



PROMOTION AND PROGRESSION POLICY (2026)

1. DOCUMENT CONTROL

Policy Owner	SMT and Board of Governors
Drafted By	SMT
Date of Approval	18 February 2026
Review Date	January 2027
Related Policies	Assessment and Academic Integrity Policy (2026); FET Phase Subject Choice and Promotion Policy (2026); Learner Code of Conduct & Handbook (2026); Data Management & POPIA Compliance Policy (2026).

2. PREAMBLE AND ETHOS

Promotion and progression at Loreto Convent School are governed by the principle of academic excellence. We believe that assessment must be a true reflection of a learner's effort and potential.

Guided by the charism of Mary Ward, this policy is anchored in:

- **Excellence:** We set promotion thresholds that encourage learners to do "ordinary things extraordinarily well."
- **Sincerity:** We utilise standardised SASAMS weightings to ensure the integrity and transparency of every report card.
- **Justice:** We ensure that learners are placed in grades where they can developmentally and academically succeed.
- **Truth:** We are committed to honest and transparent communication with learners and families about academic progress. Promotion decisions are based on verified, moderated evidence of learning — and we share this evidence openly with the families we serve.
- **Freedom:** Promotion and progression decisions are made in service of each learner's unique journey. We recognise that every learner develops differently, and our goal is to place each young person in an environment where they are free to grow, flourish, and discover their own potential.
- **Accompaniment:** Consistent with our Catholic mission and the charism of Mary Ward, the school does not simply measure and sort learners — we walk alongside them. When a learner struggles to meet promotion thresholds, our first response is support, not exclusion. We accompany our learners with compassion, resources, and a genuine belief in their capacity to grow.

3. LEGISLATIVE CONTEXT

This policy is drafted in compliance with:

- *Constitution of the Republic of South Africa, 1996 (Section 28 — Best Interests of the Child; Section 29 — Right to Basic Education);*
- *National Protocol for Assessment;*
- *CAPS;*
- *South African Schools Act 84 of 1996;*
- *GDE Regulations.*

4. WEIGHTING OF MARKS

In accordance with Department of Education standards, marks are weighted as follows for reporting and promotion:

4.1. Term 1 and 3 Reports

The total of all formative assessments is converted to 100% for the term report.

4.2. Term 2 (June) and Term 4 (Final) Reports

Grade Phase	T2 Project Assignment	T2 Examination / Formal Test	T4 Project Assignment	T4 EXAM
Grade R –3	100%	(Continuous Assessment)	100%	(Continuous Assessment)
Grade 4–6	75%	25%	75%	25%
Grade 7–9	40%	60%	40%	60%
Grade 10–12	25%	75%	none	100%

5. FINAL PROMOTION MARK CALCULATION

The final promotion mark (calculated at the end of Term 4) is determined by combining the year-long School-Based Assessment (SBA — term 1 to 3) with the final examination:

- **Grade R – 3:** Each term carries a 25% value; promotion is based on the 100% year total.
- **Grade 4 – 6:** Terms 1 to 3 (SBA) count **75%**; Term 4 counts **25%**.
- **Grade 7 – 9:** Terms 1 to 3 (SBA) count **60%**; Term 4 counts **40%**.
- **Grade 10 – 11:** Terms 1 to 3 (SBA) count **25%**; Term 4 counts **75%**.

6. PRACTICAL ASSESSMENT TASKS (PAT)

For the FET Phase (Term 4, Gr 10–12), specific subjects include a mandatory PAT/ORAL component as part of the examination percentage:

- **Dramatic Arts, CAT, Consumer Studies:** Practical 50% and Exam 50%.
- **Life Orientation:** PAT 25% + Exam 75%.
- **English HL and Afrikaans FAL:** ORAL 12.5% + Exam 62.5% (Converted to 100%).

7. PROMOTION REQUIREMENTS

7.1. Principles Governing Promotion and Retention Decisions

The following principles govern all promotion, retention, and progression decisions at Loreto Convent School:

- Best Interests of the Child:** All decisions regarding the promotion, retention, or progression of a learner shall be made in the best interests of that individual child, as required by Section 28 of the Constitution of South Africa. Academic performance is one factor; the learner's holistic wellbeing, emotional development, and social circumstances are also considered.
- Retention as Last Resort:** Grade retention shall only be recommended after all available support interventions — including SBST involvement, extra lessons, parental engagement and counselling — have been exhausted. Retention is not an automatic consequence of failing to meet thresholds.
- Parental Partnership:** We recognise parents as the primary educators of their children and as essential partners in all decisions affecting their child's educational journey. No retention decision shall be finalised without a formal meeting between the school and the learner's parents/guardians. Parents must be notified of the risk of non-promotion no later than the Term 3 report, and must be given a genuine opportunity to engage before the final decision.
- Dignity:** All communications regarding retention or progression shall be handled with sensitivity and respect for the dignity of the learner and their family. Retention decisions are never communicated in a manner that stigmatises or publicly identifies the learner.
- Whole Person:** Loreto Convent School recognises that learners are more than their marks. Promotion decisions take account of a learner's full development — academic, social, emotional, and personal — consistent with the school's Catholic mission.
- Equity and Context:** The school acknowledges that learners' academic performance may be affected by circumstances beyond their control, including poverty, family crisis, illness, bereavement or other personal hardship. Where such circumstances are known to the school and have materially affected a learner's performance, these factors will be considered by the SBST and the Executive Principal in making promotion and retention decisions, in the spirit of equity and Catholic Social Teaching.

