

DEPARTMENT OF EDUCATION



ASSESSMENT POLICY

1 January 2022

School Assessment Policy

1. Preamble

This policy is formulated in line with the (CAPS) National Curriculum Statements for Grade R-12. This forms the basis for on-going curriculum development delivery and assessments for Grades R-12. This policy will govern the assessment and evaluation of learners in the whole school. All stakeholders are expected to adhere to this policy.

2. Vision and Mission

2.1 Vision

Every learner does well at school and leaves our institution with the values, knowledge, skills and qualifications that will give them the best chance of success in adult life.

To ensure that assessment procedures are compliant and are implemented according to policy so that assessment procedures result in fair, valid and reliable assessment outputs.

To improve the quality and credibility of internal assessment and to ensure that comparable standards are maintained across schools.

To ensure parental involvement to enhance learner performance in meeting provincial, districts and school targets.

2.2 Mission:

To ensure that a properly constituted SAT is in place and is functioning effectively resulting in quality curriculum delivery, and compliant assessment procedures to ensure enhanced learner performance.

3. School Assessment Team:

The School Assessment Team (SAT) is the internal monitoring instrument within the school.

3.1 Composition of SAT:

- The Principal
- Deputy Principal (**SAT Coordinator**)
- All HODs (including SBST Coordinator)
- Tutor Head for each Grade R – 7 and a SGB Membe (observer status).

Refer to Annexure A

3.2 SAT Meetings:

A scheduled SAT Meeting is held at least **once a month** as per the School Assessment Management Plan. Notice, agenda, minutes and attendance registers are recorded and filed.

3.2.1 Agenda Assessment Items:

- School Assessment Management Plan

Developed for each term – Refer to Annexure B

- Monthly progress report on:
 - ✓ progress of annual teaching plans
 - ✓ SBA completion
 - ✓ PAT completion
 - ✓ PET

MILTON PRIMARY SCHOOL ASSEMENT POLICY

- ✓ Oral tasks
- ✓ learner performance in administered formal tasks.
- Compiling and / or reviewing of subject intervention strategies.
- Progress and effectiveness of implemented subject intervention strategies.
(REVIEWED ON REGULAR BASIS)
- Policies (Exam and assessment related)

4. SBST

A School Based Support Team (SBST) is established to provide intervention for learners who require support.

4.1 Composition of SBST:

- The Principal
- Deputy Principal (SBST Coordinator)
- All HOD's
- All Tutor Heads Gr R – 7.

Refer to Annexure C

4.2 Learners at risk

- Identification of learners needing support
- School support provided
- Communication to parents
- Monitoring the implementation of learner support programmes.
- Completion of forms reporting learners experiencing problems by teachers (SUPPORT FORMS)
- Collection of forms reporting learners experiencing problems by SBST for discussion and suggestions.
- Forms reporting learners experiencing problems handed back to teachers for implementation of interventions.
- Application for concessions
- Identify and monitor immigrant learners

4.3 Learner profiles

Refer to NPA (Chapter 8 p 20)

4.3.1 Portability of the learner profile

The learner profile is a continuous record of information that gives a holistic impression of a learner and a learner's progress and performance. It assists the teacher in the following grade or school to understand the learner better and to therefore respond appropriately to the learner.

4.3.2 Transfer of profiles between schools:

Refer to Management plan attached as **Annexure D**

4.3.3 Updating of Learner Profiles

SAT ensure that all learner profiles are updated on a termly basis:

Refer to Management plan attached as **Annexure E**

5. Completion of SBA and PAT

- HODs to ensure that each teacher adheres to programme of assessment

5.1 School Assessment Plan

- HODs compile assessment programmes with dates assigned, per subject.
- Assessment programmes are submitted to SAT Coordinators for compilation of the School Assessment Plan (SAP) before the end of each term.
- SAP is issued to parents within the first two weeks of the beginning of the school year/term.
- The SAP is a working document and is monitored on a monthly basis for compliance by SAT.

Refer to Annexure F

5.2 Absenteeism

Absence of learners for Assessment tasks or Examinations:

- Illness : provision of a Doctor's certificate (from a medical doctor who is not a relative) covering the date(s) in question and clearly stating the nature of the illness
- unavoidable and unplanned circumstances of a pressing personal nature.
- Parents of learners who will be absent for an assessment task/examinations are required to telephone the school as early as possible to notify the teacher of the circumstances.
- Should the learner absent him/herself without a valid reason: the learner will be awarded a zero (0) mark for that task/test.
- Learners will be given a second opportunity to submit late submission of a task. Failing which the learner will receive a zero.

5.3 Internal Examinations

- Tests and examinations are written under controlled conditions on specific date and times. In setting of the tests and exams, teachers utilise Bloom's taxonomy to ensure that the performance of learners adheres to different cognitive levels
- Formal examinations are written at the end of Term 2. The work tested is based on the work done for the first half of the year: the CAPS document is referred to in order to ensure that minimum requirements are met.
- Internal Formal examinations are written in November.
 - ✓ The examination is based on all the work done in term 3 and 4 for the year.
 - ✓ The examinations are accordance to the requirements of the relevant CAPS documents.
- All examination papers are moderated by the HOD's for the relevant learning areas.
- A copy of all examination question papers and memorandums are stored for a period of three years.
- Learner examination scripts are kept for 2 years.
- November examination scripts are bundled and handed to the Head of Department for stage.

