

LAERSKOOL EVERSDAL



**IFSEN
ASSESSERINGS-
BELEID**

IFSEN ASSESSERINGSBELEID

Assessering volgens die Kurrikulum-en Assesseringsbeleidverklarings (KAVS):

KAVS is 'n leerdergesentreerde en resultaatgeoriënteerde benadering tot onderwys en opleiding. Dit bou voort op die opvatting dat alle leerders hulle volle potensiaal kan bereik, maar dat dit moontlik nie op dieselfde wyse of binne dieselfde tydperk sal plaasvind nie. KAVS is in 2013 deur die Nasionale Departement van Basiese Opvoeding in Gr. 4 – 6 geïmplementeer, en 2014 in Graad 7.

Dit impliseer die volgende:

- Wat leerders veronderstel is om te leer, word duidelik gedefinieer;
- Elke leerder se vordering is gebaseer op prestasie wat gedemonstreer is;
- Elke leerder se behoeftes word geakkommodeer deur multi-onderrig- en leerstrategieë en assesseringsinstrumente te gebruik;
- Elke leerder word van die tyd en hulp voorsien om sy of haar potensiaal te verwesenlik.
- Assessering in KAVS fokus op die bereiking van duidelik gedefinieerde fokusse.
- Assessering in KAVS vereis die gebruik van instrumente wat die leerder se prestasie toepaslik assesseer en lewenslange leervaardighede aanmoedig.
- Deurlopende assessering word as die beste model beskou om regdeur die stelsel te assesseer en om moontlike verbetering te laat plaasvind.
- Assessering in KAVS vereis dat onderwysers die oorhoofse verantwoordelikheid het om die vordering van leerders in die bereiking van die verwagte doelwitte te assesseer.
- Assessering in KAVS vereis dat die prestasie van die leerders teen die doelwitte gemeet word deur van 'n wye reeks metodes gebruik te maak, insluitende:
 - Informele monitering deur observasie,
 - Formele gebruik van toepaslike en goedgekeurde, gestandaardiseerde toetse, mondelinge vrae en antwoorde, konferering, onderhoude,
 - Selfassessering, selfrapportering en portuurassessering.
- Assessering in KAVS vereis dat kumulatiewe bewyse van leerderprestasie opgeteken moet word en dat hierdie rekords die leerders deur hulle hele skoolloopbaan moet vergesel.
- Assessering in KAVS vereis dat verslagvorms 'n integrale deel van leer, onderrig en assessering sal wees.

Dit moet onpartydig en sensitief wees vir geslag, ras, kulturele agtergrond en vermoëns.

Assesseringsresultate moet duidelik, akkuraat, betyds en sinvol oorgedra word.

Vordering/Progressie moet met die prestasie ten opsigte van die spesifieke doelwit verbind word en moenie aan tyd gebonde wees nie. Bewyse van vordering in die bereiking van doelwitte sal gebruik word om areas te identifiseer waar leerders ondersteuning en remediërende intervensie benodig.

Die beleid van Laerskool Eversdal is ontwikkel om assesseringspraktyke in te faseer en te onderhou.

Die beleid definieer assessering as die proses waarvolgens inligting omtrent 'n leerder se prestasie geïdentifiseer, versamel en geïnterpreteer word, soos gemeet teen doelwitte vir 'n bepaalde fase van leer, wat op nasionale vlak ooreengekom is.

Die leerproses word in die graad bespreek tydens Graadbepanning wat op Vrydae plaasvind.

Daar word kwartaalliks rapporteer aan ouers; en die rapportering word bespreek tydens ouerafsprake, indien ouers addisionele inligting verlang. Alle formele en informele assesserings word na die ouerhuise gestuur vir kennisname aan die ouer. Ouer teken die assessering af.

Die profiel van elke leerder word onderhou – prestasie, emosionele gebeurtenis, siektes, ens. word opgeteken.

Elke leerder beskik oor 'n goedgekeurde handboek waarin inhoud vervat is.

