



INTERMEDIATE PHASE POLICY: NATURAL SCIENCES AND TECHNOLOGY

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 Intermediate Phase should participate in the planning session. The educators in a grade group especially should work together closely.
- The requirements for Natural Sciences 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 Intermediate 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 Intermediate Phase educators should send their planning for Natural Sciences 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 Intermediate 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.
- 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, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this 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 is a process that



measures individual learners' attainment of knowledge (content, concepts and skills) in a subject by collecting, analysing and interpreting the data and information obtained from this process to:

- enable the Educator to judge a learner's progress in a reliable way.
- inform learners of their strengths, weaknesses and progress.
- assist Educators, parents and other stakeholders in making decisions about the learning process and the progress of learners.

Assessment should be mapped against the content and intended aims specified for Natural Sciences and Technology and in both informal and formal assessments it is important to ensure that in the course of a school year::

- all of the subject content is covered.
- the full range of skills is included
- a variety of different forms of assessment are used.

Barriers to learning and assessing

- Although there are many barriers to learning, Educators need to identify and build on strengths of learners in order to affirm their uniqueness. **All learners need to experience success.**

- Alternative strategies must be applied: more time, enlarged text, use of information communication technology, amanuensis or scribes in cases of learners with special educational needs.
- The use of alternative assessment relates to the change in the form of assessment used to accommodate all learners. It is important to vary the assessment strategy appropriately.
- Learners' personal involvement with tasks often improves their attention span, patience, persistence and commitment.
- Designing and making real products that can be used can give learners a sense of achievement and improve their self-esteem.
- The following strategies, depending on the physical barriers of LSEN learners, could apply when supporting:

-- Using the support of others to help pupils take part safely in practical work, for example, the assistance of adults or other learners to help them to hold or manipulate tools, or to carry out activities according to instructions. It is important that the learners should retain control of the making process and be the decision makers.

-- Learners can describe their design ideas for others to record or to translate into a drawing, whilst retaining control of the design idea and the modifications.

-- Work on shorter, more focused tasks, rather than longer, open tasks. Doing so can provide learners with incremental elements of success, and regular motivation and reward.

-- Use ICT applications, such as specialist software, to help sequencing and following instructions during practical work.

-- Use modelling, role play, tape recorders, video and photographs to communicate, develop and record their ideas.

-- Communicate using a range of methods avoiding over-reliance on the written word.



INFORMAL ASSESSMENT 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. 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. Learners or Educators can mark these assessment tasks. 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. The results of daily assessment tasks are not taken into account for promotion and certification purposes. Informal, ongoing assessments should be used to scaffold the acquisition of knowledge and skills and should be the stepping stones leading up to the formal tasks in the Programmes of Assessment.

FORMAL ASSESSMENT

Grades	Formal School-based Assessments	End-of-year Examinations
R – 3	100%	n/a
4 – 6	75%	25%
7 – 9	40%	60%
10 and 11	25%	75%
12	25% including school-based mid-year examinations and 'trial' examinations	External examination: 75%

All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal Assessments. 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, performances etc. Formal assessment tasks form part of a year-long formal Programmes of Assessment in each grade and subject.



The cognitive demands of assessment used should be appropriate to the age and developmental level of the learners in the grade. Assessments in Natural Science and Technology must cater for a range of cognitive levels and abilities of learners with this context. The assessment tasks should be carefully designed to cover the content of the subject as well as the range of skills that have been specified under the Specific Aims.

The design of these tasks should therefore ensure that the full range of content and skills are assessed within each year of the Intermediate Phase. The Specific Aims, the topics and content and the range of skills must be used to inform the planning and development of assessment tasks.

Weighting of cognitive levels for the assessment of content in Grades 4, 5 and 6

	Knowing Science and Technology	Understanding Science and Technology	Applying Scientific and Technological knowledge	Evaluating, Analysing Synthesising Scientific and Technological Knowledge
%	40%	30%	15%	15%
Useful verbs	State Name Label List and others ...	Explain Describe Compare Plan Rearrange Give an example of and others ...	Predict Compare Design Use knowledge Demonstrate and others ...	Evaluate Suggest a reason and others ...