Management Plan for conduct of examinations refer to Annexure G

5.4 Analysis of results

- Diagnostic and statistical analysis of learner performance must be done after each formal assessment task.
- Diagnostic analysis leads to inform Intervention strategies.
- Analysis should be utilised to support learners and to improve teaching and learning.

Refer to Annexure I

5.5 Intervention

- Indicates in learner book CT (corrective teaching) and RT (re-teaching).
- Support programmes are provided where needed.
- 2nd opportunities are given but only marked up to 40 % and 50 % for English.

5.6 Quality assurance and moderation of assessment

According to the National Protocol for Assessment – Grade R-12: *“Moderation should ensure that the quality and standard of the School-Based Assessment, as contemplated in Chapter 4 of the Curriculum and Assessment Policy Statements, has been met from Grade 4 onwards (NPA - Page 5)Both School-Based Assessment and the Practical Assessment Task components must: (d) Be available for monitoring and moderation*

5.6.1 Moderation

Moderation takes place at the two levels:

- School-based moderation
- District-based moderation

5.6.2 School-based Moderation

- School Assessment Teams ensure that internal moderation is conducted by Heads of Departments.
- This is closely monitored by Deputy Principal and Principal.
- All formal assessments are recorded and standardised across the grade.

5.6.2.1 Pre- moderation

- This involves moderating a formal task before it is given to learners.
- ALL formal tasks are pre-moderated and evidence is kept in the teacher’s file.
- No formal SBA and PAT task is be administered before approval by the Heads of Department. (according to management file)
- All formal SBA and PAT tasks must be submitted for pre-moderation to the relevant Head of Department at least 2 weeks before the date of the task as indicated on the School Assessment Plan.

5.6.2.2 Moderation procedure:

- The delegated moderator (Head of Department) will carefully moderate the draft task and ensure that:
 - ✓ The spread of levels according to Blooms Taxonomy and Barrett’s Taxonomy (for languages), mark allocation and duration are according to the CAPS policy document for that subject and for that specific task.
 - ✓ There are no errors (spelling, grammar or typing errors).
 - ✓ All diagrams and pictures are depicted clearly.
 - ✓ The content of the task is aligned to the Annual Teaching Plan (ATP) or currently the new revised ATP’s for Covid period.
 - ✓ The finalised printed task is of a good quality to ensure that learners are not disadvantaged when completing the task.
 - ✓ The draft task is moderated; changes / requests are made where necessary (Internal School Based Pre Moderation of SBA Tasks) and returned to the examiner (educator) within 3 days of the task having been submitted.
- The examiner implements the requests made by the moderator and returns the adjusted task to the moderator within 3 days of having received the moderated task from the moderator.
- The moderator will ensure that all changes requested have been implemented by the examiner and will approve and officially sign and date the task as quality assured and ready for printing within three days.
- The approved task is returned to the examiner within 3 days of submission to the moderator for final approval.
- The examiner will submit the approved task to the relevant admin clerk for printing and clearly indicate the number of copies required.

- The admin clerk will ensure that the task has been signed and dated by the moderator before it is printed.
- The admin clerk will return the printed copies to the examiner within 3 days of receiving it.

5.6.2.3 Moderation of assessment of teacher

- 10% of marked scripts/tasks are moderated by the HOD 3-5 days after the scheduled date on School Assessment Plan.
- All marked answer scripts must be arranged from highest to lowest and placed in a folder.
- A copy of the question paper and marking memorandum must be included as well as the completed Analysis of Results Report.
- HOD's are expected to remark the selected script, in black pen, as it is the responsibility of the HOD to ensure that the:
 - ✓ standard of marking of the subject educator is correct, consistent and fair.
 - ✓ interpretation of the memo, by the subject educator, is accurate.
- Please note: Moderator to avoid shadow marking
- The moderator must sign and approve the working mark sheet and submit to the data capturer to capture the approve marks on the computer system used for recording and reporting SA SAMS.
- Moderator must provide teacher with feedback and marks should be adjusted where necessary

5.6.2.4 District and Provincial moderation

- HODs are to ensure that the school adheres to District and Provincial Management plans
- During school visits, facilitators will monitor the moderation done by Heads of Departments and give advice and support where possible. There will also be focused school visits for moderation by District Officials.

5.6.2.5 Moderation reports

- Copies of all school, district and provincial moderation reports are kept in a file in the Deputy Principal's Office.
- A Principal's report on moderation done in the school will be sent to the district office per term, together with term schedules and learner performance statistics. Principal will verify the information sent to district before signature is attached. A system is in place to ensure that verification is done. The information on these reports will be verified by District Officials and the Principal shall be held accountable for the accuracy of this report.

Refer to School Assessment Management Plan Annexure B

5.7 Recording and reporting

Refer to Chapter 7 of NPA

Indicate which recording and reporting programme to be used

5.7.1 Recording

The main instruments for recording evidence of a learner's progress are observation sheets and SASAMS marks sheets.

