



ASSESSMENT POLICY

Updated: 10 January 2026

Table Of Contents

1. Purpose of this Assessment Policy	3
Preamble.....	3
Disclaimer	3
2. Assessment Principles	4
3. Types and Methods of Assessment.....	4
Informal vs Formal Assessment.....	5
Baseline, Formative, and Summative Assessment	5
Peer and Self-Assessment	6
Recognition of Prior Learning (RPL)	6
4. Scheduling and Planning	7
Annual and Term Assessment Planning.....	7
Workload Guidelines	8
Teacher Responsibilities	8
5. Formatting Requirements	9
6. Test and Examination Procedures	9
A. Cycle Test Procedures for Students	9
B. Examination Procedures for Students.....	10
C. Cycle Test Procedures for Staff	10
D. Examination Procedures for Staff	10
E. Assessment Procedures for Students with Accommodations.....	10
7. Moderation	11
8. Feedback.....	14
9. Recording	14
Subject Files.....	14
Result Capture	15
10. Weightings.....	15
Key Principles:.....	15
General Guidelines by Grade:	15
GRADES 8 AND 9	15
GRADES 10 AND 11	17
GRADE 12.....	18

11. Reporting	18
Mark Recording and Report Structure	18
Reporting Format:	18
12. Promotion Requirements	19
National Rating Scale.....	19
Promotion Criteria by Phase	20
Condonation Rules.....	20
13. Subject Choice	21
14. Missed Work, Late Submissions, and Absence	22
Assignment Guidelines.....	22
Late Submission of Work	22
Missed Assessments Due to Absence.....	23
Class Assessments and Cycle Tests.....	23
Examinations	24
Unexcused Absences.....	24
Anxiety or Mid-Assessment Disruptions	24
Suspension.....	24
15. Irregularities	25
Cycle Tests and Examinations	25
Other Formal and Summative Assessments	25
Plagiarism and Cheating.....	25
Consequences of violations.....	26
Individual Effort.....	26
Unforeseen Events or Emergencies	26
16. AI Integration in Learning and Assessment	26
Purpose	26
Definitions	26
Prohibited Uses of AI.....	27
Disclosure Requirements	28
Consequences of Misuse	29
17. Academic Support and Intervention.....	30
18. Roles and Responsibilities	31
19. Academic Grievance Procedure.....	32
20. Annual Policy Review	33

1. Purpose of this Assessment Policy

Preamble

Assessment is a vital component of the teaching and learning process. It is not simply a requirement to be fulfilled, but a purposeful practice aimed at improving educational outcomes for both students and teachers.

Effective assessment serves the following functions:

- It informs us about the purpose and value of assessing.
- It avoids assessment for the sake of compliance alone.
- It actively supports student growth and promotes teaching effectiveness.
- It enables teachers to tailor their instruction based on a clear understanding of what students can do and where they are in their learning journey.
- It is integrated into daily teaching and learning, not viewed as a separate or occasional task.
- It helps build student confidence, encouraging curiosity rather than anxiety.

The primary goals of assessment are therefore to:

- Gauge and communicate what a student has understood and achieved.
- Promote independent learning, critical thinking, and problem-solving skills.
- Identify areas where further support or intervention is necessary.
- Provide constructive feedback that enables students to improve and take ownership of their progress.

Disclaimer

This policy has been compiled with care and intent. However, where interpretation or further clarity is required, the following individuals or bodies, in order of responsibility, will provide guidance and final decisions:

- The Subject Teacher
- The Subject Head
- The Assessment Head
- The Academic Head
- School Management

2. Assessment Principles

The following principles guide all assessment practices to ensure they are ethical, purposeful, and educationally sound:

- **Fairness:** All students are assessed equitably, with no discrimination based on race, gender, disability, or any other factor. Every student has equal access to the material being assessed, and the volume of content tested remains reasonable and manageable.
- **Validity:** Each assessment task is designed to accurately measure what it is intended to, in line with the provided instructions, subject scope, CAPS requirements, or relevant Subject Assessment Guidelines.
- **Reliability:** Assessment outcomes are consistent and replicable. The criteria used should yield similar results if applied at different times or by different assessors.
- **Authenticity:** The assessor must be confident that the work submitted is the student's own and reflects their independent effort and understanding.
- **Sufficiency:** There should be a clear relationship between the quantity and quality of work assessed and the marks awarded, ensuring that the evidence presented is enough to justify the outcome.
- **Relevance and Appropriateness:** The content and context of assessments must be up to date, age-appropriate, and meaningful to students.
- **Transparency:** The purpose, format, and marking criteria of assessments are clearly communicated and accessible to students, ensuring they understand what is expected.
- **Inclusivity of Competence Levels:** Assessments must cater to a range of abilities, providing opportunities for all students to demonstrate their level of competence.

3. Types and Methods of Assessment

Assessment should go beyond traditional pen-and-paper testing, which often focuses only on factual recall. A variety of assessment methods should be used to cater to different learning styles and encourage deeper understanding. Creative, interactive, and applied assessment methods should be embraced to enhance engagement and relevance.

Examples include:

- **Oral assessments** such as speeches, presentations, dramatic performances, dialogues, interviews, and songs
- **Creative outputs** including visual art, poetry, or theatre
- **Essays and extended writing tasks**

- **Case studies and scenario-based responses**
- **Cartoons or visual interpretation tasks**
- **Incorporating current affairs or emerging trends** into assessment tasks

Teachers are encouraged to be innovative and thoughtful in their approach—assessment can and should be engaging and meaningful.

Informal vs Formal Assessment

Assessments can be **informal** or **formal**, and both serve essential but distinct purposes:

- **Informal assessments** are often unmarked or unrecorded but can still provide valuable insights. These may include classwork, oral questioning, or group discussions. They are flexible and ongoing, supporting learning without necessarily contributing directly to the final grade.
- **Formal assessments** are structured, planned, and always recorded. These include tests, examinations, and practical assessment tasks (PATs), and they contribute directly to the student's academic record.

