NORMAN HENSHILWOOD HIGH SCHOOL

ASSESSMENT POLICY

"Learning, teaching and assessment are inextricably linked. The focus of assessment must be on assessing learning outcomes and not learning inputs."

Updated 04/12/2023 (SB)

ALL subject assessments will be governed solely by the NATIONAL CURRICULUM STATEMENT GRADES R – 12 which includes the CAPS, National Policy pertaining to the Programme and Promotion Requirements of the NCS [NPPPPR] and the National Protocol for Assessment Grades R – 12 [NPA]

1. **DEFINITION OF ASSESSMENT**

• A process of gathering ***valid and reliable information*** about the ***performance*** (evidence) of a learner, on an ***on-going*** basis (SBA) against clearly defined ***criteria***, using a variety of ***methods, tools, techniques and contexts, recording*** the findings, ***reflecting and reporting*** by giving positive, supportive and motivational ***feedback*** to learners, other educators, parents and other stakeholders (WCED).
• SBA is an ongoing everyday process that determines what a learner knows, understands, values and can do.
• SBA must be an integral part of the teaching and learning process.
• All types of assessment must be continuous.

2. **PURPOSE OF ASSESSMENT**

At Norman Henshilwood we must ask ourselves as educators: WHY DO WE ASSESS?
We do not always have to assess for recording and the accumulation of marks. The purpose of assessment can be of a formative, diagnostic or summative nature.

• Aim of assessment is for growth, development and support.
• To monitor a learner's progress through a learning area so that decisions can be made about the best way(s) to facilitate further learning in terms of expected ***knowledge, skills, values and attitudes (herewith further referred to as KSVA.***
• To provide information about learning difficulties and intervention strategies necessary to support learners experiencing learning difficulties.
• Purpose is NOT about promotion but about progression.

3. **WHAT IS BEING ASSESSED?**

• Learners' performance and competence as they progress towards achieving learning outcomes is assessed.
• Criteria selected for assessment must be measurable and assessable.
• KSVA to be assessed must be clearly stated.

4. **THE SPECIFIC ASSESSMENT PURPOSES OF SBA**

At Norman Henshilwood, SBA fulfils five main purposes of assessment:

4.1 **Baseline assessment**

• Used by the educator at the beginning of a new learning experience to find out what the learners already know and can demonstrate.
• This is done so that the educator can decide what level of demands to build into the learning experience plan.

4.2 **Formative assessment (Assessment for learning)**

• Involves a developmental approach.
• Designed to monitor and support learning progress.
• Built into learning activities or becomes a learning activity.
• Constructive feedback guides the learner and educator.
• Helps to determine learners' strengths and developmental needs in relation to a particular outcome or criteria.
• Indicates the appropriate assessment tools, techniques and methods.

4.3 **Diagnostic assessment**

• Finds out the nature and cause of a learning difficulty and provides appropriate intervention strategies (remediation).
• Determines when specialist WCED advice and support is needed.

4.4 **Summative assessment (Assessment of learning)**

• Involves a series of assessment activities, resulting in an overall report on the performance of the learner.
• Used to determine how well a learner has progressed towards the achievement of selected outcomes.
• Must be used to give formative feedback to the educator and to feed into the next planning session.

4.5 **Systemic Assessment**

• Will only be used by the National DOE to assess with regard to learner attainment in order to evaluate the appropriateness of the education system.
• Will be used to assist in curriculum development and to evaluate teaching and learning.
• Norman Henshilwood offers its full support to the Systemic Evaluation but questions the relevance of the ANAs.

4.6 **Control Tests**

• Control Tests will be held during Test Week in Terms 1 and 3 ONLY.
• Other tests may be written as long as it is negotiated with the relevant class. Pupils may write not more than ONE test per day in this case.
• Learners who are not able to write a control test and/or examination during test

week or an examination period for any reason (medical or personal), cannot be considered for any academic awards issued at prize-giving/award ceremonies.

4.7 **Non-test week terms**

• As far as is possible, unless required by subject policy document e.g. CAPS, ONLY project work will be assessed during Term 2 and 4. The teacher may reserve the professional right to make a test count [as long as it is a requirement of the CAPS policy document].
• Examinations form part of the summative assessments during these terms.
• No provision is made for the writing of supplementary examinations for whatever reason if an examination is missed. A scaled-up mark will count [either SBA or SBA + those papers written]. If a learner does miss an exam, he/she will not be issued with the class average for the subject. The learner's report will reflect only the marks of the formal assessments he/she completed during the term.
• Provision will be made for a '2nd chance' exam IF promotion is at stake.

