



**The Bay
Academy**

Policy No.: TBA016

ASSESSMENT POLICY

1. Legislative Framework

- National Protocol on Assessment Grade 1 – 12
- Policy Document: national policy pertaining to the programme promotion requirements for the National Curriculum Statements Grade R-12

2. Rationale

Assessment is the process of obtaining, analysing and interpreting evidence for use by both learners and teachers to enable the review, planning and improvement of learning. It is fully integrated with the delivery of the curriculum and is an essential component of effective classroom practice. Assessment is aimed to support each learner in the achievement of his or her full learning potential and fosters the development of self-esteem and personal responsibility.

3. Definitions

3.1 Summative Assessment

Summative assessment is Assessment **OF** Learning. It is used mainly to measure performance and clearly identifies a standard of learner attainment. It is carried out at the end of a period of learning, e.g.

- External Examinations
- Internal School Examinations
- End of Topic/Unit Tests

Summative assessments:

- happens after the learning
- proves learning has taken place
- assists in measuring learning
- is focused on the outcome

3.2 Formative Assessment

Formative assessment is Assessment **FOR** Learning. It is ongoing and provides evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities.

Formative assessments:

- happens during the learning
- helps to improve learning
- assists in growing learning
- is done with learners
- is personally referenced
- is focused on the process
-

4. Assessment for Learning

Teachers should be encouraged to integrate the following assessment for learning strategies into their teaching and learning.

- **Learning Intentions** - Clearly communicated at start of lesson/task on the board/projector
- **Success Criteria** - set of criteria, agreed with learners, determining exactly what is required for a particular task or assignment. Rubrics to be handed out well in advance so that learners know what is expected of them.
- **Effective Questioning**
 - More thinking time for learners: eg: Think/pair/Share
 - Asking questions better and asking better questions
- **Formative Assessment**
 - Set against success criteria
 - Self assessment/peer assessment/teacher assessment

Feedback given to learners should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparison with other learners.

5. Aims and objectives of assessment

5.1 Aims

- Assessment should help learners to develop fully their academic abilities and self-confidence, to develop skills which they need for reflective and independent study and to establish shared understanding by learners and teachers of clear and explicit study goals. In other words to help all students become more effective learners.
- Assessment, both formal and informal, should complement and reinforce the delivery of the curriculum.

5.2 Objectives

- To use suitable forms of assessment, based on expectations which are clear, realistic, and understood by the learners;
- To ensure that all learners experience challenge and a measure of success
- To recognise the whole range of learners' experiences and achievement
- To enable learners to develop skills that are needed if they are to become effective learners
- To provide constructive feedback to learners, discuss weaknesses in learners' learning and offer a remedial strategy.

6. Marking policy

The marking of learners' work is essential for both progression in learner learning and effective teaching. Good practice is promoted through regular, accurate and consistent marking by all teachers. Positive marking and feedback which recognises learner achievement, highlights both strengths and shortcomings and provides clear guidance for improvement are encouraged.

Feedback to any learner should be about the particular qualities of his or her work, with advice on what she or he can do to improve, and should avoid comparisons with other learners.

Effective Marking helps to:

- recognise learner achievement
- monitor learner progress
- provide feedback and guidance for improvement and progression
- motivate and encourage learners
- record and report learner attainment

It is essential that work is marked:

- promptly, regularly and consistently
- according to agreed and shared assessment criteria /outcomes
- using both quantitative and qualitative criteria
- for improvement, using constructive comments

7. Methods of assessment

The school endorses a wide spectrum of assessment methods, ranging from the informal to the formal, e.g.

- self-assessment
- teacher-learner interactions / verbal feedback
- coursework and homework
- end of topic/unit class tests
- formal internal examinations
- formal externally set examinations (Olympiads, DBE National Assessments, IEB Common Assessment Tasks, etc)

8. Examinations

8.1 Internal Examinations

Formal internal school examinations are held in June and November for Grades 7 to 12. The normal timetable is suspended and a special examination timetable drawn up by the Head of Academics in consultation with teachers.

8.2 External examinations

Grade 12 learners participate in external exams as per CAPS regulation.

9. Recording and reporting

Recording and reporting ensures regular and relevant communication of learner attainment and progress to learners, teachers, parents and other appropriate external audiences. It is linked to both formative and summative methods of assessment and the recording and reporting of individual learner assessment outcomes, is the responsibility of each teacher.

