



EFFECTIVE & ADOPTED: 1 FEBRUARY 2022

REVIEWED: 23 MAY 2024

ASSESSMENT AND MODERATION POLICY OBJECTIVE

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 moderated.

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.

TERMINOLOGY

1. **Pass:** When a student complies with set requirements as stipulated in this document.
2. **Pass (with conditions):** When a student does not comply with the set requirements but it is felt that it is in his best interest to progress to the next Grade (with certain conditions attached).
3. **Not yet competent:** When a student does not comply with set requirements and is not competent to continue the work of the following year.

1. SCHOOL BASED ASSESSMENT (SBA) CONTINUOUS ASSESSMENT RECORD SHEET

Informal assessment should form part of the daily classroom routine of teachers as a means to monitor individual progress and to provide feedback to students. This informal monitoring should include homework checks, questioning, teacher observation of student work, discussion, brief informal oral or written tests etc.

Formal SBA should take place on a regular basis and should be based on CAPS documents relating to the 4 subjects in the Foundation Phase, 6 subjects in the Intermediate Phase and the 9 subjects in the Senior Phase.

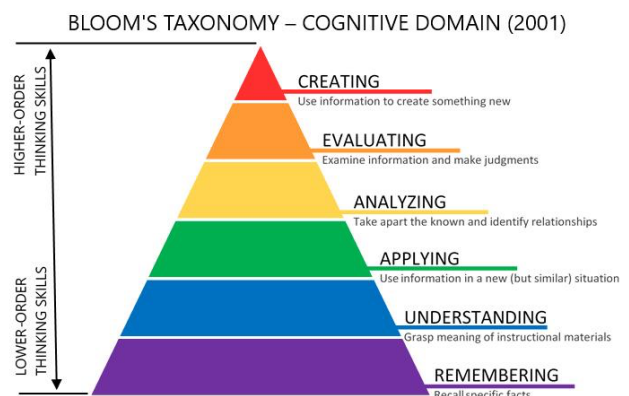
1.1. ASSESSMENT GUIDELINES

Multi modal:

1. Oral
2. Auditory
3. Written
4. Electronic

Assignments, tasks, written tests, cycles or Examinations:

Use the Blooms taxonomy method. →



1. Clear mark allocation and total marks must be visible and reconcile
2. Clear instructions must be given
3. Use of language must be age appropriate
4. Recommended font size should be between 12 and 14
5. Junior Primary font; ABC Junior, Grade 4 and up; Ariel
6. Work should be well spaced (line and paragraph spacing should be at least 1.5).
7. Be attentive to the layout, work should be laid out to minimize back and forth e.g. Comprehension passages and questions on same page or opposite each other.
8. Diagrams/maps etc. should be clear and bold
9. The test/cycle/examination must be available for moderation (see below steps)
10. Assessments for the current term will be kept for one full term.
For example: Term 1 assessments will be stored throughout Term 2 and will be disposed of at the end of Term 2. Term 4 assessments will be kept until March of the following year for appeals, thereafter it will be securely disposed of, **NO** further appeals will be accepted.
11. A summary of **The Students Confidential Profile** will be transferred to the next school on request within 3 months, accompanied by supporting documents.
12. End of year schedules, progression and promotion schedules will be kept in archives for 5 years.

RATIONALE FOR RETAINMENT OF ASSESSMENTS

CHS does not send completed assessments home, regardless of the result. This applies to all learners to ensure consistency and fairness.

1. The purpose of the assessment is diagnostic, not punitive

We use the results to identify gaps and plan support. The teacher will always share feedback with you, but the physical paper must remain at school.

2. We must keep assessments for moderation and records

All assessments—especially poor results—form part of the learner’s academic file and are required for:

- School-based moderation
- District audits
- SBST/SIAS support processes

Once they leave the school, the school loses this essential evidence.

3. Sending home assessments creates pressure and comparison

When children perform poorly, sending the paper home often leads to shame, stress, or punishment. This does not support healthy learning and can damage confidence.