4.8 **Policy on the awarding of '0' and penalising for late submission**

• Learners with a medical certificate from a registered medical practitioner will be able to write a missed test.
• 10 % must be deducted for each day an SBA task is delivered late up to a maximum of 3 days [30 %]. This must be communicated in writing to the pupil's parents. Relevant documentation must be completed.
• A '0' may NOT be given. SBA work must be produced, even if late.

AS EDUCATORS AT NORMAN HENSHILWOOD WE NEED TO KEEP THE TARGETED OUTCOMES IN FOCUS, KNOW WHAT WE ARE LOOKING FOR AND KNOW WHY WE ASSESS EACH TIME WE ASSESS LEARNERS' WORK. THIS WILL GO A LONG WAY TOWARDS EASING OUR PERCEIVED ADMINISTRATIVE BURDEN BECAUSE THEN WE WILL KNOW NOT EVERY ASSESSMENT IS MEANT FOR RECORDING AND REPORTING PURPOSES.

5. **ASSESSMENT PRACTICE AT HENSHILWOOD**

ASSESSMENT TEAM:

Jawaad Holland (Principal: Accountable and Responsible for Curriculum)
Ilannah Philander (Head: Assessment)
Deputy Principal (Curriculum Manager)
Subject Heads

5.1 **Methods to record and report**

• Reporting must be consistent, systematic, logical and educationally sound.
• National Policy must guide internal systems (CAPS).
• At the end of each year, each Department must submit its Subject Assessment Programme to the Principal so that a School Assessment Plan can be drafted

[and given to the pupils].
• This must all be planned during Staff Planning Week [annually].
• The planning documents must outline a comprehensive plan of action for recording and reporting achievement and must include forms of assessment.
• The subject policy document must be used as the basis upon which to indicate the breakdown of the SBA component and examination component of assessment. This must also be followed in accordance with the CAPS documents and entered onto Assess 2.
• In the GET and FET bands, national level descriptors must be used to record and report achievement (Code 1 - 7).
• Norman Henshilwood will report FOUR times a year on learner progress. For Terms 1, 2 and 3, ONLY assessments done in those terms may form part of the mark for that term. The final report reflects the entire year's formally-recorded assessments [SBAs] as per national policy for progression and promotion.
• Each educator will keep an up-to-date record of formal assessment activities for each learner. The record of assessment may be monitored by the Principal at any stage throughout the year. Educators must ensure that it is available for monitoring purposes.

5.2 **Portfolio of evidence [SBA work completed by learners/teachers]**

• A portfolio of evidence is a 'package' of work produced by a particular learner and/or educator over the space of 1 year (time).
• It provides educators and learners with the opportunity to examine, all at once and in one place, the work that the learner has produced over time.
• At Norman Henshilwood, each learner must keep a portfolio from Gr 8 to Gr 12. This will be kept AT THE LEARNERS' discretion in a GENERAL FILE.
• In the same vein, educators will keep all evidence of their assessment pieces and instruments used to assess learners' work in their GENERAL FILE.
• Educators must plan, in advance, what kinds of evidence learners must present in order to prove their competence. WCED policy prescriptions must be followed.
• Educators must be transparent and indicate, in writing, which portfolio pieces will be assessed on a quarterly basis, i.e. Programme of Assessment (POA).
• Educators must use the first few lessons of the year to clarify what must take place during the process of developing a portfolio of evidence of assessed work.
• The Principal may request a sample of any class and/or teachers' general files at any time during the year in order to monitor the organised management of assessment.

Portfolios contribute greatly to the personal growth of both the educator and the learner. It encourages a consistency of effort throughout the year and instil a sense of pride in learners. **IT IS THE RESPONSIBILITY OF THE TEACHER TO STORE THE PORTFOLIO. THIS IS NOT THE RESPONSIBILITY OF THE LEARNER.**

5.3 **Moderation and Standard Setting groups**

Moderation must ensure that assessment of all outcomes described in DBE policy is fair, valid and reliable. It is also a means of ensuring that standards are applied in assessment applied by educators. Moderation must be conducted at school, district (MSED) and provincial level (if needed) according to official policy i.e. end of year verification.