Baseline, Formative, and Summative Assessment

Assessments can also be grouped based on their function in the learning process:

Type	Purpose
Baseline Assessment	Conducted at the start of a unit or term to gauge students' existing knowledge and skills. This helps guide teaching strategies and track future progress.
Formative Assessment	Smaller, process-focused assessments used during the learning phase. These include exercises, class tasks, or homework aimed at preparing students for summative assessments.
Summative Assessment	Comprehensive assessments designed to evaluate mastery of content and skills, usually completed at the end of a topic, term, or year. These always carry marks and are formally recorded.

- **Informal (Baseline and Formative)** assessments can come from textbooks or be re-used across years.
- **Formal (Summative)** assessments must be original each year and undergo a thorough moderation process to ensure quality and fairness.

Peer and Self-Assessment

In addition to teacher-led assessment, students should be given opportunities to:

- **Assess their peers**, using clearly defined rubrics or criteria to provide constructive feedback
- **Reflect on their own learning**, set personal goals, and track their progress through **self-assessment**

These strategies promote metacognition, responsibility, and ownership of learning. While self- and peer-assessment may not always be formal, they are valuable components of a holistic assessment approach.

Recognition of Prior Learning (RPL)

Definition:

Recognition of Prior Learning (RPL) is the process of identifying, assessing, and acknowledging the skills, knowledge, and competencies a student has acquired through previous learning experiences. This includes learning that may have occurred at other institutions.

Purpose:

The RPL process aims to promote access and mobility within the education system by valuing what students already know and can do. It supports individual progression, placement, and curriculum differentiation where appropriate.

Principles:

- **Fairness and Equity:** All students must have the opportunity to have prior learning recognised, regardless of where or how it was acquired.
- **Transparency:** The RPL process is clearly communicated to students, parents, and staff.
- **Validity and Reliability:** Assessments used for RPL must be aligned with curriculum outcomes and administered using credible, consistent methods.

Implementation at the School:

1. Initial Screening:

Students entering the school or changing subjects may be invited to participate in a diagnostic or baseline assessment to determine the extent of their prior knowledge and skills.

2. Evidence Collection:

Evidence of prior learning may include:

- a. Diagnostic test results
- b. Previous school reports

- c. Portfolios of work
 - d. Certificates from accredited or informal learning programmes
 - e. Verbal or practical demonstrations
3. **Assessment and Validation:**
Educators assess the submitted evidence against current curriculum standards and learning outcomes. This may include observation, interviews, or short tasks designed to confirm competence.
4. **Placement and Credit:**
Based on the outcome of the RPL assessment, a student may be:
- a. Placed at an appropriate level or grade
 - b. Exempted from specific components or tasks
 - c. Granted credit for prior learning (where applicable and approved)
5. **Documentation:**
All RPL processes and outcomes are documented and filed in the student's academic record and communicated to relevant staff and parents.

Review and Appeal:

Students and/or parents may request a review of the RPL decision. Appeals must follow the school's academic grievance procedures.

Final Note

Every student is unique, and the educational landscape is constantly evolving. Assessment practices should reflect this diversity and flexibility. While this policy focuses primarily on **formal, summative assessments**—due to their impact on academic reporting—it is essential to remember that **informal, formative, and baseline assessments** play an equally vital role in supporting ongoing learning and growth.

4. Scheduling and Planning

The responsibility for planning teaching and learning within each subject rests with the **subject head**, in collaboration with the relevant subject teachers. This planning process must identify clear opportunities for assessment and ensure alignment with curriculum requirements.

Annual and Term Assessment Planning

At the beginning of each academic year, an **assessment plan** will be developed and published for every subject and grade. This plan will detail only the **formal tasks** that contribute to term marks. For each task, the plan will include:

- The name or type of task
- The week it is due
- The approximate weighting or mark allocation

To ensure effective coordination across subjects, a **test and task timetable** will be published at the start of each academic cycle with the assessment schedule. This schedule will include **all formal and summative assessments** for that academic cycle.

Where assessment clashes or excessive workloads are identified, adjustments will be made in consultation with the affected teachers to distribute the workload more evenly across the term.

The **assessment schedule** must be finalised and published by **the end of the first week** of each term. Once published, **no changes may be made** without **written approval from the academic head**.

Workload Guidelines

To ensure fair workload distribution for students, the following limitations apply:

- **No formal assessments** may be due within **one week prior to the start of exams**.
- **Grades 8 and 9:**
 - Maximum of **one** formal/summative assessment per day
 - No more than **three** formal/summative assessments in a week
- **Grades 10 to 12:**
 - Maximum of **two** formal/summative assessments per day
 - No more than **four** formal/summative assessments in a week

Teacher Responsibilities

Subject teachers, in collaboration with their subject heads, are responsible for the following:

- Publishing a detailed **assessment scope** for each task. This must include:
 - The due date
 - Content to be covered
 - The format or structure of the assessment
 - Any relevant rubrics, guidelines, or examples
- Providing **written notice** of any changes to the assessment schedule, with a **minimum of one week's notice**
- Maintaining accurate and up-to-date **records** of all assessments submitted by students

5. Formatting Requirements

All **Formal and Summative Assessments** must adhere to the following minimum formatting standards to ensure consistency and professionalism:

- The **school name and logo** must be clearly displayed
- The **subject name** must be indicated
- A clear **title or description** of the assessment task
- The full names of both the **assessor** and the **moderator**
- The **date of assessment** (written or due date) must be included
- Text formatted in Arial font, size 12

These elements must appear on the front page or cover of every formal assessment document.

6. Test and Examination Procedures

A. Cycle Test Procedures for Students

To maintain order and fairness during assessments, the following procedures must be followed during all cycle tests:

1. Students must be seated quietly in the classroom by **07:35**.
2. The cycle test starts at **07:40** and ends at **08:40**
3. No additional time will be given to late comers.
4. **Scarves, gloves, beanies, and blankets** are not permitted during the session.
5. **Bags must be left outside** the classroom or designated area.
6. **No books, papers, or notes** are allowed at the desk unless specified by the teacher.
7. Only essential **stationery** may be brought into the venue.
8. Stationery must be stored in a **transparent bag or pencil case**.
9. **Sharing of stationery** is strictly prohibited.
10. **No food** is permitted in the venue.
11. If a **cell phone** is found on a student, it will be treated as **cheating**.
12. **Smartwatches and electronic devices** are subject to the same rule as cell phones.
13. All cell phones must be **handed in** at the start of the session.
14. Students must **sign out** if they need to leave the venue to use the bathroom.