Note:

These cognitive skills apply to all three Specific Aims: Knowing and doing Science and Technology and Science and Technology and society.

Note:

A single formal class test in a term will not necessarily provide the most accurate and reliable evidence of every learner's performance. As far as possible, Educators should try to let learners write more than one class test per term in order to get a better picture of the abilities of the learners in the class. One formal class test per term is the minimum number that must be recorded.



ASSESSMENT REQUIREMENTS FOR NATURAL SCIENCES AND TECHNOLOGY

Grade: 4

The programme of assessment is designed to spread formal assessment tasks in all subjects in a school throughout the term:

PROGRAMME OF FORMAL ASSESSMENT				
FORMAL, RECORDED SCHOOL-BASED ASSESSMENTS 75%				END-OF-YEAR INTERNAL SCHOOL BASED EXAMINATION 25%
CONTENT		INVESTIGATIONS AND DEVELOPING TECHNOLOGICAL SOLUTIONS		WRITTEN EXAMINATION (45 MINUTES) : 40 MARKS
• Four formal class tests: 30 marks each • One mid-year examination: 40 marks • One project can be done in any term: 40 marks: recorded in term 4 The skills are specified in Specific Aims 1, 2 and 3. The class tests and examination MUST include questions on both Science and Technology		• Science: A selection of eight (prescribed) representative practical tasks, which cover the range of skills described in Specific Aim 2, of which three must be recorded. • Practical tasks differ with regard to the skills that can be assessed. The marks allocated per activity will therefore vary between 20 and 40. • Technology: A full technological design process (with support) addressing all the skills prescribed. The marks allocated for this activity will therefore vary between 20 and 40.		Content, concepts and skills across both sciences and technology and across all topics, including knowledge of investigations and some of the skills associated with practical work, must be assessed in the written exam.
SCHOOL-BASED ASSESSMENT (During the year)				
TERM 1	TERM 2	TERM 3	TERM 4	
• One formal class test. • One selected practical task	• One formal class test. • One case study • One mid-year examination (45 minutes)	• One formal class test • One selected practical task • One selected translation task	• One formal class test • One project • One selected practical task.	
25%	25%	25%	25%	
Convert to 75% (YEAR MARK)				
				25 %(EXAM MARK)



Grade: 5

The programme of assessment is designed to spread formal assessment tasks in all subjects in a school throughout the term

PROGRAMME OF FORMAL ASSESSMENT				
FORMAL, RECORDED SCHOOL-BASED ASSESSMENTS 75%				END-OF-YEAR INTERNAL SCHOOL BASED EXAMINATION 25%
CONTENT		INVESTIGATIONS AND DEVELOPING TECHNOLOGICAL SOLUTIONS		WRITTEN EXAMINATION (50 MINUTES) :45 Marks
• Four formal class tests (30 to 40 marks each) • One mid-year examination (45 marks) • One project :can be done in any term but should be recorded in term 4 (50 marks) The skills are specified in Specific Aims 1,2 and 3. The class tests and examination MUST include questions on both Science and Technology content		• Science: A selection of eight (prescribed) representative practical tasks, which cover the range of skills described in Specific Aim 2, of which three must be recorded. • Practical tasks differ with regard to the skills that can be assessed. The marks allocated per activity will therefore vary but should not be less than 20. • Technology: A full technological design process (with support) addressing all the skills prescribed. The marks allocated per activity will therefore vary but should not be less than 20.		Content, concepts and skills across both sciences and technology and across all topics, including knowledge of investigations and some of the skills associated with practical work, must be assessed in the written exam.
SCHOOL-BASED ASSESSMENT (During the year)				
TERM 1	TERM 2	TERM 3	TERM 4	
• One formal class test. • One selected practical task	• One formal class test. • One case study • One mid-year examination (50 minutes)	• One formal class test • One selected practical task • One selected translation task	• One formal class test • One project • One selected practical task	
25%	25%	25%	25%	
Convert to 75% (YEAR MARK)				
				25 %(EXAM MARK)