Guidelines:

- Records are easily interpreted and readily accessible.
- The feedback is easily accessible to parents and/or learners on request.
- The recording material reflects the planning of teaching and learning activities.
- Rubrics on the learner's progress are helpful and informative when reporting and recording.
- A combination of marks, percentages, comments and level descriptors are used in recording a learner's progress.

5.7.2 Reporting

MILTON PRIMARY SCHOOL ASSEMENT POLICY

The process is as follows:

- The report card is standardised, in accordance with **NPA Chapter 7**.
- One SASAMS Report per term is sent to the parents/guardian of the learners.
- The report card must correctly reflects the learner's performance for the year for the fourth term.
- A copy of the learners report must be filed in the **learner profile (4th Term only)**.
- Parents can make an appointment to see a teacher at a set time in the new term or consult teacher at a Parents' meeting/evening.
- Parents' meetings/ evenings are held in each term.
- Regular SAT/SBST meetings are held to discuss learners' progress and recommendations for additional assistance, referral to the School Counsellor or other support systems are put into place.
- Computer generated reports are issued at the end of each term.

Refer to School Assessment Management Plan Annexure B

5.8 Appeals

- Memo 482/2009 and 388/2012
- The process must be outlined in the Assessment Policy.

6. Staff Development

- Provide details of school capacitating staff regarding assessment.
- Indicate how IQMS is used as a guide to identify the needs of educators on Assessment and Curriculum related issues.
- Attach attendance registers


7. Mediation of assessment policies

- Management plan
- Attach attendance registers

8. Policy review

This Policy will be reviewed on November for 2022

Signatures:

PP Bovaster


Chairperson of SGB



Principal



SAT Coordinator

Annexures**Annexure A: Composition of SAT**

	Name	Designation	Role and Responsibilities
1	J PRETORIUS	PRINCIPAL SAT/SBST CO - ORDINATOR	
2	C VORSTER	DEPUTY PRINCIPAL SAT/SBST CO - ORDINATOR	
3	M VAN SCHALKWYK	HOD	
4	C NAUDE	HOD	
5	M THEUNISSEN	HOD	
6	A BUANG	HOD	
7	M WHITE	ASSISTANT HOD	
8	Y POTGIETER	ASSISTANT HOD	
9	Z POCHEE	SGB	
10	M MOOLMAN	TUTOR HEAD GR 1	
11	L MARX	TUTOR HEAD GR 2	
12	B GAUNT	TUTOR HEAD PRE – SCHOOL	
13	L SCHOLTZ	TUTOR HEAD GR 3	
14	C OGILVIE	TUTOR HEAD GR 4	
15	M DE JAGER	TUTOR HEAD GR 5	
16	C LAMPRECHT	TUTOR HEAD GR 6	
17	M CHOPDAT	TUTOR HEAD GR 7	

Annexure B: School Assessment Management Plan



MANAGEMENT PLAN FOR ASSESSMENT - 2021

GRADE 1 - 7

Task	Time Frame		Responsibility
Scheduled SAT Meetings	Term 1 Term 2 Term 3 Term 4	27 January 15 April 22 July 4 November	SAT/SBST members
Intervention plan – retained learners. Submission of SAT members' names to DAT Management plan	January	5 February	SAT Co-ordinator
SAP to Parents	Term 1 Term 2 Term 3 Term 4	9 February 23 April 21 July 15 October	Tutor Heads HOD's SMT
Termly Assessment Plan to District Office	Term 1 Term 2 Term 3 Term 4	29 January 23 April 29 July 21 October	Principal Dep Principal SAT Co-ordinator
SBA Quality Assurance Post-Moderation of Task 1	Term 1 Term 2 Term 3 Term 4	23-26 March 7-11 June 13 – 17 September 28 November – 2 December	SMT SAT co-ordinator Educators

MILTON PRIMARY SCHOOL ASSEMENT POLICY

<p>(Moderation of Grade 7-9)</p> <p>Schools to submit a week prior – Memo</p> <p>Schools from SA 4 Feb</p> <p>6 primary (2 performing 4 underperforming) per circuit per grade</p>			
<p>Internal School Moderation</p>	<p>Term 1</p> <p>Term 2</p> <p>Term 3</p> <p>Term 4</p>	<p>5 – 9 February</p> <p>19 April – 31 May</p> <p>19 July – 28 August</p> <p>11 October – 12 November</p>	<p>HOD's</p> <p>Educators</p>
<p>Submission of Examination Management Plans & Timetables to the Assessment Officials for APPROVAL</p>	<p>Mid-Year:</p> <p>End-Year:</p>	<p>14 May</p> <p>22 October</p>	<p>SMT</p> <p>SAT co-ordinator</p>
<p>Learner Profile Blitz</p>	<p>Term 1:</p> <p>Term 2:</p> <p>Term 3:</p> <p>Term 4:</p>	<p>27 January – 3 February</p> <p>3 may – 10 May</p> <p>2 August – 6 August</p> <p>28 November – 8 December</p>	<p>Principal</p> <p>Dep Principal</p>
<p>Learner Profiles: Control</p>	<p>Term 1</p> <p>Term 2</p> <p>Term 3</p> <p>Term 4</p>	<p>3 February</p> <p>10 may</p> <p>6 August</p> <p>8 December</p>	<p>Tutor Heads</p> <p>HOD's</p>