15. No additional reading, homework, or unrelated work is allowed during the session.

B. Examination Procedures for Students

All of the above cycle test procedures apply during examinations, with the addition of the following:

1. On days when no examination is scheduled, students are **permitted to stay at home**.
2. Students must remain in the venue for the full duration of the examination.
3. Students writing different subjects or from different grades will be **seated in alternating rows**.
4. Full **school uniform** must be worn at all times while on campus.
5. Students may bring **water**, but only in a **clear, unmarked container**.
6. Stationary must also be kept in clear containers.

C. Cycle Test Procedures for Staff

1. Teachers are expected to **invigilate quietly but attentively** throughout the session.
2. At the end of the session, papers must be **collected and returned to the subject teachers**.
3. Should any issue arise, teachers must **communicate with relevant staff members immediately**.
4. Teachers are **not permitted to use cell phones**, mark, read, or engage in other tasks such as knitting during invigilation.

D. Examination Procedures for Staff

1. **Complete the register**, noting any absentees, late arrivals, or incidents during the session.
2. A **bathroom register** must be kept up to date to monitor frequent or suspicious visits.
3. **Staff** assigned to a session must be present at the venue **from the start** of each session and remain until the next designated invigilators arrive.

E. Assessment Procedures for Students with Accommodations

- **Cycle Tests:**
 - Students with approved accommodations (such as extra time) must report at 07:25 to the designated accommodations venue.
 - Tests begin at 07:30, allowing students to use their extra time within the normal register and test period.

- **Examinations:**

- Students with accommodations write in a separate, designated venue.
- Extra time is awarded **after** the official end of the standard examination session.
- Students with **e-reader** or **typing accommodations** use school computers provided in the accommodations venue.
- Students granted the use of a **human reader and/or scribe** will be assigned to a specific venue (depending on availability). This venue must be treated as an official exam venue, and all standard examination rules and protocols will apply.
- It is the **parent's responsibility** to arrange a suitable reader or scribe. This individual must:
 - Be over the age of 21
 - Not be a family member or someone residing with the student
 - Understand the expectations and limitations of a reader/scribe

- **General Provisions:**

- Students with extra time must remain seated for the full duration of the standard test time. They may choose whether to use their extra time.
- Depending on available facilities and staff, students with only extra time may be required to write with their grade group during examinations.
- All parties involved must be aware of the limitations regarding venues, devices, and staff. Cooperation is essential to ensure that accommodations are implemented fairly, consistently, and in the best interest of the student.

7. Moderation

Purpose of Moderation

Moderation is a key quality assurance process that ensures assessment tasks and marking practices are valid, reliable, fair, and consistent across all grades and subjects. It supports the credibility of the school's internal assessments and aligns them with curriculum standards.

Scope of Moderation

All **formal and summative** assessments must be moderated, including:

- Tests
- Examinations
- Projects or research tasks
- Practical assessments
- Tasks that contribute significantly to the term or year mark

Formative assessments may also be moderated selectively to support developmental feedback and standardisation of teaching practices.

Planning for Moderation

Moderation must be **proactively planned**. Adequate time, determined by each department, must be scheduled **before the administration** of any assessment to allow for:

- Thorough review of the assessment's cognitive demand, clarity, and fairness
- Necessary adjustments to the task or marking tool
- Verification of alignment with subject outcomes and assessment standards

The responsibility for ensuring that effective moderation occurs within each subject lies primarily with the **subject teacher**, under the guidance of the **subject head**.

Internal and External Moderation

- Internal moderation must be conducted for all assessments when multiple teachers teach the same subject.
- If only one teacher teaches the subject, or if there is no suitable internal moderator, **external moderation** is strongly recommended.
- **Grade 12 portfolio tasks** must be externally moderated as per IEB Policy. The following must be submitted:
 - Assessment task/question paper
 - Marking memorandum or rubric
 - Cognitive analysis grid

- Moderation checklist/tool used

Moderators must use a **school-approved or IEB-approved moderation tool**.

Moderation of Marking

Moderation includes a review of a **sample of marked scripts** to ensure:

- Accuracy and consistency in marking
- Fair application of the marking memorandum
- Appropriate awarding of marks
- Consistency of standards across classes and teachers

Sampling Guidelines:

- A **minimum of 10% of scripts** or **6 scripts** per class, whichever is greater
- All levels of performance (high, average, low) should be represented

Moderation should focus on **standardisation**, not individual performance. No student should be advantaged or disadvantaged based on whether their work was in the moderation sample.

Adjustments to marks may be recommended only when justified and must be discussed with and agreed to by the original marker.

Feedback and Record-Keeping

- All moderation activities must be documented. This includes:
 - Completed moderation tools
 - Notes or records of feedback provided
 - Evidence of adjustments made (if applicable)
- Feedback should be **constructive and developmental**, aimed at improving future assessment design and marking practices.
- Records of moderation must be kept on file by both the subject head and teacher and be available for internal or external reviews.

8. Feedback

Effective feedback is essential for learning and should be **regular, timely, and constructive**. Clear **marking criteria**, such as rubrics or assessment guidelines, must be provided **alongside the task** when it is assigned, so that students understand how their work will be evaluated.

Feedback on tests, examinations, and formal tasks should be returned to students **within two weeks (10 working days)** of submission. This includes access to the **assessor's marks and comments**, whether on the rubric, script, or answer sheet. Students must be given the opportunity to **discuss their performance** with the assessor as part of a meaningful feedback process.

