

Academic Progression Policy

Please note that these progression criteria are specific to Southern Cross Schools. All learners of Southern Cross Schools will progress through the school on the basis of the application of this Academic Progression Policy.

Progression in Grades 0 to 6

1. Ideally, all learners from Grade 0 to Grade 6 should progress with their age cohort.
2. Any decision about progression should be based on the evidence of a learner's performance against the recorded assessment tasks.
3. Where a learner needs more time to demonstrate achievement, decisions shall be made based on the advice of the relevant role-players: teachers and other educational specialists in consultation with parents. The final decision as to whether a learner is held back rests with the Headmaster of the school after thorough consultation with all role-players.
4. No learner should stay in the same phase for longer than four years (or five years in the case of the Foundation Phase where Grade 0 is included), unless this decision is clearly in the interests of the learner concerned and does not in any way impact negatively on the other learners in the grade of the learner being held back. Such decisions must be done only after full consultation with all role-players: teachers, parents and educational specialists.
5. In the case of learners being held back it is important that a learner support strategy be put in place to support such learners.

Progression in Grade 7 to 9

6. Progression in Grade 7 to 9 is done on the basis of the learner demonstrating competences that reflect a balanced spread over all Learning Areas which have been assessed through a continuous assessment programme and a summative assessment component.
7. A learner will progress to the following grade only if s/he has satisfied the following achievement requirements:
 - 7.1. At least an "adequate achievement" or level 4 (50 – 59%) in one of the Official Languages offered and Mathematics;
 - 7.2. At least a "moderate achievement" or level 3 (40 – 49%) in the other Official Language; and
 - 7.3. At least an "adequate achievement" or level 4 (50 – 59%) in four other Learning Areas.
 - 7.4. At least a "moderate achievement" or level 3 (40 – 49%) in the rest of the Learning Areas.

8. The learner will be permitted to progress only if s/he satisfies the requirements of both the Continuous Assessment and Summative Assessment components in all Learning Areas. The Continuous Assessment and Summative Assessment must contribute towards the final assessment on the following basis:
 - 8.1. Grade 6 & 7 – 75% Continuous Assessment and 25% Summative Assessment; and
 - 8.2. Grade 8 & 9 – 60% Continuous Assessment and 40% summative assessment.
9. All Learning Areas are compulsory and the assessment of all Learning Areas is compulsory, and the progression of a learner from one grade to the next will depend on the criteria stated above.
10. A condoned progression may be considered in the case of a learner who does not offer their mother tongue as either one of the two Official Languages being done. In such cases the following minimum criteria may be considered:
 - 10.1. At least a “moderate achievement” or level 3 (40 – 49%) in one of the Official Languages offered and Mathematics;
 - 10.2. At least an “elementary achievement” or level 2 (30 – 39%) in the other Official Language;
 - 10.3. At least a “moderate achievement” or level 3 (40 – 49%) in all other Learning Areas.
11. Condoned progressions may only be granted at the discretion of the Headmaster after thorough consultation with all role-players: teachers, parents and/or educational specialists.

Progression at Grade 10 & 11

12. Progression in Grade 10 & 11 is done on the basis of the learner demonstrating competences that reflect a balanced spread over all seven Learning Areas which have been assessed through a continuous assessment programme and a summative assessment component.
13. A learner will progress to the following grade only if s/he has satisfied the following achievement requirements:
 - 13.1. At least a “moderate achievement” or level 3 (40 – 49%) in both of the Official Languages offered and Mathematics or Mathematical Literacy;
 - 13.2. At least a “moderate achievement” or level 3 (40 – 49%) in Life Orientation and two (2) other Learning Areas; and
 - 13.3. At least an “elementary achievement” or level 2 (30 – 39%) in the remaining Learning Area.
14. Assessment of all seven Learning Areas offered is compulsory, and the progression of a learner from one grade to the next will depend on the criteria stated above. A condoned progression may only be considered in the case of Grade 10 learners (no condoned progression for Grade 11 learners) who do not offer their mother tongue as either one of the two Official Languages being done. In such cases the following minimum criteria may be considered:

- 14.1. At least a “moderate achievement” or level 3 (40 – 49%) in the Official Language of instruction offered and Mathematics or Mathematical Literacy;
 - 14.2. At least an “elementary achievement” or level 2 (30 – 39%) in the other Official Language offered;
 - 14.3. At least a “moderate achievement” or level 3 (40 – 49%) in Life Orientation and two (2) other Learning Areas; and
 - 14.4. At least an “elementary achievement” or level 2 (30 – 39%) in the remaining Learning Area.
15. Condoned progressions may only be granted at the discretion of the Headmaster after thorough consultation with all role-players: teachers, parents and/or educational specialists.
16. The learner will be permitted to progress only if s/he satisfies the requirements of both the Continuous Assessment and Summative Assessment components in all Learning Areas. The Continuous Assessment and Summative Assessment must contribute towards the final assessment on the following basis:
 - 16.1. Grade 10 – 40% Continuous Assessment and 60% Summative Assessment (except Life Orientation which is 100% Continuous Assessment); and
 - 16.2. Grade 11 – 40% Continuous Assessment and 60% Summative Assessment (except Life Orientation which is 100% Continuous Assessment).
17. The assessment of all Learning Areas offered is compulsory, and the progression of a learner from one grade to the next will depend strictly on the criteria stated above.