAL LANGUAGE IN THE CURRICULUM

The teaching time for the Home Language and the First Additional Language is 5 and 4 hours respectively per week as per policy prescription. However, in the Senior Phase, it is recommended that 5 hours be allocated to the language of learning and teaching and 4 hours to another compulsory language. Schools that are using First Additional Language as a language of learning and teaching, should therefore allocate 5 hours for that language.

All language content is taught within a two-week cycle (10 (8) hours). **Educators do not have to stick rigidly to this cycle but must ensure that the language skills, especially reading and writing are practised.** The time allocation for the different language skills in Grade 7-9 is 36 weeks. Four weeks are for examination purposes – two weeks for June examination and another two weeks for December examination.

Timetabling should make provision for continuous double periods per week. In a two-week cycle the following time allocation for the different language skills is suggested.

Recommended time for the Language of Learning and Teaching

SKILLS	TIME ALLOCATION PER TWO-WEEK CYCLE (HOURS)		
	GRADE 7	GRADE 8	GRADE 9
*Listening & speaking (Oral)	2 hours		
*Reading and Viewing	3 hours 30 min (1 hour 45 mins for comprehension and 1 hour 45 mins for literary texts)		
*Writing & Presenting	3 hours 30 min		
Language Structures and Conventions	1 hour		
	* Language Structures and Conventions and their usage are integrated within the time allocation of the four language skills. There is also time allocated for formal practice. Thinking and reasoning skills are incorporated into the skills and strategies required for Listening and Speaking, for Reading and Viewing, and for Writing and Presenting.		

Recommended time for another compulsory language

SKILLS	TIME ALLOCATION PER TWO-WEEK CYCLE (HOURS)		
	GRADE 7	GRADE 8	GRADE 9
*Listening & speaking (Oral)	2 hours		
*Reading and Viewing	3 hours (1 hour 30 mins for comprehension and 1 hour 30 mins for literary texts)		
*Writing & Presenting	2 hours		
Language Structures and Conventions	1 hour		
	* Language Structures and Conventions and their usage are integrated within the time allocation of the four language skills. There is also time allocated for formal practice. Thinking and reasoning skills are incorporated into the skills and strategies required for Listening and Speaking, for Reading and Viewing, and for Writing and Presenting.		



RECORDING AND REPORTING

Recording is a process in which the Educator documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge as prescribed in the Curriculum and Assessment Policy Statements. Records of learner performance should provide evidence of the learner's conceptual progression within a grade and her/his readiness to progress or being promoted to the next grade. Records of learner performance should also be used to verify the progress made by Educators and learners in the teaching and learning process.

Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders.

Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-Educator conferences, phone calls, letters, class or school newsletters, etc. Educators in all grades report in percentages against the subject. The various achievement levels and their corresponding percentage bands are as shown in the Table below.

Codes and percentages for recording and reporting

Rating Code	Description of Competence	Percentage
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 - 29

Educators will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

MODERATION OF ASSESSMENT

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district and provincial levels. The national of moderation may take place at selected provinces, districts and schools. Comprehensive and appropriate moderation practices must be put in place to enhance quality assurance of all subject assessments.



Formal Assessment (SBA)

- Grades 7 and 8 tests and examination are internally moderated. The subject advisor must moderate a sample of these tasks during his/her school visits to verify the standard of tasks and the internal moderation.
- Grade 9 tests and examinations must be moderated at district and provincial level. This process will be managed by the provincial education department.
- Subject advisors must moderate samples of tests and examination papers before they are written by learners to verify standards and guide Educators on the setting of these tasks.

Oral Assessment Tasks

- **Grade 7 - 9:** Each oral task which is to be used as part of the Programme of Assessment should be submitted to the head of department or subject head for moderation before learners attempt the task. Educators should then assess the oral assessment tasks.
- The subject advisor or an assigned provincial moderator must moderate a sample of oral assessment tasks during his/her school visits to verify the standard of tasks and the internal moderation.
- A moderator delegated by the Department of Basic Education may moderate a sample of oral assessment tasks for grade 9.