Students should be encouraged to:

- **Reflect on their results** in light of their personal goals
- **Engage with the feedback** received
- **Identify areas for improvement**

Assessors and moderators are also encouraged to **receive feedback from students** regarding the assessment process, in the interest of continual improvement.

9. Recording

Subject Files

Each teacher is required to maintain a **comprehensive subject file (physical or electronic)** for every grade they teach. This file serves as a record of all assessment-related documentation for the academic year and must include the following:

- The **learning programme or work schedule** for each grade
- The **annual assessment plan** for each grade
- All **formal assessment tasks** for each grade, along with:
 - The associated **rubric or marking memorandum**
 - Relevant **moderation documentation** (both pre- and post-assessment)
- Copies of **examination papers** and their corresponding **marking memoranda**
- Subject specific **CAPS/IEB SAG** documentation
- **Subject Policy**
- **Marksheets**

This file must be kept up to date and made available for review when requested by the subject head, academic head, or external moderators.

Result Capture

All assessments must be **marked and captured on SIMS** within **two weeks (10 working days)** of the date they are written or submitted. This ensures that both students and parents have **timely access** to assessment results.

Marks should be **entered after marking and moderation is completed** and **before the assessment scripts are returned** to students. This practice promotes transparency, accuracy, and accountability in the recording of results.

10. Weightings

All **assessment weightings** must be calculated and entered on **SIMS** according to the published cycle deadlines. Weightings must reflect consistency across **classes and subjects within the same grade** and align with the **pre-determined guidelines** for each subject and grade. For **Grade 12**, weightings must comply with the official **Subject Assessment Guidelines (SAGs)**. For **Grades 8 to 11**, weightings may be **staggered** to support the academic progression between grades.

Weightings are intended to ensure that a student's **final mark accurately represents their ability** in the assessed tasks. They should reflect the **complexity, scope, and time investment** required by each task.

Key Principles:

- **Formal and Summative assessments** (e.g., tests, exams, PATs) should carry **greater weight** than informal or low-stakes activities (e.g., classwork, listening tests, textbook exercises).
- Weightings must be **pre-determined** in line with **SAGs and CAPS**, not adjusted retrospectively.
- **Flexibility** in weighting may be applied where a task significantly deviates from expected norms and disproportionately influences the overall result.
- There should be **transparency** around the rationale for weightings to ensure fairness and accountability.

General Guidelines by Grade:

GRADES 8 AND 9

Mark Allocation in Final Promotion Mark Grade 8 and 9						
Report Cycle	1		2		3	
Percentage of Promotion Mark	15%		35%		50%	
Break Down of Cycle Mark	CASS	Summative	CASS	Summative	CASS	Exam

Mark Allocation in Final Promotion Mark Grade 8 and 9						
Percentage of Cycle Mark	40	60	40	60	40	60
Mark Allocation in Final Promotion Mark	6	9	14	21	20	30

Cycle	Component	Requirements
1	CASS (40%)	Subjects to capture a minimum of 2 assessment events. Assessment events can consist of: Class Tests, Assignments, Tasks, Projects etc.
	Summative (60%)	All subjects to capture 1 x Cycle Test. (Orals, Practical and PAT can be included here where applicable.)
2	CASS (40%)	Subjects to capture a minimum of 2 assessment events. Assessment events can consist of: 1 x Cycle Test 1 x Other (Class Tests, Assignments, Tasks, Projects etc.)
	Summative (60%)	July Exam Marks. (This can consist of Paper 1, Paper 2, Oral, Practical or PAT as per each subject's requirement).
3	CASS (40%)	Subjects to capture a minimum of 2 assessment events. Assessment events can consist of: 1 x Cycle Test 1 x Other (Class Tests, Assignments, Tasks, Projects etc.)
	November Exam (60%)	November Exam Marks. (This can consist of Paper 1, Paper 2, Oral, Practical or PAT as per each subject's requirement).

GRADES 10 AND 11

Mark Allocation in Final Promotion Mark Grade 10 to 11					
Report Cycle	1	2		3	November Exam
Percentage of Promotion Mark	25%				75%
Breakdown of Promotion events	24%	52%		24%	100%
Break Down of Cycle Mark	CASS	CASS	June Exam	CASS	Exam
Percentage of Cycle Mark	100	50	50	100	100
Mark Allocation in Final Promotion Mark	6	6.5	6.5	6	75

Cycle	Component	Requirements
1	CASS (100%)	Subjects to capture a minimum of 3 assessment events. 1 x Cycle Test weighted at 60%. 2 x Other (Class Tests, Assignments, Tasks) of which the total should be weighted at 40%.
2	CASS (50%)	Subjects to capture a minimum of 2 assessment events. Assessment events can consist of: 1 x Cycle Test 1 x Other (Class Tests, Assignments, Tasks, Projects etc.)
	Summative (June Exams) (50%)	July Exam Marks. (This can consist of Paper 1, Paper 2, Oral, Practical or PAT as per each subject's requirement).
3	CASS (24%)	Subjects to capture a minimum of 2 assessment events. Assessment events can consist of: 1 x Cycle Test 1 x Other (Class Tests, Assignments, Tasks, Projects etc.)
November Exam (100%)		November Exam Marks. (This can consist of Paper 1, Paper 2, Oral, Practical or PAT as per each subject's requirement).

GRADE 12

Mark Allocation in Final Promotion Mark Grade 12				
Report Cycle	1	2	3	SBA
Percentage of Promotion Mark	0%	0%	75%	25%
Break Down of Cycle Mark	CASS	CASS	Prelim	SBA
Percentage of Cycle Mark	100	100	100	100

11. Reporting

Accurate reporting of student performance is essential for tracking academic progress and informing decisions regarding **promotion to the next grade**.

Assessment records serve as formal evidence of a student's development and achievement within a given academic year.

Reporting is the process of communicating a student's academic performance to various stakeholders, including students, parents, teachers, school leadership, and governing bodies. While formal reports are issued at specific intervals, the reporting process is **ongoing** and can include:

- **Parent-teacher meetings**
- **Phone calls or email correspondence**
- **Written communication** addressing academic concerns or progress

Parents are encouraged to **actively monitor their child's progress via SIMS** and to collaborate with staff in addressing challenges and arranging appropriate interventions when needed.

