



SENIOR PHASE POLICY: CREATIVE ARTS

This policy is subject to the requirements of the Education Department and the assessment policy of the school.

PLANNING

- Planning is done for the school year and should be finalized before the beginning of the new school year, but not later than the first Friday of the first term.
- Planning includes the development of a learning programme, work schedule and lesson plan.
- All the educators in the Senior Phase should participate in the planning session. The educators in a grade group especially should work together closely.
- The requirements for Creative Arts as set by the Education Department should be met throughout. To avoid confusion or lack of clarity, existing documents should be adapted as changes are brought about by the Education Department.
- The head of department for the Senior Phase should approve the learning programme, work schedule, lesson plan and assessment tasks before the principal or his or her deputies send them for processing.
- All the Senior Phase educators should send their planning for Creative Arts to the head of the department daily for monitoring. Learners' workbooks and assessment tasks should be sent along sporadically or as requested from time to time by the head of the department.
- The head of department for the Senior Phase and/or the principal should request weekly or daily planning files for monitoring as deemed necessary.
- Educators should make provision on their planning sheets for intervention and indicate how learners with barriers for learning are involved.
- Planning sheets need not be similar for all the grades or classes, as long as the information referred to above as well as the learning outcomes, time per day, activities and resources are indicated.



THE DEVELOPMENT OF ASSESSMENT TASKS:

- Assessment is an integral part of teaching and learning and should be included at all levels of planning.
- Assessment should be reliable and continuous.
- Assessment should be transparent, so that both educator and learner know exactly what the expectations are for each task.
- Assessment tasks should be developed as prescribed by the Education Department and the assessment policy of the school should be adhered to.
- Educators in each grade group should work together to develop assessment tasks. Work should be done on a rotation basis. All the educators in each grade group should preferably get a turn to develop the documents.
- Assessment tasks, as well as the applicable learning programme, work schedule and lesson plan should be submitted to the head of the department for approval. Where possible memoranda should be attached.
- Assessment tasks, lesson plans, etc. should preferably be ready for monitoring during the last week of the previous term, but not later than the first school day of the term in which it should be completed.
- Learners' performance should be recorded as a code for the assessment task.
- Where necessary comments may be written for support purposes.
- Assessment tasks should be typed neatly before being submitted for approval.
- In the case of absence the learner should be allowed to complete an assessment task later. (A written excuse from the learner's parent or guardian or a medical certificate is required.)
- Educators should inform a learner's parents in writing if the learner still has not completed assessment tasks after repeated requests. These letters should be signed by the head of the department and a copy should be placed in the learner's profile and/or the educator's intervention file.

ASSESSMENT

INTRODUCTION

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching.

Assessment should be both informal (assessment for learning) and formal (assessment of learning). In both cases regular feedback should be provided to learners to enhance the learning experience.



In Creative Arts the approach to assessment and feedback should be constructive and encouraging to build learners' confidence. Great care should be taken to avoid negative, hurtful or personal remarks. The emphasis in the Creative Arts in the Senior Phase should be mostly on practical assessments rather than written examinations.

Due to the short time allocated for each art form (1 hour per week), assessments must be part of learning and not seen as separate event.

INFORMAL ASSESSMENT OR DAILY ASSESSMENT

The purpose of assessment for learning is to continuously collect information on learners' achievements. This information is then used to improve their learning. Informal assessment is the daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-Educator conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom. Learners or Educators can mark these assessment tasks. Self-assessment and peer assessment actively involve learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded unless the Educator wishes to do so. The results of daily assessment tasks are not taken into account for promotion and certification purposes.

FORMAL ASSESSMENT

All assessment tasks that make up a formal programme of assessment for the year are regarded as formal assessment.

Formal assessment tasks are marked and formally recorded by the Educator for progression and certification purposes.

All formal assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained.

Formal assessment provides Educators with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. Examples of formal assessments include tests, examinations, practical tasks, projects, oral presentations, demonstrations and performances. Formal assessment tasks form part of a year-long formal programme of assessment in each grade and subject. The forms of assessment used should be appropriate for the age and developmental level of the learners. The design of these tasks should cover the content of the subject and include a variety of tasks designed to achieve the objectives of the subject.

