

CURRICULUM COVERAGE AND ASSESSMENT TRACKING MONITORING TOOL

SCHOOL INFORMATION			
Name of School			
Name of Subject			
Name of Subject Teacher/s			
Grade			
Date of Visit			
Name of Monitor			
1. CONTROL MEASURES			
	Yes	No	Comments / Remedial Action
1.1 School Self Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	
1.2 School Improvement Plan (SIP)	<input type="checkbox"/>	<input type="checkbox"/>	
1.3 School Development Plan	<input type="checkbox"/>	<input type="checkbox"/>	
1.4 Annual Academic Performance Report	<input type="checkbox"/>	<input type="checkbox"/>	
1.5 Teacher Self Appraisal (Identified needs)	<input type="checkbox"/>	<input type="checkbox"/>	
1.6 Appraisal by peers	<input type="checkbox"/>	<input type="checkbox"/>	
1.7 Appraisal by principal	<input type="checkbox"/>	<input type="checkbox"/>	
1.8 Teacher is mentored	<input type="checkbox"/>	<input type="checkbox"/>	
1.9 Previous appraisals of Subject Advisors	<input type="checkbox"/>	<input type="checkbox"/>	

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2. TIME MANAGEMENT			
	Yes	No	Comments / Remedial Action
2.1 School Calendar (Year Plan)			
2.2 School Timetable			
2.2.1 <i>SGB times of school opening and closing (Reflected in the School Policy – Section 20 of SASA)</i>			
2.2.2 <i>Number of teaching hours are compliant with the CAPS policy documents</i>			
2.3 Subject Timetable / Classroom Timetable			
2.3.1 <i>Timetable correlates with School Timetable</i>			
2.4 Teacher's Personal Timetable			
2.4.1 <i>Workload of teacher (No of subjects presented and planning implications)</i>			
2.5 Educator Attendance Register			
2.5.1 <i>How are the absences being addressed? Report? (If the teacher is regularly absent)</i>			
2.5.2 <i>Planned intervention to support learners</i>			
2.5.3 <i>Teacher period register</i>			
2.6 Learner Attendance Register			
2.6.1 <i>Learner Period (Subject) Register</i>			
2.6.2 <i>How are the absences being addressed? Report? (If the learner is regularly absent)</i>			
2.6.3 <i>Planned intervention to support learner</i>			

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3. CURRICULUM COVERAGE			
	Yes	No	Comments / Remedial Action
3.1 Teacher has access to all CAPS policy documents			
3.2 Teacher has and there is evidence of the frequent reference to and use of CAPS Subject Policy			
3.3 Planning reflects CAPS prescripts			
3.4 Relevant CAPS Circulars displayed			
Evidence of the following documents is displayed in the <u>Teacher File</u>			
3.5 National Subject Improvement Plan			
3.6 Provincial Subject Improvement Plan			
3.7 District Subject Improvement Plan			
3.8 Individual Subject Improvement Plan			

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Evidence of the planning documents is displayed in the <u>Teacher File</u>			
	Yes	No	Comments / Remedial Action
3.9 Annual Teaching Plan			
3.9.1 <i>Teacher is up to date with ATP</i>			DATE: CAPS CONTENT COVERED: WORKBOOK CONTENT COVERED
3.9.2 <i>(If no) Areas of content not covered</i>			
3.9.3 <i>(If no) Identified reasons</i>			
3.9.4 <i>(If no) Planned intervention</i>			
3.10 Weekly planning			
3.11 Lesson Preparation			
3.12 Planned interventions and additional support / expanded opportunities / progressed learners			

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Evidence of the LTSM documents is displayed in the <u>Teacher File</u>			
	Yes	No	Comments / Remedial Action
3.13 CAPS aligned textbook			
3.14 LTSM Budget for the subject			
3.15 Evidence of number of and date of LTSM received			
3.16 Class list with textbook numbers of learners			
3.17 LTSM inventory			
3.18 Workbooks being used (incorporated in planning)			
3.19 Additional resources			
3.20 Practical work			
3.20.1 <i>Consumables</i>			
3.20.2 <i>Equipment for Practical Tasks</i>			
3.21 Previously printed and distributed LTSM (Newspaper supplements, Study Guides, Notes on topics)			
3.22 Risk Management Plan			

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Evidence of the Learners			
	Yes	No	Comments / Remedial Action
3.23 Complete learner information			
3.24 Correlation of learner evidence (e.g. workbooks, learner books, homework) with teacher planning (dates and content)			DATE OF MONITORING (REPORT ATTACHED):
3.25 Correlation of learner evidence (e.g. workbooks, learner books, homework) with CAPS			
3.26 Books marked, dated and appropriate feedback			
3.27 Study guides and other additional resources			
3.28 Evidence of Practical Work			
3.29 Learner performance in formal assessment			