Mark Recording and Report Structure

- Teachers must **record actual marks** for each formal assessment task.
- Final **subject percentages** are calculated and reported after each academic cycle.
- Reports provide a summary of **subject-specific achievement**, as well as general progress.

Reporting Format:

- **Cycle 1:** Subject marks + a **Register Teacher Comment + Generic Subject Teacher Comment**

- **Cycle 2:** Subject marks + a **Subject Teacher Comment**
- **Cycle 3:** Subject marks + a **promotion status comment** indicating whether the student has met the academic requirements for progression to the next grade.

12. Promotion Requirements

Promotion from one grade to the next is based on a student's **final year mark**, which is calculated using the following **cycle weightings**:

Grade Band	Cycle	Cycle Weight in Final Mark	CASS % in Cycle	Summative / Exam % in Cycle	Cycle Contribution to Final Mark
Grades 8–9	Cycle 1	15%	40% = 6%	60% = 9%	15%
	Cycle 2	35%	40% = 14%	60% = 21%	35%
	Cycle 3	50%	40% = 20%	60% = 30%	50%
	TOTAL	100%	40%	60%	100%
Grades 10–11	Cycle 1	25%	100% = 6%	—	6%
	Cycle 2	25%	50% = 6.5%	50% = 6.5%	13%
	Cycle 3	25%	100% = 6%	—	6%
	Final Exam	25%	—	100% = 75%	75%
	TOTAL	100%	18.5%	81.5%	100%
Grade 12	Cycle 1	0%	Not included	Not included	0%
	Cycle 2	0%	Not included	Not included	0%
	Cycle 3	75%	100% Prelim	Included in Prelim	75%
	SBA (CASS)	25%	100%	—	25%
	TOTAL	100%	25%	75% (via Prelim)	100%

National Rating Scale

Promotion is guided by the following **achievement rating scale**:

Rating	Description	Percentage Range
7	Outstanding Achievement	80–100%
6	Meritorious Achievement	70–79%

Rating	Description	Percentage Range
5	Substantial Achievement	60–69%
4	Adequate Achievement	50–59%
3	Moderate Achievement	40–49%
2	Elementary Achievement	30–39%
1	Not Achieved	0–29%

Promotion Criteria by Phase

Grades 8–9 (GET Phase)

To be promoted, a student must meet the following minimum requirements:

Subject	Promotion Requirement	Condonation
English HL	Minimum Level 4 (50% or more)	Minimum Level 3 (40–49%)
Mathematics	Minimum Level 3 (40% or more)	Minimum Level 2 (30–39%)
Any 3 other subjects (excl. Life Orientation)	Minimum Level 3 (40% or more)	One subject may be Level 2 (30–39%)

Grades 10–11 (FET Phase)

To be promoted, a student must meet the following minimum requirements:

Subject	Promotion Requirement	Condonation
English HL	Minimum Level 3 (40% or more)	Minimum Level 2 (36–39%)
Two other subjects (excluding Life Orientation)	Minimum Level 3 (40% or more)	Not applicable
Three additional subjects (excluding Life Orientation)	Minimum Level 2 (30% or more)	Not applicable

Condonation Rules

Condonations are applied **under strict conditions** and at the discretion of the **promotion committee**:

- Only **one condonation** may be granted **per phase** (GET or FET).

- A condonation can be applied in **only one subject** where a promotion requirement is not met.
- Condonation decisions must be based on specific circumstances and documented evidence.

13. Subject Choice

A. Timing of Subject Choices

- Subject choices are made in **Grade 9** for implementation from **Grade 10**.
- Students and parents will receive guidance from subject teachers and the Academic Head of Department before final decisions are made.

B. Mathematics Requirement

- Students with a **Mathematics average below 60%** at the end of Grade 9 are **not advised** to choose the following subjects:
 - i. Information Technology (IT)
 - ii. Mathematics
 - iii. Physical Sciences
 - iv. Accounting
- These subjects require strong problem-solving and numerical reasoning skills. Students below this threshold often experience significant academic challenges.

C. Monitoring of Progress in Grade 10

- Students who choose one or more of the above subjects despite not meeting the Grade 9 average requirement will be placed on **academic probation** in those subjects.
- Their performance will be **reviewed after the Grade 10 Cycle 2 report**.
- If they do not achieve and maintain the **minimum required averages** by this stage, they will be required to:
 - i. **Select an alternative subject** from the school's subject offering.
 - ii. **Catch up independently** on all missed work in the replacement subject.

D. Additional Considerations

- Students who wish to study **Mathematics and Physical Sciences** together must be aware that success in Physical Sciences is directly dependent on a strong Mathematics foundation.
- Information Technology requires not only mathematical ability but also logical reasoning and consistent commitment to practical programming work.
- Accounting builds on mathematics skills (particularly in algebra and problem-solving), and students with weak mathematical backgrounds may struggle.
- Subject changes after Cycle 2 in Grade 10 are strongly discouraged, as catching up missed content in an alternative subject place a heavy academic burden on the student.
- All subject choice appeals must be made in writing to the **Academic HOD**.

14. Missed Work, Late Submissions, and Absence

Developing strong time management and accountability is essential for academic success and life beyond school. Students are expected to meet all deadlines and take responsibility for managing their academic workload.

Assignment Guidelines

- Students must be issued with an **assignment sheet** outlining the task requirements and the **due date**.
- All students are expected to adhere strictly to the given deadlines.
- While extensions may be granted, these must be **negotiated in advance with the subject teacher** and must **not create an unfair advantage** for any class or student group within the same subject and grade.

Late Submission of Work

Teachers must verify on the **due date** whether work has been submitted. The following penalties apply if work is submitted late:

- **1 Day late:**
 - A 10% **penalty** is applied.
 - Parents must be notified via **email**.
 - For Grade 12 students, the **Head of Assessment** must also be informed.
- **2 Days late:**
 - A 25% **penalty** is applied.

