



## INTERMEDIATE PHASE POLICY: LIFE SKILLS

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 Intermediate Phase should participate in the planning session. The educators in a grade group especially should work together closely.
- The requirements for Life Skills 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 Intermediate 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 Intermediate Phase educators should send their planning for Life Skills 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 Intermediate 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.

### **INFORMAL OR DAILY ASSESSMENT**

Informal or daily assessment has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning. It is a daily monitoring of learners' progress, and 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. It should not be seen as separate from learning activities taking place during a lesson.

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.

Informal assessment in the Personal and Social Well-being study area provides learners with a variety of opportunities to develop and master the knowledge, skills and values related to the study area. It is done during and after the teaching and learning process. The Educator may choose any of the following as a daily assessment task: a short class test, a discussion, a practical demonstration, a mind map, debate, role-play, an interview, design and make, case study, oral and written presentation.

The Educator does not have to mark each of these tasks, but can guide learners to assess their own performance or that of peers with relevant assessment tools such as a memorandum for tests, or a checklist for an observation exercise. The use of an observation checklist in daily assessment tasks helps learners to determine their progress towards the knowledge, skills and values that will be assessed in the Formal Assessment tasks.

### **FORMAL ASSESSMENT**

All assessment tasks which 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 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 demonstration, projects, design and make, case study and assignments. The forms of assessment used should be age and development level appropriate.

### **PROGRAMME OF ASSESSMENT**

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

### **Assessment in Personal and Social Well-being**



In the Personal and Social Well-being study area, learners are expected to complete a total of four formal assessment tasks per grade. The four formal tasks make up 30% of the total mark for the subject for each of Grades 4, 5 and 6.

The weighting of marks for the four internal formal assessment tasks for Personal and Social Well-being is as follows:

Task 1			Task 2	Task 3	Task 4	
Grade 4	Grade 5	Grade 6	Grade 4 – 6		Grades 4 and 5	Grade 6
Assignment/ Design and make: 30 marks	Assignment/ Case study/ Design and make: 30 marks	Assignment/ Case study: 30 marks	Test: 30 marks	Project: 30 marks	End-of-year examination: 30 marks	End-of-year examination: 60 marks

Note: For Grade 6, the examination will count 60 and divided by 2, that is,  $60 / 2 = 30$  marks for recording.

### a. Project

The Personal and Social Well-being project will be any piece of work in which knowledge, skills and values which lead towards competence in specified content are demonstrated. The task will involve collecting, interpreting and presenting findings into a written product that may be reported or performed by the learners. Learners will collect data/resources/ information to perform the task outside of contact time. The completion of the project will be facilitated by the Educator in class time to ensure the authenticity of the product.

The nature of the project will be determined by the content covered according to the annual teaching plan. Learners should be given adequate guidance at the outset of the project and progress should be monitored throughout. All assessment criteria applicable to the project has to be discussed with the learners prior to the commencement of the project. Learners must be given enough time to complete the project, it should be given before the end of the second term for submission during the third term.

### b. Assignment

This form of assessment will allow for a more holistic assessment of knowledge, skills and values and their application in different contexts. The assignment will be a problem-solving exercise with clear guidelines and of a specified length. The focus and nature of the task will be determined by the content covered according to the annual teaching plan for the Personal and Social Well-being study area. The Educator will provide learners with resources and information required to deliver the task.

### c. Case study

The case study will involve a detailed description of a specific situation or phenomenon. The description can either be real or hypothetical and can be taken from a book, newspaper, magazine, video or the radio. The case study will



enable the Educator to assess whether learners can apply the knowledge, skills and values to an unfamiliar context. The focus will be determined by the content covered according to the annual teaching plan for the Personal and Social Well-being study area. The Educator will provide learners with resources and information required to deliver the task.

#### **d. Design and make**

Design and making involves the production of the actual product using creative processes to achieve a certain competency. An object is the end product of a design. Learners will be required to design, make and write descriptive statements on the task and show an understanding of knowledge gained and the application of knowledge and skills. The focus will be determined by the content covered according to the annual teaching plan. The Educator will provide learners with resources and information required to deliver the task. All assessment criteria applicable to the task has to be discussed with the learners prior to the commencement of the task.

#### **e. Test**

Tests will be administered at the end of the second term during the Personal and Social Well-being period. This test will cover work done in term 1 and 2. They will consist of a range of questions that will assess knowledge recall, understanding and application of knowledge.

