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CURRICULUM INSTRUCTION G02/2021

**TO: DEPUTY DIRECTOR-GENERAL
CHIEF DIRECTORS
HEAD OFFICE AND DISTRICT DIRECTORS
CHIEF EDUCATION SPECIALISTS
EDUCATION DEVELOPMENT OFFICERS
DEPUTY CHIEF/ SENIOR EDUCATION SPECIALISTS
PRINCIPALS OF PUBLIC AND INDEPENDENT SCHOOLS: GRADES 1-9
TEACHER UNIONS/ ORGANISATIONS
SCHOOL GOVERNING BODIES**

DATE: 04 MARCH 2021

**IMPLEMENTATION OF GRADE 1-9 SCHOOL-BASED ASSESSMENT
AND 2021 ASSESSMENT MANAGEMENT PLAN**

1. INTRODUCTION

- 1.1 The National Curriculum and Assessment Policy Statements (CAPS) stipulate the content to be taught and assessed in Grade 1-9 classes. The intention of this Curriculum Instruction is to provide Departmental Officials, School Principals, and teachers with a guideline with which they can plan for School-Based Assessment (SBA) for 2021.
- 1.2 Chapter 4 of the Curriculum and Assessment Policy Statements (CAPS) for Grades 1-9 outlines the implementation of formal and informal assessment tasks during teaching and learning at specified times.
- 1.3 SBA 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. PURPOSE

This Curriculum Instruction, focusing mainly on Assessment, is intended to provide guidance of how to conduct Continuous Assessment in Grades 1-9 and moderation of formal tasks in Grades 4-9. It also serves to provide all the districts with common dates for moderation of Continuous Assessment (CASS) in Grades 4-9.

An outline of the steps to follow before, during and after the moderation of CASS is also provided.

3. LEGISLATIVE FRAMEWORK

The following comprise the policies/ frameworks 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)*
- *Annual Teaching Plan (ATP)*

4. SBA COMPONENTS

SBA is comprised of two important components namely: **Informal and formal assessment.**

4.1 Informal Assessment (Assessment for learning)

- This is the most important basic assessment in the classroom, and it is used to monitor and enhance the learner's progress.
- It is conducted through teacher observation and teacher-learner interactions, which may be initiated by either teachers or learners.
- Informal or daily assessment may be as simple as stopping during the lesson to observe learners or to discuss with the learners how learning is progressing.
- This assessment is used to provide feedback to the learners and teachers, close the gaps in learners' knowledge and skills, and improve learning.

4.2 Formal Assessment

- Formal assessments are the systematic, data-based tests that measure what and how well the students have learned.
- It is conducted to determine the students' proficiency or mastery of the content and can be used for comparisons against certain standards.
- Section 4 in the CAPS documents for all the subjects in Grades 1-9 provides directives for formal assessments.
- Formal assessments are the tasks which determine progression or promotion of learners at the end of the academic year.

- All **Formal Assessment tasks** are subject to **moderation** for the purpose of quality assurance and to ensure that appropriate standards are maintained.

5. MODERATION OF TASKS

Moderation refers to the process that ensures that the assessment **tasks** are fair, valid and reliable.

5.1 Moderation levels

There are three 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 (Second Level Moderation).
- Provincial Moderation conducted by Provincial Planners from sampled schools/ Districts (Third level of moderation).

5.2 Moderation Roles and responsibilities

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

5.2.1 First Level Moderation (Level 1)

The subject teacher is central at this level and will ensure that:

- A Programme of Assessment (POA) is developed at the beginning of the year (with dates and timeframes) for the subject
- The POA is kept in the portfolio and a copy is given to the Departmental Head (DH)
- A sample 10% (of the class size) of the learners' work is submitted for moderation
- All formal tasks/ learners' work is marked in **red ink**.
- Feedback notes have been given in the learners' script/ tasks
- The sampled learners' work is submitted to the DH/Subject head for moderation.

The Departmental Head (DH)/Subject Head ensures that:

- Teachers have a fully developed SBA Management Plan.
- She/he carries out her responsibility to moderate, verify and approve assessment tasks submitted to him/her accurately and on time.
- She/he manages and monitors the implementation of the CAPS on a continuous basis.
- Comprehensive and appropriate moderation practices are in place for the quality assurance of all subject assessments. This should be done at least once per term.
- The assessment tasks are fair, valid and reliable.
- Quality comments based on the requirements of SBAs are given to ensure that the assessment practice at school is enhanced.
- The ratings given are consistent across all classes in the grade, and all grades in the phase.
- The levels of questioning in comprehension testing vary from level 1 to 5 (Cognitive levels).
- A sampled 10% of all learners' work is moderated in **green ink**.

- The moderated tasks are signed and dated at the top right-hand corner of the first page of the learner's task.
- That teachers have given feedback in all learners' tasks.
- Positive comments and constructive feedback are given to the teacher.
- All teachers are fully prepared and attend Cluster/ District SBA moderation sessions.

The Principal must ensure that:

- A School Management Team (SMT) is operational in overseeing the effective implementation of SBA in the school.
- The moderation plan for all the subjects is available in the school.
- The DHs have moderated all the files to be taken for District Moderation.
- All the teachers invited to attend Cluster /District moderations do attend the sessions
- Keeps summary report for all the sessions of moderation attended by the school.