PROGRAMME OF FORMAL ASSESSMENT				
FORMAL, RECORDED SCHOOL-BASED ASSESSMENTS 75%				END-OF-YEAR INTERNAL SCHOOL BASED EXAMINATION 25%
CONTENT		INVESTIGATIONS AND DEVELOPING TECHNOLOGICAL SOLUTIONS		WRITTEN EXAMINATION (60 MINUTES) :50 Marks
• Four formal class tests (40 to 45 marks each) • One mid-year examination (50 marks) • One project can be done in any term but must be recorded in term 4 (60 marks) The skills are specified in Specific Aims 1, 2 and 3. The class tests and examination MUST include questions on both Science and Technology content		• Science: A selection of eight (prescribed) representative practical tasks, which cover the range of skills described in Specific Aim 2, of which three must be recorded. • Practical tasks differ with regard to the skills that can be assessed. The marks allocated per activity will therefore vary but should not be less than 20. • Technology: A full technological design process(with support) addressing all the skills prescribed. The marks allocated per activity will therefore vary but should not be less than 20.		Content, concepts and skills across both sciences and technology and across all topics, including knowledge of investigations and some of the skills associated with practical work, must be assessed in the written exam.
SCHOOL-BASED ASSESSMENT (During the year)				
TERM 1	TERM 2	TERM 3	TERM 4	
• One formal class test. • One selected practical task	• One formal class test. • One case study • One mid-year examination (60 minutes)	• One formal class test • One selected practical task • One selected translation task.	• One formal class test • One selected practical task. • One project	
25%	25%	25%	25%	
Convert to 75% (YEAR MARK)				25 % (EXAM MARK)



EXAMINATIONS

Grade 4

In Grade 4 there is one examination paper on the whole year's work. The examination paper will be set for 45 minutes and 40 marks.

End-of-year Examination

TOPIC	TIME	WEIGHTING	
		%	MARKS (40)
T 1 • Living and non-living things • Features of plants and animals • Requirements for growth • Different structures • Animal shelter	1½ weeks 2½ weeks 2 weeks 1 week 1 week (8 weeks)	5 8 6 3 3 (25)	10
T 2 • Properties of Materials • Combination of materials to get new properties • Ways to strengthen materials • Solids, liquids and gases • Air and Gas	1½ weeks 2 weeks 1 ½ weeks 1 week 2 week (8 weeks)	5 6 5 3 6 (25)	10
T 3 • Sound • Musical Instrument	4 weeks 4 weeks (8 weeks)	13 12 (25)	10
T 4 • Finding out about space • Our place in space • Movement	1 ½ weeks 5 weeks 1 ½ weeks (8 weeks)	5 15 5 (25)	10
TOTALS	32 weeks	100	40

The weighting for the topics in a term must serve as a guideline for teachers. The purpose of providing the weighting is to ensure that all topics are covered.



Grade 5

In Grade 5 there is one examination paper on the whole year's work. The examination paper will be set for 50 minutes and 45 marks.

END-OF-YEAR EXAMINATION

TOPIC	TIME	WEIGHTING	
		%	MARKS (45)
T 1 • Properties of materials • Materials in frame structures • Designing a solution	4 weeks 1 week 3 weeks (8)	13 3 9 (25)	11
T 2 • Energy • Energy: Light, heat, sound, electrical • Energy for moving things • Systems that store and release energy • Mechanisms	1½ weeks 3 weeks 1 week 1 week 1½ week (8 weeks)	5 9 3 3 5 (25)	12
T 3 • Design and make a solution: moving an object • Energy flow and Food chains • Biodiversity of plants and animals	3 weeks 2½ weeks 2½ weeks (8 weeks)	9 8 8 (25)	11
T 4 • Below the surface of Earth • On the surface on Earth • Sedimentary rocks • Fossils • Senses in animals and humans	1 week 1½ weeks 1 week 1½ weeks 3 week (8 weeks)	3 5 3 5 (25) 9	11
TOTALS	32 weeks	100	45

The weighting for the topics in a term must serve as a guideline for teachers. The purpose of providing the weighting is to ensure that all topics are covered.