LEARNERS' WORKBOOKS

- At the beginning of the year each learner should get a workbook to do activities for English FAL in and to write or paste notes, etc. in.
- Work as included in the assessment tasks should first be taught thoroughly in the workbooks.
- Workbooks should be covered and kept neat.
- Each educator can make a front page of his or her choice for writing books.
- If a learner loses or damages his or her workbook, his or her parents should replace it themselves.
- Educators should mark learners' workbooks regularly and meticulously or supply the correct answers in the case of self or peer assessment.
- Corrections should be made by the learners where necessary.

INTERVENTION

- Educators should throughout be able to provide evidence of how they accommodate the learners with barriers for learning (e.g. extra activities to address problem areas, errors that are corrected, discussion with EST, letters or discussions with parents).
- Intervention should also be supported by a suitable instrument that proves attempts to support learners.



EDUCATOR'S FILE

1. All Educators are expected to keep a file containing evidence of their teaching and assessment, viz. Annual teaching plan, Assessment plan, Formal assessment tasks and memoranda, Indication of Textbook(s) and any resources used, Record sheet containing learners' marks for each formal assessment task and informal notes or any intervention that is planned by the Educator to assist learners who require additional support (where they exist). It is the Educators' responsibility to ensure that the information in their assessment files is kept up to date.
2. A Educator assessment file may be a file, a folder, a box, or any other suitable storage system.
3. The formally recorded assessment tasks should be clearly marked or indicated in the Educator's file. Stickers, coloured paper, etc. may be used for this purpose.
4. Educators' files should be available on request at all times for moderation and accountability purposes.

7.1 LEARNER PROFILE

A Learner Profile is 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.

7.2 ADMINISTRATION

1. Learner Profiles should be kept at school and will be moved from one school to the next on the request of the principal of the next school.
2. The school management of the receiving school has an obligation to request the Learner's Profile from the previous school within three months of the learner's admittance.
3. 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 the school management.
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.



5. The Learner Profile is a confidential document and should be treated as such. Under no circumstances should sensitive information such as the health status of the learner be divulged to anyone without the written permission of the parents or guardians.
6. Under no circumstances should the profile be moved from the school unless it is for reasons mentioned in *subparagraph 1*.
7. The Provincial Departments of Education are responsible for providing pre-printed files /folders for the Profiles.
8. The pre-printed files/folders should be designed such that a 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.
9. In cases where the files/folders need repair, the school principal concerned should make a request to the district office for a replacement.
10. The compilation of Learner Profiles should be started at Grade R and should continue until the learner completes Grade 12.
11. Once the learner has passed Grade 12 or exited the schooling system for any reason whatsoever, the learner profile should be stored in the last school attended for a period of three years where after it should be destroyed.

If the learner within this specified period re-enters the schooling system to further his or her studies, the provisos stated in *subparagraphs 1 and 3* will apply.
12. The Learner Profile replaces all previous continuous record documents that have been used by schools, such as record cards, tutor cards, Edlab cards, etc.



4.1 RECORDING

1. Recording is a process in which the Educator documents the level of a learner's performance. In South African schools, this should indicate the progress towards the achievement as stipulated in the National Curriculum and Assessment Policy Statements of all subjects listed in the *National Curriculum Statement Grades R - 12*.
Records of learner performance should provide evidence of the learner's conceptual progression within a grade and his or her readiness to progress/promotion to the next grade.
2. Records of learner performance should also be used to verify the progress made by Educators and learners in the teaching and learning process. Records should be used to monitor learning and to plan ahead.

