



**PROVINCE OF KWAZULU-NATAL
DEPARTMENT OF EDUCATION**

CURRICULUM GRADE 10 – 12 DIRECTORATE

SCHOOL MANAGEMENT TEAM MANUAL

JAN 2021

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SCHOOL MANAGEMENT TEAM MANUAL

1. SCHOOLS THAT WORK

How do SMTs in well-performing schools manage the curriculum?

They ensure that there is effective teaching and learning in the school

They achieve this by making certain that:

- 1.1 the school is organized into class units, teachers receive their duty loads and timetables in **October** of the previous year.
- 1.2 the school is a disciplined and orderly place for teaching and learning. Each teacher follows an ATP to ensure completion of work at appropriate times.
- 1.3 each teacher has a planned revision programme for each test or examination.
- 1.4 each teacher has a lesson preparation for each period in the day.
- 1.5 there is a POA for each subject and class at the beginning of the year.
- 1.6 there is a functional subject committee engaged in, among other things, the following:
 - ✓ planning and assessment
 - ✓ sharing information obtained at workshops
 - ✓ unpacking curriculum and policy documents
 - ✓ monitoring completion of work for the year in each subject
 - ✓ arranging support where necessary
 - ✓ facilitating team teaching
- 1.7 they have regular management meetings in which **progress in teaching and learning** features prominently on the agenda.
- 1.8 learners receive their timetables, Annual Teaching Plans (ATPs) and Programmes of Assessment (POAs) on the first day of school.
- 1.9 they regard and treat learners as the most important people in the school.

2. SCHOOL MANAGEMENT TEAM

- 2.1 Principal
- 2.2 Deputy Principal
- 2.3 Departmental Head

3. ROLES AND RESPONSIBILITIES

3.1 All SMT Members should:

- ✓ be engaged in class teaching as per workload of the relevant post level and needs of the school.
- ✓ monitor the assessment, recording and reporting of learner performance.
- ✓ Oversee term dates, public and other holiday periods (as published by National Department)
- ✓ Monitor common/controlled test sessions, and exam periods
- ✓ Monitor deadlines for SBA, Oral & practical marks (PAT) and completion of learners' term reports
- ✓ Monitor class excursion dates, extra-mural & other social/cultural activities which impact on teaching time
- ✓ Organise parents' days, Speech Day, Prize-giving Day etc
- ✓ Schedule meetings: Management, HOD, Staff, Subject etc
- ✓ Ensure that subject packages are in-line with the school enrolment (PPN) and career pathing.
- ✓ Conduct IQMS appraisals
- ✓ Monitor the implementation of English Across the Curriculum (EAC)
- ✓ Ensure that teachers apply a differentiated approach in teaching and assessment
- ✓ ensure that the school has an Assessment Policy which includes the following:
 - Assessment Committee; its duties and dates of meetings.
 - Assessment Plan for the year; how Assessment Plan would be communicated with parents
 - Pre and post assessment moderation by HOD (Moderation of papers/assessment tasks before and after being administered to learners)
 - Extended opportunities and support for High achievers, progressed, retained and struggling learners.
 - Remedial plans (Intervention strategies after administering assessment).
 - Impact of remedial plans (Learners given assessment tasks after administering remedial interventions to observe impact).
 - Monitoring the implementation of Subject Improvement Plans

3.2 Principal

The principal should:

- ✓ Ensure that the relevant policies on curriculum and assessment are available to all the teachers
- ✓ Ensure equitable distribution of workload taking into account the experience and expertise of the teachers
- ✓ Oversee curriculum planning and implementation in the school
- ✓ Manage and monitor work of the Deputy Principal and DHs.
- ✓ Conduct developmental class visits
- ✓ Organize management meetings and accountability sessions to monitor the progress in teaching, learning and assessment
- ✓ Ensure that curriculum support structures and systems are in place
- ✓ Ensure effective teaching and learning in the school.
- ✓ Ensure the availability, utilization control and retrieval of Learner and Teacher Support Materials (LTSM).
- ✓ Ensure that circulars from the department are communicated and implemented in the school.
- ✓ Be accountable for all finances of the school.
- ✓ Be accountable for the functionality and overall performance of the school.

3.2.1 CHECKLIST FOR PRINCIPAL/DEPUTY PRINCIPAL

- ✓ Schedule of monitoring DH/DP files
- ✓ Evidence of monitoring curriculum coverage
- ✓ Subject targets and performance per term
- ✓ Schedule of Management meetings (agenda and minutes)

- ✓ Year plan
- ✓ School Assessment Policy/POA
- ✓ Schedule of class visits
- ✓ Schedule of checking learners' work
- ✓ Subject/School improvement plans
- ✓ Interventions targeting progressed and retained learners
- ✓ Teacher Development Programmes

3.2.2 Target setting:

At the start of the academic year, the SMT and the entire staff must agree on setting **realistic targets (above 65%)** as a way of aligning their programmes and interventions as well as motivating the entire school community to achieve a common goal.

For the school target setting should consider the following:

- ✓ District and circuit targets
- ✓ Past performance of the school
- ✓ Contextual and other relevant factors
- ✓ the anticipated overall pass percentage per grade
- ✓ subject specific percentages from Grade 8-12
- ✓ the number/percentage of bachelor passes (in the case of matric classes).

Crucially, the members of the SMT must monitor the performance of learners against the set targets on a regular basis, and especially at the end of each term.

3.2.3 Teacher development programmes:

The principal should maintain a database of his/ her teachers, profiling their qualifications and competencies as a way of identifying their strengths and weaknesses. He/she should ensure that teachers are provided with relevant coaching and mentoring. Over and above encouraging teachers to attend meetings and workshops organised by the district/ province and other relevant stakeholders, the SMT should also respond to professional development needs of subject teachers as indicated in feedback from their QMS.

3.2.4 TIMETABLING IN FET PHASE

Timetabling in schools should be informed by the following policies.

- ✓ Curriculum and Assessment Policy Statement (CAPS) Grades R-12
- ✓ National Protocol for Assessment Grades R-12.
- ✓ National Policy pertaining to the Programme and Promotion Requirements (NPPPR) of the National Curriculum Statement Grades R-12.

Time allocation is on page 28 of the NPPPR and it is distributed as follows:

SUBJECT	HOURS
Language 1	4.5 =270 min.
Language 2	4.5 =270 min.
Mathematics and Mathematical Literacy	4.5 =270 min.
Life Orientation	2.0 =120 min.
Group B subjects(content subjects)=3X4 Hours	12.0 = 240minx3=720
TOTAL	27.5 hours per week (5 days)

Planning should be done in October of the previous year to ensure that clashes and other changes can be managed on time; and teachers can plan accordingly. Time-tabling can be done on a weekly or cycle format depending on the school needs and dynamics. All subjects offered at school should be allocated the exact time as stipulated by the policy.

Note: The normal school time table does not accommodate additional subjects. Additional subjects should be done outside the normal 27.5 hour time table.