Formal assessments must cater for a range of cognitive levels and abilities of learners as shown below:



Cognitive Levels	Activity	Percentage of task
Low	Repetitive skills in each art form	30%
Medium	Application of skills Analysis of artworks Written assignments requiring comprehension	40%
High	Creative work; synthesis of skills and knowledge into arts works; evaluation of arts works	30%

In Senior Phase, Creative Arts learners do formal assessments in each of their two selected art forms.

Practical work: Assessment should track progress through class observation of practical work and build up to a final practical assessment task in each art form in the fourth term.

Written work: Due to the shortage of time, written assessments are limited to one written assignment/test per art form per year and an end-of-year written examination paper.

Programme of assessment

The programme of assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term.

In the Senior Phase, school-based assessment counts for 40% and the end-of-year examination count for 60%.

The requirements (number and nature of tasks) and weighting for Creative Arts are indicated below:



Programme of Assessment: Creative Arts			
Formal assessments (SBA during the year)		End-of-year examination	
40%		60%	
<ul style="list-style-type: none"> Assessment of practical work in two art forms 30% Assignment/written test in two art forms 10% 		<ul style="list-style-type: none"> Performance/presentation in each art form 40% Written examination paper/s with questions from each selected arts form 20% 	
Assessment per term			
Term 1	Term 2	Term 3	Term 4
<u>Practical assessment</u>	<u>Written assignment or test</u>	<u>Practical assessment</u>	<u>Practical examination</u>
Art form 1: 10 marks (5%)	Art form 1 10 marks (5%)	Art form 1: 10 marks (5%)	Art form 1: 40 marks (20%)
Art form 2: 10 marks (5%)	Art form 2 10 marks (5%)	Art form 2: 10 marks (5%)	Art form 2: 40 marks (20%)
	<u>Practical assignment/test</u>		<u>Written examination</u>
	Art form 1: 10 marks (5%)	Total 10%	Art form 1: 20 marks (10%)
Total 10%	Art form 2: 10 marks (5%)		Art form 2: 20 marks (10%)
	Total 20%		Total 60%
<i>Practical class work throughout the year should lead up to the final practical examinations in the two art forms.</i>			

It is recommended that assessment tasks be done in term 4 in each art form. Below are some examples of programmes of assessment and assessment instruments for practical work in each art form.

Dance (one of two arts forms)
Each arts form will carry a 50% weighting.



Suggested programme of assessment: Grade 7 Dance

Term 1	Term 2	Term 3	Term 4	Total marks
<p>Practical: Technique and improvisation (space, time)</p> <p>10 marks</p>	<p>Practical: Technique and improvisation (force, relationships)</p> <p>10 marks</p> <p>Written test:</p> <p>Warming up, cooling down, elements of dance, terminology</p> <p>10 marks</p>	<p>Practical: Technique and improvisation (short movement sentence around a theme)</p> <p>10 marks</p>	<p>Practical examination:</p> <p>Performance of class work, group dance sequence and composition (South African theme)</p> <p>40 marks</p> <p>Written examination:</p> <p>including elements, terminology, different dance forms and literacy</p> <p>20 marks</p>	
10 marks	20 marks	10 marks	60 marks	100 marks

Suggested programme of assessment: Grade 8 Dance

Term 1	Term 2	Term 3	Term 4	Total marks
<p>Practical: Technique and composition (locomotors and axial)</p> <p>10 marks</p>	<p>Practical: Technique, performance of popular dance and composition (time, relationships)</p> <p>10 marks</p> <p>Written test:</p> <p>Terminology, purposes of warming up and cooling down, dance literacy – popular dance</p> <p>10 marks</p>	<p>Practical: Technique and improvisation (space, force, relationships)</p> <p>10 marks</p>	<p>Practical examination:</p> <p>Performance of class work and group dance and composition (gestures)</p> <p>40 marks</p> <p>Written examination:</p> <p>including elements, terminology, social, community, popular dance; careers</p> <p>20 marks</p>	
10 marks	20 marks	10 marks	60 marks	100 marks



Suggested programme of assessment: Grade 9 Dance

Term 1	Term 2	Term 3	Term 4	Total marks
Practical: Technique and composition (natural gestures, structure) 10 marks	Practical: Technique, Indigenous dance and composition (structure, relationships) 10 marks Written test: Principles of posture and alignment, terminology, dance literacy 10 marks	Practical: Technique, short fast dance sequence and composition (contrast, moods, themes) 10 marks	Practical examination: Performance of class work, group dance and composition (stimulus, structure) 40 marks Written examination: including comparison of different dance forms, dance literacy, dance elements, terminology, self-reflection 20 marks	
10 marks	20 marks	10 marks	60 marks	100 marks