MILTON PRIMARY SCHOOL ASSEMENT POLICY

Task	Time Frame	Responsibility	Task
Verification of Learners at Risk (Grade 7)		27 July – 20 August	SMT SAT co-ordinator
Possible Retention Schedule Training (Grades 1-6)		20 July	SMT SAT co-ordinator
Ratification of Possible Retention Schedules (Grades 1-6)		27 July – 14 August	SMT SAT co-ordinator
Intermediate Phase Pre-Moderation of Internally-set Examination QP's	Mid-Year: End-Year:	23 May – 4 June 8 – 19 November	SMT SAT co-ordinator Educators
2020 Examination Process	Mid-Year: Final:	30 May – 11 June 15 -25 November	Principal Deputy Principal SAT co-ordinator Phase Educators
SMT Planning Meetings	Term 1-4	SMT meeting every Monday	SMT members
Parents days	Term 1 Term 2 Term 3 Term 4	2 – 4 February 19 April 19 July 11 October	All Educators
Discussion on DAT recommendations at SAT meeting	Term 4	August - October	SAT Co-ordinator

MILTON PRIMARY SCHOOL ASSEMENT POLICY

Control of Marks	Term 1 Term 2 Term 3 Term 4	24 March 11 June 16 September 28 November	All educators and HOD's
Report cards to Learners	Term 1 Term 2 Term 3 Term 4	31 March 25 June 23 September 8 December	All Educators
Handing over learner info to next grade educators	Term 4	8 December	All Educators

MILTON PRIMARY SCHOOL ASSEMENT POLICY

Annexure C: Composition of SBST

	Name	Designation	Role and Responsibilities
1	J PRETORIUS	PRINCIPAL	SAT/SBST CHAIRMAN
2	C VORSTER	DEPUTY PRINCIPAL	SAT/SBST CO- ORDINATOR LEARNER PROFILE CO-ORDINATOR LTSM CO-ORDINATOR
3	M VAN SCHALKWYK	HOD GR 7	HOD CO - ORDINATOR
4	A BUANG	HOD GR 6	HOD CO - ORDINATOR
5	C NAUDE	HOD GR 5	HOD CO - ORDINATOR
6	M THEUNISSEN	HOD FOUNDATION PHASE	HOD CO - ORDINATOR
7	M WHITE	ASSISTANT HOD	HOD CO - ORDINATOR
8	Y POTGIETER	ASSISTANT HOD	HOD CO - ORDINATOR
9	Z POCHEE	SGB	
10	M MOOLMAN	TUTOR HEAD GR 1	LEARNER SUPPORT CO-ORDINATOR
11	L MARX	TUTOR HEAD GR 2	LEARNER SUPPORT CO-ORDINATOR
12	B GAUNT	TUTOR HEAD PRE – SCHOOL	LEARNER SUPPORT CO-ORDINATOR
13	L SCHOTLZ	TUTOR HEAD GR 3	LEARNER SUPPORT CO-ORDINATOR
14	C OGIIVIE	TUTOR HEAD GR 4	LEARNER SUPPORT CO-ORDINATOR
15	M DE JAGER	TUTOR HEAD GR 5	LEARNER SUPPORT CO-ORDINATOR
16	C LAMPRECHT	TUTOR HEAD GR 6	LEARNER SUPPORT CO-ORDINATOR
17	M CHOPDAT	TUTOR HEAD GR 7	LEARNER SUPPORT CO-ORDINATOR
18	M FRANKEN	LIFE LINE COUNCELLOR	
19	E SEGUN	PARTORAL COUNSELLOR	
20	M DIBAKWANE	SOCIAL WORKER	
21	P VAN STRATEN	HIV / AIDS COUNCELLOR	
22	J VAN DER MERWE	ENVIRONMETAL HEALTH & SAFETY / COVID CO-ORDINATOR	
23	H VAN DERVENTER	ENVIRONMETAL HEALTH & SAFETY / COVID CO-ORDINATOR	
24	M VAN DER LINDE	PROFILE CO-ORDINATOR	
25	N VAN ROOYEN	LTSM DATA CAPTURER	

Annexure D: Management of Learner Profiles & MP 65

	Activity Description	Responsibility	Date
1.	Transfers: Receiving school to request profiles of learners who were admitted/ Gr 8 learners (within three months of the transfer.)	Principal	
2.	Receiving school to inform the District Assessment Team (DAT) of failure to retrieve the profile within a week of the end of the three month period.	Principal	
3.	DAT to request within two weeks of the request.	DAT Convenor	
4.	Updating of profiles upon receipt by the receiving school	Relevant educator	
5.	Exiting school should update the profile and place it in a sealed envelope for transfer	SAT's	
6.	Exiting school should after three months contact the receiving school if request for profiles has not been made. The receiving school should then make the necessary arrangements to have the profiles transferred.	SAT's	
7.	The receiving school's failure to comply with the exiting school's request should be communicated to DAT within a period of two weeks.	SAT's	
8.	DAT to respond within two weeks of the request	DAT Convenor	
9.	Both the exiting and receiving school to keep a register of transfers and the relevant information pertaining to the profile in the SAT's file (Has the profile been forwarded / received; has it been updated; the condition of the profile)	SAT's	