- **3 Days late**
 - A 50% **penalty** is applied
- **4 Days late**
 - A **zero** mark is recorded
 - The student is **still required** to submit the task, even though a zero will stand.

Important:

- If a due date falls on a day the student does not have that subject, it is still their responsibility to ensure the work is submitted on the given date. Late submission on the next contact day will still incur the standard penalties.
- If a student is absent on the due date, they must submit the task on the first day back at school with relevant documentation.

Students must take **initiative to communicate** with the teacher regarding late work and submit the task as soon as possible. It is **not the teacher's responsibility** to follow up. Requests for extensions will only be considered under **exceptional circumstances**, such as:

- Medical emergencies
- Death of a close family member
- National or international representation in an event

Proof may be requested in all such cases.

Missed Assessments Due to Absence

Written evidence (e.g., official letters or event documentation) may be requested for any circumstance resulting in a missed formal or summative assessment.

Class Assessments and Cycle Tests

- For valid absences, marks will be determined using a rank-order method based on existing results. If rescheduling is feasible, it is at the examiner's discretion.
- Students must sign a **Statement of Academic Integrity (Annexure B)** before the rescheduled assessment.
- Failure to attend a rescheduled assessment or absences without valid documentation will result in zero marks.
- Missed assessments must be written/submitted on the first day back at school or at the teacher's discretion.

Examinations

- Examinations cannot be rescheduled.
- Marks will be assigned using a rank-order method based on existing results for valid absences with a medical certificate or approved documentation.

IMPORTANT:

- If a **rank-order mark cannot be generated** due to insufficient existing assessment data, the **HOD: Academics or HOD: Assessment must be consulted** before any mark is awarded.
- **All rank-order marks must be communicated to the HOD: Assessment** for oversight, record-keeping, and consistency.

Unexcused Absences

- Failure to attend a rescheduled assessment or provide valid documentation results in zero marks.
- Chronic absenteeism from assessments without valid documentation may trigger academic intervention or disciplinary action.
- Students who exhibit patterns of chronic absenteeism or who receive rank-order marks in multiple assessments may become ineligible for academic colours or academic recognition. The school reserves the right to review such cases on an individual basis to ensure that awards reflect consistent academic engagement and integrity.

Anxiety or Mid-Assessment Disruptions

- Immediate Support: student will be escorted to a support area (e.g., counsellor's office).
- Documentation: For anxiety-related cases, submit a medical certificate or confirmation from a school counsellor/mental health professional.

Resolution:

- *Class Tests/Cycle Tests*: May be rescheduled at the examiner's discretion (with valid documentation); otherwise, marks must be determined by rank order.
- *Examinations*: If a student leaves due to anxiety or other reasons (with valid documentation), marks are determined by rank order; no rescheduling.
- Repeated Incidents: Recurring disruptions trigger referral to the school counsellor for a support plan or academic intervention.
- Students must sign a Statement of Academic Integrity (Annexure B) for any rescheduled assessment.

Suspension

Students who are **suspended** for disciplinary reasons must report to school under **supervised, isolated conditions** to complete any scheduled assessment. They must leave campus **immediately after** completing the task.

15. Irregularities

Glenwood House School upholds academic integrity, expecting all community members to demonstrate honesty, ethical behaviour and responsibility in their academic pursuits.

Any **irregularities** or suspected misconduct during **cycle tests, examinations, or formal assessments** must be addressed consistently and transparently.

Cycle Tests and Examinations

If a student is suspected of committing an irregularity during a test or examination, the following **procedure must be followed**:

1. **Confiscate** any material believed to be used dishonestly (e.g., notes, devices).
2. **Remove the current answer script**, marking on the cover:
"Confiscated at [time]".
3. Do **not remove the script** of any other candidate unless there is clear evidence of their involvement.
4. Inform the student that the incident will be **reported to the Academic Head**.
5. Issue a **new answer script**, marked on the cover:
"This book issued at [time]".
6. **Report the incident immediately** to the Assessment Head.
7. The student may only be **removed from the venue** if they continue to engage in malpractice.
8. For **Grade 12 IEB examinations**, stricter external guidelines apply and must be followed accordingly.

Note: Students should **avoid leaving the venue** during assessments. If a bathroom break is absolutely necessary:

- They must be **accompanied by a staff member**.
 - If this is not possible, the **departure and return time** must be recorded on the front of their answer sheet.
-

Other Formal and Summative Assessments

Plagiarism and Cheating

Plagiarism and cheating, including the misrepresentation of work as one's own, are serious offenses and will not be tolerated. This includes unacknowledged use of external sources, including Artificial Intelligence (AI) tools.

Consequences of violations

Violations of cheating or plagiarism will result in academic and disciplinary consequences:

- **First Offense:** Zero marks for the assignment and parental notification.
- **Second Offense:** Zero marks and internal disciplinary hearing.
- **Third Offense:** External disciplinary hearing, potential suspension or exclusion.

Individual Effort

Students must complete assessments independently, demonstrating their own understanding. Collaborative work is permitted only when explicitly allowed by the teacher, with clear attribution of contributions.

Where uncertainty exists, the matter must be referred to the **Assessment Head**, who will make a decision. If further clarity is needed, the **Academic Head** will provide a final ruling.

Unforeseen Events or Emergencies

In cases where an **unexpected event or emergency** disrupts an assessment or casts doubt on its validity (e.g., power failure, evacuation, breach of assessment security), the decision on how to proceed will rest with **school management**, in consultation with the **Head of Assessment** and the **Head of Academics**.

16. AI Integration in Learning and Assessment

Purpose

Artificial Intelligence (AI) tools can support learning when used responsibly, but their use in assessments must always uphold **academic integrity, ethical responsibility, fairness, and transparency**.