**Drama (one of two art forms)
 Each arts form will carry a 50% weighting.**

Suggested programme of assessment: Grade 7 Drama

Term 1	Term 2	Term 3	Term 4	Total marks
Classroom improvisation: Process and Performance (group work) 20 marks ÷ 2 = 10	Test: Careers and basic drama elements (covered through practical work in terms 1 and 2) 20 marks ÷ 2 = 10 and Performance: choral verse OR folktale (group work) 20 marks ÷ 2 = 10	Polished performance: short improvised drama (group work) 20 marks ÷ 2 = 10	Practical examination: choral verse OR folktale (group work) 40 marks and Written examination: careers and elements of drama 20 marks	
10 marks	20 marks	10 marks	60 marks	100 marks



Term 1	Term 2	Term 3	Term 4	Total marks
Classroom improvisation: Process and Performance (group work) 20 marks ÷ 2 =10	Test: reflection on own and others' performance and drama elements (as practically explored) OR Review of a play/live performance seen 20 marks ÷ 2 =10 Performance: Poem OR Praise Poetry (individually and/or in groups) 20 marks ÷ 2 =10	Polished performance: short improvised drama (group work) with self-made technical resources 20 marks ÷ 2 =10	Practical examination: Dialogues OR Dramatised prose OR Indigenous storytelling (individually and/or in groups) 40 marks Written examination: Aspects of media and elements of drama 20 marks	
10 marks	20 marks	10 marks	60 marks	100 marks

Suggested programme of assessment: Grade 9 Drama

Term 1	Term 2	Term 3	Term 4	Total marks
Classroom improvisation: Process and Performance (group work) 20 marks ÷ 2 =10	Test: Aspects of media OR Review of a play/live performance seen 20 marks ÷ 2 =10 and Performance Poetry (individual) OR Dramatised prose (individual) Monologue (individual) 20 marks ÷ 2 =10	Polished performance: short improvised drama (group work) with self-made technical resources 20 marks ÷ 2 =10	Practical examination: Scene Work OR Radio Drama 40 marks and Written examination: Elements of drama (as practically explored), reflection on own and others' performance 20 marks	
10 marks	20 marks	10 marks	60 marks	100 marks



Music (one of two art forms)

Each arts form will carry a 50% weighting

Suggested programme of assessment: Grade 7 Music

Term 1	Term 2	Term 3	Term 4	Total marks
Practical: Solo/group work performance 20 marks ÷ 2 =10	Test/assignment: Music literacy activities 20 marks ÷ 2 =10 Practical: Solo and group work 20 marks ÷ 2 =10	Practical: Solo and ensemble work 20 marks ÷ 2 =10	Practical examination: Solo and group work; playing and improvising 40 marks and Written examination: General music knowledge and music theory, 20 marks	
10	20	10	60	100 marks

Suggested programme of assessment: Grade 8 Music

Term 1	Term 2	Term 3	Term 4	Total marks
Practical: Solo/group work performance 20 marks ÷ 2 =10	Test/assignment: Music literacy activities 20 marks ÷ 2 =10 Practical: Solo and group work 20 marks ÷ 2 =10	Practical: Solo and group work 20 marks ÷ 2 =10	Practical examination: Solo and ensemble work; playing and improvising 40 marks and Written examination: General music knowledge and music theory, 20 marks	
10	20	10	60	100 marks



Suggested programme of assessment: Grade 9 Music

Term 1	Term 2	Term 3	Term 4	Total marks
Practical: Solo/group work performance 20 marks + 2 =10	Test/assignment: Music literacy activities 20 marks + 2 =10 Practical: Solo and group work 20 marks + 2 =10	Practical: Solo and group work 20 marks + 2 =10	Practical examination: Solo and group work; playing and improvising 40 marks Written examination: General music knowledge and music theory 20 marks	
10	20	10	60	100 marks