MILTON PRIMARY SCHOOL
PROFILE CONTROL: HAND-OVER/ TERM 1 OF NEW YEAR
(FILE IN PERSONAL FILE)

TEACHER _____ DATE _____ CLASS _____

BEGINNING OF EACH ACADEMIC YEAR


- Profile control sheets to be submitted to TUTOR HEADS, collated and then sent to H.O.Ds. H.O.Ds to submit to the deputy principal.
- On a new class list check profiles using the headings indicated.
 1. Cover – grade completed indicated.
 2. Birth certificate.
 3. Updated personal information.
 4. Previous year's report.
 5. Support forms filed.
 6. Does each learner in your class have a profile?
- If profile is incomplete return it to the previous year's register teacher for completion.

1. **NEW YEAR / NEW CLASS**

CHECKLIST: (Use a class list to facilitate checking)

1. Cover page
2. Photograph
3. Birth certificate
4. Information update
5. Absenteeism
6. Medical info (family doctor)
7. Overall performance
8. Grade retained
9. Achievements
10. Notes

H.O.D



MRS J PRETORIUS
PRINCIPAL

Annexure E**MP 65**

MILTON PRIMARY SCHOOL
PROFILES AND TUTOR FILES

PROFILES

1. **New Year/New Class**
 - Read all information and record relevant facts onto class list – utilize this information at the first tutor meeting.
2. **Sections to be completed per term**
 - HODs to moderate completion per term.

TERM 1		TERM 2	
Check profiles. Any incomplete sections – return to previous teacher to complete.		Paste in photographs – permission from parent to use “small photo”. (homework notebook)	
Check schools attended.		Parental involvement (Parents' Day)	
Complete parental involvement (Acquaintance evening)		Complete days absent – term 1 Staple personal information sheet (present year)	
Birth certificate attached.			
TERM 3		TERM 4	
		Absentees – term 3 and 4.	
Complete emotional and social behaviour.		Participation in extra curricular activities. (MP 37)	
Parental involvement (Parents' Day).		Achievements	
Complete days absent – term 2.		Copy of term 4 report.	
		450 support forms and evidence.	
		Overall progress.(Cross @ year completed)	
		Complete cover page and year	

3. **Ongoing Completion of Information**

- Doctors' Reports
- Physical condition/Medical history
- Parental involvement – Dates and outcome of meeting and interview form.
- Reports and Support provided
- Evidence of areas for support (Therapists)

4. **Storage**

- Profiles are official (and confidential) documents
- Profiles are stored in the strong room, in alphabetical order.
- The grade teachers, at the end of the year utilize the following year's class lists and place profiles in correct classes in the storeroom.

5. **Missing Profiles**

- Inform Mrs Lottering to 'phone previous school.
- Diarize and if not received after 6 weeks start a new profile for the pupil.

6. **Confidentiality**

- **No** pupil may have access to any profile at any time.

TUTOR FILES

Grade R - 7

1. **At the end of each year**

- 1.1 Transfer all information to profile.
- 1.2 Destroy redundant documentation.
- 1.3 **File admission forms/ agreement to pay school fees in last pocket of profiles (Transfer form pocket)**

2. **Handover: foundation phase – intermediate phase**

- 2.1 Utilizing class lists arrange OBSERVATION FORMS in alphabetical order and the grade 3 Tutor Head is to hand the forms to the grade 4 class teachers.
- 2.2 No other documentation is forwarded (refer to 1).

3. **Reading ages / Spelling ages (English)**

- 3.1 Arrange in alphabetical order – according to class lists for following year and place in plastic sleeves.
- 3.2 Hand over to following years class teacher (Grades 1 - 4) or English teacher (Grades 5-7).

4. Compiling / Utilizing your Tutor File

- 4.1 Label file – name of teacher and grade.
- 4.2 Class list at front of file.
- 4.3 Observation sheet – one per pupil
- 4.4 One plastic sleeve per child, numbered according to the class list.
- 4.5 File relevant documentation : parents' letters, interviews with parents, MP Forms etc.
- 4.6 At year end transfer all relevant documentation to profiles and discard unimportant paperwork.

H.O.D



MRS J PRETORIUS
PRINCIPAL

Annexure F: School Assessment Plan

10 SEVERN DRIVE
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ASSESSMENT PLAN – TERM 1 2021

BLUE GROUP – GRADE 4-7

DATE	SUBJECT	GRADE
22-26 February	Baseline Ass: Mathematics	Gr 4 - 7
23 February	English Baseline Assessment: Afrikaans	Gr 4 - 7
25 February	Mathematics: Class Test	Gr 4 - 7
8-12 March	English: Creative Writing	Gr 7
8-12 March	Social Sciences: Case Study	Gr 4 - 7
8-12 March	Physical Education Task	Gr 4 - 7
8-12 March	Natural Sciences: Practical Assessment	Gr 4 - 7
8-12 March	EMS: Project	Gr 7
9 March	Afrikaans: Begrips-, Taaltoets	Gr 4 - 7
11 March	English: Comprehension and Language	Gr 4 - 7
23-26 March	English: Creative Writing	Gr 4 - 7
23-26 March	Creative Arts: Practical	Gr 4 - 7
23-26 March	Social Sciences: Geo: Map Work	Gr 5 - 7
23-26 March	Afrikaans: Kreatiewe Skryf	Gr 4 - 7
23 March	Mathematics: Class Test	Gr 4 - 7
25 March	Natural Sciences: Class Test	Gr 4 - 7