4. Parents will always receive feedback—just not the physical paper. We offer:

- A breakdown of where mistakes occurred
- A parent meeting if needed
- Suggestions for how to support learning at home

This way, parents understand the child’s challenges without compromising school policy.

5. Consistency is essential

If we break the rule for one child because of a poor mark, we must break it for everyone, which creates unfairness and undermines the school’s assessment system.

PRE MODERATION STEP BY STEP:

1. At least three(3) week prior to the examination date of the subject, the question paper (hard copy), set by the subject teacher, must be handed in to his/her peer for moderation.
2. The memorandum and the moderation tool must accompany.
3. The peer hands the paper and the moderation tool back.
4. All mistakes and changes must be indicated with a green pen.
5. The subject teacher makes the changes (corrections) and prints out the final paper **no later than two(2) weeks** prior to the set date.
6. The first copy of the paper, where the changes have been indicated (moderated) as well as the final version of the paper with the memo goes on the shelf in the Assessment store room.
7. The moderation tool goes into your Subject Portfolio as proof.

POST MODERATION STEP BY STEP:

1. The subject teacher marks the papers and does an analysis of the marks (use post moderation tool).
2. All the marks must be indicated on a marksheet in alphabetical order.
3. Arrange the marked scripts in alphabetical order as well.
4. Hand the stack of scripts with the post moderation tool, memorandum and marksheet to the peer who moderated the paper.
5. Peer moderates 25% of the scripts.
(if mistakes are immanent on more than half of the 25%, all the scripts must be remarked)
6. Write down the names of the learners (scripts) you are moderating and the moderated mark on the post moderation tool.
7. If the mark on the script differs, it must be written in the column indicated. That becomes the final mark.
8. The moderator must indicate the necessary changes on the marksheet as well.
9. The stack of question papers, the memo, the marksheet and the tool must be handed back to the subject teacher. All documentation must be returned to the Assessment store room until the next term, once all corrections have been completed and then filed in each students Portfolio and returned to the Teachers subject Portfolio.
10. The person doing the marks must type in the marks according to the moderated mark (on CEMIS or d6).
11. Subject teacher do feedback to the learners when she/he hands back the papers.
12. Subject teacher plans intervention, individual and during class depending on the analysis.

APPEAL AGAINST END-OF-YEAR RESULTS

1. GUIDELINES

Parents or guardians have the right to appeal if they are dissatisfied with their child's progression or promotion result. The appeal procedure ensures transparent assessment practices, fairness, and consistency.

2. TIMEFRAMES

Parents can appeal in writing to the school principal by the first Friday after schools reopen in January.

The school principal communicates the appeal outcome to parents within 5 working days of receiving the appeal.




If parents are not satisfied, they can appeal to the district director within 3 days of the initial appeal outcome.

3. MANAGEMENT

School Principals must:

- Provide parents with the appeal form.
- Gather information from teachers' files, evidence of learning, and learner profiles.
- Reconsider evidence and make a decision.
- Complete the appeal form.

1.3. MISSED ASSESSMENTS (further Refer to our CODE OF CONDUCT POLICY)

Missed exams, assessments or cycle tests as per scheduled on the term planner, no doctors note provided 	10% deduction on final mark, to be rescheduled after school. A notice to be sent home for signatures informing the parents.
1. Deadline or due date missed for projects, assignments or group work 	10% deduction on final mark, handed in within 5 days after the original due date. A notice to be sent home for signatures informing the parents.
2. Deadline or due date missed for projects, assignments or group work 	Students who fail to submit overdue work can appeal and demonstrate their commitment to their studies by notifying the school at least a month prior to the final assessment cycle of Term 4. They will be given the opportunity to submit the outstanding work, and each case will be reviewed individually by school Heads.

2. PROMOTION POLICY

The terms of the Regulations Pertaining to the National Curriculum Statement 2012 provide for, amongst other things, the promotion requirements for Grades R – 12.

In terms of the regulations, and supported by Country House School, a student may be retained once in a Phase provided adequate support is given.

Should the necessity arise for a student to be retained a second time in a phase, the regulations provide that such a student must be allowed to progress with the age cohort.

