ST STITHIANS COLLEGE

POLICY: LEARNING AND TEACHING

2 December 2024

1. INTRODUCTION

1.1 The College is a centre of educational excellence in the schooling of boys and girls through institutions which work in synergy on a single campus. St Stithians College comprises of a co-educational junior primary school, primary and secondary boys' and girls' schools, together with Kamoka Bush School near Modimolle, the Thandulwazi Maths & Science Academy and St Stithians Online School.

1.2 This policy outlines the overarching educational philosophy and practices of teaching and learning embraced by all schools under the St Stithians College banner.

1.3 Each individual St Stithians College school may also have its own internal procedures and guidelines related to teaching and learning within the school, influenced by the age range of students, stages of development, and gender differences. It is essential that educational best practices within each school are aligned with the overall philosophy and approach outlined in this policy.

2. THE LEARNING AND TEACHING COMMITTEE

2.1 The Learning and Teaching Committee (LTC) is a committee which aims to uphold the values and philosophy of the Learning and Teaching Policy and to advance the mission of the College, which exists primarily to optimise student learning and development.

2.2 Each school on the College campus is represented on the Learning and Teaching Committee, with additional input from Kamoka Bush School; and from invited staff, students, parents and alumni where topics and discussions are relevant and appropriate.

2.3 The Learning and Teaching Committee is comprised of two parts:

2.3.1 LTC Part A: Research and Innovation. The primary function of LTC A is to review and consider innovative educational ideas and research-based best practice globally, in the African and South African context, and within the St Stithians College context. This includes being at the forefront of global issues and critical discussions which impact on the development, learning and teaching of students.

2.3.2 LTC Part B: Coherence and Cohesion. The primary function of LTC B is to review and consider how educational ideas and practices can be implemented in a coherent and cohesive manner within the unique synergy model of the College. This includes considering practical and logistical implications in providing a holistic and student-centred education in the St Stithians context, upholding the motto 'One and All' which embraces both difference and unity.

2.4 Both LTC Part A and Part B are responsible for conceptualisation, research, strategy, administration, policy, implementation, follow-up and evaluation of educational best practice and innovation in learning and teaching.

2.5 The aim of both LTC Part A and Part B is to ensure that the College remains a centre for educational excellence which is fundamentally student-centred.

3. EDUCATIONAL PHILOSOPHY

3.1 The College aims to optimise educational and institutional synergies through collaboration between its schools, creating a community of belonging among our students, staff, parents and alumni.

3.2 The College is committed to being a leading and unique South African school, advancing transformation, embracing diversity, and creating an oasis of hope and social cohesion.

3.3 Combining tradition with innovation, and academic ambition with a diverse and holistic curriculum, the College's schools enable students and staff to grow and develop to their best potential.

3.4 The College aims to educate individuals to be lifelong learners who participate, lead and serve.

3.5 The College is committed to developing well-rounded individuals, prepared to inspire excellence and make a difference in South Africa, the African continent and globally.

3.6 The College seeks to provide a values-based and top-quality academic education, supported by a diverse extra-curricular programme.

3.7 The vision of educational excellence includes being a College with inclusive and differentiated practices, offering a wide spectrum of experiences which optimise personal learning.

3.8 The College recognises the need for partnership between stakeholders (parents, teachers, support staff, school management and any professionals working with the student, such as psychologists, remedial therapists, speech and language therapists, occupational therapists etc.) in order to optimise educational opportunities for all students.

3.9 The College is committed to teacher development to refine, develop and implement best practice. This includes being a centre for research and innovation in educational best practice.

3.10 The College aims to live out a Methodist ethos, providing opportunities for staff and students to honour God, honour others and honour self; to know oneself, be oneself and to contribute as African and global citizens.

4. EDUCATIONAL PRACTICE

4.1 The College operates within the parameters of the National Qualifications Framework, the National Curriculum Statement and the Curriculum and Assessment Policy Statements.

4.2 The College embraces the philosophy that underpins national education policy and legislation, such as the South African Schools Act and other relevant documents pertaining to schools and educational practice.

4.3 The Independent Examinations Board (IEB) is the College's assessment provider for the National Senior Certificate qualification.

4.4 The College embraces the Critical Outcomes as stipulated in the Curriculum and Assessment Policy Statements Grades R-12. St Stithians aims to educate and develop students who are able to:

4.4.1 Identify and solve problems and make decisions using critical and creative thinking;

4.4.2 Work effectively as individuals and with others as members of a team;

4.4.3 Organise and manage themselves and their activities responsibly and effectively;

4.4.4 Collect, analyse, synthesise, organise and critically evaluate information;

4.4.5 Communicate effectively using visual, symbolic and/or language skills in various modes;

4.4.6 Use science and technology effectively;

4.4.7 Develop a sense of responsibility towards the environment and the health of others;

4.4.8 Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation;

4.4.9 As global citizens, to act locally and think globally.

5. ASSESSMENT PRACTICES

5.1 At the College, English is the language of learning and teaching and additional languages are offered according to the regulations of the National Senior Certificate and national educational frameworks. The educational practices regarding language offerings are outlined in the Addendum: Procedures for Language Offerings document.

5.2 Assessments are the core means of attaining measurable aspects of learning. Therefore, regular assessments will be given to students for diagnostic and reporting purposes. These might consist of internally and / or externally set tasks, and summative and formative assessments for learning.

5.3 The educational practices regarding assessment and reporting are outlined in detail in the Addendum: Procedures for Assessment. This document outlines the common educational practices related to assessment across the five St Stithians College schools.

5.4 The College recognises that there are other forms of assessment that may not form part of formal reporting processes and are used to enhance learning and teaching. These forms of assessment might include ongoing observation, the use of technology, enquiry-based learning, and visible learning, for example.

5.5 Externally set assessments will include a variety of assessments, drawn from both national and international assessment bodies.

5.6 The College may choose to participate in external assessments that are not aimed at assessing student performance, but rather at evaluating learning and teaching, usually in comparison with other schools or other systems of education. In principle, feedback of

these results will not be given to the parents and students but are used as a diagnostic tool to inform learning and teaching practices.

6. SCHOOL ATTENDANCE

6.1 According to the South African Schools Act (84 of 1996) school attendance is compulsory from the first school day of the year a student reaches the age of seven until the last school day of the year a child turns fifteen or Grade 9, whichever occurs first. However, in order to qualify to write the National Senior Certificate examinations, regular school attendance is required until the last official school day of Grade 12.

6.2 St Stithians acknowledges that punctual and regular school attendance, for the whole school day, is essential for effective learning and teaching to take place.

6.3 Frequent absenteeism and/ or missed academic lessons has a negative impact on effective learning and teaching for the student, the teacher and the class dynamic. Frequent absenteeism may affect the promotion and retention of a student to the next grade in cases where significant academic time has been lost.

6.4 The South African Schools Act, along with the Department of Basic Education's Policy on Student Attendance (Act 27 of 1996), stipulates that it is the parents' responsibility to ensure daily school attendance, on time and for the whole school day, unless there is a valid reason for absence. These Acts further outline that parents are responsible for encouraging and assisting the student to make up for lost academic time when a student is absent from school.

6.5 The South African Schools Act, along with the Department of Basic Education's Policy on Student Attendance (Act 27 of 1996) acknowledge several reasons for a student's absence from school which are considered valid and acceptable. Unofficial holiday and study leave are not considered valid reasons for absence from school.