MILTON PRIMARY SCHOOL ASSEMENT POLICY

6-9 April	Technology: Mini Pat	Gr 7
6-9 April	Creative Arts: Theory	Gr 4-7
6-9 April	LO: Written Task	Gr 7
6-9 April	Mathematics: Assignment	Gr 4-7
6 April	Social Sciences: Geo+Hist Test	Gr 4-7
8 April	EMS: Class Test	Gr 7
8 April	PSW: Case Study	Gr 4-6

Mrs. C.A. Vorster
Deputy Principal

Mrs. J. Pretorius
Principal

MILTON PRIMARY SCHOOL ASSEMENT POLICY

10 SEVERN DRIVE
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ASSESSMENT PLAN – TERM 1 2021

RED GROUP – GRADE 4-7

DATE	SUBJECT	GRADE
15-19 February	Baseline Ass: Mathematics	Gr 4 - 7
16 February	English Baseline Assessment: Afrikaans	Gr 4 - 7
18 February	Mathematics: Class Test	Gr 4 - 7
1-5 March	English: Creative Writing	Gr 7
1-5 March	Social Sciences: Case Study	Gr 4 - 7
1-5 March	Physical Education Task	Gr 4 - 7
1-5 March	Natural Sciences: Practical Assessment	Gr 4 - 7
1-5 March	EMS: Project	Gr 7
2 March	Afrikaans: Begrips-, Taaltoets	Gr 4 - 7
4 March	English: Comprehension and Language	Gr 4 - 7
15-19 March	English: Creative Writing	Gr 4 - 7
15-19 March	Creative Arts: Practical	Gr 4 - 7
15-19 March	Social Sciences: Geo: Map Work	Gr 5 - 7
15-19 March	Afrikaans: Kreatiewe Skryf	Gr 4 - 7
16 March	Mathematics: Class Test	Gr 4 - 7
18 March	Natural Sciences: Class Test	Gr 4 - 7

MILTON PRIMARY SCHOOL ASSEMENT POLICY

29 March - 1 April	Technology: Mini Pat	Gr 7
29 March - 1 April	Creative Arts: Theory	Gr 4-7
29 March - 1 April	LO: Written Task	Gr 7
29 March - 1 April	Mathematics: Assignment	Gr 4-7
30 March	Social Sciences: Geo+Hist Test	Gr 4-7
1 April	EMS: Class Test	Gr 7
1 April	PSW: Case Study	Gr 4-6

Mrs. C.A. Vorster

Deputy Principal

Mrs. J. Pretorius

Principal



SCHOOL ASSESSMENT PLAN: BLUE GROUP GRADE 4 TERM 1-2021

Dates of Tasks and Summative Assessments

LEARNING AREA	COMMENCING	NATURE/CONTENT OF TASK
English	11 March	Comprehension, Summary, Visual Literacy and Language
	23 - 26 March	Creative Writing – Narrative Essay
	Ongoing	Reading Aloud
Social Sciences		History:
	8 - 12 March	Project – Sources of Information
		Geography:
	6 April	History and Geography Test
Mathematics	25 February	Class Test
	23 March	Class Test
	6 - 9 April	Assignment: Whole Numbers
Afrikaans	9 Maart	Begripstoets en Taaltoets
	23 - 26 Maart	Kreatiewe Skryf
	Ongoing	Vorbereide Lees
Creative Arts	6 - 9 April	Theory and Case Study
	23 - 26 March	Practical – Create a face in 3-D using a paper plate
Natural Sciences	8 - 12 March	Practical Assessment
	25 March	Class Test
Life Skills		P.S.W:
	8 April	Case Study: Personal Strengths
		Phys.Ed:
	8 - 12 March	Balance and Co-ordination

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A detailed study strip will follow for all subjects.

Parent's signature: _____ Date: _____

Tutor Head
Mrs. M. White

HOD
Mrs. C. Naudé

Deputy Principal
Mrs. C. Vorster

Principal
Mrs. J. Pretorius



SCHOOL ASSESSMENT PLAN: RED GROUP GRADE 4 TERM 1-2021

Dates of Tasks and Summative Assessments

MILTON PRIMARY SCHOOL ASSEMENT POLICY

LEARNING AREA	COMMENCING	NATURE/CONTENT OF TASK
English	4 March	Comprehension, Summary, Visual Literacy and Language
	15 – 19 March	Creative Writing – Narrative Essay
	Ongoing	Reading Aloud
Social Sciences		History:
	1 – 5 March	Project – Sources of Information
		Geography:
	30 March	History and Geography Test
Mathematics	18 February	Class Test
	16 March	Class Test
	29 March - 1 April	Assignment: Whole Numbers
Afrikaans	2 Maart	Begripstoets en Taaltoets
	15 - 19 Maart	Kreatiewe Skryf
	Ongoing	Vorbereide Lees
Creative Arts	29 March - 1 April	Theory and Case Study
	15 – 19 March	Practical – Create a face in 3-D using a paper plate
Natural Sciences	1 - 5 March	Practical Assessment
	18 March	Class Test
Life Skills		P.S.W:
	1 April	Case Study: Personal Strengths
		Phys.Ed:
	1 – 5 March	Balance and Co-ordination