Students in the Foundation and Intermediate phases can progress to the next grade with support. However, a student can only be held back once in a phase. Additionally, students may be advanced to the next phase due to their age, as they must move up to the next phase once they reach a certain age threshold (e.g., 14 years old). In such cases, students may be referred to a specialist school for further education.

2.1. FOUNDATION PHASE: PROMOTION REQUIREMENTS.

A student, who is not ready to perform at the next level, should be assessed to determine the level of support required. Parental discussion about the student's academic and emotional progress is essential and should be recorded.

REFER TO TABLE BELOW:

CODE/SCALE	DESCRIPTION	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%

GUIDELINES FOR GRADE R:

1. **Scale 4** in the official language of English and Mathematics
2. The requisite social, emotional and physical development to age appropriate levels

GUIDELINES FOR GRADE 1 TO 3:

1. **Scale 4** in the official language of English at Home Language level
2. **Scale 3** in Mathematics and
3. **Scale 3** in the First Additional Languages

2.2. INTERMEDIATE PHASE GRADE 4 TO 6: PROMOTION REQUIREMENTS

A student, who is not ready to perform at the next level, should be assessed to determine the level of support required. Parental discussion about the student's academic and emotional progress is essential and should be recorded. **REFER TO TABLE BELOW:**

CODE/SCALE	DESCRIPTION	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%

GUIDELINES FOR GRADE 4 TO 6 IN THE INTERMEDIATE PHASE:

1. At least **50% (scale 4)** in English
2. At least **40% (scale 3)** in the First Additional Language
3. At least **40% (scale 3)** in Mathematics
4. Any 2 other subjects achieving at least **40% (scale 3)**
5. Immigrant students may be exempted from the First Additional Language for a period of two years after moving to South Africa from a foreign country.
6. A student, who does not meet the minimum promotional requirements, may only receive one conditional pass.

2.3. SENIOR PHASE GRADE 7 TO 9: PROMOTION REQUIREMENTS

CODE/SCALE	DESCRIPTION	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%

GUIDELINES FOR GRADE 7 TO 9 IN THE SENIOR PHASE:

1. At least **50% (scale 4)** in English
2. At least **40% (scale 3)** in the First Additional Language
3. At least **40% (scale 3)** in Mathematics
4. Any 3 other subjects achieving at least **40% (scale 3)** and any 2 other subjects achieving **30% (scale 2)**
5. Immigrant students (as registered with the IEB) may be exempted from the First Additional Language.

3. IRREGULARITIES (further refer to the CODE OF CONDUCT policy)

If a learner is suspected of cheating:

- Remove the answer sheet and write the time on the page.
- Issue another answer sheet/folio paper. The learner continues to write the test on the new answer sheet/paper.
- At the end of the test, take the learner and the sheet to the Deputy Principal or Heads.

3.1 ORIGINALITY OF LEARNER'S WORK

1. To avoid plagiarism and unfair usage of resources, **NO computer generated, verbatim copying or photocopied data and illustrations will be accepted** as the learner's own work. Learners will be guided to acquire the skills of summarising and paraphrasing
2. Copying of work from others and/or intrusive parental or other assistance does not contribute to a learner's development of skills and competence.
3. Plagiarism in any form is a serious offence and will not be tolerated. Zero marks will be awarded for work copied from resources or from other learners, or for information downloaded or copied from the internet.
4. All sources used in assignments must be acknowledged in a properly constructed bibliography or reference list.
5. Work that has been plagiarised or copied from another learner must be referred to the Heads. The work and learner concerned will be referred to the SGB committee.
6. If the learner is found guilty of plagiarising or copying work, they may be given zero and may be punished in terms of the code of conduct. The learner may be given an opportunity to redo the work and the mark will then only be calculated in the final SBA at the end of the year.

APPROVED

SCHOOL REPRESENTATIVE	<i>Bonita Mellom</i>	DATE	26 August 2025
SGB REPRESENTATIVE	<i>Anneska De Villiers</i>	DATE	26 August 2025