9.1 Recording

Consistent record keeping by all teachers allows the effective monitoring of learner progress. Teacher records can inform reporting, both formal and informal, to learners, parents, DBE Subject Advisors, DBE Head of Department. Grade 7-12 indicate achievement as percentages.

9.2 Reporting

Formal reports are to be completed following the formal school examinations in June and November and subsequently sent to parents. As well as the mark /level obtained by each learner, reports should include a written comment by teachers informing the parent/guardian of the progress made to date and suggesting areas for improvement/ development and also on the standard of behaviour of each learner.

10. Parents' Meetings

Each grade has two annual Parents' Meeting at the beginning of Term 2 and Term 3 respectively where parents/guardians meet with the teachers who have the opportunity to report on the following:

- progress and achievement
- homework
- classwork
- curriculum
- effort/attitude
- presentation and organisation
- behaviour
- targets for improvement
- expectations for the term ahead (both parent and learners)

11. SCHOOL BASED ASSESSMENT:

School-Based Assessment is a compulsory component for progression and promotion in all the different school phases.

The School-Based Assessment component is as follows in the different school phases:

School Phase	School Based Assessment %	End of year examination %
Senior Phase	40	60
FET Phase	25	75

11.1 School Assessment Plan

The annual assessment plan outlines all forms of formal assessment tasks to be administered. These assessments are designed according to the CAPS requirements.

Requirements for school based assessment tasks:

- Relevant content to be covered
- Addresses lower, middle and higher order thinking
- Designed to sample what learners have learnt
- Clearly aligned between expected learning, what has been taught and the skills and knowledge to be assessed
- Criteria for marking to be included (mark allocation)
- Variety of questions to be used
- Feedback to learners

12. FORMAL ASSESSMENT TASKS ACCORDING TO CEMIS ARE AS FOLLOWS (Subject to change annually):

SENIOR PHASE:

	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
ENGLISH HL	3	2	3	2	10
AFRIKAANS FAL	2	2	2	2	8
MATHEMATICS	3	3	3	3	12
NS	2	2	2	2	8
SS	2	2	2	2	8
TECH	1	1	1	1	4
EMS	1	1	1	1	4
LO	1	1	1	1	4
AC	1	1	1	1	4

FET PHASE:

	TERM 1			TERM 2			TERM 3			TERM 4			TOTAL		
	10	11	12	10	11	12	10	11	12	10	11	12	10	11	12
HOME LANGUAGE	4	4	5	3	3	3	2	2	2	3	3	2	12	12	12
FAL - Afrikaans	4	4	4	3	3	4	3	3	2	2	2	2	12	12	12
ART	2	2	2	2	2	2	2	2	2	2	2	2	12	12	12

BUSINESS STUDIES	2	2	2	2	2	2	2	2	3	1	1	1	7	7	8
CAT	2	2	2	2	2	2	2	2	2	2	2	2	8	8	8
TOURISM															
HOSPITALITY STUDIES															
GEOGRAPHY	2	2	2	2	2	2	2	2	3	1	1	1	7	7	8
HISTORY	2	2	2	2	2	3	2	2	2	1	1	1	7	7	8
LIFE ORIENTATION	2	2	2	2	2	3	2	2	2	2	2	1	8	8	8
LIFE SCIENCE	2	2	2	3	3	2	2	2	3	2	3	1	9	10	8
PHYSICAL SCIENCE	2	2	2	2	2	2	2	2	2	1	1	1	7	7	7
MATHEMATICS	2	2	3	2	2	2	2	2	2	2	2	1	8	8	8
MATHS LITERACY	2	2	3	2	2	2	2	2	2	2	2	1	8	8	8

13. PROGRESSION REQUIREMENTS ACCORDING TO DEPARTMENT STANDARDS

Grade 7 - 9

Adequate Achievement	Level 4	50 – 59%	Home Language
Moderate Achievement	Level 3	40 - 49%	FAL
Moderate Achievement	Level 3	40 – 49%	Mathematics
Moderate Achievement	Level 3	40 – 49%	Any remaining 3 subjects

FET

Moderate Achievement	Level 3	40 – 49%	Home Language
Moderate Achievement	Level 3	40 – 49%	Any 2 subjects

13.1 Recording of marks

All marks (term and exam) are to be captured on MSR and CEMIS. MSR and CEMIS will calculate the weighting of the marks and final percentages and levels which will be exported to Excel and merged with reports. Teachers and Academic Head are to moderate marks before the final capture on MSR/CEMIS.