Grade 6

In Grade 6 there is one examination paper on the whole year's work. The examination paper will be set for 60 minutes and 50 marks.

END-OF-YEAR EXAMINATION

TOPIC	TIME	WEIGHTING	
		%	MARKS (45)
T 1 • Electricity • Conductors • Energy transfers : electrical circuit • Energy transfers: to surroundings • Safety and electricity	2 weeks 1½ weeks 2½ weeks 1½ weeks 1 week (8 weeks)	5 4 5 4 3 (25)	13
T 2 • Electrical circuit problem (T) • Solar system • Life on Planet Earth	3 weeks 2½ weeks 2½ weeks (8 weeks)	9 8 8 (25)	12
T 3 • Mixtures, solutions, melting • Soluble and Insoluble substances • Rate of dissolving • Water resources	1 week 2 ½ weeks 2 weeks 1½ weeks (8 weeks)	3 8 9 5 (25)	12
T 4 • Nutrition and food groups • Healthy of the planet • Animals with skeletons • Types of movement (T)	2 weeks 1 week 3 weeks 2 weeks	6 3 9 6 (25)	13
TOTALS	32	100%	50

The weighting of the topics in a term must serve as a guideline for teachers. The purpose of providing the weighting is to ensure that all topics are sufficiently covered.

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, if necessary provincial levels. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments.



In Grade 6 the Formal School Based Assessment and the practical tasks should be moderated by the relevant subject specialist(s) at school and district levels in an ongoing way. Moderation in Grade 6 serves the following purposes:

1. It should ascertain whether the subject content and skills have been taught and assessed.
2. It should ensure that the correct balance of cognitive demands is reflected in the assessment.
3. It should ensure that the assessments and marking are of an acceptable standard and consistency.
4. It should identify areas in which the Educator may need further development and should lead to support for such development.

TIME ALLOCATION

Intermediate Phase

The instructional time in the Intermediate Phase is as follows:

SUBJECT	HOURS
Home Language	6
First Additional Language	5
Mathematics	6
Natural Sciences and Technology	3,5
Social Sciences	3
Life Skills	4
• Creative Arts	(1,5)
• Physical Education	(1)
• Personal and Social Well-being	(1,5)
TOTAL	27,5

TIME ALLOCATION FOR LIFE SKILLS IN THE CURRICULUM

The time allocation for Natural Sciences and Technology is 3½ hours per week and the curricula for Grades 4, 5 and 6 have been designed to be completed within 32 weeks out of 40 weeks in the school year. This leaves 8 weeks in the year for examinations, tests and disruptions due to other school activities. The time allocated per topic is a guideline and should be applied flexibly according to circumstances in the classroom and to accommodate the interests of the learners. **The time allocated is also an indication of the weighting of each topic.**

In all grades, a significant amount of time should be spent on doing practical tasks and investigations which are an integral part of the teaching and learning process.



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.

Note: The seven point scale should have clear descriptions that give detailed information for each level.

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

Recording is a process in which the Educator documents the level of a learner's performance. Educators record the actual raw marks against the task using a record sheet.

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.

Reporting is a process of communicating learner performance to learners, parents, the school, districts and other stakeholders, such as employers, tertiary institutions, and etcetera.

In Grades R – 12, Educators report in percentages against the subject, using the following scale:

The various achievement levels and their corresponding percentage bands are as follows:.

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

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*.

LEARNERS' WORKBOOKS



- At the beginning of the year each learner should get a workbook to do activities for Natural Sciences 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.

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.



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.

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.

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: _____