Leerders se toegang tot kennis, vaardighede, houdings en waardes, wat in die Nasionale kurrikulum-beleid gedefinieer word, word verhoog deur:

- 'n Toegeruste Bronnesentrum.
- 'n Skool wat oor twee toegeruste rekenaarlokale beskik.
- 'n Skool wat oor 100+ tablette beskik.
- 'n Skool wat net witborde in die klasse het met direkte toegang tot die internet.
- 'n Skool wat beskik oor 'n toegeruste Tegnologie- en Kunslokaal waar vaardighede aangeleer word.

LEERDERS WAT NIE ASSESSERINGSTUKKE INLEWER NIE

Uit ondervinding weet ons dat daar sekere leerders is wat hulle skuldig maak daaraan om assesseringstake laat / glad nie in te lewer nie / glad nie te voltooi in die gegewe tyd nie.

Om uniforme optrede teenoor hierdie leerders moontlik te maak, sal Laerskool Eversdal die volgende stappe volg:

- Leerders moet, sodra hulle die opdrag ontvang, die datum aanteken waarop die taak voltooi en ingelewer moet word.
- Opvoeders vergemaklik hulle taak deur self die inleweringsdatum op die taak aan te bring voordat dit gekopieer word.
- Ouers ontvang 'n assesseringsplan aan die begin van die jaar met die nodige datums.
- Indien 'n leerder nie sy taak op die gegewe tyd voltooi nie, sal 5% van die punte verbeur word.
- 'n Redelike tydperk van 5 dae sal gegun word. Ouers sal in kennis gestel word.
- Indien 'n leerder na hierdie tydperk nog versuim om die taak in te handig, sal sy punte verbeur word vir die kwartaal.
- Daar sal op 'n gegewe tyd, in die volgende kwartaal, wat die opvoeder pas nog 'n geleentheid aan die leerder gegee word met inagneming dat 25% verbeur is.

Die meegaande brief word aan ouers gestuur.

Verw. : Akademiese Dissipline
Dept. : Kurrikulum – Algemeen
Kontak : Mev. H. Spangenberg

Datum : _____

Geagte Ouer

LAERSKOOL EVERSDAL: AKADEEMIESE DISSIPLINE 2015

U kind _____

Na herhaalde kere wat u kind deur myself en die opvoeder aangespreek is, dwing u kind se gebrek aan akademiese dissipline ons om die volgende met u te deel:

1. Hy/sy het 'n _____ opdrag gekry om te voltooi op _____ . Dit was nie voltooi of afgehandel nie.
2. Ek en die opvoeder het sy/haar verantwoordelikhede teenoor akademiese werk met hom/haar bespreek, en 'n verdere twee dae gegee vir afhandeling van die taak.
3. Ongelukkig het hy/sy steeds nie die taak afgehandel nie.

Dit is in u kind se eie belang om 'n meer positiewe houding teenoor sy/haar akademiese werk te toon. Hy/sy sal nou die assesseringspunte vir die kwartaal verbeur nadat daar meer as een geleentheid was om die taak af te handel.

Teken asseblief ontvangs van die brief en stuur dit terug aan die skool.

Met dank

MNR. H.L. ARANGIES
LAERSKOOL EVERSDAL: SKOOLHOOF

Hiermee erken ek ontvangs van bogenoemde brief oor akademiese dissipline.

OUER: _____

DATUM: _____

Omstandighede waaronder 'n herhaling van die skooljaar aanvaarbaar sal wees:

- A. Wanneer die leerder sonder 'n verklaarbare rede meer as 50 (25%) in 'n skooljaar afwesig is.
- B. Waar, na 'n volledige intervensieproses, dit in die leerder se beste belang geag word dat hy/sy die jaar moet herhaal.
- C. Waar leerders nie die nodige kriteria om te slaag bereik het nie.