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Principal
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SCHOOL ASSESSMENT PLAN: BLUE GROUP GRADE 5 TERM 1-2021

Dates of Tasks and Summative Assessments

MILTON PRIMARY SCHOOL ASSEMENT POLICY

LEARNING AREA	COMMENCING	NATURE/CONTENT OF TASK
English	11 March	Comprehension, Summary, Visual Literacy and Language
	23 - 26 March	Creative Writing – Narrative Essay
	Ongoing	Reading Aloud
Social Sciences		History:
	8 - 12 March	Case Study – Hunters and Gatherers
		Geography:
	23 - 26 March	Map Work
	6 April	History and Geography Test
Mathematics	25 February	Class Test
	23 March	Class Test
	6 - 9 April	Assignment: Whole Numbers
Afrikaans	9 Maart	Begripstoets en Taaltoets
	23 - 26 Maart	Kreatiewe Skryf
	Ongoing	Vorbereide Lees
Creative Arts	6 - 9 April	Theory and Case Study
	23 - 26 March	2-D Cubistic Portrait
Natural Sciences	8 - 12 March	Practical Assessment: Construction of a Food Chain
	25 March	Class Test
Life Skills		P.S.W:
	8 April	Case Study: Personal Strengths
		Phys.Ed:
	8 - 12 March	Balance and Co-ordination

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SCHOOL ASSESSMENT PLAN: RED GROUP GRADE 5 TERM 1-2021

Dates of Tasks and Summative Assessments

LEARNING AREA	COMMENCING	NATURE/CONTENT OF TASK
English	4 March	Comprehension, Summary, Visual Literacy and Language
	15 – 19 March	Creative Writing – Narrative Essay
	Ongoing	Reading Aloud
Social Sciences		History:
	1 – 5 March	Case Study – Hunter Gatherers
		Geography:
	15 - 19 March	Map Work
	30 March	History and Geography Test
Mathematics	18 February	Class Test: Whole Numbers
	16 March	Class Test: Whole Numbers – Addition and Subtraction
	29 March - 1 April	Assignment: Whole Numbers
Afrikaans	2 Maart	Begripstoets en Taaltoets
	15 - 19 Maart	Kreatiewe Skryf
	Ongoing	Vorbereide Lees
Creative Arts	29 March - 1 April	Theory and Case Study
	15 - 19 March	2-D Cubistic Portrait
Natural Sciences	1 - 5 March	Practical Assessment: Construction of a Food Chain
	18 March	Class Test
Life Skills		P.S.W:
	1 April	Case Study: Personal Strengths
		Phys.Ed:
	1 – 5 March	Balance and Co-ordination

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SCHOOL ASSESSMENT PLAN: BLUE GROUP GRADE 6 TERM 1-2021

Dates of Tasks and Summative Assessments

LEARNING AREA	COMMENCING	NATURE/CONTENT OF TASK
English	11 March	Comprehension, Summary, Visual Literacy and Language
	23 - 26 March	Creative Writing – Narrative Essay
	Ongoing	Reading Aloud
Social Sciences		History:
	8 - 12 March	Case Study – Mapungubwe
		Geography:
	23 - 26 March	Atlas work
	6 April	History and Geography Test
Mathematics	25 February	Class Test: Whole Numbers
	23 March	Class Test: Whole Numbers - Addition and Subtraction and Common Fractions
	6 - 9 April	Assignment: Whole Numbers
Afrikaans	9 Maart	Begripstoets en Taaltoets
	23 - 26 Maart	Kreatiewe Skryf
	Ongoing	Vorbereide Lees
Creative Arts	6 - 9 April	Theory and Case Study
	23 - 26 March	Practical: Create in 2-D - Figures with animals
Natural Sciences	8 - 12 March	Practical Assessment
	25 March	Class Test
Life Skills		P.S.W:
	8 April	Case Study: Self-esteem
		Phys.Ed:
	8 - 12 March	Playing and striking a field game

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SCHOOL ASSESSMENT PLAN: RED GROUP GRADE 6 TERM 1-2021

Dates of Tasks and Summative Assessments

LEARNING AREA	COMMENCING	NATURE/CONTENT OF TASK
English	4 March	Comprehension, Summary, Visual Literacy and Language
	15 – 19 March	Creative Writing – Narrative Essay
	Ongoing	Reading Aloud
Social Sciences		History:
	1 – 5 March	Case Study – Mapungubwe
		Geography:
	15 - 19 March	Atlas work
	30 March	History and Geography Test
Mathematics	18 February	Class Test: Whole Numbers
	16 March	Class Test: Whole Numbers – Addition and Subtraction and Common Fractions
	29 March - 1 April	Assignment: Whole Numbers
Afrikaans	2 Maart	Begripstoets en Taaltoets
	15 - 19 Maart	Kreatiewe Skryf
	Ongoing	Vorbereide Lees
Creative Arts	29 March - 1 April	Theory and Case Study
	15 - 19 March	Practical: Create in 2-D - Figures with animals
Natural Sciences	1 - 5 March	Practical Assessment
	18 March	Class Test
Life Skills		P.S.W:
	1 April	Case Study: Positive self-esteem
		Phys.Ed:
	1 – 5 March	Playing and striking a field game

