



Solid Foundations Primary School

Internal Monitoring of Academic Standard Policy (2024/12)

The internal monitoring of teaching and learning is undertaken primarily by the principal and appointed members of staff when necessary.

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 the principal.

1.2.2. Monitoring of lesson delivery will occur at least biannually (twice yearly). The principal will do random and unplanned class visits.

1.2.3. The principal will be considering the following criteria in her monitoring of lesson delivery:

1.2.3.1. Teacher's evident content knowledge of teaching material

1.2.3.2. Teacher's natural style of teaching (e.g. voice projection, posture, confidence)

1.2.3.3. Maintenance of class discipline

1.2.3.4. Perceived class enjoyment of the lesson

2. MONITORING OF LEARNER'S EXERCISE BOOKS

Workbooks of two to three learners per class/subject are submitted for monitoring to the principal during the unannounced biannual inspections. The following is monitored:

- 2.1. A correlation in dates between the teacher's Year Plan and the work in pupil workbooks that was covered to date.
- 2.2. All pages in workbooks are marked or acknowledged with at least a tick.
- 2.3. Learner workbooks have been sent home at least once a term for parents to see and give their feedback. Evidence of this is apparent with a form in the book for parent signature and comment. (The 4 weeks during which books go out will be demarcated on the school's general year programme).
- 2.4. School standards for worksheets are being followed:
 - 2.3.1. All Worksheets/Photostats are no bigger than 17cm x 26cm MAX SIZE.
 - 2.3.2. All worksheets have a bold border (min 3pt).
 - 2.3.3. Flapping worksheets are avoided.
 - 2.3.4. The margin line acts as a guide for straight pasting.
- 2.4. If a child has been absent and missed work, the teacher indicates this in the child's book or on the worksheet (assuming the pages or worksheets are blank).
- 2.5. There are no "decorated new term pages". Evidence suggests that work commenced on the first day of each term.

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, assuming changes were made to their Year Plan or a new Year Plan has been put in place. At the beginning of the year, the principal checks for CAPS compliance in teachers' Year Plan and the presence of adequate 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 during the unannounced biannual monitoring/inspection.
- 3.3. The following minimum items should be present in the teacher's preparatory file:

- 3.3.1. Current Year Plan with dates (e.g. T2W4).
- 3.3.2. Current Assessment Plan for the four annual cycles/ reports (see Assessment Policy for minimum assessment activities per subject per assessment cycle), or alternatively, evidence of assessment planning within the Year Plan, demarcated in a different colour.
- 3.3.3. Print outs of the previous term's mark book (from Term 2 onwards).

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

- 4.1. Grade 5-7 teachers submit an Assessment Plan at the beginning of each assessment cycle to the Deputy Principal. Hard copies are kept in teacher files for monitoring purposes.
- 4.2. Grade 1-4 teachers keep record of planned assessment activities in their files for monitoring purposes. This is either in an Assessment Plan format, or alternatively, in a different colour, on the teacher's Year Plan.
- 4.3. The Principal and/or Deputy 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.
- 4.4. Markbooks in hardcopy format are submitted to the principal for inspection during her class inspection. The principal will monitor the preceding term's records.
The following factors will be taken into consideration when inspecting markbooks (see below samples for clarity):
 - 4.5.1. The coinciding of dates between Assessment Plan and markbook.
 - 4.5.2. Having dates and headings. The headings in the markbook must correlate with the headings on the Assessment Plan for ease of reference.
 - 4.5.3. The learners' raw marks.
 - 4.5.4. The maximum raw mark allocation for any assessment activity.
 - 4.5.5. The weighted mark allocation for assessment activities (the percentage that the activity contributes towards the final term mark).
 - 4.5.6. The signature (initials are sufficient) of the pre and post-moderator, for any activities weighting 20% or above of the term mark (Grade 4-7) and in all writing, comprehension

and mathematics assessments (Grade 1-3). Note that all exams (Grade 4-7) must be pre and post moderated regardless of their weighting.

4.5.7. In the case of a teacher grouping activities (e.g. combining small quizzes to give one total mark), the number of activities that were grouped together to create the total mark must be indicated (see below example under “quizzes”). However, if the grouped activities weight, in total, 20% or more of the term mark, they must be split into individually listed activities in the markbook.