Definitions

- **AI (Artificial Intelligence):** Technology that can perform tasks such as problem-solving, decision-making, or generating content.
- **AI Tools:** Any app, software, or website that uses AI (e.g., ChatGPT, Copilot, Gemini, DALL-E).
- **AI-Assisted Work:** Any work where AI contributed to ideas, drafting, editing, or content.
- **AIAS Levels:** The framework that specifies how AI may or may not be used in each assessment.
- **Personally Identifiable Information (PII):** Any details that can identify a person (name, birthday, ID number, address, email, phone number, student number, health information, location).

To promote clarity and consistency, assessments must indicate the permitted AIAS (Artificial Intelligence Assessment Scale) level. Students must adhere strictly to the level indicated on the task.

AIAS Levels of AI Use

1	NO AI	The assessment is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skills. AI must not be used at any point during the assessment.
2	AI-ASSISTED IDEA GENERATION AND STRUCTURING	AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work. No AI content is allowed in the final submission.
3	AI-ASSISTED EDITING	AI can be used to make improvements to the clarity or quality of student created work to improve the final output, but no new content can be created using AI. AI can be used, but your original work with no AI content must be provided in an appendix.
4	AI TASK COMPLETION, STUDENT EVALUATION	AI is used to complete certain elements of the task, with students providing discussion or commentary on the AI-generated content. This level requires critical engagement with AI generated content and evaluating its output. You will use AI to complete specified tasks in your assessment. Any AI created content must be cited.
5	FULL AI	AI should be used as a 'co-pilot' to meet the requirements of the assessment, allowing for a collaborative approach with AI and enhancing creativity. You may use AI throughout your assessment to support your own work, but you must specify which content is AI generated.

Teachers are responsible for indicating the AIAS level on an assessment. Students must follow the rules associated with the stated level.

Student Responsibilities

- Follow the AIAS level indicated by the teacher.
- Never present AI-generated work as your own where not permitted.
- Disclose when and how AI was used, including prompts and tools.
- Reference AI use according to school guidelines (see Annexure A).
- Always attempt your own work first before consulting AI.

Prohibited Uses of AI

Regardless of the AIAS level, the following uses are strictly prohibited:

- **Misrepresentation of AI Work:** Presenting AI-generated content as one's own original work when such use is not allowed under the stated AIAS level.
- **Unacknowledged AI Use:** Failing to disclose or cite AI use when required.
- **Entering personal or private information (PII) into AI tools.**
- **Generating harmful, biased, or offensive content.**
- **Bypassing AIAS Restrictions:** Using AI beyond what is permitted in the designated level for a particular assessment.

Violations of these conditions will be considered academic dishonesty and subject to disciplinary action in line with the academic policy.

Disclosure Requirements

Where the use of AI tools is expressly permitted in terms of this Policy, students are required to acknowledge such use in a transparent and academically appropriate manner.

- Students must complete the **Honesty Declaration (Annexure A)** for any assignment where AI tools are used, specifying the tool, purpose and prompts.
- AI tools must be cited as sources
- Students can include transcripts of conversations with AI tools where applicable
- Failure to disclose AI use is treated as plagiarism.
- Students should report any misuse of AI, or uncertainty about rules, to a teacher or the Head of Assessment.

To ensure academic integrity is maintained, students must:

1. Indicate clearly **where** AI has been used.
2. Describe **how** AI has been applied to the task.
3. Provide a proper reference to the tool and prompt, in the same way that books, articles, and websites are referenced.

The following examples illustrate acceptable practice:

Use Case	Requirement	Illustration
Direct use of AI-generated text (short extract)	An in-text citation must follow the extract. The tool and the specific prompt must be included in the reference list.	Example: In-text citation: "Knysna is well known for its annual oyster festival" (ChatGPT, 2025). Reference list entry: Prompt: "Explain what makes Knysna unique." OpenAI. (2025). <i>ChatGPT</i> [Large language model]. https://chat.openai.com/
Paraphrasing AI-generated content	The text must be reworded in the student's own words. A reference to the tool and	Example: Reference list entry: Prompt: "Explain the effect of the Outeniqua Mountains on the

Use Case	Requirement	Illustration
	prompt is still required.	weather in George.” Google. (2025). Gemini [Large language model]. https://gemini.google.com/
AI refers to an identifiable external source	Where AI outputs material originating from a recognisable source (e.g., a publication or website), the original source must be cited, not the AI tool. Students must still cross-reference or check the source for validity.	Example: If AI indicates that information is drawn from <i>SANParks</i> , then cite: SANParks. (2024). <i>Tsitsikamma National Park Visitor Guide</i> . https://www.sanparks.org/

Consequences of Misuse

The school values integrity and fairness. Misuse of AI will be addressed in ways that both protect standards and help students learn from mistakes. The school may also apply **restorative measures**, such as redoing the work without AI, reflection on academic honesty, or additional learning activities. Cases of suspected misuse will be investigated fairly, and students will be given the opportunity to explain their approach. Outcomes will be determined by staff and communicated clearly.

Level	Focus	Possible Measures
Level 1: First Instance (Minor/Unintentional)	Guidance and learning	• Formal discussion with the teacher regarding the nature of the misuse. • Redoing or resubmitting the assessment under supervision or without AI. • Completion of a reflective activity on academic honesty. • Parents/guardians informed. • Written warning placed on record.
Level 2: Second Instance (Serious Misconduct)	Accountability and prevention	• Meeting with school leadership, student, and parents. • Allocation of reduced or zero marks for the task. • Temporary suspension of privileges (e.g., participation in leadership roles or extra-curricular representation). • Formal entry in the student’s disciplinary record.
Level 3: Repeated or Severe Misconduct	Upholding school standards	• Meeting with senior leadership and parents. • Consideration of suspension.

Level	Focus	Possible Measures
		• Negative impact on academic record and awards. • Implementation of a support or improvement plan. • In extreme or repeated cases, and only after due process, long-term suspension or expulsion.

17. Academic Support and Intervention

The school is committed to supporting students in achieving their full academic potential. Where a student demonstrates consistent academic underperformance, fails to meet minimum assessment standards, or shows signs of academic difficulty, the following intervention process will be applied:

Identification

- Underperformance is flagged when a student:
 - Consistently achieves below 40% in a subject over two or more assessment cycles, or
 - Fails to submit multiple formal assessments, or
 - Displays patterns of absenteeism from assessments without valid reason.
- Teachers are responsible for identifying concerns early and reporting them to the Subject Head and Assessment Head.