An example of a normal weekly time-table for Grade 10 – 12 is shown below on the next page:

KZN DOE
Sample Timetable Grade 10 - 12

School: XYZ

Grade: 12A

	07:45	Periods and Start Times													
Day	07:45	1	2	3	4	Break	5	6	7	8	9	Break	10	11	
		08:00	08:30	09:00	09:30	10:00	10:15	10:45	11:15	11:45	12:15	12:45	13:15	13:45	
DAY 1	REGISTRATION	M	M	E	E	to 10:15	Z	Z	S1	S1	LO	to 13:15	S3	S3	DAY END - 14:15
DAY 2		S1	S1	M	M		E	E	Z	Z	LO		S2	S2	
DAY 3		S2	S2	S1	S1		M	M	S3	S3	Z		E	E	
DAY 4		S3	S3	S2	S2		S1	S1	M	M	E		Z	Z	
DAY 5		S3	S3	E	E		S2	S2	Z	Z	M		LO:PE	LO:PE	

KEY			
CODE	SUBJECT	Periods	NCS Time Allocation
E	English	9	4.5 Hours
Z	isiZulu	9	4.5 Hours
M	Maths\ Math Literacy	9	4.5 Hours
S1	Subject 1	8	4 Hours
S2	Subject 2	8	4 Hours
S3	Subject 3	8	4 Hours
LO	Life Orientation	4	2 Hours

3.2.5 GUIDELINES ON ISSUES TO BE INCLUDED ON THE WHOLE SCHOOL PLAN

TERM 1	ACTIVITIES
	1) Finalisation of Duty Load 2) Distribution of Educator Stationery 3) Time Table Finalisation 4) Motivate Learners and Teachers 5) Finalisation of Class Distribution 6) Issuing of Grade 12 results 7) Analysis of Grade 12 results 8) Preparation for formal assessments 9) IQMS 10) Finalisation of Admissions 11) Parents meeting (Learner Performance) 12) Staff Development Plan 13) SMT meeting- curriculum issues (standing item) 14) Endorsing and Distributing Reports 15) English Across the Curriculum (EAC). 16) Progressed and retained learners 17) Accountability sessions 18) Tracking learner performance
TERM 2	ACTIVITIES
	1) Review of first term 2) Analysis of first term results 3) Requisition of LTSM 4) IQMS and Class visits 5) Staff Development Plan 6) SMT meeting- curriculum issues (standing item) 7) Preparation for June examinations 8) Submission of work Schedules 9) Endorsing , Distribution and issuing of reports 10) Parents meeting – Learner Performance 11) EAC 12) Progressed and retained learners 13) Tracking learner performance 14) Accountability sessions
TERM 3	ACTIVITIES
	1) Preparation for Trial Exam (where applicable) 2) Endorsing , Distribution and issuing of reports 3) Analysis of results 4) SMT meeting- curriculum issues(standing item) 5) IQMS/Class visits 6) EAC 7) Progressed and retained learners 8) Tracking learner performance 9) Accountability sessions
TERM 4	ACTIVITIES
	1. Duty Load

- | | |
|--|---|
| | <ol style="list-style-type: none"> 2. Composite Time Table 3. School Assessment Plan 4. Stock Taking Of LTSM 5. Exam Preparation 6. Scheduled curriculum meetings 7. Review Assessment Policy 8. Schedule of Educational Excursions 9. Distribution of classes 10. SMT meeting- curriculum issues(standing item) 11. Endorsing , Distribution and issuing of reports 12. IQMS/Class Visits |
|--|---|

3.2.6 GUIDELINES FOR THE DEVELOPMENT OF A SCHOOL ASSESSMENT POLICY

The policy provides guidance to learners, parents and teachers on the procedures for class tests, school based assessment (SBA) and examinations. The School Assessment policy must be in line with the NPA, NPPPR and CAPS.

It must include the following:

- ✓ The School Assessment Plan
- ✓ Formal and informal assessments.
- ✓ Programme of assessment (PoA) - Every subject teacher must compile a PoA for each subject and grade which must be endorsed by the DH and made available to all the learners and parents at the beginning of the year.
- ✓ A management plan with specific dates indicating submission dates for pre and post assessment moderation
- ✓ Clear reporting procedures should be included.
- ✓ an assessment plan which comprises of all subjects and all the grades in the school.
- ✓ Policy on Irregularities
- ✓ Classroom management of SBA
- ✓ Promotion requirements for all the grades
- ✓ Marking, analysis, recording, reporting and feedback
- ✓ Establishment of a School Assessment and irregularities Committee (SAIC) that will perform the following duties
 - establish a rigorous moderation system for SBA at the school level.
 - ensure that SBA is conducted in accordance with policy across all subjects at school.
 - ensure that the school participates effectively in the district moderation process.
 - ensure that all assessment tasks are moderated before they are administered to ensure compliance with the assessment standards.
 - ensure that post moderation is conducted after the completion of marking of formal tasks.
 - ensure that Ds in each subject have moderated ten percent of the learner evidence.
 - compile on quarterly basis, the moderation report indicating progress with the process of moderation and challenges which were encountered, followed by recommendations thereof.

School:

EXEMPLAR OF SCHOOL ASSESSMENT PLAN

YEAR:

SBA COMPONENTS PER SUBJECTS – (GRADE 08)

SUBJECTS	Term 1	Dates	Term2	Dates	Term 3	Dates	Term 4	Dates
1.English Fal	Task 1 : Oral : Listening for comprehension(10 marks) Task 2 : Writing (Essay - 50 marks) Narrative / Descriptive /Discursive Task 3 : Writing – Longer Transactional writing (30 marks) Task 4 : Test 1 (40 marks) _Comprehension , Summary , Language Structures and conventions		Task 5 ; Oral : Prepared Speech(20 marks) Task 6 : Literature (35 marks) Contextual questions		Task 8 : Oral : ONE OF THE FOLLOWJNG : Prepared reading / Unprepared Speech / Informal speaking in group (20) Task 9 :: Writing (20 marks) Shorter transactional text Task 10 : Test 2 Language in context : Comprehension , Summary < Language structures and conventions (40 marks) or Literature : contextual questions (35 marks)		Task 11: End-of-year examinations : Paper 1- Language in context (80) Paper 2 – Literature(70) Paper 3 – Writing(100) Paper 4 – Orals (add marks for oral in T1, T2 & T3	
2.Life Orientation	Task:1 Source-based task(90) P.E:(10)		1.Controlled Test :100		1.Project P.E		Final Examination	
3.IsiZulu HL	Okukhulunywayo: (15 Umbhalo odlulisa		Okukhulunywayo Imibhalo Yobuciko(35)		Ukuhlolwa kokuzilungiselela		Ukuhlolwa kokuphela	

	umyalezo(25) Okukhulunywayo(15) Isivivinyo sokuqala(35)				Iphepha loku-1 (70) Iphepha lesi-2 (80) Iphepha lesi-3 (100)		konyaka Iphepha 1-(70) Iphepha lesi-2(80) Iphepha lesi-3 (100)	

* Exemplars for grade 11 and 12 can be found in Annexure A at the end of the document.