6.6 Schools are required to investigate when a student has been absent from school for more than three consecutive days without valid reasons or communication from parents/ guardians. In cases where students are absent without valid reason (e.g. truancy or frequent absenteeism without appropriate medical certificates), parents and/ or students may be charged with breach of the College's Code of Conduct.

6.7 The Department of Basic Education's Rights and Responsibilities of Independent Schools (2008) stipulates that independent schools may exclude students on the grounds that a contract between the parents and school has been broken, provided that fair procedure has been followed. In such cases, it is the responsibility of the parent to ensure that the student attends an alternative school and that the student's education continues.

6.8 School procedures for missed assessments due to absence from school are outlined in this policy's Addendum: Procedures for Assessment.

7. INDIVIDUALISED AND/OR DIFFERENTIATED EDUCATION AND STUDENT SUPPORT

7.1 The College embraces the principle of inclusive education outlined in the Education White Paper 6 (2001), and other relevant international and national legislature, and functions as an academic, mainstream school with student support services.

7.2 The educational practices regarding inclusive education and student support are outlined in detail in the Addendum: Procedure for Academic Support document.

7.3 Student support refers to the services provided which address the social, emotional, developmental and academic needs of students at the College. Academic/ Learning Support refers to student support services which address learning and teaching and aim to meet the educational needs of students.

7.4 The College acknowledges that every student is unique, with individual strengths, challenges, interests, abilities, and learning needs.

7.5 The College is committed to diversifying its educational programme to take into account a spectrum of learning needs, according to available resources and the best interests of the child.

7.6 The College recognises that students require different levels of support along a continuum of learning needs. The College has therefore identified six such categories (adapted from the Department of Education's Draft National Strategy on Screening, Identification, Assessment and Support, 2014).

7.7 The categories of support are:

Category	Category description
1	**Full participation, with extension:** • Full Participation is understood to mean that students are not removed from lessons for any interventions and engage in the full curriculum expectations without modification or adaptation. • Students are extended above and beyond the standard curriculum and achieve at the level of academic excellence.
2	**Full participation, no support needs:** • There are no learning and teaching support interventions needed. • The students in this category are able to manage their learning and academic needs independently within the standard curriculum, without any additional support interventions.
3	**Full participation, with mild support:** • Some barriers to learning or areas of development have been identified, which are mild in nature and require short-term support interventions to maximise learning outcomes.
4	**Modified full participation, with moderate support:** • Full participation, with moderate levels of support to maximise learning outcomes and address identified barriers to learning, which are mild to moderate in nature. • Adaptations and support are planned and managed by Academic Support specialists, with regular review and case management for interventions.

Category	Category description
5	**Modified participation, with high support:** • Participation in most activities with high levels of ongoing assistance and support to address identified barriers to learning, which are more intensive in nature. • Requires a specialist programme and additional support in a number of areas, including ongoing monitoring and adaptation of curriculum and assessment practices to facilitate participation and maximise learning outcomes. • Adaptations and support are planned and managed by Academic Support specialists, with regular review and case management for interventions.
6	**Participation is not possible:** • There may be circumstances in which the College recognises that it might not be in the best interests of students to receive their education in the St Stithians environment. • The College is unable to offer the level of support required to meet the specific academic needs of the student and/or adequately accommodate the nature of their barriers to learning within the College's available resources and educational structures. • The decision that participation in the College's educational context is not possible is made in consultation with recommendations from professional stakeholders and takes into account national legislation and policies.

Adopted by the College Executive Committee: 14 June 2004
1st amendment approved by the College Executive Committee: 28 January 2008
2nd amendment approved by the College Executive Committee: 25 May 2009
3rd amendment approved by the College Executive Committee: 28 July 2011
4th amendment approved by the College Executive Committee: 21 September 2015
5th amendment approved by the College Executive Committee: 19 March 2018
Approved by the St Stithians Council 5 April 2018
6th amendment approved by the College Executive Committee: 1 April 2019
7th amendment approved by the College Executive Committee: 4 November 2019
8th amendment approved by the College Executive Committee: 26 November 2021
9th amendment drafted: 2 December 2024

ST STITHIANS COLLEGE

POLICY: LEARNING AND TEACHING
ADDENDUM: LANGUAGE OFFERINGS

2 December 2024

1. INTRODUCTION

1.1 The St Stithians College Policy: Learning and Teaching outlines the overarching educational philosophy and practices of teaching and learning embraced by all schools under the St Stithians College banner.

1.2 Addenda to the Learning and Teaching Policy might include additional policy, guidelines and/or procedure documents related to specific areas of learning and teaching, such as assessment policies or guidelines for academic support (for example).

1.3 This Addendum Procedure: Language Offerings aims to outline the educational practices regarding language of instruction and additional languages offered, as well as procedures regarding languages for immigrant students.

1.4 According to the regulations for the National Senior Certificate, students are required to select and study two South African languages, provided that one of the languages is offered at the Home Language level, and the other, at either Home or First Additional Language level, and provided further that one of the two languages is the language of learning and teaching.

1.5 At St Stithians College, while English is the language of learning and teaching and is offered at a Home Language level, we embrace multilingualism by including various languages in our practices, events and celebrations.

1.6 St Stithians College is committed to the learning and teaching of South African languages.

2. ADDITIONAL LANGUAGES

2.1 The College offers three South African languages at First Additional Language level: Afrikaans, isiZulu and Sesotho.

2.2 ECD and Foundation Phase (Grade RRR - 3):

2.2.1 In Grades RRR, RR and R, students are exposed to all three additional languages, with a conversational and informal approach to language learning.

2.2.2 In Grades 1, 2, and 3, students choose two of the three additional languages. These languages are taught with limited time allocations and an emphasis on basic communication. Both choices are taught at First Additional Language level.

2.3 Intermediate Phase (Grades 4 - 6):

2.3.1 In Grade 4, students select one of the three additional languages as their official First Additional Language (FAL), which forms part of their academic programme and is assessed based on the FAL assessment standards.

2.3.2 Students continue studying their selected FAL through this phase, with assessments conducted according to the First Additional Language criteria. It is crucial that language subject choices are made carefully to ensure that the student is set up for success, as this is an assessed academic subject and not simply a conversational exposure.

2.3.3 In Grades 3 to 7, students are also exposed to a Second Additional Language (SAL) for enrichment purposes, which is taught at a conversational level without formal assessment requirements.

2.4 Senior Phase (Grades 7 - 9) and Further Education and Training Phase (Grades 10 - 12):

2.4.1 Students continue studying their chosen First Additional Language (FAL), which is assessed as a formal academic subject according to the First Additional Language standards.

2.4.2 Subject changes in languages are not recommended beyond Grade 8. However, changes may be considered in exceptional cases, such as when a student's new additional language is their mother tongue, and they have had adequate prior exposure to the language. In such cases, it is essential that the student catches up on any missed academic content related to the language instruction.

3. IMMIGRANT STUDENTS

3.1 The IEB regulations state that to be classified as an immigrant student:

3.1.1 A student or dependent of a diplomatic representative of a foreign government accredited in South Africa; or

3.1.2 A person who:

3.1.2.1 First enrolled at and entered a South African school in Grade 7 or a more senior grade, or

3.1.2.2 Has attended school outside South Africa for two or more consecutive years after Grade 3 or its equivalent and has subsequently returned to South Africa.