13.2 Schedules

Schedules are to be completed at the end of every term and printed from the CEMIS programme. Schedules must be enlarged to A3 and photocopied in triplicate. All teachers are to check names, ID numbers, years in phase and marks before signing off and stamping. All grade class teachers are to sign all schedules.

13.3 Roles and responsibilities

The Assessment Policy and its implementation within and across departments is monitored and evaluated by:

- Head of Academics
- Principal

13.4 Principal and Head of Academics

It is the responsibility of the Principal and the Head of Academic to lead teachers to review, monitor and evaluate all aspects of the Assessment Policy within the context of whole School Development Planning and self-evaluation.

13.5 Head of Academics

It is the responsibility of the Academic Head to ensure every teacher applies and embed the principles of the School Assessment Policy within their own departmental practice.

13.6 Subject/Class Teachers

It is the responsibility of Subject Teachers to implement whole School policies on assessment, to mark in accordance with departmental policy in a positive, accurate, meaningful and formative manner, to compile and maintain individual learner records, report to learners, parents and staff on learner progress and liaise with the Head of Academics, regarding individual learner concerns or support.

13.7 Learners

Learners should be encouraged to participate in a process of self-assessment in an attempt to reflect upon their own learning with the objective of improving their own learning. Self-assessment involves:

- Taking responsibility for the organisation of their work
- Keeping records of activities and achievements
- Setting attainable targets and implementing strategies to meet these targets

13.8 Parents /Guardians

Parents/guardians should be encouraged to support their children as much as possible, in particular ensuring that appropriate time is dedicated to study at home, whether in preparation for examinations or for the completion of homework.

13.9 Quality assurance

All Formal Assessment Tasks are to be pre-moderated and post moderated according to the Examinations Policy. Moderation dashboards are to be completed by moderators and signed off by and filed with the Head of Academics at the end of each term.

All formal reports written by classroom teachers are checked first by the Head of Student Affairs and the Head of Academics and finally approved by the Principal. The Head of Academics together with Subject Teachers analyse the marks and selects underachieving learners for monitoring and/or mentoring. The analysis with an intervention strategy are to be handed to the Principal in the last week of the school term. National examination results are analysed by the Principal and Head of Academics and discussed with the appropriate Subject Teachers. This analysis compares past and present performance and subject performance in the school. This information is filed with the Head of Academics.

It tries to identify factors relating to good and poor achievement, and considers possible strategies for improvement.

It is the intention that this Whole School Assessment Policy should be the focus of an annual review in order to monitor and update policies as and when necessary.

14. PROCEDURE – FORMAL ASSESSMENTS

14.1 Written, Drawing or Design Tasks – Projects, Assignments, Practical Tasks & Experiments:

- a. It should have clear instructions with regard to what is expected of the learners.
 - List the possible topics if there is a choice.
 - Indicate the aim of the task.
 - List the important information that needs to be provided.
 - Indicate the resources that are allowed to be used. e.g. the internet.
 - Indicate any restrictions that are in place. e.g. size of paper to be used.
 - Provide a list of items or resources that must be brought to school if it is a school based activity.
 - Indicate a due date or a time span.
 - Provide a sample of the assessment tool that will be used as this will enhance the expectations of the task.
 - There must be a clear and concise set of instructions.
- b. All expectations should be linked to the appropriate assessment tool that is being used.
- c. Learners should be given reasonable time to prepare for the assessment.
- d. Learners should not be penalized if there are resources asked for in the task that they are unable to get, or through no fault of theirs do not have.
- e. The task should enhance the learner's knowledge of a particular topic in the curriculum.
- f. The teacher/assessor must make sure of the following:
 - The layout of the task is according to the example set out in Annexure B.
 - The mark allocation is clearly visible.
 - All pictures or diagrams are clear.
 - The wording of the questions is clear and on the level of the learners being assessed.
 - The memorandum or marking structure is completed and available before moderation.
- g. The teacher/assessor must set the task in time for internal moderation to be effective. (at least five working days)
- h. The teacher/assessor must make sure that all the teachers see the task and comment on the task prior to moderation.
- i. The teacher/assessor must make sure that all the teachers see the memorandum or marking structure and comment on it, prior to moderation.
- j. The teacher/assessor must give the task to the Grade Head and give them at least five working days to moderate.
- k. The appropriate moderation cover sheet must be included with the task to be filled in by the moderator.
- l. The teacher/assessor will make all the required changes prior to the Grade Head signing off the assessment task for duplication.
- m. The moderation cover sheet must be kept by the teacher/assessor as evidence of internal moderation.
- n. The teacher/assessor is to give the Grade Head at least 20% of the tasks for moderation within a week of completion of the tasks.
- o. Any discrepancies resulting from the initial moderation could result in the entire classes tasks being called for moderation by the Operational Head.
- p. Only once the moderation process has been completed may the tests/examinations be recorded on any mark schedule.
- q. Teachers are encouraged to display excellent work done by our learners.

