



Province of the Eastern Cape
DEPARTMENT OF EDUCATION
ISEBE LEZEMFUNDO
DEPARTEMENT VAN ONDERWYS

SCHOOL MODERATION POLICY

DISTRICT: Grahamstown SCHOOL: Victoria Girls' High School

YEAR:

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1. Purpose (Why) ..The purpose of moderation at Victoria Girls' High School is to verify that assessment is fair.....
 ..valid, reliable, consistent and practicable. Moderation assists in evaluating the performance of learners' assessment
 ..processes with a view to providing appropriate and necessary support, advice and guidance. It serves to highlight any
 ..areas of concern surrounding the assessment within a given learning area/subject and allows the Academic Committee
 ..to support educators not currently meeting the standard established.

2. Expected Outcomes ..Moderation serves to determine whether assessment tasks are of an acceptable standard and
 ..meet learning area/subject guideline requirements or whether they need to be redesigned. It also provides an appeal
 ..procedure for dissatisfied learners. Through the process of departmental moderation, intra-school moderation, cluster
 ..(inter-school) moderation and moderation on a provincial level by *Umalusi*, it is hoped that the high academic
 ..standards of Victoria Girls' High School are maintained and developed.

3. Structures (who does what)

Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Due to the limited number of academic staff working at Victoria Girls' High School and the relatively small number of classes per grade, educators frequently have to teach across the grades in their particular learning area/subject. This means that an educator can be expected to teach grades eight to twelve over the course of any school day. It also means that there are no grade specific structures in place to handle the issue of moderation. Moderation occurs within each subject (as per page 2, <i>CASS MODERATION POLICY AND PROCEDURES 2006-2007</i>) in Term 1 and then in Term 2 the Assessment Committee moderates educator and learner portfolios (of Term 1 work) throughout the school. Moderation occurs again in Term 3 when the DSGs (headed by members of the SMT) implement IQMS and again in Term 4 on a departmental level to moderate exams. Quarterly cluster meeting are scheduled by the District Office to occur in all learning areas/subjects determined.				

4. Procedures and Process (How is moderation done?) + dates

Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<p>Moderation occurs within each subject (as per page 2, <i>CASS MODERATION POLICY AND PROCEDURES 2006-2007</i>) in Term 1 (dates vary throughout the term and are determined by departmental meetings for the most part). In Term 2 the Assessment Committee moderate educator and learner portfolios throughout the school. This is planned to take place between 20 April and 30 April this year. Moderation occurs again in Term 3 when the SMT implements IQMS (this usually occurs two weeks before the end of term, so as to be able to moderate Term 3 tasks). Moderation occurs again in Term 4 on a departmental level to moderate exams and is determined by individual departments. Quarterly cluster meeting are scheduled by the District Office to occur in all learning areas/subjects over the course of the year and all teachers are expected to attend on the dates determined.</p>				

5. Reporting (Feedback – how often?) ... Educators receive feedback regularly throughout the year. Initially they receive departmental feedback which furnishes them with the necessary expert opinions regarding the level of assessment tasks. This is followed by immediate feedback after moderation in Term 2 from Assessment Committee members. Educators are urged to rectify any problems as soon as possible and well before the next level of moderation in the following term. The IQMS process in Term 3 incorporates moderation and evaluation of the educator and is followed with immediate DSG feedback. Cluster feedback is also immediate from colleagues from other schools after meetings over the course of the year.

6. Irregularities (How to deal with them?) Moderation assists in evaluating the performance of learners' assessment processes with a view to providing appropriate and necessary support, advice and guidance. Therefore should any irregularities occur the educator will meet with firstly with departmental colleagues, then their DSG head (who is an SMT member) and then finally, should irregularities persist, with the entire Assessment Committee. The focus is on providing enough support that the educator is guided to producing satisfactory assessment tasks and portfolios.

Principal Initials Surname (Print)	Principal Signature	Date
CASS Coordinator Initials Surname (Print)	CASS Coordinator Signature	Date