3.2 Such a student must be in possession of:

3.2.1 The relevant official documentation issued by the department of Home Affairs;

3.2.2 The relevant official documentation issued by the school where the student entered the South African school system for the first time.

3.3 An immigrant student must offer English on at least First Additional Language Level, and another subject in lieu of the one South African language that is not offered.

3.4 Instead of offering another subject in lieu of the one South African language that is not offered, an immigrant student may offer his or her home language in lieu of that one language, subject to the following:

3.4.1 Such language is one of the languages assessed by the IEB,

3.4.2 In the absence of the immigrant's Home language, such a student may offer their home language on the A Level of the General Certificate of Education (GCE) of

the United Kingdom, or an examination recognised by the Department of Basic Education as equivalent to Home Language level for this purpose.

3.5 An application form for Immigrant Status must be completed and submitted to the IEB at the time of enrolment.

3.6 Students who have attended international schools within South Africa which follow international syllabus and do not offer South African languages may apply to the IEB if they meet the above criteria and the previous international school can supply the necessary documentation to support its immigrant status. However, the decision is at the IEB's discretion, and the student may need to catch up the academic requirements of the FAL should the IEB determine that they do not qualify for immigrant status.

4. STUDENTS PLANNING TO EMIGRATE

4.1 In accordance with National Senior Certificate legislation and the College's commitment to academic integrity, all students, including those with knowledge of imminent or pending emigration, are required to continue their study of a First Additional Language as part of their academic programme. This requirement remains in effect until the student formally departs the school.

5. EXEMPTIONS FROM ADDITIONAL LANGUAGES FOR STUDENTS WITH BARRIERS TO LEARNING

5.1 Exemptions from additional languages for students with barriers to learning are regulated by the IEB's Policies and Procedures for Accommodations and Exemptions and requires a formal application to the IEB for approval. No exemptions may be granted without the IEB's approval.

5.2 Criteria for exemptions are specified by the IEB. Exemptions (as indicated by IEB policy) may be applied in the following cases:

5.2.1 Students with diagnosed language-based learning disabilities of a severe nature, which manifests as dysphasia. This may include expressive or receptive language disorders, severe and intrinsic learning disabilities (e.g. Dyslexia), and or traumatic brain injury. Importantly, mild to moderate learning barriers, where a student is performing adequately across language-based subject areas, are unlikely to be granted an exemption from additional language.

5.2.2 Students with a documented hearing impairment that impacts their ability to learn an additional language.

5.2.3 Accommodations are granted specifically for learning difficulties. Accommodations are NOT granted where the primary area of difficulty is with the language of learning, teaching and assessment because this language is not the home language of the candidate.

5.3 An identification of a diagnosis in isolation does not guarantee that an exemption will be granted. In terms of the policy the decision as to whether an exemption will be granted lies with the IEB and its Accommodations/ Exemptions Panel, not with the school and/ or practitioner who conducted the assessments or with the school.

5.4 The exemption from an additional language will officially come into effect in the FET Phase (Grade 10-12). Approved exemptions replace the additional language requirement with an alternative option subject from Grade 10 onwards.

5.5 Applications for exemptions should therefore be made by the end of July of the Grade 9 year, prior to entering the FET Phase (Grades 10-12).

Addendum approved by the Learning and Teaching Committee: 20 March 2018
Approved by the College Executive Committee: 7 April 2018
Amended: 26 November 2021
Amended: 2 December 2024

ST STITHIANS COLLEGE

POLICY: LEARNING AND TEACHING
ADDENDUM: PROCEDURES FOR ASSESSMENT

2 December 2024

1. INTRODUCTION

1.1 The St Stithians College Policy: Learning and Teaching outlines the overarching educational philosophy and practices of teaching and learning embraced by all schools under the St Stithians College banner.

1.2 Addenda to the Learning and Teaching Policy might include additional policy, guidelines and/or procedure documents related to specific areas of learning and teaching.

1.3 New addenda remain aligned with the Learning and Teaching Policy as well as its existing addenda (including the Addendum: Procedures for Academic Support and Addendum: Additional Languages) and are applicable to all schools on campus.

1.4 This Addendum: Procedures for Assessment aims to outline the overarching philosophy, principles, and practices of assessment at St Stithians College.

1.5 This document will outline and discuss the following aspects of assessment:

1.5.1 Assessment Structures

1.5.2 Phase 1: Assessment

1.5.3 Phase 2: Recording

1.5.4 Phase 3: Reporting

1.5.5 Phase 4: Decisions on promotion, retention, and progression

1.6 The assessment procedures will be reviewed regularly to accommodate any changes in national policy and school-based practice.

1.7 In addition, the College will review this addendum considering any relevant contextual factors occurring in an academic year which may impact on various aspects of assessment (for example, the COVID-19 pandemic and its impact on the 2020 and 2021 school years).

2. ASSESSMENT STRUCTURES

2.1 Assessment is an essential component in evaluating and promoting student learning.

2.2 For the purpose of this document, assessment is defined as:

2.2.1 The process of collecting evidence of a student's competence and capabilities, comparing this evidence against desired outcomes, recording the findings, and deciding what should be done to help the student make progress.

2.2.2 Summative assessment refers to the assessment of students at the end of a section or unit of inquiry, or the end of a term or year to assess progress.

2.2.3 Formative assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Formative assessment is often appropriate at the end of a section of work to gauge if the learning programme can be continued, or if revision is required.

2.2.4 Assessment encompasses all forms of tasks (written, oral, practical, digital etc.) that measure a student's progress, understanding and knowledge.

2.2.5 Assessment includes those tasks that contribute to the student's formal record of marks, as well as those that are not formally counted towards reports and levels of achievement for reporting and progression purposes.

2.2.6 Assessment includes tasks assigned to students both in the classroom and using online schooling platforms and specific EdTech applications.

2.3 Assessment at St Stithians College:

2.3.1 Operates within the parameters of the National Qualifications Framework, the National Curriculum Statement and the Curriculum and Assessment Policy Statements.

2.3.2 is affiliated to the Independent Examinations Board (IEB) which is the College's assessment provider for the National Senior Certificate qualification.

2.3.3 uses various forms of assessment and creates the opportunity for students to prepare for the IEB examination.

2.3.4 embraces the Critical Outcomes as stipulated in the Curriculum and Assessment Policy Statements Grades R-12.

2.3.5 draws on input from relevant ISASA guideline documents (such as the Early Childhood Development document published by ISASA, which is used by the Junior Prep to guide outcomes and assessments, for example).

2.4 Students must be formally enrolled at St Stithians as full-time students to sit for examinations and receive academic transcripts.

2.5 The use of AI for formal assessment purposes should be guided by the College's AI policy and guidelines.

2.6 School Assessment Team/ Academic Committee

2.6.1 The School Assessment Team (also known as the school's Academic Committee) is an academic staff team that ideally meets at least once every two weeks to discuss and make decisions on curriculum matters and plan assessments within each school.

2.6.2 Schools may differ somewhat in the structures of this team depending on the developmental phase and needs within each school on campus.

2.6.3 The Team is also a consultative body responsible for input into internal policy and procedure decisions.

3. PHASE 1: ASSESSMENT

WHY assess?

3.1 A National Protocol on Assessment has been issued by the Department of Education which standardises assessment for schools.

3.2 Assessment is important for feedback to give guidance and direction to students. It is also a method of collecting historical records of a student's performance over the years.