14.2 Written Tests or Examinations:

- a. Clear instructions with regard to what is expected of the learners.
 - Indicate which questions or sections must be completed.
 - Indicate what tools are to be used in completing the test. e.g. Calculator
 - Indicate where the answers must be written. e.g. On an answer sheet.
 - Always encourage the learners to set their work out neatly.
 - Always encourage the learners to check their work after completion.
- b. Learners should be given reasonable time to prepare for the assessment.
- c. All the learning content covered in the test or examination must be indicated on the Quarterly Formal Assessment Program.
- d. The teacher/assessor must make sure of the following:
 - The layout of the test/examination is according to the example set out in Annexure A, B and C.
 - The mark allocation must be clearly indicated.
 - All pictures or diagrams are clear.
 - The wording of the questions is clear and on the level of the learners being assessed.
 - Different methods of questioning are used.
 - The memorandum is completed and available before moderation.
- e. The teacher/assessor must set the test/examination in time for internal moderation to be effective. (at least five working days)
- f. The teacher/assessor must make sure that all the teachers see the test/examination and comment on it prior to moderation.
- g. The teacher/assessor must make sure that all the teachers see the memorandum and comment on it, prior to moderation.
- h. The teacher/assessor must submit the test/examination to the Grade Head and give them at least five working days to moderate the test.
- i. The appropriate moderation cover sheet must be included with the test/examination to be filled in by the moderator. (Annexure D)
- j. The teacher/assessor will make all the required changes prior to the Grade Head signing off the test/examination for duplication.
- k. The moderation cover sheet must be kept by the teacher/assessor as evidence of internal moderation.
- l. The teacher/assessor is to give the Grade Head the marked scripts for moderation within five days of completion of the tests. Post moderation form is to be completed by the moderator and signed off on by the Grade Head and Operational Head. (Annexure E)
- m. Any discrepancies resulting from the initial moderation could result in the entire class's tests/examinations being called for moderation by the Operational Head.
- n. In the case of examinations the teacher/assessor is to give the Operational Head 100% of the examinations along with the Examination Moderation Form within two days of the completion of the examinations.
- o. Only once the moderation process has been completed may the tests/examinations be recorded on any mark schedule.
- p. Once the moderation and recording process has been completed, the tests/examinations may be returned to the learners.

Variation of questions

Teachers are to ensure that all ability levels are catered for. Tests and exams are to have the following types of questions:

- Multiple choice
- Fill in the missing word (include word box)
- True or false
- Definitions
- Match column A to column B
- Label diagrams (learning subjects)
- Essay type questions

15. IMPLEMENTATION OF FORMAL ASSESSMENT – TESTS AND EXAMINATIONS:

- a. The teacher/assessor must ensure that there are enough tests for the learners. Always have spares in the case of a printing error.
- b. It is important that a formal, yet stress free atmosphere is set in the place where assessment is taking place.
- c. The furniture and resources should be organized in such a way that it does not hamper a child or lead to disruptions.
- d. Before the assessment starts, learners' stationery etc should be on their desks.
- e. The teacher/assessor must ask learners to check that they have all the pages of the assessment, before the learners start writing.
- f. Before commencing the assessment, remind learners of the consequences of dishonest behaviour during an assessment.
- g. During the assessment the teacher/assessor must adhere to the following:
 - Walk up and down the aisles.
 - Make the learners aware of the time and the time remaining.
 - Help learners where necessary, although a well-formulated assessment task requires very little assistance from the teacher.
- h. On completion of the assessment, the test/examination scripts must be collected in alphabetical order.
- i. The teacher/assessor must ensure that he/she has collected all the scripts. No late submission of scripts will be entertained.
- j. The teacher/assessor must complete marking of the scripts within two working days after the completion of the test.
- k. Test scripts must be given back to learners and the teacher is to go through answers with learners.

