



SKILLS PHASE (ELSEN) POLICY

DEFINITION :

The Skills Phase is for learners who experience barriers to learning, who have different needs and who have been placed in a School of Skills.

PRINCIPALS :

Elsen education has as basis the Education White Paper 6 – Special Needs Education: Building an inclusive Education and Training System that commits the state and private schools to the achievement of equality, non-discrimination and the maximum participation of all learners in the education system as a whole.

WHO, WHAT AND WHY :

One of the most significant barriers to learning is the school curriculum. Barriers to learning arise from the different aspects of the curriculum such as the content, the language, classroom organization, teaching methodologies, pace of teaching and time available to complete the curriculum, teaching and learning support materials and assessment. Teachers must therefore have a sound understanding of how to recognize and address these barriers to learning, and how to plan for diversity.

DIFFERENT LEARNING NEEDS MAY ARISE BECAUSE OF:

- Negative attitudes to and stereotyping of difference.
- An inflexible curriculum.
- Inappropriate languages or language of learning and teaching.
- Inappropriate communication.
- Inaccessible and unsafe built environments.
- Inappropriate and inadequate support services.
- Inadequate policies and legislation.
- The non-recognition and non-involvement of parents.
- Inadequately and inappropriately trained education managers and educators.

THE PROFILE OF A LEARNER PLACED IN THE SKILLS PHASE :

- is 14 or 15 years old
- has received extensive, documented support in the mainstream school
- experiences moderate cognitive barriers to learning which cause very poor scholastic progress. The learner's lack of progress may be so severe that he/she will only be able to cope on a Foundation Phase level
- is not severely or profoundly intellectually disabled
- does not experience serious behavioural learning barriers
- may experience a short attention span
- may have a very poor reading ability
- attends school regularly, but does not reap the benefits of the curriculum in spite of support efforts
- may have spent more time in both Foundation and Intermediate Phase, without showing significant improvement
- is usually functioning 2 years and more below his/her age cohort and is seriously at risk of leaving school early, without showing significant improvement
- is usually functioning 2 years and more below his/her age cohort and is seriously at risk of leaving school early, without attaining skills to enter the world of work successfully
- will benefit by a vocational / practical approach to the curriculum
- will develop skills in order to be able to enter the job market.

THE CURRICULUM :

These learners have the right to follow an adapted and differentiated curriculum to achieve their academic goals. Each learner should have access to the standard of assessment best suited to his/her needs. Each learner should be respected as an individual with unique strengths and barriers to learning. These learners must further be afforded the opportunity to achieve in areas where they can be successful, such as learning a skill. In the majority of cases it has been found that learners, who do not achieve academically, often benefit and excel through learning a skill.

AGES :

- Pre-Skills : up to 13 years
- Year 1 : 13 turning 14 years
- Year 2 : 14 turning 15 years
- Year 3 : 15 turning 16 years
- Year 4 : 16 turning 17 years

ASSESSMENT :

- Proof of assessment must be kept in the workbook after the work has been completed.
- Assessment is continuous.
- If a learner is absent the assessment task should be dated and marked ABSENT. If the learner makes an effort to complete the assessment the date is changed and marks allocated. If he/she does not catch up the missing work, a "0" is allocated and the incomplete task is filed as proof.
- Practical tasks should be assessed by the teacher according to a set of pre-selected criteria. Should a learner be absent with an acceptable reason an "a" (absent) should be indicated on the class list. Should the learner not have an acceptable reason, a "0" is allocated.
- The following types of assessment can be used:
 - Demonstrations
 - Test
 - Presentation
 - Examination
 - Practical task
 - Questions and answers
- Learners should complete a minimum of 2 – 3 formal assessment tasks per term.

ASSESSMENT CODE :

- Marks are given separately for theory and practical assessments.
- Assessment code:

Code Kode	DESCRIPTION OF COMPETENCE BESKRYWING VAN KODES	PERCENTAGE PERSENTASIE
7	Outstanding achievement Uitmuntende prestasie	80 - 100
6	Meritorius achievement Verdienslike prestasie	70 - 79
5	Substantial achievement Beduidende prestasie	60 - 69
4	Adequate achievement Voldoende prestasie	50 - 59
3	Moderate achievement Matige prestasie	40 - 49
2	Elementary achievement Basiese prestasie	30 - 39
1	Not achieved Ontoereikende prestasie	0 -29



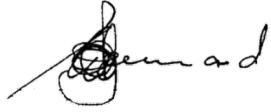
EXAMINATIONS :

- Exam papers must be moderated by a person/persons appointed by the HOD (Head of Department).
- Exam papers must be long enough to keep learners busy throughout the exam session of 1 hour.
- Keep reading to a minimum, short comprehension tests, multiple choice questions, true/false, select answers from given words.
- Exams will be written in June and November and test series in March and September.
- Learners are assessed on all modules for both examinations.
- Learners do not fail in the Skills Phase but are promoted according to their age.

RECORD KEEPING :

- Marks must be recorded on a class list throughout the year.

SIGNED AND CONFIRMED

		
Mrs. M L Stander	Mrs. S van Zyl	Mr. T Barnard
Principal / Owner	Vice Principal	Governing Body