3.3 Purpose of Assessment:

3.3.1 aims to show the developmental progress of the student throughout each grade.

3.3.2 aims to assist in gaining insight into a student's level of understanding by giving them measurable progress indicators.

3.3.3 should guide future planning, teaching, and curriculum development to assist teachers in adapting and developing suitable teaching strategies.

3.3.4 should inform parents and other relevant parties of the student's progress.

3.3.5 is a shift from comparing a student's performance with that of other students (norm referencing) to comparing a student's performance against clear objective criteria devised before the assessment begins (criterion referencing).

3.3.6 A norm referencing assessment can be used to inform teaching methodologies and the necessary support that needs to be implemented for individual students.

3.3.7 involves the assessment of the learning outcomes and assessment standards through skills, knowledge, values, and attitudes, which aims to identify the support strategies which may be required to ensure that students are equipped with feedback to make progress within learning areas.

WHAT to assess?

3.4 We assess the acquisition of knowledges and concepts across the subjects.

3.5 We assess the application of knowledge, concepts, skills, values, critical thinking, and attitudes.

3.6 Students are assessed using specific criteria as outlined in the Regulations Pertaining to the National Curriculum Statement Grades R -12 (e.g. CAPS documents) and Early Childhood Development and Foundation Phase Curriculum Guidelines for Grade RRR and RR. Informal assessment of the Critical Outcomes is also carried out.

3.7 Formative assessments must be explicitly linked to summative assessments.

3.8 Principles of Assessment: Assessments should

3.8.1 be participative and transparent.

3.8.2 be democratic.

3.8.3 be clearly focused

3.8.4 be integrated with teaching and learning.

3.8.5 be based on pre-set criteria of the assessment standards.

3.8.6 use a variety of instruments.

3.8.7 allow for expanded opportunities for students.

3.8.8 be student-paced and fair, with adequate differentiation to accommodate a range of learning needs.

3.8.9 be valid and reliable - as this ensures that tasks effectively measure student attainment of learning outcomes at the appropriate level.

3.8.10 be differentiated - as this ensures that tasks effectively measure student attainment of learning outcomes at the appropriate level.

3.8.11 be followed by timeous feedback that is specific, constructive, and linked to assessment objectives

3.8.12 be culturally sensitive to students' tacit, empirical, and traditional knowledge.

WHOM to assess?

3.9 All students need to be assessed, including those with barriers to learning.

3.10 The educational practices regarding inclusive education, differentiation and student support are outlined in detail in the Learning and Teaching Policy's Addendum: Procedure for Academic Support document, which guides assessment for students with barriers to learning.

HOW to assess?

3.11 Assessment is conducted using various types of assessment, e.g., base-line assessments (including recognition of prior learning), informal assessments, formative assessments, and summative assessments.

3.12 Different assessment methods are used to ensure that students are assessed in a variety of ways, e.g., tests, examinations, research enquiry, practical tasks, orals, assignments, essays, presentations etc.

3.13 These can be assessed by the teacher, by another peer, by the students themselves, or by an external assessment body (such as the IEB, for example).

WHEN to assess?

3.14 Entrance and/or benchmark assessments may be conducted during admissions procedures to obtain baseline measures of applicants' core academic skills.

3.15 Baseline and diagnostic assessments may be conducted at the beginning of a section to ascertain the student's prior knowledge, and/or to plan and implement an appropriate curriculum for all students.

3.16 Subject and class teachers set assessments across all grades when and where relevant.

3.17 School Based Assessment (SBA) refers to assessment which is ongoing and allows for tracking of progress and feedback on a student's performance.

3.18 Assessment in the Preparatory Schools comprises of School Based Assessment (SBA) and summative assessment opportunities. In the more senior years, summative assessments may be conducted in the form of formal tests/examinations.

3.19 In the Colleges, School Based Assessment (SBA) is implemented in all grades.

3.19.1 SBA is presented in the form of portfolios which gather evidence of a student's progress and achievements throughout the year.

3.19.2 The weighting of SBA in Grades 8 and 9 is 40% and final examinations/summative assessment is weighted 60%.

3.19.3 In Grades 10, 11 and 12 SBA is weighted 25% and examinations are 75%.

3.19.4 The languages are weighted 50% for SBA and 50% for examinations in all grades.

3.19.5 Practical subjects have different exam weightings and practical component weightings, which may vary between practical subjects.

3.19.6 SBA portfolios are presented for external moderation in Grades 12, as required by the IEB.

How to ensure the QUALITY of assessments?

3.20 Quality assurance or moderation must be planned in conjunction with the termly assessment plans. Moderation of tasks should take place before, during and after assessment.

3.21 Quality assurance or moderation can take place at different levels:

3.21.1 Within departments

3.21.2 With the Academic Support teams within the school

3.21.3 Cluster moderation

3.21.4 IEB moderation (external)

3.21.5 Umalusi compliance (external)

3.22 The process of moderation is considered good educational practice. Moderation may be carried out in various ways where appropriate, and in increasing frequency as students' progress to higher grades:

3.22.1 Moderation and standardisation should take place when setting assessments, determining attainment criteria, and in marking to ensure reliability and consistency of assessment and marking standards.

3.22.2 Tasks should be moderated within departments or cluster groups before assessment takes place with students. Single member departments need to liaise with neighbouring schools or school cluster groups to assist with moderation.

3.22.3 An assessment tool (marking guidelines, rubric, analysis grid etc.) should accompany the task to be moderated. All possible responses to questions should be reviewed before assessment and students with barriers to learning must be taken into consideration.

3.22.4 Moderators should give clear feedback and support to assessors during the moderation process, preferably in writing. This can include providing a moderation report as evidence of the moderation process.

3.22.5 Marking should be moderated both during the marking process and after marking has been completed to ensure that marking has been fair.

3.22.6 Examples of marking moderation may include:

3.22.6.1 Teachers getting together to make additions to the memorandum/marking guideline and then mark one script each. Each script is then passed to another marker for remark and discussions take place if there is a difference in marks.

3.22.6.2 Team marking whereby members of a department mark at the same time in a venue and decisions are made together in continuous discussion.

3.22.6.3 Random sampling moderation and marking by other department members and/or the HOD/ HOS.

3.22.6.4 In norm referenced assessments, results should be diagnostically analysed (averages and standard deviations) to see where there are areas for improvement. Systems and strategies are then put in place to address these.

3.22.6.5 Post moderation of marking may be adjusted accordingly if the assessment has taken place online.

Student Absence and Consequential Missing of an Assessment

3.23 Expectations regarding school attendance are outlined in the St Stithians Learning and Teaching Policy.

3.24 In the Preparatory Schools, should a summative assessment be missed, the student will write at an alternative date and time. If a formative assessment is missed, the student may write at another time or the teacher may use another assessment result to evaluate the student's progress. Parents will be notified of the changes.

3.25 The section below outlines the procedures in the Colleges for missed assessment due to absence from school.

3.26 Zero weighting in the case of illness:

3.26.1 A student's absence covered by a valid doctor's note/medical certificate will allow the assessment to be zero-weighted. Students who miss an assessment and return to school the next day, may be allowed to write the assessment (at the teacher's discretion or if permitted by the IEB, in the case of portfolio tasks for Grade 12 students) provided that the integrity of the assessment has not been compromised. In this instance the mark may be used, and the assessment will not be zero-weighted.

