



## **Soneike Private School Assessment Policy**

### **Subjects Offered**

#### **Grade R to 9**

We offer subjects aligned with CAPS for Grades R to 9, focusing on key areas of learning.

#### **FET Phase (Grade 10-11) Subjects**

- Home Language: English
- First Additional Language: Afrikaans
- Mathematics
- Physical Sciences
- Life Sciences
- Computer Applications Technology (CAT)

#### **Robotics Program Implementation**

- The Robotics program will be implemented starting in 2025.
- There will be no formal assessments or tests included in the exams until the program is fully established in 2026, with necessary teacher training and resources in place.
- Competitions may be held in 2025 to engage students, with certificates awarded for participation and achievement.

### **1. Purpose of Assessment**

The purpose of assessment at Soneike Private School is to enhance student learning, inform teaching practices, and provide stakeholders with meaningful feedback on student progress. Assessments will identify strengths and areas for improvement, ensuring every student achieves their full potential.

## **2. Alignment with Curriculum**

All assessments will align with national curriculum standards and learning outcomes. Teachers will ensure assessments reflect the knowledge and skills that students are expected to acquire at each grade level.

## **3. Scope and Guidelines**

- Students will be provided with key points outlining what the exam will cover prior to the assessments. This will help them focus their study efforts on the most important topics.
- The key points will highlight the main concepts and skills that students are expected to demonstrate in the exams.

## **4. Assessment Types**

Soneike Private School employs various assessment types, including:

- Formative Assessments: Ongoing assessments conducted during the learning process, such as quizzes, class discussions, assignments, and cycle tests, to monitor student understanding and progress.
- Summative Assessments: End-of-term evaluations, including final exams and projects, to measure student learning and achievement.
- Diagnostic Assessments: Pre-assessments designed to gauge prior knowledge and skills before beginning new content.
- Standardized Tests: Nationally recognized assessments to evaluate student performance against established benchmarks.
- Presentations and Oral Presentations: Students in Grades 4-12 will be required to complete presentations according to language standards to

promote their growth and confidence development. They will also be encouraged to use PowerPoint as a tool for their presentations.

## **5. Project-Based Assessments**

- All projects that start in Term 2 will be added to the exams. Projects must be clearly defined and standardized so that students can receive appropriate marks for their work.
- All projects must be documented on a designated sheet to ensure accessibility for all stakeholders.
- Teachers are expected to conduct projects meaningfully, not merely for the sake of completion.
- Late submission of projects will incur a penalty of 10% for each day the project is late.

## **6. Implementation Procedures**

Assessments will be scheduled throughout the academic year, with clear guidelines provided to both students and parents. Teachers will communicate assessment formats, expectations, and timelines well in advance.

## **7. Starting Formal Exams**

- All summative exams will start at 9:00 AM.
- In the event that all phases at Van Riebeeck School are scheduled to take tests, the upper grades will write their exams at 11 o'clock, once the lower grades have completed theirs.
- All students, including those in Grade R, will participate in formal exams.
- For Grades 4-11, language and mathematics exams will always be scheduled on Mondays or the day following a designated skip day before writing the language exam.
- Formal exams will follow the CAPS guidelines for weight and structure.
- A timetable for exams will be prepared and shared at least four weeks before exams begin to allow for scrutiny and feedback.

- The school will always start exams late and finish exams a day before schools close in Terms 1-3.

## **8. Extracurricular Activities During Summative Exams**

- No extracurricular activities will take place during the summative exam period to ensure that students can focus on their assessments.
- Middle and high school students will finish school at 1:00 PM during the exam period to allow teachers adequate time to mark the exams.

## **9. Self-Study Time**

- After completing their exams, students will have quality self-study time. During this time, they will be at home and cannot be marked absent.

## **10. Absence During Exams**

- If a student is sick and unable to write an exam, they will have the opportunity to complete the exam in the following term.
- In Term 4, if a student misses an exam due to illness, they will receive the class average for that subject.

## **11. Printing of Exam Papers**

- All exam papers must be printed no later than the day before the exam starts to ensure that they are ready and available for distribution.

## **12. Exam Paper Format**

- The principal will create a standardized cover page format for all exam papers.
- All exams will follow the same format and use the same font style to ensure consistency across the school.

## **13. Length of Exam Papers**

- In Terms 1 and 3, exam papers will be shorter, with a minimum of 50% of the usual length to reduce administrative burden.

- In Terms 2 and 4, exam papers will be longer, adhering to the comprehensive requirements of the curriculum.