• Each educator must attend WCED cluster moderation meetings at the end of the year in Grade 9 and 12.
• Educators may leave for cluster meetings only after the final bell has rung to signal the end of the teaching day. Alternatively, educators should arrange the necessary substitute in order to leave early, to arrive on time at the setting.

• An internal moderation document which charts moderation progress must be completed by all subjects.
• In the GET and FET all summative examinations and/or tests AND formative tasks must be moderated (10 % sample).
• All moderation must be in green ink.
• All SBA tasks must have detailed moderation templates attached and completed by the moderator.

5.4 **Assessment Strategies (as evidence of achievement)**

A wide range of assessment strategies must be used to measure learner performance. Educators can select these, depending on the purpose of assessment. The types chosen must follow the WCED policy document guidelines (per subject) and must provide a range of opportunities for learners to demonstrate attainment of KSVA. The following are some assessment strategies that could be used by the educator:

1. **TESTS/EXAMS PRACTICAL EXERCISES**
2. **INTERVIEWS PROJECTS**
3. **QUESTIONNAIRES ROLE-PLAYS**
4. **STRUCTURED QUESTIONS SIMULATIONS**
5. **ASSIGNMENTS ORALS**
6. **CASE STUDIES OBSERVATIONS**

Any good assessment strategy is continuous, diagnostic, formative and, ultimately, summative too. It is part of good teaching. For this reason, educators must use a mix of methods. Educators at Norman Henshilwood must ensure that their methods assess skills such as writing and speaking, doing and thinking, content recall and application of knowledge. Norman Henshilwood's educators must understand that any good assessment is:

• planned in advance, and planned in relation to our desired learning outcomes (or assessment standards);
• rigorous – it attempts to be as transparent, reliable and valid as possible;
• recorded systematically so that it can be used to make important decisions and be available for perusal by learners, parents and the WCED.

5.5 **Progression and Promotion**

• The CAPS policy document is clear on all such matters. Consult your CAPS documents + your Curriculum Delivery document [emailed annually to you].
• All summary recording sheets (Grades 8 – 12) must be submitted to the Principal for approval BEFORE final marks are entered onto Assess 2.
• Progression and promotion meetings will take place quarterly as per the Year Planner. All staff will attend the meetings.

5.6 **Criterion-referencing**

• All assessment strategies, with the exception of a formal test/examination, must use criterion-referenced assessment guides (e.g. rubrics). For formal tests and exams, a memorandum must be used.

• All formative assessments (assessment for learning) must be assessed using a measurable instrument that provides learners with a transparent means to achieve good results e.g. checklist, observation sheet, assessment scale, rubric.
• Criterion-referenced assessments allow a learner's progress to be monitored and his/her achievements acknowledged on a rating scale.
• Criterion referencing at Norman Henshilwood also brings the learner into the assessment process: criteria are set with a learner and explained BEFOREHAND so that the learner knows exactly what will be assessed and what proportion of credit will be allocated to particular efforts.
• Criterion referencing allows the educator to credit achievement transparently and openly. It also explicitly states how to achieve results so that a learner can understand how his/her work is assessed. In addition, educators are able to explain results with measurable stated criteria.

5.7 **Who does the assessment?**

• Traditionally we have used a system where educators assess the work of learners.
• At Norman Henshilwood, we must become accustomed to encouraging more group, peer and self-assessment (subject policy documents make certain prescriptions. Refer to your CAPS policy document).

GROUP ASSESSMENT: takes place when a group of learners jointly assess a product/task. The product/task can be their own or it can be the work of others.
PEER ASSESSMENT: takes place when one learner assesses the performance of another learner. This can be an individual task where learners assess one another or a group task where one learner assesses how another learner performed in a group task.
SELF-ASSESSMENT: takes place when a learner assesses her/his own performance. When this happens, it helps the learner to understand why s/he does things and what is expected from her/him. It also assists the learner to become more reflective and responsible.
Educators are reminded of the need to ensure that Critical and Developmental Outcomes are infused into their assessment practices. Formal assessment (e.g. Control tests) must be administered by the teacher.