16. PROJECT AND TASK GUIDELINES

16.1 INTRODUCTION

It is important to note that projects and tasks form a very important part of the CAPS Assessment structures. Some learners excel at projects and find the practical aspects far more enjoyable and rewarding. There are three basic pillars (or skills) to task work i.e. the gathering of information, the presentation of the information and the reporting back of the information. Learners must be given clear instructions before the task or project are done and note, that every bit of assistance must be given to learners who do not have access to information. At the same time, learners who have support from home, sometimes perhaps too much, must at the same time, not be disadvantaged.

The following guidelines are important:

1 ***Aim of the project or task.***

Clear instructions are noted in the CAPS documentation re process skills e.g. accessing and recalling information, observing, comparing, sorting and classifying information etc. Choose an appropriate skill carefully.

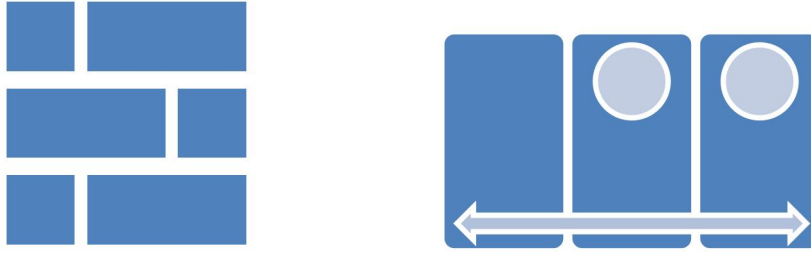
2 ***General information.***

A note explaining all aspects of the project/task must be given to every learner and must contain, amongst other specific information pertaining to a grade project/task, the following information:

- Project/task heading that includes the school name and badge
- Date of issue and due date of project/task
- Time and mark allocation
- Aim of the project/task
- A clear and concise set of instructions, including the form taken of the project/task, the use of computer generated or printed notes and the bibliography/sources of information
- A clear and concise rubric showing the allocation of marks. This must be specific and mark related as it cuts out subjectivity.

3 **Presentation Guidelines.**

- Information and pictures/drawings must be balanced



- Avoid the use of glitter and highlighters to make colourful borders or patterns. They serve very little purpose.
- Restrict the amount of information and paper needed for the project. This cuts out mass printing of information and wasted space on a large sheet of paper.
- DO NOT accept below standard work. Presentation i.e. cutting, pasting and colouring in IS important and slap-dash work is not our standard. Give clear guidelines as to what may be used for the project/task.
- Handwritten work must be neat.
- Avoid the use of yellow or red on a dark background – colour balance is also important and can be very effective.
- Laminating does look good, but it can also restrict the use of important comments on the project/task.

4 **Report back and displaying of work**

- Let the learners present their work and talk about the processes involved. What was easy and what was difficult.
- Display the projects on the board or on a table in the passage

5 **Do's and Don'ts**

- In the event of assignments not being completed by the due date: 5% deducted per day up to a maximum of 25%. No assignments will be accepted a week after the due date unless the learner was absent and is in possession of a valid medical certificate. No submission will be accepted a week after the deadline. (be consistent with this)
- Allow for the odd excuse that may crop up i.e. a learner in hospital or a death in the family.
- Ask and remind on a regular basis if the learners are working on their projects/tasks. This keeps them on their toes. The project should not be started on the weekend before the due date (Friday due date is better)
- Take all the tasks in personally and tick off their names. Learners cannot blame you for losing their work. Don't let the learners collect tasks!
- Vary the skill taught – projects and tasks are a great teaching tool!

ANNEXURE A: Heading for Formal Assessment – Test or Examination



**The Bay
Academy**

**The Bay Academy
Formal Assessment - Grade [Grade]**

[Subject]
[Date]
[Set by]

**Total: [Total] marks
Time: [Time] min
[Moderated by]**

Instructions:

1. This paper consists of pages.

2. [Instruction 2]

3. [Instruction 3]

4. [Instruction 4]

5. [Instruction 5]

Make sure that all instructions are covered. This will minimise the questions asked by the learners. Include the

Name: _____

Grade: _____

Provide a space for the learner's name and grade if the learners are to write on the question paper.