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4. ASSESSMENT			
	Yes	No	Comments / Remedial Action
4.1 Teacher has access to Assessment Policy (CAM)			
4.2 Annual Assessment Programme (School)			
4.3 Assessment Policy (School)			
4.4 Assessment Plan (School)			
4.5 Monitoring reports			
4.6 Learner Attainment Report (per subject)			
4.7 Learner Attainment Report (Individual learners; at risk learners)			
4.8 SASAMS Reporting Instruments (where applicable)			
4.9 Intervention strategies			
4.10 Examination Guidelines			
4.11 Teacher Subject Programme of Assessment			
4.11.1 CAPS SBA assessment Tasks reflected in Programme			
4.11.2 Provincial SBA (where applicable)			
4.11.3 District SBA (where applicable)			

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	Yes	No	Comments / Remedial Action
4.11.4 <i>Teacher adheres to Subject Programme of Assessment</i>			
4.11.5 <i>Alignment of dates with completion of content</i>			
4.12 NPA Assessment weighting per grade reflected and adhered to			
4.13 Formal Assessment tasks aligned to CAPS Prescripts			
4.14 Formal Assessment tasks completed up to date (Programme of Assessment)			DATE: Assessment up to date: CONTENT COVERED
4.14.1 <i>(If no) Assessment not completed</i>			
4.14.2 <i>(If no) Identified reasons</i>			
4.14.3 <i>(If no) Planned intervention</i>			

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	Yes	No	Comments / Remedial Action
4.15 Formal Assessment tasks moderated, dated and signed			
4.16 Formal Assessment Tasks – memoranda and assessment tools (rubrics, etc) included.			
4.17 Evidence of Informal assessment which informs revision, planning and support of formal assessment			
4.18 Concessions are indicated and implemented where applicable			

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5. MODERATION			
	Yes	No	Comments / Remedial Action
5.1 Moderation Procedure (School)			
5.2 Moderation Guidelines (National)			
5.2.1 <i>Examination Guidelines</i>			
5.3 Moderation Guidelines (Prov / District)			
5.4 Evidence of moderation of assessment instruments – Tests and Exams			DATE: RECOMMENDATIONS
5.4.1 <i>Intended Outcomes were indicated and achieved</i>			
5.4.2 <i>Cognitive levels aligned to policy and guideline documents (CAPS, etc)</i>			
5.4.3 <i>Content specified in CAPS covered (Content indicated in planning documents are reflected – learners are not tested on content which has not been taught)</i>			
5.4.4 <i>Types of questions differ and reflect national and provincial examples</i>			
5.4.5 <i>Analysis of questions has been included</i>			

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5.4.6 <i>Time allocation aligned to policy prescripts</i>			
5.4.7 <i>Mark allocation clearly indicated</i>			
5.4.8 <i>Language (Proper editing and layout)</i>			
5.4.9 <i>Assessment tools included for moderation (memorandum, rubric, etc)</i>			
5.5 Evidence of moderation of assessment instruments – assessment tasks			
5.6 Moderation report on assessment instruments			
5.7 Moderation of sample of marked scripts			
5.7.1 <i>Quality of marking</i>			
5.7.2 <i>Marking aligned to moderator's recommendations</i>			
5.7.3 <i>Marks aligned with mark allocation</i>			
5.7.4 <i>Quality of feedback to learner</i>			
5.8 Moderation of learner evidence			
5.8.1 <i>Written work has been marked, dated and signed</i>			
5.8.2 <i>Feedback is constructive and indicates areas of improvement</i>			
5.8.3 <i>Report of HOD verifies moderation process</i>			

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6. RECORDING AND REPORTING			
	Yes	No	Comments / Remedial Action
6.1 Evidence of informal assessment			
6.2 Formal recording			
6.2.1 <i>Reflects correct and complete learner information</i>			
6.2.2 <i>Marks are correctly recorded</i>			
6.2.3 <i>Marks have been verified</i>			
6.2.4 <i>Concepts and skills are indicated (where applicable)</i>			
6.2.5 <i>Overall performance in the subject is reflected</i>			
6.2.6 <i>Learner achievement correlates with learner performance</i>			
6.3 Learners with Concessions are indicated			
6.4 Analysis of assessment / results (subject / field / item analysis)			
6.5 Intervention and support strategies are reflected			
6.6 Learners receive report cards quarterly			
6.7 Learners receive feedback on learner performance, promotion requirements.			

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7. MONITORING AND SUPPORT			
	Yes	No	Comments / Remedial Action
7.1 Monitoring procedure			
7.2 Report from HOD / Head of Subject			
7.2.1 All classes in the grade have same sequence and pace in curriculum coverage			
7.3 Teacher's Personal Growth Plan			
7.4 Evidence of support			
7.4.1 Courses attended			
7.4.2 Additional information supplied			
	Yes	No	Comments / Remedial Action
7.4.3 Minutes of subject meetings (school)			
7.4.4 Minutes of subject meetings (district)			
7.4.5 Evidence of support from PLC			
7.4.6 SACE			

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Comments:

Name of Monitor: _____ Signature: _____ Date: _____

Name of Subject Teacher: _____ Signature: _____ Date: _____

Name of Principal: _____ Signature: _____ Date: _____

SCHOOL STAMP