**Visual Arts (one of two art forms)
 Each art form will carry a 50% weighting**

Suggested programme of assessment: Grade 7 Visual Arts

Term 1	Term 2	Term 3	Term 4	Total marks
Practical: Create in 3D: earthenware figures	Essay/presentation: Visual Literacy: investigation of local crafter	Practical: Create in 2D: collage of buildings as heritage	Examination: Create in 2D: life drawing and painting with written reflection on use of art elements and design principles	
10	20	10	60	100

Suggested programme of assessment: Grade 8 Visual Arts

Term 1	Term 2	Term 3	Term 4	Total marks
Presentation Visual Literacy: the role of the artist in global society:	Practical Create in 3D: Marquette for South African public space	Practical Create in 2D: personal example of popular culture	Examination Life drawing with written reflection on use of art elements and design principles or global theme	
20	10	10	60	100

Suggested programme of assessment: Grade 9 Visual Arts

Term 1	Term 2	Term 3	Term 4	Total marks
Practical Create in 3D: mythological container	Assignment Create in 2D: drawing of personal comment on societal issue	Essay/presentation Visual Literacy: careers in the arts	Examination Create in 2D: scraperboard with written reflection on use of art elements and design principles	
10	10	20	60	100



TIME ALLOCATION

Senior Phase

The instructional time in the Senior Phase is as follows:

SUBJECT	HOURS
Home Language	5
First Additional Language	4
Mathematics	4, 5
Natural Sciences	3
Social Sciences	3
Technology	2
Economic Management Sciences	2
Life Orientation	2
Creative Arts	2
TOTAL	27, 5

TIME ALLOCATION FOR CREATIVE ARTS IN THE CURRICULUM

Senior Phase

In Grades 7, 8 and 9, Creative Arts is allocated two hours per week. To allow for depth of study and to prepare them for arts subject choices from Grade 10 to Grade 12, learners study only **TWO** art forms.

Selection of art forms in Senior Phase

The selection of art forms in Senior Phase will be determined by each school, based on the following criteria:

- Availability of the minimum facilities and resources required for the subject
- Availability of specialist arts Educators on the staff or accessible to the school (e.g. itinerant Educators, parents, community artists)
- Learner abilities/talents and preferences

In selecting which art forms to offer, schools should be cognisant of the demands of the art form in allocating or selecting learners.

Pathways

Schools can offer a number of different Creative Arts pathways, depending on the criteria above, e.g.:

1. Dance and Drama
2. Dance and Music
3. Dance and Visual Arts
4. Drama and Music
5. Drama and Visual Arts
6. Music and Visual Arts



Staffing

- Learners could be taught both art forms by the same Educator capable of teaching both art forms (2 hours per week) or each of the two art forms could be taught by a specialist in each art form (1 hour per week each).
The art forms should be taught throughout the year and not in half-year modules.
- Schools that offer some or all of the arts subjects in FET will have access to specialist Educators, facilities and resources in those subjects.
- Schools that have no arts specialists and do not offer any arts subjects in FET can decide, in consultation with the school management team, staff and governing body, which art forms they will offer. Educators responsible for teaching Creative Arts in these schools will need to undergo intensive and ongoing training in one or two art forms.

Learner pathway selection

Learners should select or be selected according to their abilities in the art forms and their preferences. It would be preferable for learners to begin to specialise as early as possible but learners *with potential* who have not had access to an art form in Grade 7 and who wish to select it in Grade 8 or 9, should not be excluded.

Availability of the minimum facilities and resources required for the subjects

In selecting which art forms schools will offer in the Senior Phase, the following minimum resources are required:

Art form	Minimum facilities	Resources
Dance	Dance studio or hall or double classroom (open space preferably with a sprung wood floor)	Music system with CD player/iPod
Drama	Large classroom or hall	Music system
Music	Normal classroom and space for practice	Music system, musical instruments
Visual Arts	Art room or appropriate space	Arts equipment, consumables

Timetabling for the Senior Phase Creative Arts pathways

To ensure continuity and skills development, the two selected art forms should be taught throughout the year rather than in half-year blocks in Grades 7, 8 and 9. For example, in Dance it is essential to dance consistently every week to build strength, flexibility, stamina and control.

Learners should have a minimum of ten contact teaching hours per art form per term during school time and at least once per week per art form after school. The continuity of regular practice at least twice per week is necessary to build skills. This applies especially to learners who are keen to study arts subjects in FET.