5.8 **Assessment relating to barriers to learning**

The Constitution of South Africa is committed to ensuring the recognition of a single, integrated education system that is based on equity, access, redress of past imbalances and a progressive improvement of the quality of education.

At Norman Henshilwood we recognise that there may be many barriers that might hinder learners of different abilities, backgrounds, interests and motivation to achieve optimally and, therefore, we must focus on methods that will enable learners to be assessed and to participate under conditions that will not disadvantage them.

Addressing barriers to learning will depend on whether the barrier is long-standing, recently-acquired, fluctuating or temporary.

In addressing barriers to learning the following principles will apply at Norman Henshilwood:

• The standard of assessment must not be compromised;
• Learners with learning barriers must not be given unfair advantage over their peers;
• The same academic standards and requirements must be applied to all learners;
• Alternative methods of assessment must allow the learner to apply his/her knowledge and skills;
• Alternative methods of assessment must be put in place early in the school career at Norman Henshilwood so that the learner with barriers to learning is accustomed to the assessment methods concerned before they are externally assessed;
• No intervention should be based purely on traditional categories of barriers to learning (e.g. deaf; blind). Such learners may have no barriers to learning at all whereas learners who have no visible barriers may need intervention.
Norman Henshilwood is committed to inclusive educational practices e.g. deaf learners.

5.9 **Planning for Assessment**

ASSESSMENT DOES NOT HAPPEN AT THE END

• Assessment CANNOT be neutral with respect to what is taught and learned.
• Any assessment is an expression of values on teaching and learning.
• Educators at Norman Henshilwood must view assessment as a critical and integrated part of the teaching and learning process.
• Planning for assessment should be integrated in the Work Schedule.
• When planning for assessment, each Subject must consult its relevant policy document/s.
• The planning for assessment in the Work Schedule will provide educators with an indication of resources and time needed for assessment in that phase. To do this, educators must familiarise themselves with what knowledge, skills, values and attitudes the learners are expected to possess so that they are able to integrate the assessment program within teaching and learning activities.
• For each level of planning educators need to describe the following clearly:
1. When they are going to assess.
2. How they are going to assess.
3. The purpose assessment will serve.
4. What resources they are going to use.
5. How they are going to support the diverse needs of the learners.

5.10 **Annual Subject Assessment Programme and School Assessment Plan**

• Each Subject Head will submit these annually.
• Aforementioned programmes/plans must meet minimum requirements as per national policy (CAPS).
• All control tests will be written during test week in terms 1 and 3. In terms 2 and 4 there will be formal examinations.
• All formal assessment tasks must be moderated by the Subject head before they are submitted for printing.
• Formal assessment tasks must be marked, moderated and returned to the learners. Turnaround time is one week. Results must be recorded and tasks must be placed in the portfolio of evidence.

5.11 **Intervention**

• School policy must be adhered to at all times.
• As a first intervention, parents/guardians must be informed, in writing (red letter), if their child/ren has/have not performed according to the necessary standard for formal assessment tasks.
• Yellow letters must be sent home to parents for all learners who perform well in formal assessment tasks.
• Red and Yellow letters must be signed, and returned, and be placed in the learners' portfolios.
• Parents must be informed at all times, telephonically and/or by email/sms if learners are not performing well on a consistent basis. Educators must record the call/s and/or emails/sms.
• Educators must request that learners are placed on full academic report if they are under-performing academically. Educators must request such intervention from the grade head. Grade heads are to contact aforementioned parents and inform them of such a decision.
• Learners on academic report must be referred for discussion to the SLT who meet on a weekly basis.
• All academic reports must run for an entire 10-day cycle and must be filed in the learner profile under 'Administration'. A copy of the report must also be kept in the learner's and teacher's portfolio as an intervention.

5.12 **Parents'/Educators'/Learners' (PEL) meetings**

• These will take place in the first two to three weeks of each new term [excluding term 4]. Personal appointments to be made by the teacher and/ or the parent.
• Plenaries with parents will be held at the start of each school year. All staff must attend the plenary of their homeroom class [non-HR teachers must choose a plenary].
• Grade Heads will collate all information from the E123s [quarterly] of each learner who has failed [below 40 %] a subject. For learners who have failed 3 or more subjects in the FET or 4 or more subjects in the GET, the Grade Head will set up a general meeting with the parent/s of the learner concerned WITH the subject teachers whose subjects were failed.
• Grade Heads will keep E123s and collated lists ***as well as an electronic copy in their google drive***.