SLAAGVEREISTES- GR. 4 – 6

| | |
|---|-----------------|
| Minimum bevorderingsvereistes vir Graad 4-6 | |
| Huistaal | Vlak 4 (50-59%) |
| en | |
| Eerste Addisionele Taal | Vlak 3 (40-49%) |
| en | |
| Wiskunde | Vlak 3 (40-49%) |
| en | |
| Enige 2 (twee) ander vakke | Vlak 3 (40-49%) |

50% vir Huistaal/Home Language

40% vir Wiskunde/Mathematics

40% vir EAT Eerste Addisionele Taal/ First Additional Language

40% vir 2 ander vakke: -LO, SW, NW

Leerders mag **30%** kry in een van die volgende vakke: LO ,SW, NW

Immigrante

40% vir Huistaal of EAT/Home Language or First Additional Language

40% vir Wiskunde

40% vir enige 3 vakke

Nasionale Koderingstelsel Gr. 4 – 6

| Prestasiekode | Beskrywing van vaardigheid | Persentasie |
|---------------|----------------------------|-------------|
| 7 | Uitmuntende prestasie | 80 – 100 |
| 6 | Verdienselike prestasie | 70 – 79 |
| 5 | Beduidende prestasie | 60 – 69 |
| 4 | Voldoende prestasie | 50 – 59 |
| 3 | Matige prestasie | 40 – 49 |
| 2 | Basiese prestasie | 30 – 39 |
| 1 | Ontoereikende prestasie | 0 – 29 |

Slaagvereistes- GR. 7

| | |
|---|-----------------|
| Minimum bevorderingsvereistes vir graad 7-9 | |
| Huistaal | Vlak 4 (50-59%) |
| en | |
| Eerste Addisionele Taal | Vlak 3 (40-49%) |
| en | |
| Wiskunde | Vlak 3 (40-49%) |
| en | |
| Enige 3 (drie) ander vakke | Vlak 3 (40-49%) |
| en | |
| Enige 2 (twee) ander vakke | Vlak 2 (30-39%) |

Nasionale koderingstelsel Gr. 7

| Prestasiekode | Beskrywing van vaardigheid | Persentasie |
|---------------|----------------------------|-------------|
| 7 | Uitmuntende prestasie | 80 – 100 |
| 6 | Verdienselike prestasie | 70 – 79 |
| 5 | Beduidende prestasie | 60 – 69 |
| 4 | Voldoende prestasie | 50 – 59 |
| 3 | Matige prestasie | 40 – 49 |
| 2 | Basiese prestasie | 30 – 39 |
| 1 | Ontoereikende prestasie | 0 – 29 |

Moderering:

Alle werk, informeel en formeel, word deur die Vakhoof en die Kurrikulumhoof intern modereer. Daar is 'n stel meetinstrumente waarop die moderering opgeteken word. Dit word aan die Kurrikulumhoof oorhandig wat dit op lêer plaas. Daar is ook vasgestelde datums deur die jaar wat deur die Kurrikulumhoof bepaal word, waarop modereringsdeurlopend gedoen word. Die Kurrikulumhoof en die SAIC-komitee modereer alle interne en eksterne eksamens na voltooiing en hou statistieke van uitslae.

Die volgende word modereer:

- Take voor voltooiing - deur Vakhoofde.
- Take na voltooiing - deur Kurrikulumhoof en SAIC-span.
- Onderwyserlêer.
- Rekordboeke.
- Rapporte - Skoolhoof.
- Assesseringsplan - Vakhoofde
- Interne en eksterne eksamens.
- Statistieke - Skoolhoof

Die volgende beleide vul die modereringsbeleid aan:

- Assessment Policy
- Irregularities Policy
- Learners Profiles
- Appeals
- Intervensies – Individuele hulp
- Werkskedules
- Jaarprogram
- Plan van Onderrig - eie skool.
- Leerprogram – handboek.

DIE LEERONDERSTEUNINGSPAN:

Die Leerondersteuningspan bestaan uit opvoeders in die skool. Daar kan ook kundiges van buite verkry word om op hierdie span te dien, soos

Kurrikulumadviseurs
Kringbestuurders
Kliniekspanne

- Die ouers/voogde word hieroor ingelig.
- 'n Ondersteuningsplan word per leerder uitgewerk, in samewerking met die ouers, voogde en opvoeders.