4.2 REPORTING

1. Reporting is a process of communicating learner performance to learners, parents, schools and the other stakeholders such as the employers, tertiary institutions, etc. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-Educator conferences, phone calls, letters, class or school newsletters, etc.
2. The main purpose of reporting is to:
 - a. provide learners with regular feedback, this feedback should be developmental;
 - b. inform parents/guardians on the progress of the individual learner; and
 - c. give information to schools and districts or regional offices on the current level of performance of learners.
3. Recorded information should:
 - a. inform Educators and others about the performance of learners;
 - b. be used to provide constructive feedback to learners about their progress;
 - c. be used to provide feedback about the performance of learners to parents, and other role-players;
 - d. inform the planning of teaching and learning activities; and (e) inform intervention strategies.



4. The language in which recording and reporting is done should be in accordance with the Language of Learning and Teaching (LoLT) as informed by the *Language-in-Education Policy* of 1997. In the case of dual medium schools, one of the languages used as LoLT should be utilized for reporting purposes, while the language of recording should be any of the languages used for learning and teaching.

4.3 PRINCIPLES FOR RECORDING AND REPORTING

The following principles underpin the approach to both recording and reporting:

1. Recording of learner performance is against the assessment task and reporting is against the mark obtained in a term, semester or year.
2. Educators should show in their files that they have covered all the formal tasks set.
3. National codes and/or marks, percentages and comments can be used for recording and reporting purposes.
4. The following is applicable to recording and reporting per phase:
 - a. Foundation Phase (Grades R – 3): Record and report in national codes and their descriptions.
 - b. Intermediate Phase (Grades 4 – 6): Record and report in national codes and their descriptions and percentages.
 - c. Senior Phase (Grades 7 – 9): Record and report in national codes and their descriptions percentages.
 - d. Grades 10 – 12: Record in marks and report in percentages.
5. The schedule and the report card should indicate the overall level of performance of a learner.
6. In the case of Languages, each language that the learner offers should be recorded and reported on separately according to the different levels on which they are offered. For example, Home Language – English, First Additional Language – IsiXhosa, Second Additional Language – Afrikaans Second Additional Language.
7. The number of formal assessment tasks to be recorded in each phase is provided in *chapter 4* of the National Curriculum and Assessment Policy Statements.
8. The recorded pieces of evidence should reflect a variety of forms of assessment. More information on this is provided in *chapter 4* of the National Curriculum and Assessment Policy Statements.



9. Educators must report regularly to learners and parents on the progress of learners. Schools are required to provide feedback to parents on the programme of assessment using a formal reporting tool such as a report card. In addition to the report cards, other reporting mechanisms such as parents' meetings, school visitation days, parent-Educator conferences, phone calls, letters, class or school newsletters, etc. may be used. The school will determine the format of these reporting strategies.

RECORD SHEETS

1. Educators are expected to keep efficient and current mark sheets of the learners' progress. It is expected that carefully compiled records and/or evidence of learner performance be maintained to justify the final rating a learner receives at the end of the year.
2. Educators are expected to keep current records of learners' progress electronically/in files/books/folders or any other form the school has agreed on.
3. Record sheets must at least have the following information
 - a. Subject;
 - b. Grade and class;
 - c. Learners' names;
 - d. Dates of assessment;
 - e. Names of the formal assessment tasks;
 - f. The results of formal assessment tasks; and
 - g. Comments for support purposes when and where appropriate.

The record sheets should be used to compile a schedule that will in turn be used to compile reports once a term. Schools should therefore develop Record Sheets using the criteria specified in *subparagraph 3*.

PHASE MEETINGS / DISCUSSIONS

- Meetings should be held at least once per month, but more often if necessary.
- Attendance is compulsory for all the educators of the foundation phase. Written excuses should be submitted the previous day.
- Minutes should be kept at each meeting by a person indicated for the specific meeting and distributed amongst the educators for filing in their educators' portfolios.



COURSES

- Courses, workshops, etc. should be attended by foundation phase educators on a rotation basis or as determined by the Education Department and/or the principal and the head of the learning area.
- Within two days written feedback should be submitted to the head of the department, who should then make it available to the other educators and the principal.
- Information documents should be handed to the head of the department and/or the principal.

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 _____
Principal

Date: _____

Signed _____
SMT Member

Date: _____

Signed _____
Educator Representative

Date: _____