Intervention Strategies

The following strategies may be implemented in consultation with the Assessment Head or Academic Head:

- Extra academic support sessions (individual or group).
- Targeted catch-up work or remediation tasks.
- Study skills and time management guidance.
- Referral to a school counsellor if learning barriers are suspected.
- Collaboration with parents/guardians to develop a support plan.
- Peer tutoring

Monitoring

- Student progress will be monitored after each assessment cycle.

- Subject teachers will provide updates on the student's improvement or continued concern.
- Where limited progress is observed, additional measures may be put in place, including closer monitoring, structured study time, or adjusted subject load.

Escalation

- In cases of persistent underperformance despite intervention, the matter will be referred to the Academic Head for further decision-making.
- Possible outcomes may include academic probation, subject changes, or recommendations to repeat a grade.

18. Roles and Responsibilities

Teachers

- Design fair, valid, and reliable assessments aligned with curriculum standards.
- Communicate assessment requirements, deadlines, and feedback clearly.
- Mark consistently, accurately, and within required timeframes.
- Maintain accurate records on SIMS and in subject files.
- Report academic concerns early to ensure timely intervention.

Students

- Take responsibility for their learning by preparing adequately for all assessments.
- Submit tasks and assignments on time.
- Abide by the school's policies on academic honesty and AIAS (Artificial Intelligence Assessment Scale).
- Seek support when struggling academically and attend intervention sessions where required.
- Communicate proactively with teachers regarding valid absences or special considerations.

Parents/Guardians

- Support their child in meeting assessment deadlines and requirements.
- Monitor their child's academic progress through SIMS and teacher feedback.
- Provide valid documentation for absences or special considerations.
- Cooperate with the school in implementing intervention plans.

- Encourage their child to uphold the values of academic integrity.

19. Academic Grievance Procedure

The school recognises the importance of fairness and transparency in academic assessment. Where a student or parent believes that an assessment decision, process, or outcome has been unfair or incorrect, the following electronic grievance procedure applies:

Step 1: Informal Resolution with Teacher

- Concerns must first be raised directly with the **subject teacher via email** within **five (5) school days** of receiving the assessment outcome.
- The teacher will respond via email, providing clarification, feedback, or correction where necessary, within **three (3) school days**.
- If the matter is resolved at this stage, the process ends.

Step 2: Formal Appeal to Assessment Head

- If unresolved, the student or parent must submit a formal written grievance via email to the **Assessment Head** within **five (5) school days** of the teacher's response.
- The email must include:
 - Student's full name and grade
 - Subject and assessment task in question
 - A clear description of the grievance and supporting evidence (e.g., scanned scripts, rubrics, or communication records).
- The Assessment Head will investigate, which may include moderation of the work and consultation with the teacher.
- A written response will be emailed to the student and/or parent within **three (3) school days**.

Step 3: Final Appeal to Academic Head

- If still unresolved, a final written appeal may be emailed to the **Academic Head** within **five (5) school days** of the Assessment Head's decision.
- The Academic Head will review all submitted documents and provide a final written decision within **five (5) school days**.
- This decision is final at school level.

General Principles

- All stages of the grievance process must be conducted via **email** to ensure a clear record.
- Grievances must be evidence-based and not motivated solely by dissatisfaction with results.
- Timelines may be adjusted in exceptional circumstances, but parties will be informed of any extensions.

20. Annual Policy Review

This policy will be reviewed annually to ensure alignment with educational best practices and technological advancements. Feedback from students, parents and staff will be considered, with updates communicated to stakeholders.



GLENWOOD
HOUSE
SCHOOL

ANNEXURE A

Honesty Declaration:

Using AI and External Sources in My Assignment

Name: _____

Subject: _____

Grade: _____

Assignment Title: _____

Teacher's Name: _____

Due Date: _____

I, _____ [Your Full Name], promise:

- I did all the work on my assignment by myself.
- I followed the school's rules about being fair and not copying. That means I showed where I used AI and disclosed where I got information from.
- I didn't copy anything directly from outside sources without stating where it came from.
- If I used information from outside sources, I made sure to put it in my own words and gave credit to those sources.
- If my teacher asks, I'm ready to explain my answers and/or the solutions I presented.
- By signing this document, I consent to my teacher using AI tools to verify my work.

Signed: _____ Date: _____

Please complete the table on the next page.



GLENWOOD
HOUSE
SCHOOL

AI Tools I Used:

AI Tool Used / Link to conversation	What I Used It For	The prompt I used
<i>Example:</i> ChatGPT https://chat.openai.com/	<i>Example:</i> To generate some metaphors that I can use for inspiration.	<i>Example:</i> Give me three metaphors for an incredibly hot day.

***Please list any AI tools you used, what you used them for, and the prompt(s) you used.
You can also attach a transcript of the conversation(s) you had with the AI tool(s) or link(s)
to the conversation(s).***



GLENWOOD
HOUSE
SCHOOL

Annexure B

Statement of Academic Integrity

Student Name: _____

Grade: _____

Subject: _____

Assessment Date: _____

I, the undersigned, understand that I am completing this assessment **outside of the scheduled time** due to valid, pre-approved reasons. I acknowledge the importance of maintaining academic honesty and fairness for all students.

By signing this document, I declare that:

1. I have **not discussed** or received any information related to the contents of this assessment from any person who has already written or seen the test.
2. I will **not share** any details of this assessment with others who have not yet completed it.
3. I will complete the assessment using **only my own knowledge and skills**, without unauthorised assistance.
4. I understand that any **violation of this agreement** will be regarded as a serious breach of academic integrity and may result in disciplinary action, including receiving zero for assessment.

I commit to upholding the principles of **honesty, fairness and responsibility** as outlined in Glenwood House School's Academic Policy.

Student Signature: _____

Date: _____

Invigilator/Teacher Signature: _____

Date: _____