#### **14. Time Allocation for Exam Papers**

- Each exam paper will have a specific time allocation. Once the time allocation is completed, all students must stop writing; no additional time will be provided.
- Students who finish early (the fastest students) are not allowed to leave the exam room until they have completed at least 80% of the allocated time.

#### **15. Sheet for Loading Exam Papers**

- A designated sheet for loading exam papers will be maintained, which must include a column for approval. This will ensure that all exam papers are submitted and approved before being printed.

#### **16. Summative Exams for Languages**

- During the summative assessment period in Terms 1 and 3, there will only be one paper for languages for all relevant grades.
- In Terms 2 and 4, the language assessments will include additional components as per the curriculum requirements.

#### **17. Setting of Summative Exam Papers**

- All summative exam papers will be set by teachers. Multiple grades will select one teacher to collaboratively set the exam paper.
- All summative exam papers must be submitted to a designated sheet for approval at least two weeks before the exams.
- No summative exam papers will be printed before receiving approval.
- Teachers are expected to set high-quality summative tests with a focus on critical thinking and problem-solving, limiting the number of multiple-choice questions.

- The school will ensure that exams are not designed in a way that allows students to consistently achieve 100%. Assessments will reflect the true capabilities and understanding of the students.
- English Assessment Format: The format remains the same, but we will strictly adhere to the WCED CAPS weight system.

### **18. Moderation of Marked Exams**

- After marking, all summative exam papers will undergo a moderation process to ensure consistency and fairness in grading.
- This moderation will involve a review of the marked papers to verify that the marking standards have been applied correctly and that the assessment accurately reflects student performance.
- Only after successful moderation will the results be added to the live mark sheet.
- Formal assessment tasks are marked and formally recorded by the teacher for progression and certification purposes.

### **19. Supervision During Exams**

- No teacher will invigilate a class that they currently teach during exam times. This ensures impartiality and maintains the integrity of the assessment process.

### **20. Academic Integrity and Disciplinary Actions**

- Teachers who assist students by providing answers during exams will face disciplinary hearings, which may result in dismissal. This policy is in place to uphold the integrity of the assessment process and ensure a fair testing environment for all students.
- Examiners may not use questions from past papers as is. This could constitute a serious irregularity. Questions from past papers could be

reworked to give them a “fresh look”. Note, however, that simply changing numbers, names, etc. is not acceptable.

## **21. Handling of Cheating**

- If a student is found cheating during an exam, they will receive a zero for that exam.
- The student will not be eligible for any awards for that term.
- The parents of the student will be called in for a meeting to discuss the incident, and evidence of cheating will be presented during this meeting.

## **22. Handling of Zero Marks**

- The school cannot assign zero marks to any student without further action. If a student receives a zero, a proper investigation must take place to understand the circumstances leading to this outcome.

## **23. Teacher Accountability**

- Teachers are responsible for teaching and ensuring that students understand the material. If more than 80% of students in a class fail the exam, the teacher must provide a formal explanation detailing the reasons for the poor performance and any steps taken to address the issue.
- Teachers will be held accountable for their students' performance, and strategies will be developed to support those who are struggling.

## **24. Data Management**

Assessment data will be securely collected, analyzed, and stored in accordance with privacy regulations. Individual student results will be reported to parents and used to inform teaching strategies and interventions as needed.

## **25. Weight of Exams**

The weight of exams and assessments will adhere to CAPS guidelines, ensuring that all assessments contribute appropriately to the students' overall performance evaluations.

## **26. Feedback Mechanisms**

Constructive feedback will be provided to students within a week of assessments, highlighting strengths, areas for improvement, and strategies for future success. This feedback will encourage a growth mindset and promote continuous learning.

## **27. Review and Evaluation**

This policy will be reviewed and revised after six months to ensure ongoing alignment with national guidelines and the needs of the school community. Feedback from teachers, students, and parents will inform any necessary revisions.

## **28. Professional Development**

Soneike Private School will provide ongoing professional development for educators to enhance their understanding of best assessment practices and ensure effective implementation of the assessment policy.

## **29. Stakeholder Involvement**

The school encourages collaboration among stakeholders, including teachers, students, and parents, in the development and evaluation of assessment practices. Regular meetings and surveys will be conducted to gather input and feedback.

## **Signing Page**

Principal's Acknowledgment

I, \_\_\_\_\_ (Principal's Name), hereby acknowledge that I have read, understood, and will ensure the implementation of the Soneike Private School



Assessment Policy. I commit to briefing the staff regarding this policy and overseeing its adherence.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_