7.2. Early Identification and Support

The school is committed to identifying and supporting learners at risk of non-promotion as early as possible in the academic year.

- a) Any learner who is at risk of not meeting promotion requirements in one or more subjects must be identified by the class teacher or subject teacher no later than the end of Term 2.
- b) Identified learners must be referred to the School Based Support Team (SBST) by the beginning of Term 3. The SBST will co-ordinate an appropriate intervention plan, which may include:
 - i. additional subject-specific support lessons;
 - ii. referral to the School Counsellor for motivational or emotional support;
 - iii. a formal meeting with parents/guardians to discuss the risk and agree on a joint support strategy.
- c) A record of all interventions undertaken must be maintained in the teacher's subject file.
- d) At the Term 3 parent consultation, the school must formally notify in writing any parent whose child remains at risk of non-promotion, and must document that this notification has taken place.

7.3. Promotion Standards

To progress to the next grade, learners must achieve the following minimum standards:

7.4. Foundation Phase (Grade R – 3)

- **English Home Language:** 50%
- **Mathematics:** 40%
- **Afrikaans First Additional Language:** 40%

7.5. Intermediate and Senior Phase (Grade 4 – 9)

- **English Home Language:** 50%
- **Mathematics:** 40%
- **Afrikaans First Additional Language:** 40%
- **Other Subjects:** 4 subjects at 40%+ and 1 subject at 30%+.

Grade 9 Conditionality: A Grade 9 learner who achieves below 40% in Mathematics may only be progressed to Grade 10 on the condition that they enrol in Mathematical Literacy. Refer to the Assessment and Academic Integrity Policy (February 2026), Sections 9.1 and 10.2.

7.6. FET Phase (Grade 10 – 11)

- **English Home Language:** 40%
- **Other Subjects:** 4 subjects at 40%+ and 1 subject at 30%+.

7.7. Grade 12 – Bachelor's Pass (University Admission)

- **English Home Language:** 40%
- **Electives:** Any 4 subjects at 50%+ (excluding Life Orientation).

7.8. Diploma Pass

A learner achieves a Diploma Pass if they obtain:

- A minimum of 40% in the Language of Learning and Teaching (English Home Language);
- A minimum of 40% in three other subjects; and
- A minimum of 30% in two further subjects.
- Life Orientation is excluded from the calculation of the pass type.

A Diploma Pass provides access to diploma programmes and certain degree programmes at Universities of Technology.

7.9. Higher Certificate Pass

A learner achieves a Higher Certificate Pass if they obtain:

- A minimum of 40% in the Language of Learning and Teaching (English Home Language);
- A minimum of 40% in two other subjects; and
- A minimum of 30% in two further subjects.

A Higher Certificate Pass provides access to Higher Certificate programmes at TVET Colleges and certain Higher Education Institutions.

8. PROGRESSION

In accordance with the National Curriculum Statement (CAPS) and the National Protocol for Assessment, the following progression rules apply:

- a) A learner who does not meet the promotion requirements at the end of a year may be retained in that grade for one additional year.
- b) A learner may **NOT** be retained in the same phase more than once. A learner who again does not meet the promotion requirements after being retained must be **PROGRESSED** to the next grade.
- c) Progression does not imply that the learner has met the academic requirements. It is a statutory measure to protect the learner's right to continued education and their developmental wellbeing.
- d) Any learner who is progressed must have a documented support plan in place, co-ordinated by the SBST, outlining the specific interventions and additional support that will be provided in the next grade.
- e) Parents/guardians must be notified in writing of a progression decision, and a meeting must be offered to discuss the support plan.

9. REVIEW AND APPEAL OF PROMOTION DECISIONS

- a) A parent or guardian who disputes a promotion, retention or progression decision may submit a written request for review to the Executive Principal within five (5) school days of receiving the end-of-year report.
- b) The written request must specify the grounds for the dispute and any supporting information the parent wishes the school to consider.
- c) The Executive Principal will convene a review meeting within ten (10) school days of receiving the request. This meeting will include the relevant Deputy Principal, the class teacher or relevant subject teacher(s), and the SBST co-ordinator.
- d) The Executive Principal will provide the family with a written decision and reasons within five (5) school days of the review meeting.
- e) The decision of the Executive Principal following formal review is final at school level. Families retain the right to escalate to the relevant regulatory body if they remain dissatisfied.

10. DATA PRIVACY (POPIA)

The collection and processing of personal information in connection with promotion, retention, and progression decisions — including academic records, learner performance data, SBST records, and parental notification documentation — is governed by the school's Data Management & POPIA Compliance Policy (2026). All staff involved in promotion decisions are required to handle personal information in accordance with that policy. Any queries regarding data privacy, access to records, or data breach reporting should be directed to the Information Officer (Executive Principal).

11. APPROVAL

Signed on behalf of the Board of Governors:



Date: 18 February 2026

Fatima Rawjee
Chairperson: Board of Governors

Signed by the Executive Principal:



Date: 18 February 2026

Suzette Truter
Executive Principal