INSTRUMENT FOR MONITORING DEPUTY PRINCIPALS/HODS/SUBJECT HEADS

DATE OF MONITORING				
NAME OF SCHOOOL				
NAME OF DP/HOD/SUBJECT HEAD				
SUBJECTS AND GRADES SUPERVISED				
NAME OF SUPERVISOR				
QUESTIONS		YES	NO	COMMENTS
Does the HOD have the following for all the subjects and grades supervised				
1.	Curriculum Management File			
2.	ATPs of all Teachers supervised			
3.	Programme of Assessment from each teacher			
4.	Evidence of monitoring teachers' lesson preparations			
5.	Evidence of monitoring learners' daily work			
6.	Evidence of monitoring the administration of formal assessment tasks given by teachers to learners			
7.	Evidence of pre and post assessment moderation and reporting			
8.	Evidence of item analysis of tests and tasks, remedial plans			
9.	Schedule of subject committee meetings/PLCs at school level			
10.	Minutes of departmental meetings held			
11.	Evidence of implementation of subject improvement plans			
12.	Availability of School Based Assessment policy			
13.	Evidence of monitoring teachers' SBA			
14.	Evidence of the tracking of learner performance			
15.	Evidence of tracking of curriculum coverage			
16.	Evidence of incorporation of English Across the Curriculum (EAC) into the curriculum			
17.	Evidence of a differentiated approach to teaching and learning and especially for progressed and retained learners			
18.	Evidence of class visit support			

Note: The following instrument is a guide in monitoring HODs curriculum management by deputy principal/principal: _____

3.2.7 MONITORING OF CURRICULUM COVERAGE

The School Management Team (SMT) has the responsibility to monitor curriculum coverage to ensure that the pacing is according to the ATPs. This is to be done by ensuring that each subject teacher has an ATP which must be strictly adhered to. Notional teaching time must be adhered to. Dates on all lesson plans/preparations must correlate with dates reflected on the ATP. They should also monitor that the completion dates are recorded on the ATPs. There should be evidence of supervision and monitoring by the SMT.

SEE TABLE BELOW

CURRICULUM COVERAGE											
SCHOOL:				SUBJECT:				GRADE:			
Name of Educator				Name of Supervisor				DATE:			
Pacing /year planner			Lesson preparation		Topic/section covered			Outstanding topics			
Ahead	On par	Behind	Available	not available	As per Annual Teaching Plan			1.			
								2.			
% curriculum coverage (if behind):					Not as per Annual Teaching Plan			3.			
<i>How is the lost contact time to be recovered?</i>											
Are no. of formal tasks in line with POA?					YES		NO				
<i>If No, what is the catch-up plan?</i>											
No. of periods per week			:Hours		Total no. learners in the grade				Target % for this year		
Control of learners written work (quality and quantity)											
	Names of learners sampled				Comments/Remarks						
1.											
2.											
3.											
4.											
5.											
FINDINGS:											
RECOMMENDATIONS:											
Supervisor's Signature:					Teacher's Signature:						

3 Deputy Principal

- ✓ Perform the duties mentioned in the principal's role as and when delegated to do so
- ✓ Play a leading role in the development of the time table
- ✓ Conduct regular meetings with HODs to track progress on curriculum implementation
- ✓ Manage and monitor work of the HODs both management and subject specific.
- ✓ Coordinate the school assessment plan

4 Departmental Head (HOD)

- ✓ Co-ordinate and control all academic activities of each subject
- ✓ Provide and coordinate guidance on :
 - the latest ideas on approaches to the subject, method, techniques, evaluation, teaching and learning resources, etc. in their field and effectively conveying these to the staff members concerned
 - curriculum: ATPs, lesson planning, homework, practical work, assessment tasks, remedial work, etc.
 - inexperienced staff members by mentoring and coaching
 - the educational welfare of learners in the department.
- ✓ Control:
 - Work of teachers and learners
 - Submission of reports
 - Mark sheets, tests, examination question papers and memoranda
 - SBA completion by all learners
 - Administrative responsibilities of staff members
 - All LTSM of each subject
 - Co-ordinate and control all personnel activities in each subject
 - Ensure Subject Policies of each subject under her/his control are in place.
 - Ensure that each subject has the following in place:
 - Subject Policy
 - Teaching Plan
 - Lesson Preparations
 - Programme of Assessment - both formal and informal

SCHEDULED MEETINGS AND AGENDA ITEMS FOR DEPARTMENTAL MEETINGS

TERM 1	AGENDA
Not later than the first week when schools re-open	1) Review 2) Analysis of learner performance 3) Remedial strategies 4) Subject meetings 5) Subject Reports by Subject Heads 6) Curriculum Coverage 7) Learner Performance(Analysis of Results) 8) Availability of Resources 9) Challenges 10) LTSM- Distribution and Retrieval Policy 11) Duty load and Time tabling 12) Submission of POA/ATP 13) Teacher File - Layout 14) -Submissions for Monitoring 15) Mentoring, Induction and orientation 16) English Across the Curriculum (EAC). 17) Progressed and retained learners 18) Accountability sessions 19) Tracking learner performance
TERM 2	AGENDA
First week when schools re-open	1) Review 2) -Analysis of learner performance 3) -Remedial strategies 4) -Report on content coverage 5) Requisition of LTSM 6) Subject reports Curriculum Coverage 7) -Learner Performance(Analysis of Results) 8) -Availability of Resources 9) -Challenges 10) Moderation of Formal Tasks 11) Class Visits/IQMS 12) English Across the Curriculum (EAC). 13) Progressed and retained learners 14) Accountability sessions 15) Tracking learner performance
TERM 3	AGENDA
First week when schools re-open after June Holidays	1. Review - Analysis of learner performance - Remedial strategies ✓ -Report on content coverage 2. Grade 12 Cass moderations 3. Moderation of Exam Papers And Scripts 4. Subject Reports - Curriculum Coverage - Learner Performance(Analysis of Results) - Availability of Resources

	- Challenges 5. Moderation of Formal Tasks 6. Class Visits/IQMS 7. English Across the Curriculum (EAC). 8. Progressed and retained learners 9. Accountability sessions 10. Tracking learner performance
TERM 4	AGENDA
First Week after spring holidays(October)	1) Review 2) -Analysis of learner performance 3) -Remedial strategies 4) -Report on content coverage 5) Analysis of trial examination results(where Applicable) 6) Revision and Remedial Strategies 7) Checking on completion of the ATP and Exam Readiness 8) Checking SBA completion in all Grades 9) Duty Load for the following Year 10) Exam Management a. Duration of Exam b. Submissions c. Moderation of Scripts (Internal) d. Subject Reports 11) Curriculum Coverage 12) Learner Performance(Analysis of Results) 13) Availability of Resources 14) Challenges 15) Retrieval of LTSM 16) Moderation of Formal Tasks 17) 10.Class visits and IQMS 18) English Across the Curriculum (EAC). 19) Progressed and retained learners 20) Accountability sessions 21) Tracking learner performance

CURRICULUM PLANNING – Annual Teaching Plan (ATP)

A teaching plan needs to reflect evidence of the following:

Has each teacher planned his/her teaching programme for the year – show evidence?

Is the POA reflected on the ATP?

Subjects with a PAT/oral component: Is the schedule of PAT/oral activities reflected on the ATP?
--

Is the ATP dated in terms of when the work would be taught and when the work was completed?