3.26.2 If a doctor's note is not provided, the student will get zero.

3.26.3 The student will still do the assessment as practice, to enable consolidation of the required content.

3.27 Zero-weighting in other circumstances

3.27.1 Where a student has been selected to represent the school, province, or country in any academic or co-curricular activity (for example national sports competition), any assessment missed will be zero-weighted or rescheduled if possible. If zero weighted, the student will do the assessment as practice, to enable consolidation of the required content.

3.27.2 If the student is in Grade 12, this assessment will be re-scheduled at a later date, at the convenience of the staff and the student. The assessment might need to be reset at the same standard, so that the student is not advantaged by the transfer of information from the original assessment.

3.27.3 In special circumstances, it is at the discretion of the Academic Head, whether to grant a zero-weighting. These conditions might include:

3.27.3.1 Death of a family member

3.27.3.2 Religious holidays

3.27.3.3 Cultural observance

3.27.3.4 Marriage of a family member

3.27.3.5 Other compassionate grounds

3.27.4 Grade 12 students missing any final IEB examinations for any reason will need to adhere to relevant IEB regulations and rulings. Applications will need to be made to the IEB for students to sit the Supplementary Examinations in incomplete subjects and all necessary documentation will need to be provided.

3.28 Where a student has been zero-weighted, and this has impacted negatively on the final subject mark, the reason for this will be provided in the report comment. In the circumstance where the student has done very few of the assessments and has been advantaged by the zero-weighting, a mark relative to the class performance can be awarded, and once again this will be referred to in the report comment.

3.29 The impact of zero-weighting may have long-term implications, for example, should the student use the report for university application, especially overseas. In this instance an academic transcript is required for Grade 8 to Grade 12, and any missing marks need to be explained.

3.30 To ensure academic integrity and safeguard the academic progress of students in exchange programmes, clear and standardised academic exchange contracts shall be implemented. These agreements will outline expectations for examinations, keeping core subjects, and teacher feedback to maintain academic standards during exchanges. These contracts will serve to clarify expectations, ensuring that students fulfil their academic and assessment commitments without compromising their results. These shall be implemented consistently across Campus for fairness and will align with other existing Campus Policies, such as Awards Policies.

3.31 In the preparatory schools zero-weighting will only be considered when the student has missed more than fourteen consecutive school days. This is at the discretion of the Academic Head. In all other cases the student will complete the assessment, at an appropriate time and in consultation with their teacher, upon return to school.

Dishonesty and Misconduct in Assessments

3.32 Academic dishonesty and misconduct refer to any cheating, duplicate submission, plagiarism, fabrication, bribery, collusion, and/or improper device use (e.g., cell phone use, Smart Watch use, calculator use), and/or other conduct that is contrary to the academic integrity expected of students in assessments, both written and online. (Refer to point 10.6 above regarding Artificial Intelligence in Assessments).

3.33 Dishonesty and misconduct in assessments is included as serious misconduct in the St Stithians College Code of Conduct: Students.

3.34 Investigation, disciplinary processes, and appeal processes which are outlined in the St Stithians College Code of Conduct and IEB guidelines shall apply for dishonesty and misconduct in assessments.

3.35 Each school is responsible for the education of students regarding what constitutes academic dishonesty and misconduct and considers the developmental level of students at each phase of schooling.

3.36 The College is committed to educating staff and students on the expectations of academic integrity and all effort must be made to prevent dishonesty and misconduct in assessments. All staff will be adequately trained in monitoring and invigilating assessments. All students will be educated on appropriate and expected academic expectations for each phase of schooling and developmental level.

3.37 When students write assessments set by external examination bodies (such as IEB examinations, for example), the policies, rules and regulations as stipulated by these examination bodies shall also apply.

3.38 Sanctions for academic dishonesty and misconduct may include consequences such as receiving zero for the assessment.

4. PHASE 2: RECORDING

WHY record?

4.1 Records form part of the student's educational journey and guide support.

4.2 Recording is necessary to obtain a continuous overview of a student's progress.

4.3 Records form a vital role in the process of assessment.

4.4 Recording forms part of vital evidence informing best practice and pedagogy.

WHAT to record?

4.5 Teachers record grades, marks, levels of attainment, checklists, narrative comments and observations of behaviour, attitude, and work ethic.

HOW to record?

4.6 Various assessment tools can be used to record marks, comments, or observations. These include memorandums, rubrics, checklists, assessment grids, comment sheets etc.

4.7 Teachers record marks, comments, and outcomes on the school's electronic administrative system.

WHO does the recording?

4.8 Subject teachers can record marks, comments, or observations.

4.9 Students can record marks, comments or observations during peer, group, or self-assessment.

4.10 Tutor teachers record general comments on the student.

4.11 Moderators record comments on assessment.

WHEN to record?

4.12 Recording takes place continuously after assessment has been completed.

4.13 Informal recording on progress is done continuously.

4.14 Recording also occurs for specific report back (e.g., parent interviews or round-table discussions) and minutes/notes of such feedback are maintained for record-keeping.

HOW is feedback provided on recorded marks?

4.15 Feedback on student progress is facilitated through the reporting process and parent-teacher meetings.

4.16 Assessment feedback is provided to students in class, according to appropriate development age and stage.

4.17 Formal examinations and cycle test scripts and marks are provided to students in class for the purposes of checking and corrections for learning and consolidation purposes.

4.18 Formal examination and cycle test scripts are kept by teachers for the purposes of record-keeping of recorded marks, for example to allow for IEB accommodations' applications and/ or Grade 12 portfolios.

4.19 Class and cycle tests may be sent home by teachers at the teachers' discretion.

4.20 Continuous assessment feedback may be provided in a variety of modalities, for example verbal, written, rubrics, and reporting. This is provided when necessary to guide learning and teaching interventions and support for students.

4.21 Parents' access to all assessment modalities is at the Head of Schools' discretion.

What is the process for APPEALING recorded marks?

4.22 In appealing a recorded mark for an assessment, the student needs to approach the subject teacher first, then the Head of Department if needed.

4.23 In the Colleges, should the appeal need to be escalated to the Academic Head/Faculty Director, a formal application form (annexure to this policy) needs to be completed in writing and addressed to the Academic Head/Faculty Director.

4.24 In the Colleges, a request for external moderation can only be made by the school at which the student is enrolled.

4.25 In the Colleges, the school may request a current or previously appointed IEB National Moderator to conduct the external moderation.

4.26 The decision of the appeal is final.

5. PHASE 3: REPORTING

WHY report?

5.1 Reporting is a transparent way of communication between the school, the student, and the parents.

5.2 Reporting is also a means of establishing accountability.

5.3 Reporting is necessary to ascertain whether a student is achieving full potential.

5.4 Reporting helps to identify needs for improved teaching and learning.

WHAT to report?

5.5 Reports indicate students' marks/levels and comments against the subject outcomes.

5.6 The school reports also include comments from the tutor teachers on school life and general behaviour, attitude, and work ethic.

5.7 Students' achievements are also reported at assemblies, an annual academic awards evening, sport, and cultural awards evenings, in the school newsletter and at marks' meetings.

5.8 Student achievements may also be reported on social media platforms, the school website, and the press where consent from the student and/or parent (in the case of students under the age of 18) has been obtained.

HOW to report?