DIE LEERONDERSTEUNINGSPAN (TST en ASSESSERINGSKOMITEE) EN DIE OUERS:

Indien daar ooreenstemming is dat 'n leerder 'n jaar moet herhaal, moet die ouers saam met die Leerondersteuningspan 'n spesifieke en relevante plan vir 'n leerder vir die volgende jaar uitwerk. Deurlopende ondersteuning in samewerking met die ouers/voogde, moet beplan word. Gereelde terugvoering moet aan ouers gegee word.

GETEKEN: MNR. H.L. ARANGIES
LAERSKOOL EVERS DAL: SKOOLHOOF
DATUM: 2015-12-11

MNR. C. KLEM
VOORSITTER: BL

EVERSDAL PRIMARY SCHOOL



IFSEN ASSESSMENT POLICY

IFSEN ASSESSMENT POLICY

Assessing according to the Curriculum and Assessment Policy Statement (CAPS)

CAPS is a learner centered and result orientated approach to education and training. It builds on the approach that all learners will be able to attain their full potential, but that it possibly will not take place on the same grounds and same time period. CAPS was implemented in 2013 by the National Department of Basic Education for Grades 4 – 6 and in 2014 Grade 7.

It implies the following:

- What the learners are expected to learn is clearly defined.
- Every learner's progress is based on exactly what is demonstrated.
- Each learner's abilities are accommodated through multi-instruction and educational strategies, and the use of assessment tools.
- Each learner is given time and help to realize their full potential.
- CAPS assessing focuses on attaining clearly defined focuses.
- CAPS assessing requires the use of instruments that will appropriately assess the learner's achievements and will encourage lifelong learning skills.
- Continual assessment is accepted as the best model to be assessed by the system to allow possible improvement.
- CAPS assessment requires that the educators have the overall responsibility to assess the progress of the learners and the attaining of the required aims.
- CAPS assessment requires that the progress of the learners are measured against the aims by using a series of methods namely:
 - Informal monitoring through observation.
 - Formal use of appropriate and approved, standardized tests, verbal questions and answers, conferring and interviews.
- CAPS assessing requires that accumulative proof of learner achievement is documented and that all learner records are to accompany them throughout their school careers.
- CAPS assessment requires that the report forms will form an integral part of the learning, educating and assessment.

It must be impartial and sensitive to sex, race, cultural background and abilities. Assessment results must be clear, accurate, timeously and clearly presented.

Progression/promotion must be in line with the specific aims and ability as the primary factors and must not be bound by time.

Proof of progression in the achieving of the aims will be used to identify where learners need support and remedial intervention.

The policy of Eversdal Primary School has been developed to phase in and maintain the assessment practice.

The policy defines assessing as the process whereby information, regarding a learners' achievement is identified, gathered and interpreted and then measured against the aims for the specific phase of the learner as agreed upon at national level.

The learning process in the grade is discussed during grade planning sessions on Friday afternoons. There are quarterly reports with parents and this reporting is discussed during parent meetings, should parents require additional information. All formal assessments are sent to the parents homes for their information and are signed off by the parent.

The profile of each learner is maintained – progress, emotional episodes, sickness, etc. are documented.

Each learner owns an approved text book where the content is recorded.

Learners' access to knowledge, skills, attitude and values that are defined in the National curriculum, is broadened by:

- The school has two fully equipped Computer Centres.
- An equipped Resource Centre.
- The school has 100 + tablets at their disposal.
- The school has only white boards in their classrooms with direct access to the internet.
- The school has an equipped Technology and Art Centre where these skills are learnt.

LEARNERS THAT DO NOT SUBMIT ASSESSMENT TASKS.

From experience we have learnt that there are certain learners that are guilty of not submitting assessment tasks timeously or not at all.

Eversdal Primary School is going to implement the following steps to have a uniform approach to address these habits.

- As soon as the learners are given tasks, they must record the date on which the task must be completed and handed in.
- Educators confirm the date of handing in the task by noting it on the task sheet before it is copied and handed to the learner.
- Parents receive a task planning sheet at the beginning of each year with the necessary dates noted on it. If a learner does not submit his task within the given time, he is penalized 5 % of the mark. A reasonable time period of 5 days will be granted. Parents will also be informed. If a learner, after this period fails to submit the task, he will forfeit these marks for the entire term. A further period that suits the educator will be granted to the learner during the following term with the knowledge that a total of 25% will be deducted.