#### **f. Examinations**

Examinations of at least 45 minutes in Grades 4 and 5 and 75 minutes in Grade 6 will be administered at the end of the year as part of the internal examination timetable of the school/district/province. The examination will cover work done for the whole year. The examinations will address the knowledge and skills covered according to the annual teaching plan for the Personal and Social Well-being study area. They will incorporate more than one type of question and require the application of knowledge and skills.

### **Outline for examinations and tests**

The outline below will be followed when setting the Personal and Social Well-being examination and test papers.

The Grades 4 and 5 examinations and tests will consist of two sections. Total for examination or test: **30 Marks**



Section A: 15 marks	Section B: 15 marks
<p>All questions are compulsory.</p> <ul style="list-style-type: none"> <li>• The questions will be matching columns and/or fill in/ complete sentences and/or lists.</li> <li>• Questions will test understanding and factual knowledge.</li> </ul>	<p>All questions are compulsory.</p> <ul style="list-style-type: none"> <li>• Case study may be used.</li> <li>• The questions will be a combination of three or more types of questions, ranging from state, explain, discuss and describe.</li> <li>• Questions will be short open-ended and knowledge-based questions that include information that learners have acquired from the Personal and Social Well-being class.</li> <li>• Learners will provide direct responses and full sentences in point form.</li> <li>• One question will focus on the application of knowledge and skills and responses will either be full sentences in point form or a short paragraph.</li> <li>• Learners will solve problems, make decisions and give advice. They will provide a few direct responses.</li> </ul>
<p>Note. Information provided in the case studies should be current, up-to-date, age-appropriate and learner-friendly.</p>	

The Grade 6 test will follow the Grades 4 and 5 examination outline. The Grade 6 examination paper will consist of three sections. Total for examination: **60 Marks**

Section A: 25 marks	Section B: 20 marks	Section C: 15 marks
<p>All questions are compulsory.</p> <ul style="list-style-type: none"> <li>• The questions will be matching columns, true or false, multiple choice or list.</li> <li>• Questions will test understanding and factual knowledge.</li> <li>• Response will be short and direct and may be one word, a phrase or a sentence.</li> </ul>	<p>All questions are compulsory.</p> <ul style="list-style-type: none"> <li>• Case study may be used.</li> <li>• The questions will be a combination of three or more types of questions, ranging from state, explain, discuss and describe.</li> <li>• Questions will be short open-ended and knowledge-based and include information that learners have acquired from the Personal and Social Well-being class.</li> <li>• Learners will provide direct responses and full sentences in point form.</li> </ul>	<p>Learners will be expected to answer a 10-mark and a 5-mark question.</p> <ul style="list-style-type: none"> <li>• Questions will focus on the application of knowledge and skills.</li> <li>• Learners will make decisions and give advice. They will provide a few direct responses and a short paragraph that states, explains or describes an issue.</li> <li>• Each question will focus on the specific information or the integration of content.</li> <li>• A short text/ diagram/ data can be provided as a stimulus.</li> </ul>
<p>Note. Information provided in the texts must be current, up-to-date, age-appropriate and learner-friendly.</p>		

**NB.** A marking memorandum or guideline suitable to each of the tasks above must be used to assess learner performance. The nature of the task and the knowledge, skills and values that are to be assessed will provide guidance on the type of the assessment tool. Provision must be made in the marking memorandum or guideline for the learner’s own interpretation of the questions. Examples of assessment tools that are appropriate to assess learner performance in personal and Social Well-being are the marking memorandum or guideline, criteria checklist, observation sheet or rubric.

### Assessment in Physical Education

The Physical Education Task (PET) is evaluated across all four school terms in Grades 4, 5 and 6. Learners are expected to participate in Physical Education periods every week which are timetabled to take place in fixed periods, labelled



Physical Education on the school timetable. All Physical Education periods will focus on practical physical and mass participation in movement activities for enjoyment and enrichment purposes.

Learner participation and movement performance in the PET will be assessed through class observation and reported at the end of each term. The mark allocation for the PET is 30% of the total mark for the subject. The subject advisor will moderate the PET during announced school visits by observing learners performing the actual assessment task.