5.9 Students are given continuous feedback in class.

5.10 Formal report cards are issued throughout each academic year and are available electronically on the school's administrative system.

5.11 Parent meetings are set up to communicate directly with parents.

5.12 Students' personal files contain reports throughout their school career.

5.13 Round-table discussions are conducted to provide in-depth focus on specific concerns about a student's progress, particularly those students with barriers to learning.

5.14 Telephonic or electronic reporting takes place between teachers, directors, and parents.

TO WHOM to report?

5.15 Reporting by the school is to students, parents, staff, the Rector, Head of the school, and the Independent Examination Board (IEB), as well as tertiary institutions.

WHEN to report?

5.16 At the end of each cycle in the Preparatory schools, students and parents receive formal report cards. At the end of each term in the Colleges, students and parents receive formal report cards or informal feedback.

5.17 Students are reported to on a continuous basis. Parents are contacted for matters which require their input and support.

5.18 Parents also receive feedback at parent interviews and other parent meetings held throughout the year. Should it be necessary, parents will be contacted throughout the year.

6. PHASE 4: DECISIONS ON PROMOTION, RETENTION AND PROGRESSION

6.1 Junior Preparatory

6.1.1 National codes are taken into consideration.

6.1.2 A three-point assessment rating scale is used in Grades RRR, RR and R:

Rating	Achievement description	Marks in terms of %
3	Requirements achieved	N/A
2	Making progress with support	N/A
1	Requirements not yet achieved	N/A

6.1.3 A five-point assessment rating scale is used in Grades 1 and 2:

Rating	Achievement description	Marks in terms of %
5	Exceeds all expectations	N/A
4	Outstanding achievement	N/A
3	Requirements achieved	N/A
2	Making progress with support	N/A
1	Requirements not yet achieved	N/A

6.1.4 Grade R and younger is known as the Early Childhood Development (ECD) Phase and is under the jurisdiction of the DBE as of 01/04/2022, however, prior to this it fell under the Department of Social Development.

6.1.5 Children in Grades 1, 2 and 3 are in the Foundation Phase (FP) according to the Department of Basic Education (DBE). A child in this phase may only repeat once, with parental consent.

6.1.6 For a child to repeat the year in Grades R, 1 and 2 they must continuously achieve Level 1 in the core learning areas and there must be a concern that the child is at risk of not achieving within a mainstream school. This requires a case conference with all educational experts and stakeholders, as well as the parents.

6.1.7 At times parents may request that students in the Junior Preparatory repeat grades for various reasons. This requires consultation with educational experts and agreement of the Head of School, as well as adequate evidence that this is in the best interests of the child.

6.2 Girls' and Boys' Preparatory

6.2.1 A 7-point assessment rating scale is used in Grades 3 to 7:

Rating	Achievement description	Marks in terms of %
7	Outstanding achievement	80 to 100
6	Meritorious achievement	70 to 79
5	Substantial achievement	60 to 69
4	Adequate achievement	50 to 59
3	Partial achievement	40 to 49
2	Elementary achievement	30 to 39
1	Yet to achieve requirements	0

6.2.2 The following levels of achievement must be attained for a student to progress to the next grade level at the start of the new academic year:

Please note: Immigrant students may achieve below the minimum requirements for the First Additional Language provided they achieve a Level 3 or above in the remaining subjects.

6.2.2.1 Foundation Phase (Grade 3) Promotion Requirements for the End of the Year:

Home Language	4
First Additional Language	3
Mathematics	3

6.2.2.2 Intermediate Phase (Grade 4 to 6) Promotion Requirements for the End of the Year:

Home Language	4
First Additional Language	3
Mathematics	3
Any Other 2 Subjects	3

6.2.2.3 General Education and Training (GET)/ Senior Phase (Grade 7) Requirements for the End of the Year:

Home Language	4
First Additional Language	3
Mathematics	3
Any other three subjects	3
Any other two subjects	2

6.3 Girls' and Boys' College

6.3.1 A 7-point assessment rating scale is used for Grades 8 to 12:

Rating	Description of Competence		Percentage
7	Outstanding Achievement	All aspects of all assessment standards achieved	80–100
6	Meritorious Achievement	Almost all aspects of all assessment standards achieved	70–79
5	Substantial Achievement	Key aspects of all assessment standards achieved	60–69
4	Adequate Achievement	Key aspects of most assessment standards achieved	50–59
3	Moderate Achievement	At least half the assessment standards achieved	40–49
2	Elementary Achievement	A negligible number of assessment standards achieved	30–39
1	Not achieved	No achievement	0–29

6.3.2 Promotion requirements for the General Education and Training (GET) phase (Grades 8 and 9):

A student will be promoted only if they have satisfied the achievement requirements of each of the learning areas as follows:

6.3.2.1 At least a rating Level 4 (50%) in Home Language (English)

6.3.2.2 At least a rating Level 3 (40%) in the First Additional Language

6.3.2.3 At least a rating Level 3 (40%) in Mathematics.

6.3.2.4 At least a rating Level 3 (40%) in THREE of the following learning areas: Natural Science; Social Sciences (History and Geography combined); Technology; Creative Arts; Economic and Management Sciences, Life Orientation

6.3.2.5 At least a rating Level 2 (30%) in any TWO of the remaining learning areas.

6.3.3 Promotion requirements for the Further Education and Training (FET) phase (Grades 10-12):

A student will be promoted only if they have satisfied the achievements requirements as follows:

6.3.3.1 At least a rating Level 3 (40%) in Home Language (English)

6.3.3.2 At least a rating Level 2 (30%) in First Additional Language (St Stithians internal requirement)

6.3.3.3 At least a rating Level 3 (40%) in any TWO of the remaining subjects

6.3.3.4 At least a rating Level 2 (30%) in any THREE of the other remaining subjects

6.3.3.5 May fail one subject (except Home Language)

7. APPROACH TO PROMOTION, ACCELERATION, PROGRESSION AND RETENTION DECISIONS

7.1 When deciding on the movement of students from one grade to the next the minimum requirements stated in the national policy and guidelines gazetted by the Department of Basic Education are used when considering promotion, progression, and retention.

7.2 Promotion refers to the movement of a student from one grade to the next when the student has met the minimum required level per learning area/subject in a particular grade as outlined in the above promotion requirements for each phase. In lay terms, a promotion is when a student "passes" the grade.

7.3 Acceleration refers to the movement of a student beyond the natural grade progression such that they skip ahead to a higher grade above their age cohort.

7.3.1 Providing extension opportunities for Category 1 "gifted and talented" students (please refer to the Learning and Teaching Policy's Categories of Support) while retaining the student with their same-aged peers is the preferred practice and norm. In such cases the student may be engaged in activities and/ or academic content and skills development beyond their grade norms for the purposes of extension but shall remain with their same-age peer group and follow a natural grade progression according to the grade age norms.

7.3.2 Where cases for acceleration are proposed, the holistic development of students remains a priority. It is therefore important to consider both the short-term and long-term impact on the student's social, emotional, physical, and psychological development in relation to that of their peers, as well as the minimum age requirements for admissions to tertiary study and legal age limits for engagement in adult responsibilities beyond schooling.

7.4 Progression (or "condoned pass") refers to the movement of a student from one grade to the next despite the student not having met the minimum promotion requirements for that grade/phase.

7.4.1 In such cases certain promotion requirements are relaxed such that a student still moves to the next grade despite having failed the grade, on condition that the under-performance of the student in the previous grade is addressed in the grade to which the student has been promoted.