5.2.2 Second level (Level 2)

The Subject Advisor is key in this level of moderation and ensures that:

A) Before the moderation

- The moderation invitations with requirements and expectations are sent to all sampled schools.
- The Cluster/ District moderation tool is circulated to all the schools that are earmarked for moderation well in advance.
- The venue and tools for moderation are ready.
- She/he takes with her/him all the teacher support resources that the teachers may use in the classroom for teaching and Assessment.
- Arrives in the moderation venue before the participants.

B) During moderation

- Marks the register of attendance and keeps it in his/her portfolio.
- The moderation steps are discussed with all the participants.
- Evidence of a minimum of 10% of learners' work, is **marked and moderated**.
- The teachers' portfolio contains evidence of learners' work presented for moderation.
- Each teacher should be given a chance to be involved in the moderation process of her/his portfolio and gives comments and inputs where possible.
- The assessment tasks are fair, valid and reliable.
- Different levels of questions are asked to test the learners' levels of thinking and understanding (Cognitive levels)
- At this level, the Subject Advisor uses **orange ink** for moderation.
- Both the teacher and the Subject Advisor should take notes during the process because there is a lot learn in the process.

C) After moderation

- The teachers with major gaps in planning and assessment, are included in the priority list for on-site visit and Subject Support Plan.
- The teacher is given the copy of the moderation tool.
- When the moderation is completed a summary of findings, and motivation are be given to the teacher.
- Concluding remarks are completed, advising teachers of the latest developments on assessment requirements.
- The teacher gets soft/ hard copies of support resources that the Subject Advisor may have.

5.2.3 Third level (Level 3)

The Provincial Subject Planner conducts this moderation and ensures that:

- All schools in the Province comply with the CAPS prescripts for teaching and assessment.
- Sample learners' work from all the districts to check if moderation is standardized across the districts.
- He/she identifies gaps in Assessment to inform his/her Subject Planning.
- He /she studies the learner attainment per task to make predictions for the end of the year learner Promotions and Progressions and immediately plan for the filling of gaps in teaching, learning and Assessment.
- The Provincial moderation report is sent to all the districts for them to improve on teaching and learning.

6. GENERAL

- 6.1 The Primary Curriculum Management Assessment Plan for 2021 is attached as Annexure A.
- 6.2 Principals are requested to mediate Curriculum Instruction G02 of 2021 to their staff and to monitor the implementation of SBA in schools as per the directive of this Curriculum Instruction.
- 6.3 Subject Advisors and District CESs: Curriculum are requested to monitor and support schools in the implementation of this Curriculum Instruction.

NOTE: All gatherings must strictly comply with Covid-19 regulations as prescribed by the South African Government.



MR R TYWAKADI
DEPUTY DIRECTOR-GENERAL: CURRICULUM MANAGEMENT & DELIVERY

PCM ASSESSMENT MANAGEMENT PLAN: GRADES 1-9				
NO	ACTIVITY	OUTPUT	DATE	RESPONSIBILITY
TERM 1				
1	Term 1 SBA Assessment tasks completed by learners	Term 1 formal tasks (oral, written, practical) are administered to learners and teachers mark the tasks	22-31 March 2021	Subject teacher
2	Level 1: School moderation Term 1 formal tasks are moderated	Term 1 10% sampled learners work is moderated	22-31 March 2021	SMT/DH/Phase Heads
3	Level 2: Cluster/District moderation. Term 1 formal tasks (not for Grade 1)	Term 1 10% marked and moderated tasks are moderated in the district.	12-23 April 2021	Subject Advisor
4	Moderation report is compiled and sent to schools and Provincial office	Subject reports	28-30 April 2021	Subject Advisor/ District DCES
5	Level 3: Provincial sampling district and moderation of learners' Term 1 formal tasks	School/district moderation is moderated and validated	03-07 May 2021	Subject Planner
TERM 2				
1	Term 2 SBA Assessment tasks completed by learners	Term 2 formal tasks (oral, written, practical) are administered to learners and teachers mark the tasks	13 April -27 June 2021	Subject teacher
2	Level 1: School moderation Term 2 formal tasks are moderated	Term 2 10% sampled learners work is moderated	21-25 June 2021	SMT/DH/Phase Heads
3	Level 2: Cluster/District moderation. Term 2 formal tasks (not for Grade 1)	Term 2: 10% marked and moderated tasks are moderated in the district.	13-23 July 2021	Subject Advisor
4	Moderation report is compiled and sent to schools and Provincial office	Subject reports	26-30 July 2021	Subject Advisor/ District DCES
5	Level 3: Provincial sampling district and moderation of learners' Term 2 formal tasks	Term 2: School/district moderation is moderated and validated	02-06 August 2021	Subject Planner

NO	ACTIVITY	OUTPUT	DATE	RESPONSIBILITY
TERM 3				
1	Term 3 SBA Assessment tasks completed by learners	Term 3 formal tasks (oral, written, practical) are administered to learners and teachers mark the tasks	13 July-23 September 2021	Subject teacher
2	Level 1: School moderation Term 3 formal tasks are moderated	Term: 3 10% sampled learners work is moderated	06-10 September 2021	SMT/DH/Phase Heads
3	Level 2: Cluster/District moderation. Term 3 formal tasks (not for Grade 1)	Term: 3 10% marked and moderated tasks are moderated in the district.	05-15 October 2021	Subject Advisor
4	Moderation report is compiled and sent to schools and Provincial office	Subject reports	18-22 October 2021	Subject Advisor/ District DCES
5	Level 3: Provincial sampling district and moderation of learners' Term 3 formal tasks	Term 3: School/district moderation is moderated and validated	25-29 October 2021	Subject Planner