Lesson Preparation

Drawn up on an on-going basis through the year by subject teacher (but monitored on a regular basis by HOD) and filed by Teacher.

NAME OF TEACHER: **GRADE:**

SUBJECT: **DATE:**

CURRICULUM PLANNING – LESSON PREPARATIONS

		YES	NO
1	Is there evidence of lesson preparations?		
2	Are the lesson preparations dated?		
3	Are topics in the lesson preparations relevant to the prescribed content in the Annual Teaching Plan?		
4	Does the assessment arising out of the lesson conform to the assessment as outlined in CAPS?		
5	Do the lesson preparations indicate measures of remedial and reflection?		
6	Do the lesson preparations reflect on teaching, learning and assessment?		
7	Do the lesson preparations link sequentially with each other?		
8	Are the assessment tasks for subjects with PAT/Oral component reflected in the lesson preparations?		
9	Do the lesson preparations reflect the informal assessment tasks that learners will be engaged in?		
10	Do the tasks in the lesson preparations address appropriate cognitive levels required in the subject?		

OBSERVATIONS & RECOMMENDATIONS

.....

.....

SUPERVISOR'S SIGNATURE

DATE:

TEACHER'S SIGNATURE

DATE:

MONITORING TOOL FOR LEARNERS' WRITTEN WORK

CIRCUIT:.....

SCHOOL:.....

MONTH:.....

SUBJECT:.....

EDUCATOR'S NAME:..... GRADE:.....

	WEEK 1		WEEK 2		WEEK 3		WEEK 4	
	Expected no. of tasks/activities	No of tasks/activities administered	Expected no. of tasks/activities	No of tasks/activities administered	Expected no. of tasks/activities	No of tasks/activities administered	Expected no. of tasks/activities	No of tasks/activities administered
Classwork								
Homework								
Tests								
Chalkboard summary/notes								
Comment on control and marking of learners' work								
Comment on the quality of task/activity								
Are the tasks/activities in line with the ATP?								
	Educators' Signature:..... Date:..... Supervisor's Signature:..... Date:.....		Educators' Signature:..... Date:..... Supervisor's Signature:..... Date:.....		Educators' Signature:..... Date:..... Supervisor's Signature:..... Date:.....		Educators' Signature:..... Date:..... Supervisor's Signature:..... Date:.....	

N.B. The number of expected tasks per week must be spelt out in the subject policy

Official
Stamp

EXEMPLAR SCHOOL MODERATION PLAN - 2019

SUBJECTS	Term1				Term2				Term 3				Term4			
		Formal Task				Formal Task			Formal Task				Formal Task			
	Pre-mod date		Post-mod date	Date Administered	Pre-mod date		Post-mod date	Date Administered	Pre-mod date		Post mod date	Date Administered	Pre mod date		Post Mod date	Date Administered
1. Acc		Presentation Test				Project Mid-year Exam				Case study Test				Final Examination		
2. Afrs		4 tasks(2 orals, 1long/short writing,1 test)				3 tasks(1 orals,1 literature questions and 2 papers June exams				3tasks (1 prepared reading 1 composition ,1 test ,				1 task (year-end exam)		
3. Agric Sci		Research Project 1 st controlled Test				Practical Mid-year Exam				Assignment 2 nd Controlled Test				November Exam		
4. B. St		Assignment Test				Presentation Mid-year exam				Project Test				Final Examination		
5. CAT & IT		Practical Test Theory Test				Theory Test June Examination (P1 & P2)				Practical Test Theory Test				PAT Examination (P1 & P2)		
6. Consumer		Project Test				Test Mid -Year Exam				Test Practical Theory				Terms 1, 2, 3 and TWO Practical		

Studies		4 Practical Tasks				4 Practical Tasks				4 Practical Tasks				Assessment Tasks. Examination		
7. Economics		Assignment Controlled Test				Project Midyear Exam				Case Study Controlled Test				Examination		
8. English FAL		Task 1 : Oral : Listening for comprehension(10 marks) Task 2 : Writing (Essay -50 marks) Narrative / Descriptive /Discursive Task 3 : Writing – Longer Transactional writing (30 marks) Task 4 : Test 1 (40 marks) _Comprehension , Summary , Language Structures and conventions				Task 5 ; Oral : Prepared Speech(20 marks) Task 6 : Literature (35 marks) Contextual questions Task 7 :Mid- year Examinations : (250 marks) Paper 1-Language in context (80) Paper 2 –Literature (70) Paper 3- Writing (Can be written in May /June) (100)				Task 8 : Oral : ONE OF THE FOLLOWJNG : Prepared reading / Unprepared Speech / Informal speaking in group (20) Task 9 :: Writing (20 marks) Shorter transactional text Task 10 : Test 2 Language in context : Comprehension , Summary < Language structures and conventions (40 marks) or Literature : contextual questions (35 marks)				Task 11: End-of-year examinations : Paper 1- Language in context (80) Paper 2 – Literature(70) Paper 3 – Writing(100) Paper 4 –Orals (add marks for oral in T1, T2 & T3)		
9.		Data Handling				Map-work				Research / Essay				Examination (P1		

Geography		Task Test				Midyear Exam (P1 & P2)				Writing Task Test				& P2)		
10. History		Source-based and/or Essay Standardised Test				Heritage Investigation Midyear Examination				Source-based and/or Essay Standardised Test				End-year Examination		
12. Hospitality Studies		Test Project 4 Practical Tasks				Test Mid -Year Exam 4 Practical Tasks				Test Test / Open Book Test 4 Practical Tasks				Terms 1, 2, 3 and 2 Practical Assessment Tasks. Examination		
14. Life Sciences		Practical Controlled Test				Practical Test Mid-year Exam				Practical Controlled Test				Project /Assignment Test Practical Exam November Exam		
15. Life Orientation		Written Task (Provincial set) PET				June Exam (Cluster set) PET				Project (Provincial set) PET				Final Exam (Cluster set) PET		
16. Maths		Investigation /Project March Test				Assignment/Test June Examination				Test September Test				Test Final Test		
17. Maths Lit		Assignment/investigation Control test				Assignment/investigation Examination				Assignment/investigation Control test				Assignment / Investigation November Exam		
18. Physical Sciences		1. Experiment 2. Controlled test				1. Experiment 2. Mid-Year Examination				1. Project 2. Controlled test				Final examination		
19. Tourism		Project Test PAT Phase 1				2 Tests June Exam PAT Phase 2				Trial Exam				Final Exam		

EXEMPLAR: Record of monitoring Teacher & Learners Work

Name of School: -----

Name of HOD:

Name of Teacher:

SUBJECT	GRADE	DATE	COMMENTS BY HOD	Signature Teacher	Signature HOD	Date
Mathematics	Grade 10		Annual Teaching Plan:			
			Lesson Plans:			
			Learner written work			
Physical Sciences	Grade 11		Annual Teaching Plan:			
			Lesson Plans:			
			Learner written work:			
Mathematics	Grade 12		Annual Teaching Plan:			
			Lesson Plans:			
			Learner written work			

Template for monitoring Teacher's Work & Learners written Work

Name of School: -----

Name of Supervisor:-----

Name of Teacher:.....