Due to the practical nature of the arts, these subjects need one-hour periods for learning to be effective. For dance and drama, sufficient time is needed to change into relevant clothing, to warm up, to have time to develop the practical work, to cool down and to change back into school uniform.

For Visual Arts and Music, time is needed to set up, work practically and clean up. The time could be allocated in a block of double or triple periods.

It is often a good idea to place Creative Arts lessons before a break or at the end of the day so that learners can continue for longer than would be possible at other times.

Timetabling will depend on various factors, such as the number of classes in a grade, the number of Creative Arts Educators and the number of learners per pathway.

It is highly recommended that high schools offering the arts subjects in FET select learners for pathways in Grades 8 and 9 according to ability and interest, to ensure that they have sufficient basic skills to qualify for entry into the arts subjects in Grade 10.

Below are a few suggestions for timetabling in a high school:

A) Arts pathways classes towards FET

In this scenario, learners are assigned to Grade 8 and Grade 9 classes according to their art subject choices, e.g.:

- Grade 8A & Grade 9A are Dance and Drama learners
- Grade 8B & Grade 9B are Dance and Music learners
- Grade 8C & Grade 9C are Music and Visual Arts learners
- Grade 8D & Grade 9D are Dance and Visual Arts learners
- Grade 8E & Grade 9E are Music and Drama learners
- Grade 8F & Grade 9F are Drama and Visual Arts learners

In this case, the classes can be timetabled across the school day.

Creative Arts timetable block

In this scenario Grade 8 and Grade 9 classes are not assigned according to their arts choices. Two or three consecutive periods per week each are blocked off for Grades 8 and 9, and all the learners in the grades divide up into whichever pathway they are following at this time.

Rationale for the organisation of the content

Since arts learning is both circular and linear, the same topics are repeated throughout the year, and in each subsequent year, with increasing complexity. It takes a long time to build up skills and it requires regular practice.

The nature of progression in skills is found in the following:

- introducing new concepts and skills



- increasing vocabulary in the arts form
- increasing the ability to listen well, respond to instructions and work with others
- increasing skills in the art forms
- increasing confidence, self-discipline, focus and creativity

RECORDING AND REPORTING

Recording is a process in which the Educator documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge as prescribed in the Curriculum and Assessment Policy Statements.

Records of learner performance should provide evidence of the learner's conceptual progression within a grade and her/his readiness to progress or being promoted to the next grade.

Records of learner performance should also be used to verify the progress made by Educators and learners in the teaching and learning process.

Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders.

Learner performance can be reported in a number of ways.

These include report cards, parents' meetings, school visitation days, parent-educator conferences, phone calls, letters, class or school newsletters, etc.

Educators in all grades report in percentages against the subject.

The various achievement levels and their corresponding percentage bands are as shown in the Table below.

Note: The seven-point scale should have clear descriptions that give detailed information for each level.

Educators will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

Recording is a process in which the Educator documents the level of a learner's performance. Educators record the actual raw marks against the task using a record sheet.

Records of learner performance should also be used to verify the progress made by Educators and learners in the teaching and learning process. Records should be used to monitor learning and to plan ahead.

Reporting is a process of communicating learner performance to learners, parents, the school, districts, and other stakeholders, such as employers, tertiary institutions, and etcetera.

In Grades R – 12, Educators report in percentages against the subject, using the following scale:

The various achievement levels and their corresponding percentage bands are as follows:.



Codes and percentages for recording and reporting

Rating Code	Description of Competence	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

Here are examples of recording schedules for Grades 7, 8 and 9 with two art forms

An example of an annual Grade 7, 8 and Grade 9 Recording Schedule

Criteria	ART FORM 1							ART FORM 2						Creative Arts Total
	Term 1	Term 2	Term 3	Term 4 Practical	Term 4 Written	Total arts form 1		Term 1	Term 2	Term 3	Term 4 Practical	Term 4 Written	Total arts form 2	
Maximum marks	10	20	10	40	20	100		10	20	10	40	20	100	200 divided by 2
Names of learners														



MODERATION OF ASSESSMENT

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, provincial and national levels.

Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments.

Since Senior Phase assessment is school based, it is very important for provincial and national departments to set standards across provinces and across schools.

