



## **Solid Foundations Primary School**

### **Policy for Internal Monitoring of Academic Standard (2020/1)**

The internal monitoring of teaching and learning is undertaken by the principal and appointed members of staff through peer assessment.

The following steps are taken in the reviewing and monitoring of the process of teaching and learning:

#### **1. LESSON DELIVERY MONITORING**

##### **1.1. Lesson delivery monitoring is:**

- 1.1.1. developmental rather than judgemental
- 1.1.2. open, inclusive and transparent
- 1.1.3. a promotion of truth and honesty
- 1.1.4. criterion-based
- 1.1.5. relevant and useful

##### **1.2. Procedure for class visitations to monitor lesson delivery**

- 1.2.1. Monitoring of lesson delivery is undertaken by a peer teacher and/or principal.
- 1.2.2. Monitoring of lesson delivery will occur biannually. Dates and schedules for the monitoring process is decided in the beginning of the school year at the annual year-planning meeting held the day before school commences. (The week of lesson delivery monitoring is referred to as "inspection week".)
- 1.2.3. During the peer monitoring process, teachers gather pertinent information to complete a lesson review report. The criteria for monitoring is clearly elucidated in the lesson review report (see addendum).

#### **2. MONITORING OF LEARNER'S EXERCISE BOOKS**

- 2.1. Workbooks of three learners per class/subject (of different ability levels) are submitted for internal monitoring to the principal during the inspection week.
- 2.2. Learner workbooks are sent home at least twice annually for parents to see and give their feedback. It is recommended that this is done the week before reports go out.

#### **3. MONITORING OF TEACHER FILES**

- 3.1. Teachers submit their preparatory files to the principal for inspection of their Year Plan within the first week of a new school year. At the beginning of the year, the principal checks for CAPS compliance in teachers' Year Plan and the presence of assessment planning either recorded in the Year Plan or separately on an Assessment Plan.
- 3.2. Teachers submit their preparatory files to the principal again in the inspection weeks.
- 3.3. The following should be present in the teacher's preparatory file:
  - 3.3.1. Timetables

- 3.3.2. Year Plan with dates (e.g. T2W4)
- 3.3.3. Assessment Plan for the three cycles year (see Assessment Policy for minimum assessment activities per subject per assessment cycle), or alternatively, evidence of assessment planning within the Year Plan.
- 3.3.4. Lesson plans/ weekly plans
- 3.3.5. Samples of assessment activities (e.g. tests or speech rubrics) already conducted prior to the inspection as planned according to the teacher's annual Assessment Plan/ Year Plan.

**4. MONITORING OF THE CORRELATION BETWEEN PLANNED TEACHING ACTIVITIES AND THEIR IMPLEMENTATION**

- 4.1. During inspection week, the principal will check pupil workbooks and confirm the correlation in content and dating between the teacher's Year Plan and work in pupil workbooks that was covered to date.
- 4.2. The principal may do spot class visits to ensure teaching activities are commencing as planned according to the teacher's personalised Year Plan.

**5. MONITORING OF MARKBOOKS/ ASSESSMENT ACTIVITIES**

- 5.1. Teachers submit an Assessment Plan at the beginning of each assessment cycle to the Principal. Alternatively, assessment activities are clearly recorded, preferably in a different colour, in the teacher's Year Plan.
- 5.2. The Principal confirms that planned assessment activities are reflective of the process of continuous assessment, and that teachers are using a variety of assessment methods, tools and techniques.
- 5.3. Markbooks are submitted to the principal for inspection during inspection week. The coinciding of planned assessment dates (according to annual assessment planning) with actual markbook evidence is checked when mark-books are reviewed.
- 5.4. Teachers submit samples of all major assessment activities executed during an assessment cycle at the end of each assessment cycle for monitoring to the volunteer monitor (selected at the beginning of each school year) of their phase. These samples include memorandums and rubrics.
- 5.5. In Grade 1 – 4, all formal assessment activities are moderated by a second teacher in the school of the same grade. This moderation process is undertaken before the assessment activity is presented to the class. Evidence of satisfactory moderation is reflected in the title of the assessment activity which includes the author and the moderator's name e.g. "Bonds of 10 Test. Set by ----, Moderated by ---- ."
- 5.6. Grade 5 – 7 examinations and assessment activities weighting 20% or more of the report mark, are submitted for moderation to a senior phase staff member who is currently or has previously taught the subject. This is done at least two weeks before the assessment or examination date. Evidence of satisfactory moderation is reflected in the title of the assessment/examination which includes the author and the moderator's name e.g. "Grade 6 History June Examination. Set by -----, Moderated by - ---- ."

