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CURRICULUM INSTRUCTION CD02/2024

**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: GRADES 1-9
TEACHER UNIONS/ORGANISATIONS
SCHOOL GOVERNING BODIES**

DATE: 12 APRIL 2024

IMPLEMENTATION OF GRADE 1-9 SCHOOL BASED ASSESSMENT

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 2024.
- 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

School Based Assessment is founded on the basis of the following policy prescripts:

- *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)*
- *National Assessment circular 01 of 2023*
- *Circular S33 of 2023*
- *Revised Annual Teaching Plans (R-ATP 2023/24)*

3. Moderation of summative tasks

- All summative tasks per subject must be moderated at school level by a member of the School Management Team responsible for that subject. The moderator must also ensure that the task is accompanied by a detailed and accurately formulated marking guideline, and or assessment rubric. All moderation findings must be reported to the relevant teacher(s) of that subject.
- For class tests and controlled tests, teachers of the same grade and subject should sample a few scripts and discuss the marking guidelines/rubric as a team to ensure that the marking is standardised. All scripts that have been marked by the teacher must be submitted to the moderator who should sample a reasonable number of scripts for moderation.
- The setting of high-quality assessment tasks for school based assessment is important and schools must keep a record of all assessment tasks and the internal moderation reports as this may be subject to verification by the district and the province.

4. Formative assessment

- The Assessment for Learning (AfL) approach including formative (informal) assessments should be used by teachers during teaching and learning to support and prepare learners for summative assessments. This in turn will assist teachers to obtain evidence for use in supporting learners to improve their knowledge, understanding and skills.
- The primary purpose of formative assessment is to improve learning and better prepare learners for summative assessment.

5. THE LEVELS OF MODERATION

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, Cluster Committee and participating teachers (Second Level Moderation).
- Provincial subject planners are going to sample districts and subjects to be moderated at the provincial level. Each district will sample 10 schools that they will bring to provincial moderation (Third Level Moderation).
- Districts must bring 10% or a minimum of 9 high, average and low performing learners work for each assessment task appearing on the Programme of Assessment.

6. ROLES AND RESPONSIBILITIES

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

6.1 LEVEL 1 MODERATION: The Subject teacher is central in this level

6.1.1 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.

6.1.2 DEPARTMENTAL HEAD (DH)/SUBJECT HEAD (SH)

- 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 levels of questioning in comprehension testing vary from level 1 to 5 (Cognitive levels).
- Positive comments and constructive feedback is given to the teacher.
- All teachers are fully prepared and attend Cluster/District SBA moderation sessions.

The DH/SH has the responsibility of ensuring that:

- The teachers have a fully developed SBA Management Plan.
- A purposive sample of 10% or a minimum of 9 high, average and low performing 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.

6.1.3 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.
- 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
- Report back sessions to be conducted by SMT
- Keeps summary report for all the sessions of moderation attended by the school.

7. LEVEL 2: CLUSTER/DISTRICT SBA MODERATION (The Subject Advisor is key in this level of moderation)

The Subject Advisor will ensure 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 resource that the teachers may use in the classroom for teaching and Assessment.
- Arrives in the moderation venue before the participants.

B. During moderation

- 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
- Marks the register of attendance and keep it in his/her portfolio.
- The moderation steps are being 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, 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 an **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 on planning and assessment, are included in the priority list for onsite 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 should be given to the teacher.
- Concluding remarks are done advising teachers of the latest developments on assessment requirements.
- The teacher gets soft copies/hard copies of support resources that the Subject Advisor may have.

8. LEVEL 3: PROVINCIAL SBA MODERATION: The Provincial Subject Planner conducts this moderation

The Subject Planner ensures that:

- All schools in the Province follow the CAPS in teaching and assessment prescripts.
- 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.

9. THE PROGRAMME OF ASSESSMENT

This Curriculum Instruction further provides the revised subject weightings relating to Programme of Assessment (PoA) for the General Education and Training Band (Grades 1 to Grades 9).

Circular S33 of 2022, issued in December 2022, provided the Annual Teaching Plans (ATP) for 2023/24 and the revised weightings for School Based Assessment (SBA) and the examinations, which are amended as follows:

PHASE	2023 REVISED SBA/EXAMINATION WEIGHTINGS
Foundation (Grade R – 3)	100% SBA
Intermediate (Grade 4 – 6)	80% (SBA): 20% (November Examination)
Senior Phase (Grade 7 – 9)	60% (SBA): 40% (November Examination)

9.1.1 Circular S33 of 2022, also refers to the:

- Continuation of the mid-year or June controlled tests in Grades 4-9.
- A reintroduction of the end-of-year full-scale examinations in Grades 7- 9 and controlled tests in grade 4-6.

- The content of the controlled tests must be based on work done stipulated in the ATPs. In principle, the June controlled test should cover work from Term 1 and Term 2 and the end of year-examination should cover work from Term 3 and Term 4 unless the subject ATP specifies inclusion of content from other terms.
- The Programme of Assessment is aligned to the Annual Teaching Plans for 2023/24 for each of the subjects and grades in the GET Phase
- Schools should ensure that they have the SA-SAMS patch that is aligned to the contents of this Circular.
- The types and number of tasks including mark allocation and weighting of the tasks per subject and grade are summarised in the attached Annexures A, B and C of this Circular.
- In the Intermediate and Senior phases, where weightings are not indicated for a subject, the weightings are distributed evenly among the tasks for the term.
- This Circular builds on the key principles of implementing assessment tasks in the GET introduced in 2020 and follows on from processes around curriculum trimming and reorganisation.
- The focus on school-based assessment remains on utilising strategies aligned to an Assessment for Learning (AfL) and Assessment of Learning (AoL) approach to assist learners to achieve the learning outcomes of each grade and subject.

10. GENERAL

10.1 Principals are requested to mediate Curriculum Instruction CD 02 of 2024 to their staff and to monitor the implementation of school based assessment in schools as per directive of this Curriculum Instruction.

10.2 Subject Advisors and District CESs: Curriculum are requested to monitor and support schools in the implementation of this Curriculum Instruction.

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