



**basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

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**TO: HEADS OF PROVINCIAL EXAMINATIONS AND ASSESSMENT  
HEADS OF PROVINCIAL CURRICULUM  
DISTRICT DIRECTORS  
CIRCUIT MANAGERS  
AREA MANAGERS  
SCHOOL PRINCIPALS  
TEACHER UNIONS  
SCHOOL GOVERNING BODY ASSOCIATIONS  
NATIONAL ALLIANCE OF INDEPENDENT SCHOOLS**

**NATIONAL ASSESSMENT CIRCULAR 01 OF 2023**

**IMPLEMENTATION OF THE 2023 ASSESSMENT PROGRAMME IN  
MAINSTREAM AND SPECIAL SCHOOLS ACROSS THE GENERAL  
EDUCATION AND TRAINING (GET) BAND**

**The Programme of Assessment**

1. The purpose of this Circular is to provide the revised subject weightings relating to the Programme of Assessment (PoA) for the General Education and Training Band (Grades 1 to Grades 9). The Further Education and Training (FET) Phase, Grades 10-12 revised subject weightings will be provided in a separate circular.
2. Circular S33 of 2022, issued in December 2022, provided the Revised Annual Teaching Plans (R-ATP) for 2023/24 and the revised weightings for School

Based Assessment (SBA) and the examinations, which are amended as follows:

PHASE	2023 Revised SBA/Examination Weightings
Foundation (Grade R – 3)	100% SBA
Intermediate (Grade 4 – 6)	80% (SBA): 20%(November Examination)
Senior Phase (Grade 7 – 9)	60% (SBA): 40% (November Examination)

3. Circular S33 of 2022, also refers to the:
  - (a) continuation of the mid-year or June controlled tests in Grades 4-9.
  - (b) a reintroduction of the end-of-year full-scale examinations in Grades 7- 9 and controlled tests in grade 4-6.
4. The content of the controlled tests must be based on work done stipulated in the Recovery ATPs. In principle, the June controlled test should cover work from Term 1 and Term 2 and the end of year-examination should cover work from Term 3 and Term 4 unless the subject ATP specifies inclusion of content from other terms.
5. The Programme of Assessment is aligned to the Revised Annual Teaching Plans for 2023/24 for each of the subjects and grades in the GET Phase
6. Schools should ensure that they have the SA-SAMS patch that is aligned to the contents of this Circular.
7. The types and number of tasks including mark allocation and weighting of the tasks per subject and grade are summarised in the attached **Annexures A, B and C** of this Circular.
8. In the Intermediate and Senior phases, where weightings are not indicated for a subject, the weightings are distributed evenly among the tasks for the term.
9. This Circular builds on the key principles of implementing assessment tasks in the GET introduced in 2020 and follows on from processes around

curriculum trimming and reorganisation. The focus on school-based assessment remains on utilising strategies aligned to an Assessment for Learning (AfL) approach to assist learners to achieve the learning outcomes of each grade and subject.

### **Moderation of summative tasks**

10. All summative tasks per subject must be moderated at school level by a member of the School Management Team responsible for that subject. The moderator must also ensure that the task is accompanied by a detailed and accurately formulated marking guideline, and or rubric. All moderation findings must be reported to the relevant teacher(s) of that subject.
11. For class tests and controlled tests, teachers of the same grade and subject should sample a few scripts and discuss the marking guidelines/rubric as a team to ensure that the marking is standardised. All scripts that have been marked by the teacher must be submitted to the moderator who should sample a reasonable number of scripts for moderation.
12. The setting of high quality assessment tasks for school based assessment is important and schools must keep a record of all assessment tasks and the internal moderation reports as this may be subject to verification by the district and the province..

### **Formative assessment**

13. The Assessment for Learning (AfL) approach including formative assessments should be used by teachers during teaching and learning to support and prepare learners for summative assessments. This in turn will assist teachers to obtain evidence for use in supporting learners to improve their knowledge, understanding and skills.
14. The primary purpose of formative assessment is to improve learning.

## **Recording of learner performance**

15. The moderator must approve and sign off the mark sheets prior to recording on SA-SAMS by trained Administrative staff who are familiar with the system. All data captured must be verified.
16. The weightings of a task will be calculated automatically on SA–SAMS and schools are not expected to make changes to the individual task weightings.
17. SA–SAMS contains a built-in functionality to address cases where an assessment is not administered e.g. absenteeism with a valid reason or in the case of an unforeseen event. By capturing “-1” as a code it removes the task from the learner’s SBA and promotion mark and automatically redistributes the weight proportionally to the other assessment tasks.

## **Schedules and reports**

18. Final promotion schedules for all grades must be approved and signed off following the prescribed protocols of the Provincial Education Department.
19. Learner reports must be generated based on the signed off promotion schedule marks using SA-SAMS’ templates. In addition, the reporting to parents should be a holistic reflection of learner’s capabilities and not just a aggregation of the summative scores. It should also reflect evidence of learners’ capabilities that were observed through formative assessment processes.
20. It is required that learners’ performances are reported for each subject. The comments in the report should indicate an overview considering both the summative and formative assessments.

## **School Based Support**

21. School Based Support Teams (SBST) should ensure that adequate and appropriate support is given to learners who display learning gaps or experience barriers to learning. This must be in line with the Screening, Identification, Assessment and Support Policy, where accommodations and

concessions should be identified and granted as early as possible to ensure that learners are not disadvantaged.

22. The support programme provided by the school must guide feedback to parents at regular intervals during the course of the academic year and must guide decisions on possible retentions and/or support that could be provided to the learner in the next grade.
23. Further guidelines and directives may be provided on the implementation of Assessment for Learning (AfL) strategies and promotion and progression requirements during the course of the academic year. All enquiries regarding this circular must be directed to Dr M Chetty via telephone on 012 357 3835 or email at [chetty.m@dbe.gov.za](mailto:chetty.m@dbe.gov.za).
24. Your support in ensuring compliance with the contents of this Circular will be greatly appreciated.



**DR M SIMELANE**  
**ACTING DEPUTY DIRECTOR-GENERAL**  
**DATE: 27/03/2023**