7.4.2 Examples of cases where progressions may apply include (but are not limited to) the following:

7.4.2.1 where the implementation of an Individual Support Plan (ISP) and/ or modified learning programme is agreed upon for Category 5 support students who have failed the grade (refer to the Learning and Teaching Policy's Addendum on Support for further details on the Categories of Support). In such cases, the student must be formally assessed to determine the support requirements in the following grade.

7.4.2.2 where a student has failed Mathematics in the GET/ FET phase and a move to Mathematical Literacy is agreed upon for the FET phase. In such cases, national and IEB regulations regarding taking additional Mathematics-based subject choices shall apply (e.g., students are required to remain on Core Mathematics if they wish to take Physical Science) and students may need to reconsider subject choices.

7.4.2.3 where a student has failed an optional subject in the FET phase and a subject change is agreed upon in the following year.

7.4.3 The student is therefore given a “condoned pass” or is “progressed” to the next grade rather than “promoted” to the next grade, as will be indicated on their official school report at the end of the year. This will be formally recorded in the school report at the end of the year in the line which would normally have indicated a promotion to the next grade.

7.4.4 Progression from grade to grade within the appropriate age cohort is the accepted norm, unless the student displays significant delays in their current grade competence and their ability to cope with the following grade’s work, in which case a retention may need to be considered.

7.4.5 Importantly, the norm of progression for “at risk” students to the next grade is not to be construed as the practice of “automatic promotion”. Rather the emphasis is on the principle that a student’s needs must be addressed through the combined efforts of the student them self, the school structures, and the student’s family to support the student’s academic progress with targeted interventions.

7.4.6 Students should not be progressed (“condoned”) more than once in an academic phase. In the preparatory schools, students may be condoned multiple times under certain circumstances, with the understanding that this may impact their long-term academic progress in the Colleges should the core skills not be adequately remediated. If they do not meet the promotion requirements for three or more learning areas, they may need to be retained in that grade or an alternative school placement would need to be considered.

7.5 Retention refers to a student repeating a grade due to their not meeting the minimum promotion requirements in several learning areas/subjects such that the student would be unable to cope with in the next grade.

7.5.1 In such cases the student has significant gaps in their learning areas to the extent that progression is not possible.

7.5.2 A student may not be retained more than once in an academic phase.

7.5.3 This may also include cases where a student has already received a progression in the current phase and has failed to make progress in the grade, despite interventions and support being in place to address areas of weakness.

7.6 The following contextual factors are considered when discussing the progression, retention, and acceleration of a student(s):

7.6.1 The chronological age of the student.

7.6.2 The physical development and physical maturity of the student.

7.6.3 The emotional maturity of the student.

7.6.4 Achievement level/marks of the student.

7.6.5 Academic history and previous interventions provided to support the student.

7.6.6 Support interventions for barriers to learning, both internal and external to the school.

7.6.7 Extension opportunities that have been made available for Category 1 students.

7.6.8 The social-emotional context and psychological needs of the student.

7.6.9 The best interests of the student and what is fair to the individual.

7.6.10 Educators', Academic Professionals' (e.g. Academic Support and/ or School Psychologists) and Head's discretion.

7.6.11 Parent consultation and parental input – the partnership between school and parent is vital to a student's academic success.

7.6.12 Professional assessments and recommendations by registered psychologists and/ or other HPCSA registered health professionals (such as educational psychologists).

7.6.13 Circumstances beyond the student, family and/or school's control which may have impacted on the academic year (e.g. health issues).

7.7 The final decision for recommendations related to progression, retention and acceleration is at the Head of School's discretion, with careful consideration of the above factors.

7.8 These decisions shall be communicated by the Head of School to parents transparently, timeously and in collaborative and solution-focused meetings with parents during the year for students at risk. Such decisions will not be taken lightly, and all efforts shall be made during the year to communicate concerns and risks openly and honestly.

7.9 Any decisions on progression, retention and acceleration must be formally reflected on the student's end of year report card as a formal academic record.

7.10 Any applications to complete Grade 12 over two years must be considered in relation to the IEB's regulations on this matter.

First approved by College Exco: 30 October 2019
First amendment: 15 March 2021
Second amendment: 30 November 2021
Third amendment: 27 March 2024
Fourth amendment: 2 December 2024

ST STITHIANS COLLEGE

POLICY: LEARNING AND TEACHING
ADDENDUM: PROCEDURES FOR INCLUSION & ACADEMIC SUPPORT

2 December 2024

1. INTRODUCTION

1.1 The St Stithians College Policy: Learning and Teaching outlines the overarching educational philosophy and practices of teaching and learning embraced by all schools under the St Stithians College banner.

1.2 Addenda to this Learning and Teaching Policy might include additional procedure documents related to specific areas of learning and teaching, such as assessment procedures, language procedures or academic support procedures (for example).

1.3 This Addendum Procedure for Inclusion and Academic Support aims to outline the educational practices regarding inclusive and academic support practices at St Stithians College.

2. DEFINITIONS

2.1 'Student Support' refers to the services provided which address the social, emotional, developmental and academic needs of students at the College. 'Academic/ Learning Support' refers to student support services which involved in supporting learning and teaching and meeting the educational needs of students. 'Social-emotional support' refers to counselling, psychological services and pastoral care services which address the social and emotional needs of students. This is guided by the St Stithians College campus policies on Psychological Services and Pastoral Care.

2.2 'Inclusion/ inclusive education', according to the Education White Paper 6 (2011) and the Department of Education's Guidelines for Inclusive Learning Programmes (2005), refers to the educational philosophy of embracing and welcoming students along a spectrum of learning needs into age-appropriate, mainstream classes. These students are supported to learn, contribute and participate in all aspects of the life of the school.

2.3 'Barriers to Learning', according to the Education White Paper 6 and internationally accepted literature, is a broad term which refers to factors which hamper or negatively influence a student's learning and teaching. This term encompasses a broader systemic view of factors affecting learning and teaching and thus includes factors within the child as an individual, within his/ her family, and social factors, and difficulties that arise within the education system which prevent both the system and individual from succeeding in learning and teaching.

2.4 'Categories of Support' refers to the six categories of support which are outlined in the College's Learning and Teaching Policy. These serve as practical indicators of the support needs of students and services offered by the College along a spectrum of learning needs

which range from Category 1 (full participation, with extension) to Category 6 (participation not possible).

2.5 'Academic Support Director/ Head of Academic Support' refers to the staff member who co-ordinates the Academic/ Learning Support programme within each St Stithians school. The primary role of this staff member is to ensure that the inclusive philosophy and learning support services remain a part of the daily educational practices at the school. The Academic Support Director for each school is represented on the campus Learning and Teaching Committee, along with each school's respective Head/s of Academics. The title 'Academic Support Director' is used instead of 'Special Educational Needs Co-ordinator SENCO)' as the role involves a broader focus in meeting a spectrum of learning needs at the College.

2.6 'Individual Support Plan (ISP)' refers to the documented intervention plan (or academic contract) for support which is drawn up for an individual student to address their unique learning needs and which is agreed upon by all stakeholders working with the child. This includes plans for both internal, school- based, and external support services required to address the child's barriers to learning.

