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# Da Silva Academy Assessment Policy

## 1. PREAMBLE

At Da Silva Academy, we believe in 'Assessment for Learning'.

We believe that effective assessment provides information to improve teaching and learning.

We give our children regular feedback on their learning so that they understand what it is that they need to do better.

This allows us to base our teaching on a detailed knowledge of each child.

We give parents regular reports on their children's progress so that teachers, children and parents are all working together continually to raise academic standards for all our children.

## 2. ASSESSMENT

Our focus is both assessment for learning and assessment of learning.

## 3. THE PURPOSE OF ASSESSMENT

We believe that the aim of assessment is to provide a supportive and positive mechanism that helps our children to improve their learning and our teachers to improve their teaching.

In keeping with the principles of the National Qualifications Framework, we believe assessment serves to:

- determine whether the learning required for the achievement of specific outcomes is taking place and whether our learners are encountering any difficulties.
- report to our parents on the levels of achievement during the learning process and to build a profile of each child's achievement across the curriculum.
- provide information for the evaluation and review of learning programmes used in the classroom.
- maximise children's' access to knowledge, skills, attitudes and values defined in the national curriculum policy.
- prepare for the unknown to inform future learning.

In addition we believe that assessment:

- helps our children understand what they need to do next to improve their work and what they need to do to achieve excellence.
- provides the Principal, School Management and Board of Governors with information that allows them to make judgments about the effectiveness of teaching and learning at the school.

#### **4. TYPES OF ASSESSMENT**

If our teachers are aware of what our children know and can do, then teaching becomes more effective. Thus, assessment takes place at the start of learning units, continues through units, and/or takes place at the end of a learning unit.

Children are involved in assessing themselves and are allowed to identify personal targets, thus motivating them to learn as these targets are achieved. Our teachers are not therefore concerned with just summative tests but more with continuous and integrated assessment, which provides a platform on which children can perform to the best of their ability.

The purpose of Assessment is to measure the extent to which our children have achieved the Learning Outcomes at a given point in time. For this reason, while we carry out assessments throughout the year, the assessments completed towards the end of the year are of most importance and will be weighted accordingly.

We make use of the following types of assessment:

- Baseline assessment to recognize prior learning
- Formative assessment to assess learning and to plan teaching
- Diagnostic assessment to identify difficulties children may be experiencing
- Summative assessment for recording overall competence;

#### **5. CRITERION-REFERENCE ASSESSMENT**

Our children are assessed against the criteria. For each activity, our children are informed of what Learning Outcome/s will be assessed and what Assessment Standard/s will be used. This means that we have an open and transparent system. We make every attempt to ensure that our children understand:

- What is being assessed;
- Why it is being assessed; and
- How it will be assessed.

#### **6. PRINCIPLES OF ASSESSMENT**

We make every effort to ensure that assessment is:

- systematically planned within grades and subjects
- relevant and appropriate
- fair, manageable and integrated into learning
- criterion-referenced
- flexible, meaningful and motivating
- integrated into the learning process
- a measure of progress and achievement in addition, we strive to gather sufficient evidence of learning that is:
  - valid
  - current
  - authentic

Assessment at Da Silva Academy must:

- provide information about how our children learn
- monitor and maintain rigorous academic standards
- contribute to the efficiency of the academic programme
- incorporate higher-order thinking skills
- motivate both teachers and children through success in achievement
- be reflective and involve components of self-, peer- and group-evaluation
- allow room for children to perform at a higher level than the norm

## **7. WHOLE-SCHOOL ASSESSMENT PROGRAMME**

At Da Silva Academy assessment takes place at every grade level on a continual basis. Assessment occurs across 4 cycles (throughout each Term 4 of the school year). Assessment is formally reported to parents at the end of each of these cycles.

## **8. PLANNING FOR ASSESSMENT**

We grant each educator the authority and freedom to plan teaching and learning within their subject. This is usually done in consultation with the relevant Head of Department. Such planning identifies opportunities for assessment. The Learning Programme and Assessment Programmes of individual subjects/learning areas tie in with the Whole-school Assessment Programme.

3.1. We use the National Curriculum Statements to support our teaching.

We use the National Protocol on Assessment and CAPS to plan teaching, learning, assessment and to help us identify and describe each learner's level of attainment.

Our Head of Departments ensure that all staff teaching their subjects are in possession of these documents and that they comply with the requirements.

3.2. We plan our lessons with clear learning outcomes of topics. We base these upon the teacher's detailed knowledge of each child. Our lesson plans make clear the expected outcomes for each lesson. We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.

3.3. We carry out assessment tasks in all subjects each cycle and record each child's attainment. We express attainment as a percentage. As we ensure that all tasks are set to cognitive levels based on the subject's taxonomy, we believe that the percentages achieved by our children are representative of the level they have attained.

## **9. ASSESSMENT ROSTER/TIMETABLE**

Assessment rosters/timetables are drawn up in advance to communicate with Department heads, parents and learners. This is to ensure that all members of Da Silva Academy are aware when which assessment will be written/completed. These rosters/timetables are to be followed strictly by all members to ensure that there is no delay in the learning programme. If a learner is absent on a scheduled assessment day due to the following:

- Ill/Sick
- Family emergency
- Funeral

Valid documentation is to be provided to the school in order for the child to catch up with the assessment with return to school such as a; sick note from a Doctor, Funeral booklet, communication to the Principal regarding the family emergency, the day of or by 08:00am the next day.

If a learner misses a scheduled assessment for any other reason such as being late, transport problems, oversleeping etc, unfortunately the learner will receive a zero (0) for the missed assessment as this delays the educator and all other learners in the class.

Da Silva Academy Management.