## 6. CONCLUSION AND PERFORMANCE APPRAISAL

6.1. Teachers are subject to a performance appraisal meeting within the inspection week or as soon as possible thereafter.

6.2. Performance appraisal meetings are held with the principal and teacher concerned.

6.3. Content discussed at performance appraisal meetings is viewed as private, and is not discussed with other staff members.

6.4. The following table summarizes the criteria considered for appraisal feedback

<u>Area of appraisal</u>	<u>Specific factors considered</u>
Classroom visit	Peer assessment form
Learner workbooks	<ol style="list-style-type: none"> <li>1. Synergy: Correlating dates between Year Plans and work execution</li> <li>2. Overall neatness</li> <li>3. Regularity of work marked</li> <li>4. All work, within reason, is dated (weekly dates)</li> <li>5. Teacher comments are positive and constructively lead to support and guidance</li> <li>6. Variety of workbook activities to maintain learner interest</li> </ol>
Preparatory file	<ol style="list-style-type: none"> <li>1. File contains the following: <ul style="list-style-type: none"> <li>• Year Plan</li> <li>• Assessment Plan/ evidence of assessment planning in Year Plan</li> <li>• Lesson plans/ weekly plans at least one week in advance of current date</li> </ul> </li> <li>2. Year Plan coincides with the criteria, content or skills required of the subject in the CAPS document</li> <li>3. Assessment planning shows the minimum required assessment activities per cycle</li> <li>4. Synergy: dates coincide between Year Plans and learner workbook work</li> </ol>
Mark books	<ol style="list-style-type: none"> <li>1. Synergy: Correlation between mark book dates and Assessment Plan</li> <li>2. Dates and totals are indicated</li> <li>3. Sufficient variety of assessment activities</li> <li>4. Sufficient number of assessment activities</li> </ol>
General	<ol style="list-style-type: none"> <li>1. Punctuality</li> <li>2. Dress code</li> <li>3. Attitude</li> <li>4. Cooperation</li> <li>5. Professionalism</li> </ol>
Relations	<ol style="list-style-type: none"> <li>1. With other staff</li> <li>2. With parents</li> <li>3. With pupils</li> </ol>

6.5. At the appraisal meeting the principal provides feedback to the educator, exploring alternative practices if necessary and helping the educator to implement any changes if required.

- 6.6. Focus is maintained on developing and encouraging the educator. Strengths of the educator are acknowledged and areas that need improvement are addressed.
- 6.7. The appraisal meeting is further seen as a tool for the principal to identify areas in which staff need further support. This enables the principal to explore ways to develop the staff appropriately.

## **LESSON REVIEW REPORT (peer assessment)**

**Teacher being reviewed:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Teacher conducting review:** \_\_\_\_\_

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### **Curriculum development:**

	Yes/no	Clarifying comments
Was the lesson well-planned?		
Is the lesson progression clear, logical and sequential?		
Did the lesson cover the criteria, skills or content described in the lesson plan/ week schedule?		

### **Creation of learning environment:**

Was the classroom clean and organized?		
Was décor in the classroom relevant to classwork, subjects and themes?		
Is there a South African display (flag, president etc.) somewhere in the classroom?		

### **Lesson Presentation and Methodology:**

Was lesson interesting and held learner's attention?		
Was consideration given to using multiple didactic approaches e.g. visual and auditory?		
Were a variety of resources used?		

Were learners permitted to ask questions and give comment, and were they given feedback?		
Were learners actively involved in the learning process?		

**Classroom Management:**

Was discipline maintained in the class?		
Did teacher demonstrate a good rapport with learners?		
Did teacher display enthusiasm and passion?		
Were learners deservedly praised and rewarded (positive reinforcement)?		

Any recommended changes to make this lesson more effective?

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## Staff Performance Appraisal Form

**Name of staff member:**

**Date of appraisal:**

	Satisfied with performance	Clarifying comments
Preparatory work file		
Dating work and prep		
Pupil's workbooks		
Annual assessment plan		
Mark-book		
Classroom peer visit feedback		
Dress code		
Attitude/ co-operation		
Punctuality		
Classroom presentation		
Relationship with parents		
Relationship with peers		
Relationship with pupils		

**Further comments**

**Areas staff would like development in**

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**Suggestions of staff member for principal**

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**Signature of principal**

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**Signature of staff member**

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