The focus of assessment within the PET falls into two broad categories:

**Participation:** exposes learners to an understanding of the value of regular participation in physical activity. Participation should encourage further development, enjoyment and the building of confidence.

**Movement performance:** each learner will be assessed at the level at which they are capable of performing. Movement performance must not encourage a sense of competition.

The Educator will observe whether the performance of a movement has a desired outcome, focusing on the overall performance of the movement rather than the detailed mechanics of the movement. However, once a Educator has gained confidence and can break down a motor skill and movement sequence into different parts, additional criteria can be added to assess the performance in greater depth

### Assessment Tool for Physical Education

The assessment tool to assess learner performance in the two criteria of the task:

Level	Limited	Adequate	Proficient	Excellent
<b>Criterion 1:</b> <b>Frequency of participation during Physical Education periods</b> <b>(20 marks)</b>	0% = 0 marks (did not participate at all) 1-5% = 1 mark 6-10% = 2 marks 11-15% = 3 marks 16-20% = 4 marks	21-25% = 5 marks 26-30% = 6 marks 31-35% = 7 marks 36-40% = 8 marks 41-45% = 9 marks 46-50% = 10 marks	51-55% = 11 marks 56-60% = 12 marks 61-65% = 13 marks 66-70% = 14 marks 71-75% = 15 marks	76-80% = 16 marks 81-85% = 17 marks 86-90% = 18 marks 91-95% = 19 marks 96-100% = 20 marks
<b>Criterion 2:</b> <b>Outcome of movement performance</b> <b>(5x2=10 marks)</b>	Requires significant attention: movements do not produce the desired outcome at all (0-1 mark)	Requires further attention and refinement: lapses in movements which do not always produce the desired outcome (2-3 marks)	Efficient, effective and appropriate: movements mostly produce the correct desired outcome (4 marks)	Exceptional level of skill: movements always produce the desired outcome (5 marks)

A class list will be used to generate a mark out of 20 for participation and a mark out of 10 for movement performance at the end of each term. This means, four lists for each of Grades 4, 5 and 6. The number of PE periods per term will depend on the Department of Basic Education school calendar for the year.



Example of the class list for participation and movement performance in Physical Education:

	TERM 1	1. Frequency of participation PE periods per term (P1= period 1)								2. Movement performance			TOTAL FOR TERM
		Learners' Names	P1	P2	P3	P4	P5	P6	%	Marks 20	1 <sup>st</sup> Observation	2 <sup>nd</sup> Observation	
1.													
2.													
3.													
4.													
5.													

### Criterion 1: frequency of participation

Each learner will be allocated a mark out of 20 at the end of each term based on his/her frequency of participation across the Physical Education periods. An 'a' will indicate that the learner was absent for that particular period and an 'x' that the learner was present in class, but did not participate. A learner who always participates when he/she is present in class should not be penalised when absent, but a learner who participates on and off when present should be penalised when absent.

**Divide** number of times a learner participated by number of PE periods per term and **multiply** by 100 to obtain a percentage and then convert to a mark out 20 according to the assessment tool above.

### Criterion 2: movement performance

While a record will be kept of learner participation per week, each learner will not be assessed on movement performance in every Physical Education period, but will be formally observed at least twice across a school term for formal assessment purposes to determine the level of movement performance. Allocate a mark out of five (5) for each of the two observations to obtain a final mark out of ten (10) according to the assessment tool above.

### Total for the term

The marks awarded for frequency of participation and movement performance respectively for the term are added up to arrive at a mark out of 30 per learner. The mark obtained out of 30 is the PET mark to be formally recorded on the record sheet for the term.

### Assessment in Creative Arts



The most important aim of Creative Arts at this level is that learners should engage fully in experiential learning, to develop creativity, expressiveness, communicating in different ways and enjoyment of the arts. There should be feedback from the Educator (brief, meaningful, constructive comments appearing in each learner's report) for both Visual Arts and Performing Arts at the end of each term. The Educator will observe learners' participation and ability to respond to instructions, improvise with confidence, communicate through visual or performance arts' tools, work sensibly with others and be creative.

### **Formal Assessment Requirements:**

The Creative Arts Task (CAT) is administered twice a year for each stream (Visual and Performing Arts) in Grades 4, 5 and 6. By mid-year, a CAT for each of Visual and Performing Arts should have been administered, and again by the end of the year. This means that a CAT assessment should be held in each term. Participation in both streams will be assessed informally through class observation and reported in each term. Ability for only one stream will be formally assessed per term. When assessing Performing Arts, it is important that the Educator choose a CAT that comprises of at least TWO of the three art forms.