SUBJECT	GRADE	DATE	COMMENTS BY HOD	Signature Teacher	Signature HOD	Date
			Annual Teaching Plan:			
			Lesson Plans:			
			Learners' written work:			
			Annual Teaching Plan:			
			Lesson Plans:			
			Learners' written work:			
			Annual Teaching Plan:			
			Lessons' Plans:			
			Learners' written work:			
			Annual Teaching Plan:			
			Lesson Plans:			
			Learners' written work:			

EXEMPLAR PRE ASSESSMENT MODERATION REPORT

DISTRICT:			
SUBJECT			
GRADE			
NAME OF SCHOOL			
NAME OF EDUCATOR (S)			
NAME OF SUPERVISOR			
DATE			
TASK MODERATED:			
PRE-ASSESSMENT MODERATION			
STANDARD OF ASSESSMENT TASK	YES	NO	COMMENTS
Does the task/test correspond with the programme of assessment ?			
Is the duration of the paper/task indicated?			
Are the instructions clear and unambiguous?			
Is the mark allocation for the task/test in accordance with CAPS?			
Does the paper/test cater for a variety of questions ?			
Does the task/test incorporate the different cognitive levels (Blooms' Taxonomy)? (Refer to the weighting grid of the test)			
Is the assessment task pitched at the appropriate cognitive level?			
Is there a correct distribution of marks according to the norms?			
Is the time allocation, name of subject and instructions to candidates clearly indicated?			
Is the language and terminology used appropriate and relevant?			
Is the mark allocation on the assessment task the same as that on the memo?			
Is the time allocated for the completion of the task, adequate?			
Is the quality of the illustrations, graphs or tables clear, relevant and user-friendly?			
Does the assessment task have the correct numbering?			
ASSESSMENT TOOLS			
Are the assessment tools for every assessment task included in the teacher's file e.g. rubric, memoranda, etc.?			
Is the marking tool relevant and appropriate for marking of the set task?			
Does the marking tool allow for alternative responses?			

Is the marking tool clear and user friendly?			
Is the marking tool complete with mark allocation?			
Does the mark distribution on the marking tool correspond with the question paper?			
Is the mark allocation commensurate with the level of difficulty and time allocated for completion of the task?			
AREAS OF GOOD PRACTICE			
CHALLENGES			
RECOMMENDATIONS/FOLLOW-UP			

SUPERVISOR

MONITOR

DESIGNATION

DATE

SCHOOL STAMP

EXEMPLAR POST ASSESMENT SCHOOL MODERATION:

DISTRICT:			
SUBJECT			
GRADE			
NAME OF SCHOOL			
NAME OF EDUCATOR (S)			
NAME OF SUPERVISOR			
DATE			
10% (or 9 if there are less than 60 learners in a class) learners files should be moderated for school based moderation			
TASK MODERATED:			
POST- ADMINISTRATION MODERATION			
MARKING			
Are the tasks dated?			
Is marking done according to the assessment tool?			
Are the marks correctly added and transferred to the mark sheet ?			
Is the quality and standard of the marking acceptable?			
RECORDS			
Is the subject recording mark sheet included in the educator's portfolio file?			
Are the recording mark sheets in accordance with the guidelines given in the CAPS?			
Are the learners' marks corresponding with the mark sheet?			
Are the marks correctly converted according to CAPS Document?			
Number of activities completed	NO		Specify :
NAMES OF LEARNERS TASKS MODERATED			
Name	SUPERVISOR moderated mark	Comments	
1			
2			
3			
AREAS OF GOOD PRACTICE			
CHALLENGES			
RECOMMENDATIONS/FOLLOW-UP			

SUPERVISOR: _____

SIGNATURE: _____ DATE: _____

TEACHER: _____

SIGNATURE: _____ DATE: _____

RECORD OF SCHOOL BASED PRE-ASSESSMENT & ASSESSMENT MODERATION

SUPERVISOR'S NAME:

TEACHER'S NAME:

TASK	DESCRIPTION	DUE DATE	DATE MODERATED	HOD's REMARKS	TEACHER'S SIGNATURE	HOD's SIGNATURE
E.G.	Life Sciences Practical Work	27/01	27/01	GRADE10: Teacher advised to provide a rubric for the marking of the practical task		
				GRADE11		
				GRADE12		
1				Grade 10		
				Grade 11		
				Grade 12		
2				Grade 10		
				Grade 11		
				Grade 12		
3				Grade 10		
				Grade 11		
				Grade 12		
4				Grade 10		
				Grade 11		
				Grade 12		
5				Grade 10		
				Grade 11		
				Grade 12		
6				Grade 10		
				Grade 11		
				Grade 12		
7				Grade 10		
				Grade 11		
				Grade 12		

7. CHECKLIST FOR HOD'S FILE

The following are checklists of materials required by UMalusi that should appear in both the HOD's and Teacher's Files for Assessment Moderation purposes:

- ✓ Control mechanism for teacher ATP
- ✓ Control mechanism for teacher lesson preparations
- ✓ Control mechanism for learners' written work
- ✓ Programme of assessment for each teacher
- ✓ Evidence of pre and post assessment moderation
- ✓ Schedule of subject / departmental meetings at school level
- ✓ Minutes of subject / departmental meetings held
- ✓ Availability of analytical moderators reports
- ✓ Evidence of implementation of moderator reports
- ✓ Intervention plans to support sub 60% subjects
- ✓ Availability of SBA policy
- ✓ Control mechanism of teachers SBA file

8. CHECKLIST FOR TEACHER FILE

- ✓ Annual Teaching Plan
- ✓ Lesson plans
- ✓ Subject scope
- ✓ Subject policy
- ✓ Program of Assessment
- ✓ Formal assessment tasks and memoranda
- ✓ SBA mark sheets
- ✓ Moderation plan
- ✓ SBA report
- ✓ Subject improvement plan
- ✓ Indication of text books or other resources to be used

EXEMPLAR: ITEM / DIAGNOSTIC ANALYSIS

Test: _____
 Grade: _____

Teacher: _____

1. STATISTICAL ANALYSIS

	Class	Class	Class	Class	Class	Class
Number wrote						
Number passed						
Number failed						
Median						

2. DIAGNOSTIC ANALYSIS

(Identify the questions where learners have performed poorly and indicate the reason/s for the poor performance. The reason could relate to teaching, learning or both or any other).

Question number	Description of specific errors	Remedial measures

3. REMEDIAL ACTION TAKEN:

 Signature of Teacher

 Signature of SMT

 Date

9. EXPANDED OPPORTUNITIES AND REMEDIAL WORK

- (1) *Expanded opportunities*: learners are “stretched to their limits” either by getting higher level questions, enrichment application exercises or even advanced questions, especially the advanced learner
- (2) *Remedial work*: Learners who have done poorly in the assessment are given another chance possibly after consolidation and reinforcement.