• The Grade Head will give all other information from their list i.e. individual subjects failed [maximum 2 in FET and 3 in GET] to the Subject Heads. Subject Heads will meet with his/her teachers and inform them of the appointments that need to be scheduled. Teachers will meet with parents whose children failed [one-on-one] and complete a template [available on the shared drive] and return a copy to the Grade Head. Grade Heads will then monitor that the meetings have taken place. The number of failed learners must equal the number of templates received. If the three-week deadline has expired, Grade Heads must request Subject Heads to account for this.
• Parents may request to see his/her/their child/ren's teacher/s at any time.

5.11 **Cheating and plagiarism**

• Children who are caught must be dealt with in a firm, but respectful manner.
• Remove incriminating evidence and answer book, hand new sheets to pupil [signed by you] and allow the pupil to complete the examination.
• Report to Ms Philander as soon as the exam has ended. The pupil must accompany you.
• The parent/s must be contacted and requested to see Ms Philander. The subject head must be present [applicable subject].
• Ms Philander is to inform Mr Holland before a decision is taken on the outcome.
• Plagiarism: '0' is awarded. In certain cases, the pupil may be given an opportunity to re-submit original work.

5.12 **Subject Changes Grades 10-12**

- The schools' assessment policy clearly outlines the process of subject changes that are implemented at school level as follows:

  Subject Changes in Grade 10
  - A learner may change a maximum of 2 subjects in Grade 10.
  - The closing date for requests for subject changes is 30 June 2024 and schools must process the subject changes on CEMIS by 31 July 2024 of the Grade 10 year.

  Subject Changes in Grade 11
  - A learner may change a maximum of 2 subjects in Grade 11.
  - The closing date for requests for subject changes is 31 March 2024 and schools must process the subject changes on CEMIS by 30 April 2024 of the Grade 11 year.
  - In exceptional cases, a learner may change 1 additional subject in Grade 11, after the release of his/her Grade 11 end-of-year results. This subject change must be done before 14 December of the Grade 11 year. Since schools close on 14 December 2023, all applicants for subject changes should be received by 11 December 2023 and captured on CEMIS by 20 January 2024.

  Subject Changes in Grade 12
  - **No subject changes will be allowed in the Grade 12 year from 2017 onwards!**

- **Administration of subject changes for Grades 10 to 11**
  - Early identification of learners in Grade 10 and 11 for subject changes is very important. The subject teachers must identify the learners at risk for

subject changes and inform parents in writing.
- The parent/guardian must apply for the subject change in writing to the principal.
- The principal will consult with the learner, the parent/guardian and the subject teacher and consensus must be reached on whether it is in the best interests of the learner to change a subject.
- After proper consultation and after an agreement has been reached, the principal, parent and subject teacher must sign a memorandum of agreement, indicating that the subject change is being made in the best interest of the learner. (Please find attached memorandum of agreement.)
- The CEMIS administrator of the school must keep a copy of the memorandum of agreement and all documents for scrutiny.
- All subject changes for Grades 10 to 11 will be approved by the principal and captured on CEMIS.
- District and Head Office officials will monitor these requests for subject changes.
- The WCED will not accept late subject changes or allow subject changes on preliminary schedules for Grade 12.
- Principles are reminded that the National Senior Certificate is a 3-year qualification and that each subject must be offered in Grades 10,11 and 12. Candidates must not apply at the beginning of the Grade 12 year to register for an extra subject.
- Schools are reminded that the CEMIS registration data is used to register the Grade 12 candidates on the *Integrated Examination Computer System (IECS)*. The data is used to print the preliminary schedules.

5.13 **Teacher Changes Grades 10-12**

- Norman Henshilwood will not accommodate teacher swops.
- Parents must meet with the teacher and the Grade Head for solutions to problems.