Markbook example formats that are acceptable:

Example 1: Senior primary, NST Grade 5 Term 1

<u>Name of activity</u>	<i>Speech on Animals</i>	<i>Quizzes X3</i>	<i>Comprehension on Ecosystems</i>	<i>Test</i>	<i>Project Solar oven</i>
<u>Date of activity</u>	T1W7	T1W1 T1W3 T1W7	T1W5	T1W4	T1W10
<u>Total weighting towards term mark</u>	20% <i>NB</i>	15%	15%	25% <i>NB</i>	25% <i>NB</i>
<u>Maximum raw mark allocation (this may be converted into a percentage if more convenient)</u>	100	30 (10 each)	15	45	100
Katleho	89	23	12	43	99
Mary	45	28	10	32	75
Sinenhlanhla	50	15	11	14	90
Etc.					

Note that (unlike the above example) marks may be captured in percentage format in markbooks too. It is not compulsory for marks to be captured in raw format as in the above sample.

Example 2: Foundation Phase, English writing Grade 2, Term 1

<u>Name of activity</u>	<i>Test</i>	<i>Test</i>	<i>Test</i>	<i>Creative writing Apple story</i>
<u>Date of activity</u>	T1W1	T1W2	T1W3	T1W4
<u>Total weighting towards term mark</u>	10% <i>NB</i>	45% <i>NB</i>	30% <i>NB</i>	15% <i>NB</i>
<u>Maximum raw mark allocation</u>	20	20	20	15
Katleho	14	16	11	7
Mary	13	15	15	11
Sinenhlanhla	17	16	15	15
Etc.				

Note that markbooks in Foundation Phase should NOT reflect 7-point rubric marks. They should only reflect raw marks or percentages. The final weighted percentage is converted into the 7-point rubric format through a computer programme for the report.

5. MONITORING OF CLASSROOM PRESENTATION

The overall neatness and attractiveness of a classroom is considered evidence of a teacher maintaining a high professional standard. The principal will consider the following during random class visits and bi-annual inspections:

- 5.1. Classes must be visually appealing, without skew, faded, yellowed or dog-eared posters.
- 5.2. Teachers use little to no prestick on the walls to hang posters (rather using pin-up boards or aluminium railings for pegging).
- 5.3. Teachers never use prestick on soft boards/ pin-up boards.
- 5.4. Class is neat and tidy and the floor is clear of unnecessary litter and sharpenings after any activities or projects.
- 5.5. Shelves and cupboards in class are orderly and organised.
- 5.6. Class décor and atmosphere is light, airy and welcoming.
- 5.7. Pupil suitcases and kitbags are neatly stacked on racks provided.
- 5.8. If music is being played, it is gentle, classical or soothing background music (not a radio station or “contemporary hits”).
- 5.9. Air-cons are used to maintain normal room temperatures at all times.

6. CONCLUSION AND PERFORMANCE APPRAISAL

- 6.1. Teachers are subject to a performance appraisal meeting within one week of their inspection or as soon as possible thereafter.
- 6.2. Performance appraisal meetings are held privately with the principal and teacher concerned.
- 6.3. The following table elucidates the factors the principal will take into consideration when monitoring and in giving feedback at appraisal meetings:

Prep work
Updated yearplan (hardcopy)
Updated yearplan on Google Drive (Teacher's Folder)
Learner workbooks
All work dated (T1W1 format)
All pages marked or acknowledged with a tick

Evidence of parent feedback slips in workbook (one per term)
Standards for worksheets are followed
Evidence of correlation between yearplan planned dates and dates of learner's work in workbooks
<u>Assessment</u>
Updated assessment plan (hardcopy)
All exams to date uploaded onto Google Drive (teacher's folder)
<u>Markbook (preceding term)</u>
The coinciding of planned assessments with markbook evidence
Heading for learners' raw marks
Heading for maximum raw mark allocation for activities
Heading for weighted mark allocation (% of final term mark)
Evidence of pre and post moderation for activities weighting 20% or more (initials), or all comprehension, writing and mathematics assessments in FP
<u>Teaching</u>
Teacher content knowledge
Teacher teaching style
Teacher's maintenance of class discipline
Class enjoyment of lesson
<u>Classroom</u>
Attractiveness
Neatness
Temperature
<u>General</u>
Punctuality
Participation in Lesson Study
Attitude towards work
Dress code
Relationship with colleagues
Relationship with parents
Relationship with pupils

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

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.
- 6.8. Staff are also encouraged to voice suggestions, concerns or complaints in their performance appraisal for the principal to look into and resolve.