

THE PROMOTION & PROGRESSION

OF LEARNERS IN PUBLIC SCHOOLS



KNOW
YOUR
RIGHTS

EELC

EQUAL EDUCATION
LAW CENTRE



BASIC EDUCATION IS DIVIDED INTO 4 PHASES, NAMELY:

1

FOUNDATION PHASE
(Gr R-3)

2

INTERMEDIATE PHASE
(Gr 4-6)

3

SENIOR PHASE
(Gr 7-9)

4

FURTHER EDUCATION AND TRAINING
(Gr 10-12)



WHAT IS THE PROMOTION AND PROGRESSION POLICY?

The Promotion and Progression Policy (“the Policy”) details how and when a learner moves from one grade to another. The principle in this policy is that a learner cannot spend more than 4 (four) years in one phase. In exceptional cases a learner may be given permission to repeat more than once per grade/ phase.

WHAT IS THE DIFFERENCE BETWEEN PROMOTION, PROGRESSION AND RETENTION?

PROMOTION

Means that the learner has met the minimum requirements to be promoted to the next grade - The learner has passed the grade.

PROGRESSION

Means that the learner has not met the minimum requirements to pass the grade but is being moved on to the next grade with support.

RETENTION

Means the learner will remain in the same grade for another year. It is agreed that the learner will benefit from repeating that grade for a second year.

WHEN CAN A LEARNER BE PROGRESSED TO THE NEXT GRADE?

Where a learner has already repeated a grade or they will not benefit from repeating a grade, then the learner can be progressed to the next grade with necessary support tailored for that learner.

WHAT HAPPENS IF MY CHILD HAS BEEN PROGRESSED FROM THE PREVIOUS GRADE AND IS MOST LIKELY TO STRUGGLE IN THE NEXT GRADE?

Progressed learners must receive support to learn, this may include support in the classroom with the curriculum, as well as support with assessments. A learner cannot be progressed to the next grade without the provision of support.

PROGRESSION REQUIREMENTS IN THE GENERAL EDUCATION AND TRAINING (GET) PHASE

FOUNDATION PHASE

In the foundation phase, for a learner to be progressed from grade 1-3, the learner must have achieved;

- **Level 4** (50%-59%) in one **Home Language**.
- **Level 3** (40%-49%) in the second required official language at **First Additional Language** level, and
- **Level 3** (40%-49%) in **Mathematics**

INTERMEDIATE PHASE

In the Intermediary phase, a learner must have attained;

- **Level 4** (50%-59%) in one official language at **Home Language** level.
- **Level 3** (40%-49%) in the **second** required official **language** at First Additional Language level.
- **Level 3** (40%-49%) in **Mathematics**.
- **Level 3** (40%-49%) in **any other two** (2) of the remaining approved subjects.
- **Immigrant learners** may be exempted from achieving one official language as contemplated in paragraph 4(1)(c)(ii), provided they obtain Level 3 (40%-49%) in all three (3) of the remaining subjects.

SENIOR PHASE

In the Senior Phase, a learner is eligible for a promotion when he/she attains;

- **Level 4** in one **Home Language**.
- **Level 3** in a **First Additional Language**.
- **Level 3** (40%-49%) in **South African Sign Language** at Home Language level if offered to Deaf learners
- **Level 3** in **Mathematics**.
- **Level 3** in **any three** (3) of the other required subjects.
- At least a **Level 2** in **any two** (2) of the other required subjects.
- Deaf learners, who do not take South African Sign Language at Home Language level, may obtain a **Level 2** (30—39%) in one of the two required **official languages**.
- **Immigrant learners** may be exempted from achieving one official language as contemplated in paragraph 4(1)(c)(ii), provided they obtain at least a Level 2 in all four (4) the remaining subjects.



PROGRESSION REQUIREMENTS IN THE FET PHASE



GRADE 10 – 11, OR GRADE 11 –12 PROGRESSION REQUIREMENTS.