2.7 'Modified Learning Programme' (MLP) refers to the documented intervention plan (or academic contract) for support where adaptations are made to a student's participation in the standard educational programmes and curriculum. This includes any modifications to the student's worksheets, test presentation, and curriculum which allows the student to engage with the material in a way that maximises learning outcomes. Importantly, the core curriculum remains unchanged, but the modifications make the curriculum material more accessible and assessment expectations are adapted to address the student's learning needs (e.g. re-phrased tests or simplified worksheets). This may form part of the interventions agreed upon in the student's Individual Support Plan (ISP).

2.8 'Individualised Education Programme (IEP)' refers to the documented intervention plan (or academic contract) for a more intensive form of support where specialised programmes are implemented to address and accommodate a student's barriers to learning by making adaptations to the standard curriculum and educational expectations. This is typically implemented for a child who is unable to cope with the expectations of the standard curriculum and who requires specialist instruction. This includes programmes such as completing the IEB's Endorsed National Senior Certificate or a Saints' Matric certificate. This has longer term implications for meeting grade promotion requirements and attaining NQF levels of education. This may form part of the interventions agreed upon in the student's Individual Support Plan (ISP).

2.9 'In-Class Support' refers to support practices in which a specialist (such as the Academic Support teacher or a facilitator) goes into the classroom to assist in supporting students with barriers to learning through individual instruction, small groups and in-class interventions. The specialist works in close collaboration with the class teacher as the aim of this type of support is to ensure that students are receiving full access to the general education curriculum, while limiting disruption to their daily schedule. Essentially the focus of these interventions is to cover the same content as scheduled in the classroom.

2.10 'Withdrawal Support' refers to support practices where a specialist (e.g. Academic Support teacher, occupational therapist, speech and language therapist, psychologist, remedial therapist) removes an individual or group of students from the main classroom to work on

specific skills. In this type of support, it is believed that the child requires intensive skills support to assist them in keeping up with the classroom instruction. The support is focused on remediating and consolidating the development of core skills, rather than teaching or re-teaching the same curriculum content as would take place within the general classroom by the subject teacher.

3. INCLUSIVE EDUCATION AND ACADEMIC SUPPORT

3.1 St Stithians College embraces the principle of inclusive education outlined in Education White Paper 6 (2001), and other relevant international and national legislature, and functions as an academic, mainstream school with student support services.

3.2 St Stithians acknowledges that every student is unique, with individual strengths, challenges, interests, abilities, and learning needs. The College is committed to diversifying its educational programme to take into account a spectrum of learning needs, according to available resources and the best interests of the child.

3.3 St Stithians College believes that through appropriate curricula, technical teaching strategies, use of resources (such as technology) and partnerships within the community, students have equal rights to an all-encompassing education of the highest standard that accommodates diverse abilities through individualised and/or differentiated educational practice.

3.4 However, as indicated in Learning and Teaching Policy's section on Categories of Support (below), there may be circumstances in which St Stithians recognises that it might not be in the best interests of students (for example, those with severe barriers to learning) to receive their education in the St Stithians environment. Where this condition obtains, a student's participation in the College's educational context may not be possible.

3.5 Parents have a responsibility to share information about the learning needs, strengths and challenges of students for individualised and/or differentiated education and support to be provided (this includes previous assessments, psycho-educational reports, and history of remedial interventions, for example). When information is withheld from the school, this prevents effective teaching and learning and appropriate support cannot be provided. Under these circumstances the student's position in the school might require review.

3.6 It is the responsibility of all College staff to implement and uphold the frameworks of individualised education as laid out in this document.

4. PRACTICAL INDICATORS IN EDUCATIONAL PRACTICE

4.1 We will know that the aims of individualised and/ or differentiated education have been met when:

4.1.1 A community of belonging is fostered in order to promote positive participation in a just, equitable and democratic society.

4.1.2 Co-operative learning and teaching between students and staff aims to create an environment in which students with varying abilities and interests can realise their potential in shared educational experiences.

4.1.3 Curriculum, pedagogy and assessment are aligned to meet the needs of diverse groups of students.

4.1.4 Professional development opportunities are provided to staff to enhance their understanding of diversity and the factors that contribute to educational disadvantage.

4.1.5 Consultation and communication between stakeholders occurs to plan, implement and review programmes and interventions for students when necessary.

4.1.6 The link between a student's academic achievement and social and emotional well-being is acknowledged in the design of educational experiences and the creation of a safe learning environment.

4.1.7 Learning experiences are designed to promote the development of relevant skills to enable further opportunities for success through the development of students' strengths and talents.

5. CATEGORIES OF SUPPORT

5.1 Support is understood to be a key indicator of the provision of individualised and/or differentiated education.

5.2 The College recognises that students require different types of support along a continuum of learning needs. The College has therefore identified six such Categories of Support (adapted from the

5.3 Department of Education's Draft National Strategy on Screening, Identification, Assessment and Support, 2014). These include extension, remediation and recommendation for transfer to an alternative specialised educational environment when participation in the College's educational context is not possible.

5.4 These Categories of Support serve as practical indicators to guide planning, resource allocation and interventions for individual students, as well as to gain insight into the broader resources required to fulfil the philosophy of individualised education and academic excellence at St Stithians College.

5.5 Importantly, the Categories of Support are indicators of resources and intervention required to support learning and teaching. Although it is acknowledged that there might be an association between intensity of support and academic achievement, the level of support is categorised according to the resources and interventions required for a student's learning processes and not their academic achievement.

5.6 All students at St Stithians College can be placed along this continuum of support and their individual progress is tracked according to the Categories of Support as an indicator of their learning needs. Students may move between Categories of Support at different stages in their school career as individualised education and support is such that it changes over time.

5.7 The categories of support are:

Category	Category description
1	**Full participation, with extension:** • Full Participation is understood to mean that students are not removed from lessons for any interventions and engage in the full curriculum expectations without modification or adaptation. • Students are extended above and beyond the standard curriculum and achieve at the level of academic excellence.
2	**Full participation, no support needs:** • There are no learning and teaching support interventions needed. • The students in this category are able to manage their learning and academic needs independently within the standard curriculum, without any additional support interventions.
3	**Full participation, with mild support:** • Some barriers to learning or areas of development have been identified, which are mild in nature and require short-term support interventions to maximise learning outcomes.
4	**Modified full participation, with moderate support:** • Full participation, with moderate levels of support to maximise learning outcomes and address identified barriers to learning, which are mild to moderate in nature. • Adaptations and support are planned and managed by Academic Support specialists, with regular review and case management for interventions.
5	**Modified participation, with high support:** • Participation in most activities with high levels of ongoing assistance and support to address identified barriers to learning, which are more intensive in nature. • Requires a specialist programme and additional support in a number of areas, including ongoing monitoring and adaptation of curriculum and assessment practices to facilitate participation and maximise learning outcomes. • Adaptations and support are planned and managed by Academic Support specialists, with regular review and case management for interventions.
6	**Participation is not possible:** • There may be circumstances in which the College recognises that it might not be in the best interests of students to receive their education in the St Stithians environment. • The College is unable to offer the level of support required to meet the specific academic needs of the student and/or adequately accommodate the nature of their barriers to learning within the College's available resources and educational structures. • The decision that participation in the College's educational context is not possible is made in consultation with recommendations from professional stakeholders and takes into account national legislation and policies.

Approved by the Learning and Teaching Committee and College Executive Committee: 20 March 2018
Amended: 26 November 2021
Amended: 2 December 2024