Creative Arts moderation should include:

- cluster standard setting;
- internal moderation by the school management team;
- sample face moderation of practical work on site for Grade 7 – 9; and
- external cluster moderation in Grade 9.

Standard setting, face moderation and cluster moderation can be conducted by lead Educators or by district/provincial officials.

LEARNERS' WORKBOOKS

- At the beginning of the year each learner should get a workbook to do activities for Natural Sciences in and to write or paste notes, etc. in.
- Work as included in the assessment tasks should first be taught thoroughly in the workbooks.
- Workbooks should be covered and kept neat.
- Each educator can make a front page of his or her choice for writing books.
- If a learner loses or damages his or her workbook, his or her parents should replace it themselves.
- Educators should mark learners' workbooks regularly and meticulously or supply the correct answers in the case of self or peer assessment.
- Corrections should be made by the learners where necessary.

INTERVENTION

- Educators should throughout be able to provide evidence of how they accommodate the learners with barriers for learning (e.g. extra activities to address problem areas, errors that are corrected, discussion with EST, letters or discussions with parents).
- Intervention should also be supported by a suitable instrument that proves attempts to support learners.

EDUCATOR'S FILE

1. All Educators are expected to keep a file containing evidence of their teaching and assessment, viz. Annual teaching plan, Assessment plan, Formal assessment tasks and memoranda, Indication of Textbook(s) and



any resources used, Record sheet containing learners' marks for each formal assessment task and informal notes or any intervention that is planned by the Educator to assist learners who require additional support (where they exist).

It is the Educators' responsibility to ensure that the information in their assessment files is kept up to date.

2. A Educator assessment file may be a file, a folder, a box, or any other suitable storage system.
3. The formally recorded assessment tasks should be clearly marked or indicated in the Educator's file. Stickers, coloured paper, etc. may be used for this purpose.
4. Educators' files should be available on request at all times for moderation and accountability purposes.

7.1 LEARNER PROFILE

A 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 Educator in the next grade or school to understand the learner better and therefore to respond appropriately to the learner.

7.2 ADMINISTRATION

1. Learner Profiles should be kept at school and will be moved from one school to the next on the request of the principal of the next school.
2. The school management of the receiving school has an obligation to request the Learner's Profile from the previous school within three months of the learner's admittance.
3. The Learner Profile for every learner must be safeguarded and should accompany learners throughout their schooling career. The security of the Learner Profiles and the updating of required information rest with the school management.
4. The parents and other stakeholders have a right to access and view the Learner Profile on request. However, this should be done in the presence of the school management.
5. The Learner Profile is a confidential document and should be treated as such. Under no circumstances should sensitive information such as the health status of the learner be divulged to anyone without the written permission of the parents or guardians.
6. Under no circumstances should the profile be moved from the school unless it is for reasons mentioned in *subparagraph 1*.



7. The Provincial Departments of Education are responsible for providing pre-printed files /folders for the Profiles.
8. The pre-printed files/folders should be designed such that a Learner Profile includes the following information:
 - a. personal information;
 - b. medical history;
 - c. schools attended and record of attendance;
 - d. participation and achievements in extra-curricular activities;
 - e. areas needing additional support; and
 - f. learner performance.
9. In cases where the files/folders need repair, the school principal concerned should make a request to the district office for a replacement.
10. The compilation of Learner Profiles should be started at Grade R and should continue until the learner completes Grade 12.
11. Once the learner has passed Grade 12 or exited the schooling system for any reason whatsoever, the learner profile should be stored in the last school attended for a period of three years where after it should be destroyed. If the learner within this specified period re-enters the schooling system to further his or her studies, the provisos stated in *subparagraphs 1 and 3* will apply.
12. The Learner Profile replaces all previous continuous record documents that have been used by schools, such as record cards, tutor cards, Edlab cards, etc.

4.1 RECORDING

1. Recording is a process in which the Educator documents the level of a learner's performance.
In South African schools, this should indicate the progress towards the achievement as stipulated in the National Curriculum and Assessment Policy Statements of all subjects listed in the *National Curriculum Statement Grades R - 12*.
Records of learner performance should provide evidence of the learner's conceptual progression within a grade and his or her readiness to progress/promotion to the next grade.



2. Records of learner performance should also be used to verify the progress made by Educators and learners in the teaching and learning process. Records should be used to monitor learning and to plan ahead.

