

# School Assessment Policy



## PURPOSE AND SCOPE OF ASSESSMENT:

- To collect, analyse and interpret information in order to report on the progress of the students at Clever Kids Learning Hub.
- Assessment should provide evidence of student performance according to the Learning Outcomes and Assessment Standards set out by Cambridge Primary, Cambridge Secondary 1 and IGCSE's.
- Assessment should be used to provide feedback to the students in order to support their process of learning.
- Assessment should include different forms of assessment such as tests and examinations, projects, oral presentations, performances, investigations, practical work and creative writing to accommodate different learning styles.

## PRINCIPLES/PREREQUISITES OF ASSESSMENT:

- The purpose of assessment must be explicit and must be an ongoing part of the learning process.
- Assessment must be appropriate, valid, fair, authentic, manageable and time efficient.
- Assessment results must be communicated clearly, accurately, timeously and meaningfully.
- Assessment should be used to identify areas where students need support and intervention.
- Assessment must cater for all levels of competency and take the student's potential and ability into consideration.
- Assessment must develop individual learning, independence, critical thinking and problem-solving skills.
- Assessment must foster motivation and self-confidence.

## ASSESSMENT GUIDELINES FOR STAFF

- At the start of each academic year, all class teachers must submit an annual formal programme of assessments, together with their own term planners.
- Class teachers and Hub heads are responsible for monitoring and carefully managing the workload of students in coherence with the school's calendar.
- Students are not to write more than one major test per day.

- Assessments must be pre- and post-moderated to ensure quality and accuracy of standards.
- Students and parents are provided with regular feedback throughout the academic year.
- Timeous notifying of parents in cases of under-performing is essential
- Each teacher is required to keep recorded evidence of assessments in a neat

## FREQUENCY OF ASSESSMENTS

### School Based Assessment

- Informal School Based Assessment such as in class assignments, questioning, discussions etc to take place on a daily basis.
- Formal School Based Assessment should take place on a regular basis and will be based on the prescriptions as laid down in the Subject Assessment Guidelines.

### Examinations and testing:

- No formal examinations for Grade 1 to 6.
- Formal Examinations for Grade 7 - 9 will take place in July and November each year.
- Grade 10 and 11 is considered the IGCSE course and takes place over a two year period. IGCSE exam sittings are normally in May and October. Our candidates will have the option to either write in the May of their Grade 11 year or in the October of their Grade 11 year.
- In Grade 12 students will have the option to complete the Cambridge AS level course or the GED course.
- All three courses, IGCSE, AS levels and GED will be presented online.
- External examinations set by Cambridge is based on all the work to be examined in the final external IGCSE (Grade 10 & 11) examinations.
- External Examination set by Cambridge is based on all the work to be examined in the final external AS level (Grade 12) examinations.
- External Examination set by GED Online South Africa is based on all the work to be examined in the final external GED (Grade 12) examinations.

Ratio between school-based and end of year examinations for calculation of promotion mark:

Languages		
Phase	SBA	Examination
Grade 1 - 9	70%	30%
Mathematics		
Grade 1 - 9	70%	30%
Other subjects		
Grade 1 - 9	70%	30%
Cambridge IGCSE	25%	75%
Cambridge AS levels	25%	75%
American GED	0%	100%

*\*Please note that IGCSE, AS levels and GED courses are all online courses hosted by Clever Kids Learning Hub but is presented by Cambridge and GED Online South Africa.*

## PORTFOLIOS

### Teacher's portfolio

- The teacher's portfolio is a compilation and recording of all the work done in class and records of examination papers and results
- The portfolio must include the following:
  - a) The assessment plan for the grade
  - b) The formal assessment tasks and examinations for each grade, including the marking memoranda.
    - Evidence of moderation.
    - Learning Programmes and Work Schedules for each grade.
    - A mark list for each Grade, listing each student, all marks included as part of the formal assessment, as well as the average mark for each assessment task.

## Student's Portfolio

- The purpose of a student's portfolio is to be a collection of work which is able to show the student, teacher and moderators the way in which the student has progressed and achieved.
- The portfolio moves with the student should she/he change schools.

## Student Profiles

- All students at Clever Kids Learning Hub have an up-to-date profile folder which contains copies of all their reports and confidential documents. These are stored alphabetically in lockable filing cabinets.
- The school office requests profiles from schools when new students arrive.

## REPORTING

Feedback throughout the academic year is provided as follows:

The formal report:

- Two formal reports are issued per year. One in Term 1 and one in Term 4.

(The formal report comprises of a combination of marks, levels and comments.)