The attached letter will be submitted to the parents.

Ref : Curriculum
Dept. : Intersen
Contact: Mrs H. Spangenberg

Date : _____

Dear Parent

EVERSDAL PRIMARY SCHOOL: ACADEMIC DISCIPLINE 2015

Your child: _____

After constant reprimanding by the class teacher and myself, your child's academic discipline has forced the school to communicate the current state with you as a parent:

1. He/She was given an _____ assignment to be handed in on _____ . He/she never handed it in on the set date.
2. The educator and I discussed his/her responsibilities towards his/her work, and gave him/her another two days to complete the task.
3. Unfortunately he/she still indicated that the task was incomplete.

It is in your child's own interest that a more positive approach towards his work should be taken. He/she will therefore now forfeit the allocated marks. He/she had multiple opportunities and failed to deliver the work.

Please be so kind as to sign this letter and return it to the school.

With thanks

MR H.L. ARANGIES
EVERSDAL PRIMARY SCHOOL : HEADMASTER

I hereby acknowledge receipt of the above letter.

SIGNATURE PARENT: _____

DATE: _____

Conditions that are acceptable for a learner to repeat a standard:

- When a learner is absent for more than 50 (25%) in the school calendar year without a valid reason.
- Where, after a full intervention process, it is still in the learner's best interest that he/she repeats the year.
- Where learners have not achieved the necessary criteria to allow them to progress.

PROMOTION REQUIREMENTS- GR. 7

| MINIMUM PROMOTION REQUIREMENTS FOR GRADES 7-9 | | |
|---|--|------------------|
| Home Language | | Level 4 (50-59%) |
| AND | | |
| First Additional Language | | Level 3 (40-49%) |
| AND | | |
| Mathematics | | Level 3 (40-49%) |
| AND | | |
| Any 3 (three) other subjects | | Level 3 (40-49%) |
| AND | | |
| Any 2 (two) other subjects | | Level 2 (30-39%) |

| NATIONAL CODING SYSTEM GRADES 7-9 | | | |
|-----------------------------------|---------------------------|------------------|--|
| RATING CODE | DESCRIPTION OF COMPETENCE | MARKS 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% | |

ASSESSMENT USING THE 7 POINT RATING SCALE

| 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 |

Moderating:

All formal and informal work must be moderated internally by the Subject Head and the Curriculum Head. There is a set of measuring instruments that allow for the recording of the moderation. This is presented to the Curriculum Head who places it on file.

There are also certain predetermined dates noted by the Curriculum Head on which continuous moderations must be performed. The Curriculum Head and SAIC- committee moderate all internal and external exams after completion and keep statistics of records.

The following are moderated:

- Tasks before completion – by Subject Heads.
- Tasks after completion – by Curriculum Head and SAIC – team.
- Educator file.
- Record books.
- Reports- Headmaster.
- Assessment team-Subject Heads.
- Internal and external examinations.
- Statistics-Headmaster.

The following policies constitute the moderating policy:

- Assessment Policy.
- Irregularities Policy.
- Learners' profiles.
- Appeals.
- Interventions-assisted time.
- Work schedules.
- Year programme.
- Education plan-own school.
- Learning programme-text book.

THE STUDY SUPPORT TEAM:

The Study Support Team will be drawn from the educators in the school. Specialists may also be part of this team.

These may include: Curriculum Advisors.

Circuit Managers.

Clinical Team.

- The parents-guardians are informed about this.
- A support plan for each learner is compiled.

THE STUDY SUPPORT TEAM (TST and ASSESSMENT COMMITTEE) AND THE PARENTS:

Should there be consensus that a learner must repeat a year, the parents, together with the Study Support team must devise a relevant plan for this learner for the next year. Ongoing support in conjunction with the parents/guardians must be planned. Regular feedback must be given to the parents.

SIGNED: MR H.L. ARANGIES
EVERSDAL PRIMARY SCHOOL: HEADMASTER
DATE: 2015-12-11

MR C. KLEM
CHAIRMAN: GOVERNING BODY