4.2 REPORTING

1. Reporting is a process of communicating learner performance to learners, parents, schools and the other stakeholders such as the employers, tertiary institutions, etc.

Learner performance can be reported in a number of ways.

These include report cards, parents' meetings, school visitation days, parent-Educator conferences, phone calls, letters, class or school newsletters, etc.

2. The main purpose of reporting is to:

- a. provide learners with regular feedback, this feedback should be developmental;
- b. inform parents/guardians on the progress of the individual learner; and
- c. give information to schools and districts or regional offices on the current level of performance of learners.

3. Recorded information should:

- a. inform Educators and others about the performance of learners;
- b. be used to provide constructive feedback to learners about their progress;
- c. be used to provide feedback about the performance of learners to parents, and other role-players;
- d. inform the planning of teaching and learning activities; and (e) inform intervention strategies.

4. The language in which recording and reporting is done should be in accordance with the Language of Learning and Teaching (LoLT) as informed by the *Language-in-Education Policy* of 1997. In the case of dual medium schools, one of the languages used as LoLT should be utilized for reporting purposes, while the language of recording should be any of the languages used for learning and teaching.



4.3 PRINCIPLES FOR RECORDING AND REPORTING

The following principles underpin the approach to both recording and reporting:

1. Recording of learner performance is against the assessment task and reporting is against the mark obtained in a term, semester or year.
2. Educators should show in their files that they have covered all the formal tasks set.
3. National codes and/or marks, percentages and comments can be used for recording and reporting purposes.
4. The following is applicable to recording and reporting per phase:
 - a. Foundation Phase (Grades R – 3): Record and report in national codes and their descriptions.
 - b. Intermediate Phase (Grades 4 – 6): Record and report in national codes and their descriptions and percentages.
 - c. Senior Phase (Grades 7 – 9): Record and report in national codes and their descriptions percentages.
 - d. Grades 10 – 12: Record in marks and report in percentages.
5. The schedule and the report card should indicate the overall level of performance of a learner.
6. In the case of Languages, each language that the learner offers should be recorded and reported on separately according to the different levels on which they are offered. For example, Home Language – English, First Additional Language – IsiXhosa, Second Additional Language – Afrikaans Second Additional Language.
7. The number of formal assessment tasks to be recorded in each phase is provided in *chapter 4* of the National Curriculum and Assessment Policy Statements.
8. The recorded pieces of evidence should reflect a variety of forms of assessment. More information on this is provided in *chapter 4* of the National Curriculum and Assessment Policy Statements.
9. Educators must report regularly to learners and parents on the progress of learners. Schools are required to provide feedback to parents on the programme of assessment using a formal reporting tool such as a report card. In addition to the report cards, other reporting mechanisms such as parents' meetings, school visitation days, parent-Educator conferences, phone calls, letters, class or school newsletters, etc. may be used. The school will determine the format of these reporting strategies.



RECORD SHEETS

1. Educators are expected to keep efficient and current mark sheets of the learners' progress. It is expected that carefully compiled records and/or evidence of learner performance be maintained to justify the final rating a learner receives at the end of the year.
2. Educators are expected to keep current records of learners' progress electronically/in files/books/folders or any other form the school has agreed on.
3. Record sheets must at least have the following information
 - a. Subject;
 - b. Grade and class;
 - c. Learners' names;
 - d. Dates of assessment;
 - e. Names of the formal assessment tasks;
 - f. The results of formal assessment tasks; and
 - g. Comments for support purposes when and where appropriate.
 - h.

The record sheets should be used to compile a schedule that will in turn be used to compile reports once a term. Schools should therefore develop Record Sheets using the criteria specified in *subparagraph 3*.

PHASE MEETINGS / DISCUSSIONS

- Meetings should be held at least once per month, but more often if necessary.
- Attendance is compulsory for all the educators of the foundation phase. Written excuses should be submitted the previous day.
- Minutes should be kept at each meeting by a person indicated for the specific meeting and distributed amongst the educators for filing in their educators' portfolios.



This policy was adopted by the School Management on

This policy has been made available to school personnel and is readily accessible to parents and learners on request.

This policy will be reviewed and updated every year.

Signed _____
School Management

Date: _____

Signed _____
Principal

Date: _____

Signed _____
Educator Representative

Date: _____