A LEARNER MUST MEET THE FOLLOWING CRITERIA:

1. A learner must have failed to satisfy the promotion requirements of either Grade 10 or Grade 11, and repeated either Grade 10 or Grade 11;
2. Passed their home language and 3 other subjects;
3. Attended school regularly. The learner must not have missed more than 20 days of school;
4. The learner must have completed and complied with the school-based assessments requirements in all subjects.

DID YOU KNOW

if your child has failed Grade 10 or 11 more than once a school must have a special meeting to decide on whether to progress or retain the learner?

The school must convene a special meeting of relevant subject teachers to consider whether a learner should be retained or progressed. Teachers in the meeting must consider things like:

- Whether regular updates were being provided to the parents/guardian pertaining to the learner's underperformance.
- The learner's response to curriculum intervention and support strategies provided by the school.
- Age of the learner.
- The behaviour/ attitude of the learner towards his/ her school work.
- Attendance history at school.
- Any psychosocial issues that might have contributed to poor performance.

HOW SHOULD PARENTS BE INVOLVED IN THIS PROCESS?

If there is agreement among all subject teachers during the promotion/progression meeting that the learner should be retained in the current grade, then **a meeting must be held with the parent/guardian** so that the advice is carefully and clearly explained by the school and understood by the parent/guardian before the learner's school report is handed to them.

- This meeting is held by the School Management Team and should include the following discussion;
 - The educational advantages of retaining the learner should be clearly explained to the parent/guardian.
 - The option of the learner changing subjects presented, and implications of such explained.
 - The differentiated academic support that will be provided to the learner by the school.
 - Discussion on the alternative or specialised support that the parent may want to access and provide for the learner to supplement the academic support provided by the school.
 - A Partnership contract has to be signed between the parents/ guardian and the school.
- The signing of the **Partnership Contract** puts emphasis on the joint responsibility for the decision that has been taken. This contract is simply an undertaking in good faith of the key stakeholders to motivate the learner to succeed in his/her renewed efforts to make the required progress. It outlines the collaborative support, responsibility and commitment to ensure regular school attendance, completion of assessment tasks.
 - It must be printed in duplicate. Both copies must be signed by the learner, parent /guardian and a representative of the school. One copy remains at the school and one given to the parent/guardian.
- If the learner is retained this must be confirmed by the parent/guardian in writing.
- If a decision is taken to progress the learner to the next grade, the parent/ guardian has the right to request a meeting to discuss the support the school plans to put in place.



APPEAL

WHAT HAPPENS WHEN THE SCHOOL DECIDES TO RETAIN THE LEARNER IN THE SAME GRADE AND THE PARENT IS NOT HAPPY WITH THAT DECISION?

Where a parent/guardian does not agree with the retention or progression of the learner he or she may appeal the school's decision. The parent/guardian must **appeal** in writing to the school principal within three days of the official opening of schools.

APPEAL PROCESS: STEP-BY-STEP



NOTIFY

Parents/guardians must notify the school principal **in writing within three (3) day** after the official school opening, appealing the decision. The parent/guardian must explain why the progression or retention decision should be reversed.



FINAL DECISION

The Head of Department or his/her designee must **issue a final decision within fourteen (14) working days** after receiving an appeal request.

NB:

Progression in Grades 10-12 does not guarantee the final certification of a learner in Grade 12 and such a learner must comply with the certification requirements. However, the learner may be allowed multiple examination options, including writing a limited number of subjects in the first sitting of the examination and be allowed to write the remaining subjects in a subsequent examination sitting.



DID YOU KNOW

- ✓ The Provincial Education Department is responsible to oversee the implementation of the Progression Policy in all schools.
- ✓ Schools and districts must have strategies in place for early identification of low academic achievers so that they can implement interventions to support learning.
- ✓ The Screening, Identification, Assessment and Support Policy of the DBE should also be used by schools to make sure learners get the support they need to reach their full potential.





The Equal Education Law Centre (EELC) uses legal advocacy, research, and litigation to advance the struggle for equal and quality education in South Africa.

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