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SCHOOL ASSESSMENT PLAN: BLUE GROUP GRADE 7 TERM 1-2021

MILTON PRIMARY SCHOOL ASSEMENT POLICY

Dates of Tasks and Summative Assessments

LEARNING AREA	COMMENCING	NATURE/CONTENT OF TASK
English	11 March	Literacy, Visual Literacy and Language
	8 - 12 March	Creative Writing
	Ongoing	Reading Aloud
Social Sciences		History:
	8 - 12 March	Case Study – Kingdom of Mali - City of Timbuktu
		Geography:
	23 - 26 March	Map work
	6 April	History and Geography Test
Mathematics	25 February	Class Test: Whole Numbers
	23 March	Class Test
	6 - 9 April	Assignment: Whole Numbers
Afrikaans	9 Maart	Begripstoets en Taaltoets
	23 - 26 Maart	Kreatiewe Skryf
	Ongoing	Vorbereide Lees
Creative Arts	6 - 9 April	Theory and Case Study
	23 - 26 March	Practical: 3-D Clay Musician
Natural Sciences	8 - 12 March	Practical Assessment: Growing a bean plant
	25 March	Class Test
Technology	6 - 9 April	Mini Pat
EMS	8 -12 March	Practical Assignment: The History of Money
	8 April	Class Test
LO	6 - 9 April	Written Task: Self Image
	8 – 12 March	Physical education: A Fitness Programme

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SCHOOL ASSESSMENT PLAN: RED GROUP GRADE 7 TERM 1-2021

Dates of Tasks and Summative Assessments

LEARNING AREA	COMMENCING	NATURE/CONTENT OF TASK
English	4 March	Literature, Visual Literacy and Language
	1 - 5 March	Creative Writing – Narrative Essay
	Ongoing	Reading Aloud
Social Sciences		History:
	1 – 5 March	Case Study – Kingdom of Mali - City of Timbuktu
		Geography:
	15 - 19 March	Map work
	30 March	History and Geography Test
Mathematics	18 February	Class Test: Whole Numbers
	16 March	Class Test:
	29 March - 1 April	Assignment: Whole Numbers
Afrikaans	2 Maart	Begripstoets en Taaltoets
	15 - 19 Maart	Kreatiewe Skryf
	Ongoing	Vorbereide Lees
Creative Arts	29 March - 1 April	Theory and Case Study
	15 - 19 March	Practical: 3-D Clay Musician
Natural Sciences	1 - 5 March	Practical Assessment: Growing a bean plant
	18 March	Class Test
Technology	29 March - 1 April	Mini Pat
EMS	1 - 5 March	Practical Assignment: The History of Money
	1 April	Class Test
LO	29 March – 1 April	Written Task: Self Image
	1 - 5 March	Physical education: A Fitness Programme

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Annexure G: Management plan Conduct of exams

	Activity	Date	Responsibility	Progress/Comments
1.	Learners to receive set of rules in writing before commencement of examinations	January (together with school conduct policy)	SAT	
2.	Compilation and distribution of exam time table	One month before the commencement of exams	SAT	
3.	Invigilation time table to be compiled and distributed	Two weeks before commencement of exams	SAT	
4.	List of exam rooms and subjects allocated to rooms to be compiled and distributed	One week before commencement of exams	SAT	
5.	Management plan regarding marking and moderation compiled and distributed	One week before commencement of exams	SAT	
6.	Monitoring of readiness of exam papers	According to management plan	SAT	
7.	Preparation of exam rooms	One day before commencement of exams	SAT	
8.	Preparation of schedules and report cards	According to management plan	SAT	
9.	SAIC meeting	As need arises during exam	SAIC	

Annexure H: Composition of SAIC

	Name	Designation	Role and Responsibilities
1.		Cluster Leader	Chairperson
2.	J PRETORIUS	Principal	Member
3.	C VORSTER	SMT representative	Member
4.	M CHOPDAT	Staff representative	Member
5.	Z POCHEE	SGB representative	Member
6.		Ex-officio District official	Member
7.		Union representative	Observer

Annexure I: Analysis of learner results**Statistical**

Subject								Date	
Assessment Task									
Total Marks									
Class									
Level	7	6	5	4	3	2	1	Total	
	80-100	70-79	60-69	50-59	40-49	30-39	0-29		
Number of learners									

MILTON PRIMARY SCHOOL ASSEMENT POLICY

Diagnostic

	Date							
Assessment Task								
Total Marks								
Class								
Question	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
Number of learners who wrote								
Number of learners who passed								
Findings								
Corrective measures								