It is important for the SMT to ensure a differentiated approach to teaching and learning as informed by the Screening, Identification, Assessment and Support (SIAS) Strategy. The following needs to be taken into account:

- (a) Screening and Identifying learners who require expanded opportunities or remedial work, for example, progressed learners
- (b) Assessment tasks should be standardized according to Bloom’s and other taxonomies to address cognitive levels through pre-moderation
- (c) Both formal and informal assessment tasks should be marked
- (d) The SMT must ensure that an analysis is done of learners who have passed at different levels as well as those who have failed at different levels
- (e) This is followed by an item analysis reflecting performance levels in each and every question
- (f) The performance of learners is recorded for both formal and informal assessments
- (g) There is reporting of the performance of learners to both SMT and parents.
- (h) Feedback to learners is provided indicating their strengths and weaknesses.
- (i) SMT must sample and moderate the learner assessment tasks.

10. SUBJECT POLICY

Structure

1. **Preamble** – Introduction into the subject. This will include what the subject is about and what it hopes to achieve from learners. This can be formulated by subject teachers and backed up by the CAPS.
2. **Targets** – This refers to the pass percentage that the subject is hoping to achieve in terms of learner performance. Subject teachers should commit themselves to specific minimum standards.
3. **Submission of Annual Teaching Plans (ATPs)** – State the frequency of submissions
4. **Submission of lesson preparations** – State the frequency of submissions
5. **Class work, exercises, and homework & learner notes** – State the number of pieces of work, quality and frequency of submissions.
6. **Meetings (Subject & Departmental)** – State the frequency of the meetings.
7. **Staff development programmes** – State the frequency of the sessions.
8. **Information sharing e.g.** information acquired from workshops and other subject related training.
9. **Assessment:** - POA, Pre-assessment moderation, Post-assessment, Marking, Item analysis, Mark analysis, Remedial work, Evidence of remedial plans.
10. **Teacher File – See checklist on Teacher file:**
11. **Resources**
 - To indicate database of all resources available for the subject in the school.
 - Retrieval – How to ensure the resources are returned by learners or anyone borrowing them.
 - Ownership of materials supplied in workshops – To indicate how these would remain the property of the school.
12. **Practicals** – Only applicable to subjects with practical component. To indicate various aspects in terms of:
 - 12.1. Safety

- 12.2. Teacher responsibilities
- 12.3. Equipment upkeep
- 12.4. Utilisation of laboratory space

11. SUBJECT IMPROVEMENT PLAN

The department requires that all subjects should develop a Subject Improvement Plan (SIP). In this plan the subject teacher spells out exactly what he/she will do to improve performance.

In this regard the teacher is expected to have analysed the performance of learners in the previous formal assessment tasks. In the case of Grade 12 the teacher should have read the Diagnostic/Analytical Moderators Report for all papers in his/her subject.

The Subject Teacher should discuss the draft of the Subject Improvement Plan with the Departmental Head (HOD)/supervisor who will in turn approve by signing the final draft. It is the responsibility of the HOD/supervisor to support the teacher in the implementation of the plan and monitor progress from time to time.

Before the teacher can develop a Subject Improvement plan he/she must consider the following:

- Specific areas of underperformance in the subject
- Possible strategies to mitigate underperformance
- Possible performance Indicators as evidence of improved performance
- Time frames for the implementation of strategy and evidence of improved performance
- Resources required

The Subject Improvement Plan should ultimately feed into the School Improvement Plan. The Principal must ensure the implementation and management of the School Improvement Plan.

EXEMPLAR SUBJECT IMPROVEMENT PLAN**SUBJECT: GEOGRAPHY:****GRADE: 11**

		TARGET: 85%				
ASPECT OF CURRICULUM	IDENTIFIED AREAS OF POOR PERFORMANCE	STRATEGIES TO MITIGATE POOR PERFORMANCE	RESOURCES	PERFORMANCE INDICATORS	TIME FRAMES	DATE COMPLETED
1.Global Air Circulation	Learners lack understanding of heat distribution on the surface of the earth. Lack of understanding of Tricellular circulation	Learners need understanding of Hadley, Ferrel and Polar cells Telematics presentations and other visual material will be used. LearnXtra Winter School 2014 material will be provided and mediated.	Telematics presentation LearnXtra Winter School 2014 material	Learners are able to respond positively on assessment activities based heat distribution on the surface of the earth. At least 85% of learners should pass the test based on this topic.	30 January 2016	
2.						
3.						

Remarks/Recommendation: _____

Supervisor: _____

Date: _____

Subject Teacher: _____

Date: _____

12. Teacher Profile

Subject:	Date:
-----------------	--------------

School Details

School: _	Principal:	HOD:
Phone: _	Cell:	Cell
Fax: _	Email:	Email:
School Pass%	Matric	2013: ____ 2014: ____ 2015: ____
	Subject Pass%	(Matric) 2013: ____ 2014: ____ 2015: ____

Teacher Details

Name	Surname	Cell	Email	Gender	Race	Age group

** Age groups (1=<35 ; 2= 35-55 ; 3 = >55)

Subject Details

FET Grade taught this year	Subject Taught	Highest qualification/s indicating specialisation		Number of years teaching subject
		Academic eg. BA (English), BSc. (Physics) etc.	Professional eg, STD (Life Science), HDE (Accounting) etc.	

NSC Marking Experience

Number of years marking since 2008 in different positions				
Chief Marker	Deputy Chief Marker	Senior Marker	Marker	Total

LTSM

Grade 10				Grade 11				Grade 12			
Title/author	Tot. Learners	No. Of units	Tot. Books avail.	Title/author	Tot. Learners	No. Of units	Tot. Books avail.	Title/author	Tot. Learners	No of units	Tot. Books avail.

Educator Signature: _____

13. TRACKING LEARNER PERFORMANCE

SCHOOL: _____ TEACHER : _____ SUBJECT: _____

CIRCUIT: _____ YEAR: 2019 TERM: _____

1. TERM ANALYSIS

Grade	2018 Pass%	2019			2015 Pass %	No. Per performance level							TOTAL
		No. of entries	No. Passed	No. failed		1	2	3	4	5	6	7	
GR: 10													
GR:11													
GR:12													

2. QUARTERLY TARGETS

Grade	Target March	% Achieved March	Target June	% Achieved June	Target Trial/Sept	% Achieved Trial /Sept	Target Nov	Achieved Nov %
GR:10								
GR:11								
GR:12								

.....
Signature of Educator

Date/...../20.....

.....
Signature of Principal

Date/...../20.....