Section A:

1. [Question 1]

Sections are labelled with the letters of the alphabet and questions are numbered. Sub-questions to be labelled with decimal notation numbers. i.e. 1.1 or 1.1.1 etc.

Mark allocation must be indicated for each question.

(3)

Total mark allocation must be indicated for each section. Use square

[20]

Margins: 0.8

Font for Grade 1 to 4:

Font: ABC Junior Typing

Font size: 16

Line Spacing: Double line spacing between questions and sub sections.

Font for Grade 5 to 12:

Font: Calibri

Font size: 14pt (headings) 13pt (body)

Line Spacing: 1.5 line spacing between questions and sub sections

Page number

ANNEXURE B: Heading for Formal Assessment – Written Tasks



The Bay Academy Formal Assessment - Grade [Grade] [Project-Practical-Experiment-Observation]

[Subject]
[Due Date]
[Set by]

Total: [Total] marks

[Moderated by]

Instructions:

1. [Instruction 1]
2. [Instruction 2]
3. [Instruction 3]
4. [Instruction 4]

Make sure that all instructions are covered. This will minimise the questions asked by the learners. Refer to Annexure D for a successful written task.

Rubrics

Rubrics are to be handed to learners before the test for the following:

- Reading
- Writing
- Handwriting (Foundation Phase)
- Listening and speaking (oral)

ANNEXURE C: Heading for Formal Assessment – Oral, Reading



**The Bay
Academy**

**The Bay Academy
Formal Assessment - Grade [Grade]
[Prepared Reading, Unprepared Reading, Oral]**

**[Subject]
[Due Date]
[Set by]**

Total: [Total] marks

[Moderated by]

PREPARED READING/ORAL

Attach reading piece or instructions for prepared oral.

Rubrics

Rubrics are to be photocopied on the back of the instruction page/reading piece and given to learners before the test so that they can practice at home and have the requirements for the assessment beforehand.

Rubrics are used for the following:

- Reading
- Writing
- Handwriting (Foundation Phase)
- Listening and speaking (oral)

ANNEXURE D

PRE-MODERATION REPORT SCHOOL BASED ASSESSMENT

SUBJECT:

GRADE:

SET BY:

FINDINGS:

Mark Allocation	Good Fair distribution Marks add up	Average Weighting of marks inconsistent	Needs Attention Mark allocation incorrect Marks don't add up	Comment
Variation of Questions	Good All cognitive levels catered to	Average Not enough higher/lower order thinking questions Question types could be more varied	Needs Attention No variation in question types No higher/lower order thinking questions	Comment
Length of Assessment	Good Time allocation sufficient	Average Time allocation a concern: Too short Too long	Needs Attention Time allocation insufficient	Comment
Layout of Assessment	Good Clear, easy to read	Average Some areas cluttered, unclear	Needs Attention Unclear, cluttered, quality of diagrams poor	Comment
Work Covered	Good All work	Average Certain questions not	Needs Attention No correlation	Comment

	covered in class	covered in workbooks	between work covered and test	
--	------------------	----------------------	-------------------------------	--

General Comment:

Moderated by:

Date:

ANNEXURE E

POST MODERATION REPORT SCHOOL BASED ASSESSMENT

(Class list with marks obtained to be inserted)

Set by	
Moderated by	
Date of assessment	
Date of moderation	
Subject	
Grade	
Number of learners	
Absentees	
Class average	
Number of failures	
Moderated scripts <i>indicate names and if marks were adjusted</i>	
Head of Academics Signature	Date:
Principal Signature	Date:

Criterion	Yes/No	Comment
Marking is consistent across all scripts		
Assessment is reliable (this assessment is not compromised by copying, help or time constraints)		

Assessment is valid (the assessment followed the marking memo/rubric)		
---	--	--

POLICY TRACKING AND REVIEW RECORD

Policy No. : TBA016
Policy Title : AssessmentPolicy
Version Number : V1.0
First Draft Completion Date : 19 November 2025
Approval Date : 19 November 2025
Ratification Date - SMT : 19 November 2025
Next Review Due : 19 November 2027