The two Visual Arts CATs will add up to a total of 80 marks and similarly, the two Performing Arts CATs will add up to a total of 80 marks. The marks obtained give a total mark out of 160 for the CAT at the end of each grade. The mark allocation for the CAT is 40% of the total mark out of 400 for Life Skills, that is, 160 marks.

Visual Arts CATs can take the form of any creative task from the term, which takes a minimum of 3 periods to complete.

Performing Arts CATs can be taken from any of the tasks in Topics 2 or 3 for the term, which combine use of at least TWO of three art forms.

### **Creative Arts Year Plan:**

Term 1: CAT (Visual or Performing Arts)	40 marks
Term 2: CAT (Performing or Visual Arts)	40 marks
NOTE: By mid-year, both streams should have been assessed.	
Term 3: CAT (Visual or Performing Arts)	40 marks
Term 4: CAT (Performing or Visual Arts)	40 marks
NOTE: By end-year, both streams should have been assessed for the second time, to indicate progression.	
<b>TOTAL CREATIVE ARTS MARKS FOR THE YEAR:</b>	<b>160 marks</b>

In Creative Arts formal assessment is done through practical assessment tasks, not written examinations.

## **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 should be in place for the quality assurance of the subject assessments.

All Personal and Social Well-being formal assessment tasks should be internally moderated by the head of the department or subject head at a school.

The subject advisor will moderate a sample of these tasks during her/his school visits, to verify the standard of the internal moderation

## **TIME ALLOCATION**

### **Intermediate Phase**

The instructional time in the Intermediate Phase is as follows:

<b>SUBJECT</b>	<b>HOURS</b>
Home Language	6
First Additional Language	5
Mathematics	6
Natural Sciences and Technology	3,5
Social Sciences	3
Life Skills	4
• Creative Arts	(1,5)
• Physical Education	(1)
• Personal and Social Well-being	(1,5)
<b>TOTAL</b>	<b>27,5</b>

### **TIME ALLOCATION FOR LIFE SKILLS IN THE CURRICULUM**

Four hours per week is allocated to Life Skills in the NCS. The content is grouped in Section 3 of this document and is paced across the 40 weeks (160 hours) of the school year to ensure coverage of the Life Skills curriculum.

#### **2.4 WEIGHTING OF STUDY AREAS**



Study area	Time allocation per week	Time allocation per year		
		Grade 4	Grade 5	Grade 6
Personal and Social Well-being	1½ hours	60 hours	60 hours	60 hours
Physical Education	1 hour	40 hours	40 hours	40 hours
Creative Arts	1½ hours	60 hours	60 hours	60 hours
Total	4 hours	160 hours	160 hours	160 hours
Weeks		40	40	40

## **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 to be 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 which include report cards, parents' meetings, school visitation days, parent-Educator conferences, phone calls, letters, class or school newsletters, etc. Educators will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

When recording and reporting on learner performance in Life Skills, the following marks are applicable per term:



Term	Grade 4 Tasks	Grade 5 Tasks	Grade 6 Tasks	Marks per term	
				For recording	For reporting
1	Assignment/ Design and make	Assignment/Case study/ Design and make	Assignment/ Case study	30	100
	PET	PET	PET	30	
	CAT	CAT	CAT	40	
2	PSW: Test	PSW: Test	PSW: Test	30	100
	PET	PET	PET	30	
	CAT	CAT	CAT	40	
3	PSW: Project	PSW: Project	PSW: Project	30	100
	PET	PET	PET	30	
	CAT	CAT	CAT	40	
4	PSW: Examination	PSW: Examination	PSW: Examination	30	100
	PET	PET	PET	30	
	CAT	CAT	CAT	40	
	Total			400	400

**N.B.** The assignment, design and make, case study, test, project and examination are formal assessment tasks for Personal and Social Well-being (PSW) for each of the Grades 4,5 and 6.

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

## **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.

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*.

## **LEARNERS' WORKBOOKS**

- At the beginning of the year each learner should get a workbook to do activities for Life Skills 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.

## **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.

## **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.

## **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

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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: \_\_\_\_\_

