



368 MOROLONG SECTION
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LEGAE LA BANA PRIMARY SCHOOL

ASSESSMENT POLICY

INTRODUCTION

Assessment is the process of collecting, analysing and interpreting information to assist teachers in making decisions about the progress of their students. Classroom assessment should be both formal and informal, and should be used to provide feedback to students that supports and enhances their learning experience.

Informal assessment which will not be formally recorded, will be used to inform daily teaching and learning. Formal assessment tasks should include a range of appropriate activities. These may include examinations, tests, projects, oral presentations, written reports, observations of demonstrations, performances and investigations, practical work, and creative writing.

Internal moderation of formal assessments must be done by HOD's, Assistant Principal or Principal.

Formal assessments must be recorded methodically and accurately. The aim of the policy is to ensure that the assessment procedures are followed in accordance with the National Policy, so that every pupil is given the opportunity to achieve to his/her full potential.

OBJECTIVE AND PRINCIPLES OD ASSESSMENT

To ensure that:

- ✓ there are clear guidelines to formative and summative assessment
- ✓ there is always a clear purpose for assessing and assessment is fit for its intended purpose
- ✓ assessment is a continuous process and it is integral to teaching and learning
- ✓ there is a consistent and coherent approach to recording summative assessment outcomes and reporting to parents



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- ✓ there is proper assessment practice that will be monitored and evaluated
- ✓ assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes
- ✓ assessment supports informative and productive conversations with staff, children and parents
- ✓ assessments are conducted in a fair manner for the learners to achieve the best results.
- ✓ assessment is inclusive of all abilities

WEIGHTING OF SCHOOL BASED ASSESSMENTS AND EXAMINATIONS

GRADES	SCHOOL BASED ASSESSMENTS	END OF YEAR EXAMINATION
R - 3	10%	
4 – 6	75%	25%
7	40%	60%

RATING CODE	DESCRIPTOR	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%



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PROGRESSION / PROMOTION REQUIREMENTS

Grade R

A learner in Grade R in the Foundation Phase must offer the following three (4) subjects:

- a) English Home Language
- b) Mathematics
- c) Life Skills, comprising Beginning Knowledge, Creative Arts, Physical Education and Personal and Social Wellbeing.
- d) Coding and Robotics

The following are guidelines for determining a learner's progress in Grade R:

- a) Adequate Achievement (Level 4) in English Home Language level and
- b) Moderate Achievement (Level 3) in Mathematics

Grades 1 –3

A learner in Grade 1 - 3 in the Foundation Phase must offer the following three (4) subjects:

- a) English Home Language
- b) Mathematics
- c) Life Skills, comprising Beginning Knowledge, Creative Arts, Physical Education and Personal and Social Wellbeing,
- d) Coding and Robotics



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The following are guidelines for determining a learner's progress in Grade 1 – 3:

- a) Adequate Achievement (Level 4) in English Home Language level
- b) Moderate Achievement (Level 3) in Mathematics.

A learner who does not meet the requirements for promotion can be progressed to the next grade in order to prevent the learner being retained in the Foundation Phase for longer than four years, excluding Grade R.

Grades 4 – 6

A learner must offer and complete six (6) subjects for each of Grades 4 –6 as listed •

English Home Language

- Afrikaans First Additional Language
- Mathematics
- Natural Sciences and Technology
- Life Skills
- Social Sciences

A learner who does not meet the requirements for promotion can be progressed to the next grade in order to prevent the learner being retained in the Intermediate Phase for longer than four years.

Promotion from grade to grade through this phase within the appropriate age cohort should be the accepted norm, unless the learner displays a lack of competence to cope with the following grades work.



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The following are guidelines for determining a learner's promotion from Grade 4 to 6 in the Intermediate Phase:

- a. Adequate Achievement (Level 4) in English Home Language.
- b. Moderate Achievement (Level 3) in Afrikaans First Additional Language
- c. Moderate Achievement (Level 3) in Mathematics,
- d. Moderate Achievement (Level 3) in any other two (2) of the remaining approved subjects
- e. Immigrant learners may be exempted from achieving one official language provided they obtain Moderate Achievement (Level 3) in all three (3) of the remaining subjects.