### Parent/Teacher meetings:

- One Parent/teacher meeting is scheduled in Term 1 and Term 3.
- Interviews are conducted by appointment.
- Interviews are approximately 10 - 15 minutes long. If more time is required, both parties can arrange a mutually convenient time.
- Other reporting methods include telephone conversations, emails (in cases of under or non-performance), Letters of Commendation from the Head, Awards Assemblies and Prize-giving (to award students).
- Regular staff meetings are held to discuss student's' progress and recommendations for additional assistance; referrals to educational professionals or other support systems are put into place.
- When a subject is offered in more than one class/key, the same assessments should be included in calculating the report mark.

## LEVELS AND PERCENTAGES FOR RECORDING AND REPORTING

### Level Description of competence Percentage

- Outstanding achievement 80-100
- Meritorious achievement 70-79
- Substantial achievement 60-69
- Adequate achievement 50-59
- Moderate achievement 40-49
- Elementary achievement 30-39
- Not achieved 0-29

## POLICY ON WORK MISSED THROUGH ABSENCE

- Students who miss an assessment (for example, a test or an examination) through ill health are required to provide a doctor's certificate confirming this.
- Students who miss a test through ill-health or other legitimate reasons will be expected to write the test with the teacher at the soonest opportunity available as consulted with the teacher.
- Students who miss an examination through ill-health or other legitimate reasons will be expected to reschedule the examination date with the Principal of that particular Hub.

## AWARDING ZERO

- A student may be given 0 for a task in instances of proven dishonesty or plagiarism.
- Students who miss an assessment through absence for reasons that are not legitimate.
- Failure to submit work within three days after the due date unless a doctor's certificate can be produced.

## POLICY ON SUBMISSION OF WORK

The meeting of deadlines is an important life skill and students need to master the art of time management before embarking on higher education or entering the work place.

The policy of Clever Kids Learning Hub is thus:

- Students will be given assignment sheets detailing the requirements of the assignment and the due date.
- No assignments are to be given to students for completion over a mid-term break or school holiday.
- Students are to hand in their assignments directly to the teacher. Electronic submissions must be receipted. The return of the assignment electronically should also be receipted.
- Should the student fail to hand in the work on time because of ill-health a doctor's certificate is to be provided.
- Should the student fail to hand in the work on time for reasons that are not legitimate there will be a penalty of 25% after the 1st day and 50% after the 2nd day deducted from the mark. Thereafter failure to submit the work will result in no marks awarded. (Weekends count as one day.)
- The end of the day for submission purposes is the end of the academic school day which is 15:00.
- Should the student know in advance that they will be absent when an item is due for submission, then, the work should be submitted in advance of the due date.
- At least weekly, each teacher submits a list of late work offenders to the Principal of the Hub.
- Parents MUST be contacted after three late work offences, but may be contacted at any point.
- Students sent to the Principal after three late work offences.
- A disciplinary hearing will be held after 5 late works.
- Matrics will have no latitude at all. Late work will be reported to Parents immediately. They will see the Principal with the teacher.

# ASSESSMENT ACCOMMODATIONS FOR STUDENTS WITH BARRIERS TO LEARNING

- Purpose of accommodations: To enable students with intrinsic learning difficulties and/or physical disabilities to show what they know and can do.
- An Educational Psychologist can apply for accommodations with Cambridge or GED Online as early as Grade 8 but no later than September of the Grade 10 year.
- Accommodations may include: additional time, spelling/handwriting dispensations/a reader/a scribe etc.
- Accommodations must not give a candidate an advantage over other candidates. For further detail, refer to the Cambridge/Ged Policy and Procedures for accommodation.

## PLAGIARISM/ACADEMIC INTEGRITY

### Expectation of students:

- A similar way of citing sources must be followed throughout the school.
- Students must be familiar with procedures for reference, citing and providing bibliographies.
- Students must also be aware of the consequences of their behaviour as are laid out in the Code Of Conduct.
- Students are required to sign and attach a Declaration of Authenticity for assessment pieces and portfolio work.

### Expectation of Teachers

- Teachers must ensure that they provide adequate teaching in research skills.
- An assignment sheet containing explicit requirements and directions is to be given to the learners.
- Checkpoints must be provided to facilitate the research process, to assist students in time management and to provide opportunities to help students during the research process should help be required.
- There should be additional help available should students be experiencing difficulty with note-taking, documenting or formatting procedures.
- Clear guidelines are to be provided as to what assistance from human sources (e.g. peers or adults) is acceptable.

**Authorised by:** The Principal

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