OFFICIAL STAMP

14. INTRODUCING NEW/ADDITIONAL SUBJECTS:

- Ensure that you have the appropriate resources(especially for subjects with PAT components), both human and physical
- Subjects chosen should not be simply for ensuring that the school achieves a good pass rate at the end of the year; instead, it should take into account the career paths that learners could follow with
- New subjects should only be introduced after approval has been sought and granted through the line function
- Applications for the introduction of a new subject should be done a year prior to introduction
- For learners to achieve a Bachelors pass, learners are to achieve at least 50% in four 20 credit bearing subjects.
- If more than the 7 compulsory subjects are offered, care should be exercised that this is not done through removing time from other subjects on the timetable
- The offering of more than 7 compulsory subjects should be done with caution and should ideally be offered to learners who show academic excellence

15. AUDIT OF SUBJECT OFFERINGS

SCHOOL NAME:

YEAR:

CIRCUIT:

SUBJECTS ↓		SUBJECTS OFFERED (Number of learners per subject per grade per division)																							
		Grade 10								Grade 11								Grade 12							
		A	B	C	D	E	F	G	Tot	A	B	C	D	E	F	G	Tot	A	B	C	D	E	F	G	Tot
IsiZulu HL																									
English FAL																									
Life Orientation																									
Mathematics																									
Mathematical Literacy																									
Physical Sciences																									
Life Sciences																									
Agricultural Sciences																									
Accounting																									
Economics																									
Business Studies																									
Geography																									
History																									
Tourism																									
OTHER SUBJECTS																									
TOTAL																									

Principal's Name:

Signature: Date:

School stamp

AUDIT OF SUBJECT OFFERINGS: Exemplar

SCHOOL NAME: **ABC Secondary**YEAR: **2019**CIRCUIT: **Mthwalume**

SUBJECTS ↓		SUBJECTS OFFERED (Number of learners per subject per grade per division)																							
		Grade 10								Grade 11								Grade 12							
		A	B	C	D	E	F	G	Tot	A	B	C	D	E	F	G	Tot	A	B	C	D	E	F	G	Tot
IsiZulu HL		37	40	42					119	35	38	40					113	31	35	36					102
English FAL		37	40	42					119	35	38	40					113	31	35	36					102
Life Orientation		37	40	42					119	35	38	40					113	31	35	36					102
Mathematics		37	10						47	35	9						44	31	8						39
Mathematical Literacy			30	42					72		29	40					69		27	36					63
Physical Sciences		37							37	35							35	31							31
Life Sciences		37	40						77	35	38						73	31	35						66
Agricultural Sciences																									
Accounting		37							37	35							35	31							31
Economics																									
Business Studies			40	42					82		38	40					78		35	36					71
Geography			40	42					82		38	40					78		35	36					71
History																									
Tourism				42					42			40					40			36					36
OTHER SUBJECTS																									
TOTAL		37	40	42					119	35	38	40					113	31	35	36					102

Principal's Name:

Signature: Date:

school stamp here

16. ACCOUNTABILITY

- It is the responsibility of every school-based educator to keep evidence of interventions undertaken to achieve set targets
 - SMT members should use their curriculum management files for this purpose
 - Teachers may use their “teacher files” to keep such evidence
- These files should be produced on request and used as points of reference regarding the activities related to learner performance
- The file should indicate clearly every intervention undertaken to improve performance, date of intervention, evidence (to be attached, dated and filed), whether or not the intervention was successful, remarks on progress.
- At prescribed intervals, there will be accountability sessions where teachers, HODs, Deputy Principals and Principals report to their immediate supervisors on their interventions related to curriculum management, delivery and monitoring activities as well as progress towards achieving set targets. See the Table below.

REPORTING TEMPLATE FOR INTERVENTIONS					
No	Intervention	Date	Evidence Y/N	Success Y/N	Progress/ Remarks
1.					

- Interventions drawn from the Subject Improvement Plan and the School Improvement Plan will be reported on in the reporting template
- All officials are charged with the responsibility to ensure accurate management of data regarding the interventions where the school participates.
- Record keeping of the attendance of teachers and learners in these interventions is crucial.
- Record keeping of the attendance of Lead Teachers, where applicable, is particularly vital, especially as it sometimes has financial implications.
- Any other data that may assist in understanding and interpreting the impact of the interventions, including the numbers of learners, subjects, etc. will be pivotal and must be kept in the file.

A rigorous monitoring regime (Provincial/District/Circuit/School)

- A rigorous monitoring regime for all these initiatives is mandatory for all concerned.
- This includes all relevant teachers, SMTs, District and Provincial officials.

Annexure A

School:

EXEMPLAR OF SCHOOL ASSESSMENT PLAN

YEAR:

SBA COMPONENTS PER SUBJECT – (GRADE 11)

SUBJECTS	Term 1	Dates	Term 2	Dates	Term 3	Dates	Term 4	Dates
1. Accounting	Written report Test		Project Mid-year exam		Presentation Test		Final Examination	
2. Afrikaans	4 tasks(2 orals, 1 long/short writing, 1 test)		3 tasks(1 orals, 1 literature questions and 2 papers June exams		3tasks (1 prepared reading 1 composition , 1 test ,		1 task (year end exam)	
3. Agricultural Sciences	Research Project 1 st controlled Test		Practical Mid-year Exam		Assignment 2 nd Controlled Test		November Exam	
4. B. Studies	Assignment Test		Presentation Mid-year exam		Project Test		Final Examination	
5. CAT & IT	Practical Test Theory Test		Theory Test June Examination (P1 & P2)		Practical Test Theory Test		PAT Examination (P1 & P2)	
6. Consumer Studies	Project Test 4 Practical Tasks		Test Mid -Year Exam 4 Practical Tasks		Test Practical Theory 4 Practical Tasks		Terms 1, 2, 3 and TWO Practical Assessment Tasks. Examination	
7. Economics	Assignment Controlled Test		Project Midyear Exam		Case Study Controlled Test		Examination	
8. English FAL	Task 1 : Oral : Listening for comprehension(10 marks) Task 2 : Writing (Essay - 50 marks) Narrative / Descriptive /Discursive Task 3 : Writing – Longer Transactional writing (30 marks) Task 4 : Test 1 (40 marks) _Comprehension , Summary , Language Structures and conventions		Task 5 ; Oral : Prepared Speech(20 marks) Task 6 : Literature (35 marks) Contextual questions Task 7 :Mid- year Examinations : (250 marks) Paper 1-Language in context (80) Paper 2 –Literature (70) Paper 3- Writing (Can be written in May /June) (100)		Task 8 : Oral : ONE OF THE FOLLOWING : Prepared reading / Unprepared Speech / Informal speaking in group (20) Task 9 :: Writing (20 marks) Shorter transactional text Task 10 : Test 2 Language in context : Comprehension , Summary < Language structures and conventions (40 marks) or Literature : contextual questions (35 marks)		Task 11: End-of-year examinations : Paper 1-Language in context (80) Paper 2 –Literature(70) Paper 3 – Writing(100) Paper 4 –Orals (add marks for oral in T1, T2 & T3)	
9. Geography	Data Handling Task Test		Map-work Midyear Exam (P1 & P2)		Research / Essay Writing Task Test		Examination (P1 & P2)	

