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EDUCATION

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CURRICULUM INSTRUCTION G 02/2020

TO: DEPUTY DIRECTOR-GENERAL
CHIEF DIRECTORS
HEAD OFFICE DIRECTORS AND DISTRICT DIRECTORS
CHIEF EDUCATION SPECIALISTS
EDUCATION DEVELOPMENT OFFICERS
DEPUTY CHIEF/ SENIOR EDUCATION SPECIALISTS
PRINCIPALS OF PUBLIC AND INDEPENDENT SCHOOLS
TEACHER UNIONS/ORGANISATIONS
SCHOOL GOVERNING BODIES

DATE: 27 JANUARY 2020

IMPLEMENTATION OF SCHOOL BASED ASSESSMENT (SBA) GRADES 1 - 9

1. INTRODUCTION

- 1.1 The National Curriculum and Assessment Policy Statements (CAPS) stipulate the content to be taught and assessed in Grades 1-9 classrooms. The intention of this Curriculum Instruction is to provide Departmental officials, School Principals and teachers with a guideline in which they plan for SBA for 2020.
- 1.2 The Curriculum and Assessment Policy Statements (CAPS) Chapter 4 for Grades 1 – 9 outlines the implementation of formal and informal assessment tasks during teaching and learning at specified times.
- 1.3 School Based Assessment is compulsory with evidence of learners' work a requirement for all subjects.
- 1.4 Learners/Parents must be informed at the beginning of the year that SBA is a compulsory component of a learner's promotion mark; therefore, it must be fully complied with and given the support and attention it deserves.

2. LEGISLATIVE FRAMEWORK

The following are the policies upon which SBA is founded:

- *National Education Policy Act, 1996(Act No.27 of 1996)*
- *The South African Schools Act, 1996 (Act no 84 of 1996) as amended*
- *National Policy pertaining to the Programme and Promotion requirements of the National Curriculum Statement: Grade R-12*
- *The General and Further Education and Training Quality assurance Act, 2001 (Act No 58 of 2001)*
- *Curriculum and Assessment Policy Statements (CAPS) (Grades 1-9)*
- *National Protocol for Assessment (NPA)*

3. THE LEVELS OF MODERATION

There are two levels of moderation:

- School Based Moderation conducted by the Departmental Head (DH) and Principal at school (First Level Moderation).
- Cluster Moderation / District Moderation conducted by the Subject Advisors, Cluster Committee and participating teachers (Second Level Moderation) which will be monitored by Provincial Subject Planners during scheduled district visits.

4. ROLES AND RESPONSIBILITIES

The following key roles and responsibilities in respect of SBA have been identified at different levels:

4.1 LEVEL 1 MODERATION

4.1.1 TEACHER

The subject teacher is required to:

- Develop a programme of assessment (with dates and timeframes) for the subject and this should be kept in the teacher's file.
- Analyse the results of the performance of all learners from the previous year's results to inform teaching, learning and assessment for the year by developing Subject Improvement Plans.

The subject teacher is expected to:

- Hand in a Programme of Assessment and marked assessment tasks to the Subject Head for moderation, verification and approval on time.

4.1.2 DEPARTMENTAL HEAD (DH)/SUBJECT HEAD

The Departmental Head has a responsibility to moderate, verify and approve assessment tasks submitted to him/her on time, and must manage and monitor the implementation of the CAPS and moderate SBA.

The DH/Subject Head has the responsibility of ensuring that:

- The teachers have a fully developed SBA Management Plan.

- A sample of 10% of all learners work for each assessment task appearing on the Programme of Assessment is moderated in **green ink**.
- The moderated pieces of work are signed and dated at the top right-hand corner of the first page of the learner's task.
- Verify that teachers have implemented feedback.

The DH is responsible for ensuring that:

- All teachers are fully prepared and attend Cluster/District SBA moderation sessions.

4.1.3 ROLE OF THE SCHOOL PRINCIPAL

The Principal must ensure that:

- A School Management Team (SMT) is operational to oversee effective implementation of SBA in the school.
- Ensure that all teachers attend Cluster/District moderations.

4.2 LEVEL 2: CLUSTER/DISTRICT SBA MODERATION

THE ROLE OF THE SUBJECT ADVISOR AT CLUSTER/DISTRICT SBA MODERATION

The Subject Advisor will ensure that:

- Teachers use the SASAMS mark schedule for recording purposes.
- Fully functional Subject and SBA Committees have been established in each cluster with an elected cluster leader.
- The names of the cluster leaders and the District SBA Subject Committee are submitted to the Provincial Head Office.
- They meet regularly with SBA and Subject Committees to plan and evaluate progress of content coverage and SBA Programmes of Assessment.

At Cluster/District SBA session the Subject Advisor will ensure that:

- Each teacher meets the requirements for SBA during Cluster/District moderation meetings.
 - Evidence of a minimum of 10% of learners' work together with the teacher's file must be moderated for each subject.
 - Manage and coordinate SBA Cluster/District moderation sessions which must not be delegated to Cluster chairpersons or teachers.
 - Qualitative moderation takes place at SBA Cluster/district moderation and must be done in **orange ink**.
 - A copy of the Cluster/District moderation tool/report is given to the teacher.
 - A copy of the Cluster/District moderation tool/report and attendance registers are kept for reporting to the District and the Provincial Office on time.
 - They advise, guide, support and inform teachers of the latest developments on assessment requirements.
5. District Curriculum Managers are to ensure that SBA feedback sessions are held with the District Director and Circuit Managers every quarter.

6. District Curriculum Managers and Subject Advisors are to mediate this Curriculum Instruction G 02/2020 to teachers at GET Schools.



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MR R TYWAKADI
DEPUTY DIRECTOR GENERAL: CURRICULUM MANAGEMENT AND DELIVERY