FUNCTIONS OF THE SCHOOL ASSESSMENT IRREGULARITIES COMMITTEE

COMPOSITION OF THE SAIC

The SAIC will consist of the following persons:

(a) The circuit manager or the district official serving the school should be the chairperson of the SAIC – **C.M. FOR 2024**
(b) The school principal – **Mr J. Holland**
(c) One person from the school management team (SMT) – **Ms Ilannah Philander**
(d) One person from the teaching staff who is not a member of the SMT – **Ms Ashlee Potgieter**
(e) One member of the SGB – **Ms Alex McIntosh**

FUNCTIONS OF THE SAIC

The SAIC must:
a. Work closely with the examination's officials based at the district office;
b. Investigate all irregularities by teachers in the internal assessment process;

c. Investigate all internal assessment irregularities by any other person involved in the internal assessment process;
d. Investigate all irregularities committed by learners during the internal assessment process;
e. Investigate any other internal assessment irregularity as and when requested by the district director or his or her nominee and
f. Report all internal assessment irregularities, via the district offices, to the district assessment irregularities committee (DAIC).
g. The SAIC's function is not to determine a finding. The school will do that via its internal disciplinary processes (as per the code of conduct). The SAIC's role is to consider the finding and recommend a sanction.

INTERNAL ASSESSMENT IRREGULARITIES THAT MAY BE HANDLED BY THE SAIC

Irregularities involving learners during internal assessment may include the following:

a. A candidate who refuses to abide by any or all of the minimum requirements for the compilation of a mark for internal assessment in a subject (The SAIC must either approve or reject the reason for the refusal given by the candidate).
b. A candidate who presents work that is not his or her own work. This may take various forms and may include the following:
(i) Copying verbatim from another source (In this case, if the teacher is suspicious and has evidence of sections or the complete assignment having been lifted verbatim from another source, this must be declared as an irregularity).
(ii) An assignment or project that is not his or her own effort (This may have been completed by another learner or person or his or her parent, or even purchased).
(iii) Reproduction of an assignment or project from another learner and there is evidence of such copying.
(iv) Work that has been previously presented and for which credits were received, which could either be his or her own effort or that of another individual.
(v) The whole or part of a portfolio that is not his or her own, but that of another learner from the same school / learning institution or another school / learning institution.
(vi) Any dishonest act aimed at misleading the teacher in terms of the authenticity or originality of the portfolio presented.

c. A candidate who, in respect of a component of a mark for an internal assessment that is completed under controlled conditions, does any of the following:
(i) Creates a disturbance or intimidates others, or behaves in an improper or unseemly
manner, despite a warning
(ii) Is drunk or behaves in a disorderly manner
(iii) Disregards the arrangement or reasonable instructions of the teacher, despite a warning
(iv) Continues to disregard assessment regulations, despite a warning.

d. A candidate making a false statement in respect of the authenticity of a particular component of a mark for internal assessment.
e. Irregularities involving teachers and other assessment officials during internal assessment (CASS/SBA) may occur during the following stages at the school or

learning institution:
(i) The compilation of the mark for internal assessment
(ii) The monitoring or moderation of the mark achieved in an internal assessment
(iii) The capturing and processing of assessment data
(iv) Investigations in respect of suspected internal assessment irregularities.

f. The assessment irregularities may include the following:
(i) The teacher wilfully and intentionally, and without a valid reason, fails to satisfy the requirements or excludes one or more assessment tasks from the compilation of the final assessment marks.
(ii) The teacher or practitioner alters, in other words, either reduces or increases the marks of candidates without the approval of the head of the institution.
(iii) The teacher wilfully provides assistance to a learner that advantages that learner unfairly in comparison with other learners.
(iv) The teacher collaborates with a learner who presents the whole or part of a portfolio that is not her or his own work.

REPORTING

The SAIC must report all internal assessment irregularities in writing, via the district office, to the DAIC within seven days of the alleged irregularity. In cases where an irregularity requires an investigation, the initial reporting must be followed by a detailed report, once the investigation has been concluded.

CONCLUSION

All stakeholders at the school have a direct role with respect to ensuring that all policy
concerning assessment and its practice/s is implemented.

Staff must familiarise themselves with all policy/ies concerning its field of expertise and ensure compliance to minimum standards and policy prescriptions. The facilitation of good assessment practice benefits those who assess (educators) and those who are assessed (learners).

SGB Chairman: STILL TO BE ELECTED

Signature: _____

Principal: Mr J Holland

Signature: _____

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*****Checked and/or updated: Date: 4 DECEMBER 2023***