10. History	Source-based and/or Essay Standardised Test		Research and oral history task Midyear Examination		Source-based and/or Essay Standardised Test		End-year Examination	
SUBJECTS	Term 1	Dates	Term 2	Dates	Term 3	Dates	Term 4	Dates
12. Hospitality Studies	Test Project 4 Practical Tasks		Test Mid -Year Exam 4 Practical Tasks		Test Test / Open Book Test 4 Practical Tasks		Terms 1, 2, 3 and 2 Practical Assessment Tasks. Examination	
13. IsiZulu HL	Ukulalela ngokuqondisisa Indaba Umbhalo omude odlulisa umyalezo Isivivinyo sokuqondisisa, ukufingqa, ukusentshenziswa kolimi.		Inkulumo elungiselelwe Imibhalo yobuciko Ukuhlola kwamaphakathi nonyaka P1, P2, P3.		Inkulumo engalungiselelwe Imibhalo yobuciko		Inkulumo elungiselelwe Ukuhlola kokuphela konyaka P1, P2, P3, P4	
14. Life Sciences	Practical Controlled Test		Practical Test Mid-year Exam		Practical Controlled Test Project / Assignment		Test Practical Exam November Exam	
15. Life Orientation	Written Task (Provincial set) PET		June Exam (Cluster set) PET		Project (Provincial set) PET		Final Exam (Cluster set) PET	
16. Maths	Investigation/Project March Test		Assignment/Test June Examination		Test September Test		Test Final Test	
17. Maths Lit	Assignment/investigation Control test		Assignment/investigation Examination		Assignment/investigation Control test		Assignment / Investigation November Exam	
18. Physical Sciences	1. Experiment 2. Controlled test		1. Experiment 2. Mid-Year Examination		1. Project 2. Controlled test		Final examination	
19. Tourism	Project Test PAT Phase 1		2 Tests June Exam PAT Phase 2		Trial Exam		Final Exam	

School:

EXEMPLAR OF SCHOOL ASSESSMENT PLAN

YEAR:

SBA COMPONENTS PER SUBJECT – (GRADE 12)

SUBJECTS	Term1	Dates	Term2	Dates	Term 3	Dates	Term 4	Dates
1. Accounting	Written report Test		Project Mid-year exam		Case study Test		Final Examination	
2. Afrikaans	4 tasks/2 orals, 1 long/short writing, 1 test)		3 tasks(1 orals, 1 literature questions and 2 papers June exams		3tasks (1 prepared reading 1 composition ,1 test ,		1 task (year end exam)	
3. Agricultural Sciences	Practical 1 March (Common test – 1 st controlled test)		Practical 2 Mid-year Exam		Assignment 2 nd controlled test (set by the school) Trial examination		November (National exam)	
4. B. Studies	Assignment Test		Presentation Mid-year exam		Project Test		Final Examination	
5. CAT & IT	Practical Test Theory Test		Theory Test June Examination (P1 & P2)		Theory Test Trial Examination (P1 & P2)		PAT National Examination (P1 & P2)	
6. Consumer Studies	Project Test 4 Practical Tasks		Test Mid -Year Exam 4 Practical Tasks		Test Practical Theory 4 Practical Tasks		Terms 1, 2, 3 and TWO Practical Assessment Tasks. Examination	
7. Economics	Assignment Controlled Test		Project Midyear Exam		Case Study Controlled Test Trial Examination		Final Examination	
8. English FAL	Task 1 : Oral : Listening for comprehension(10 marks) Task 2 : Writing (Essay - 50) Narrative /descriptive /discursive/argumentativ e /reflective Task 3 : Writing – Longer Transactional writing (30 marks) Task 4 : Test 1 (40 marks) Language in context Comprehension , Summary , Language Structures and conventions		Task 5 ; Oral : Prepared Speech(20 marks) Task: 6 :Oral :ONE OF THE FOLLOWING : Prepared reading /unprepared speech/informal speaking in group Task 7 : Literature (35 marks) Contextual questions Tast 8 :Mid- year Examinations : (250 marks) Paper 1-Language in context (80) Paper 2 –Literature -70 Paper 3- Writing (Can be written in May /June) (100)		Task 9 :: Writing (20 marks) Shorter transactional text Task 10 : Trial examinations : (250 marks) Paper 1- Language)n context Paper 2 –Literature Paper 3 Writing (Can be written in August /September) or Written test		Final Examination	

9. Geography	Data Handling Task Test		Map-work Midyear Exam		Research / Essay Writing Task Test Trial Exam (P1 & P2)		Final Examination (P1 & P2)	
SUBJECTS	Term 1	Dates	Term 2	Dates	Term 3	Dates	Term 4	Dates
10. History	Source-based and/or Essay Research Assignment Standardised Test		Essay task or Source- based task Midyear Examination		Standardised Test Trial examination (Two Papers)		End-year Examination	
12. Hospitality Studies	Test Project 4 Practical Tasks		Test Mid -Year Exam 4 Practical Tasks		Test / Open Book Test Trial Exam 4 Practical Tasks		Terms 1, 2, 3 and 2 Practical Assessment Tasks. Final Examination	
13. IsiZulu HL	Ukulalela ngokuqondisa, Indaba, Umbhalo omude odlulisa umyalezo, Inkulumo elungiselelwe Isivivinyo sokuqondisa, ukufi gqa, ukusetshenziswa kolimi.		Imibhalo yobuciko, Inkulumo engalungiselelwe Ukuhlola kwamaphakathi nonyaka .iphepha lokuqala .iphepha lesibili. .iphepha lesithathu		Inkulumo elungiselelwe Ukuhlola -Usingakuhlola P1, P2, P3 P4.		Ukuhlola kokuphela konyaka.	
14. Life Sciences	Practical 1 March (Common test)		June (Midyear Exam) Practical 2 Controlled test (set by school)		Practical 3 Assignment Controlled test (set by school) Trial Examination		Final Examination (P1 & P2)	
15. Life Orientation	Written Task (Provincial set) PET		Project (provincial set) June Exam (Cluster set) PET		Final Exam (National set) PET		-	
16. Maths	Investigation/Project Assignment March Test		Test Examination		Test Examination		November (National exam)	
17. Maths Lit	Assignment investigation Control test		Assignment/investigati on Examination		Control test Examination		November Exam	
18. Physical Sciences	1. Experiment 2. Controlled test		1. Experiment 2. Mid-Year Examination		1. Experiment 2. Trial Examination		Final examination	
19. Tourism	Project Test PAT Phase 1		2 Tests June Exam PAT Phase 2		Trial Exam		Final Exam	

A CURRICULUM MANAGEMENT REPORTING PLAN

Plan to track curriculum coverage and implementation of the Assessment and Moderation Plans of a school. Reporting cycle consisting of 8 cycles throughout the year, to identify challenges as early as possible. Two complete cycles per term. Thus 8 cycles for the year.

TERM	BEGINS	ENDS	NO OF WEEKS	MONITORING CYCLES	NO OF SCHOOL DAYS PER TERM
1	7 Jan for teachers & 9 Jan for learners	15 March 2019	10	Cycle 1: 4 weeks Cycle 2: 4 weeks	48 (for learners) 50 (for teachers)
2	2 April	14 June 2019	11	Cycle 3: 4 weeks Cycle 4: 4 weeks (Examinations)	51
3	9 July	20 Sept 2019	11	Cycle 5: 4 weeks Cycle 6: 4 weeks	53
4	1 October	4 December (learners) & 6 December (teachers)	10	Cycle 7: 4 weeks Cycle 8: 4 weeks (Examinations)	47 (for learners & 49 for teachers)

The table illustrates that the principal could set dates for the year on which reports could be submitted and eight staff meeting dates specifically reserved for issues related to implementation of the curriculum and the management of related processes. The meetings should focus on findings during the internal monitoring process, corrective action required, support needed and the sharing of best practise within the school.