



Cedarwood School

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www.cedarwoodschool.co.za

CEDARWOOD SCHOOL GENERAL SCHOOL POLICY

This policy must be read in conjunction with the POPIA Manual

Purpose of this Policy:

The purpose of this policy to cover the day to day running of the school.

Introduction

Cedarwood School is a Remedial Prep school and in the Fourways/Sandton area. At the School we recognise that there are many young people coming up from our own preparatory school, as well as from other remedial primary schools, who are not yet ready for the large classes and competitive world of the mainstream state or independent high school.

Cedarwood Preparatory makes every effort to align with the Curriculum and Policy Statements (CAPS) but where necessary, adapts the curriculum, assessment, teaching and levels of support as suggested in The White Paper Six Building an Inclusive Framework pg. 16 1.4.2, "It is clear that some learners may require more intensive and specialised forms of support to be able to develop to their full potential. An inclusive education and training system are organised so that it can provide various levels and kinds of support to learners and educators." The Prevocational Curriculum is also offered from Grade 4 as an alternative to the CAPS Curriculum.

At Cedarwood College we offer two pathways: academic, and prevocational/vocational. We know full well that all of our learners can become successful, measured against almost any standard, if they are given an integrated, individualised academic programme implemented by highly trained, supportive specialists in small classes no larger than 15 in number. In such an environment, a skilled and empathic teacher can assist each one of the learners within our School to achieve an academic Senior Certificate, or a vocational skills-based non-academic qualification, that will allow them to successfully enter the adult world.

Motto

Be the best that you can be

Vision Statement

To be the school of choice for children and adolescents who learn differently and could benefit from an environment of supported learning to become contributing members of society.

Mission Statement

To create a safe and happy learning environment for all by;

- * Adapting the curriculum content and pace of learning to the individual needs of each pupil, including content and pace of learning to the individual needs of each pupil, including therapeutic support where necessary.
- * Being supportive, understanding and empathetic to all.

The 3G's:

As part of our values-based learning programme, we also encourage children to always focus

on Greeting, Grooming and Grounds. These behaviours will be recognised on a regular basis.

We know full well that all our learners can become successful, measured against almost any standard, if they are given an integrated, individualised academic programme implemented by highly trained, supportive specialists in small classes no larger than 15 in number. In such an environment, a skilled and empathic teacher can assist each one of the learners within our School to reach his or her potential.

School Hours

For the Preparatory school.

There is a daily meeting in the staff room at 7:15am. School begins at 7:30am for all grades.

Grade 1 finish school at 13:00. (Monday — Thursday, Friday 12:30)

Grade 2-3 finish school at 13:15. (Monday — Thursday, Friday 12:45)

Grade 4-6 finish school at 13:45 (Monday— Thursday, Friday 13:00).

School usually closes at 10:00 on Mid-term breaks and Holidays.

For the College

School will start at 07:30 each morning. The day will begin with a 15-minute register period where announcements are made. The academic day will begin at 07:45 and ends at 14:15 on Mondays to Thursdays for learners in the Senior Phase, the FET phase and Vocational learners will start school and 7-30 each morning and end at 14:30 on Mondays to Thursdays. All learners will end school at 13:30 on Fridays.

School usually closes at 11 am on Mid-term breaks and Holidays.

Assembly

Formal assemblies are held at least twice a term, but this may vary according to the operational needs in the College. Weekly assemblies take place in the Prep.

Aftercare

Aftercare is run daily from 13h15/13h45 to 1 8h00.

Extra Murals

It is compulsory for all learners to participate in extra mural activities. Apart from the academic programme outlined above, the School offers a compulsory Extra-Curricular programme.

Curriculum offering

Subjects Foundation Phase (Grade 1 – 3)

English Home Language

Afrikaans

Mathematics

Life Skills

Subjects Intermediate Phase (Grade 4 – 6)

English Home Language

Afrikaans

Zulu
Mathematics
Natural Science and Technology
Social Science (Geography and History)
Life Skills (Personal and Social Well-being, Physical Education and Creative Arts)

Some learners are on an Individual Education Programme (IEP) CAPS skills can be adapted and taken from other Grades.

From 2017 Cedarwood Preparatory School will cater for children from Grade One until Grade Six.

We accept up to twelve children in a class in Grade one and fourteen children in a class from Grade Two until Grade Six.

In the Inclusion Programme we have no more than two/three children who may work on their own Individual Support/Education Plan (IEP/ISP). Some of these children may have facilitators.

Our children have access to the services of a multidisciplinary support team who offer support both within or outside of the class on an individual or small group basis.

Admission to Cedarwood is guided by means of a psychoeducational assessment which is no more than two years old, A trial period of one week is also required. If the admissions team feels it necessary, the trial period may be extended.

Senior phase (Grade 7-9)

A mainstream academic programme, approved by UMALUSI, with support, in small classes.

Subjects offered are English, Mathematics, Afrikaans, Life Orientation, Economic and Management Sciences, the Natural Sciences, the Social Sciences, Technology and Art and Culture.

Additional subjects are Core Skills, Computers, and Physical Education.

FET (Grade 10 – 12)

A mainstream academic programme, approved by the GDE, with support, in small classes.

Seven subjects must be chosen, one from each of the following lines:

English-Home Language

Afrikaans OR ZULU-First Additional Language (learners will be assessed to determine which FAL they will be better suited too)

Life Orientation

Mathematics or Mathematical Literacy

Business Studies or Visual Arts

Computer Application Technology or Life Sciences

Dramatic Arts or Geography

GRADES 4-9 Prevocational

The AET accredited programme offered to pupils who's learning barriers cannot be accommodated via remediation.

Accredited Vocational Programmes (Post Grade 9)

Also determined by the number of pupils and their programme choices.

Early Childhood Development

End User Computing

Dress code (Prep and College separate)

Refer to the official dress code of the School.

Discipline (Prep and College separate)

Refer to the Code of Conduct of the School.

Fundraisers

Various fundraisers will be organised during the year by the PTA or the fundraising committee. All learners will be encouraged to participate. Parents will be approached for assistance.

Health and Safety

The safety and security of our learners is our first priority. Refer to the School's Health and Safety Policy.

Language/s of instruction

The School Board of Cedarwood School has, in accordance with section 6(2) of the South African School Act, approved the following policy regarding language at the school:

1. Definition

The words and expressions in this document, unless otherwise stipulated or as can be reasonably deduced, have the same meaning as in the South African Schools Act (Act 84 of 1996) and mean the following:

- 1.1 "Constitution" the Constitution of the Republic of South Africa (Act 108 of 1996);
- 1.2 "Principal" the Principal of the School as intended in the South African Schools Act as well as a teacher at the school who has been appointed as such with the consent of the Principal and Governing Body;
- 1.3 "Regulations" the norms and standards for language policy in public schools and the stipulations of mother tongue education, as promulgated by the Minister of Education in the Government Gazette;
- 1.4 "School" the Cedarwood School;
- 1.5 "Language of instruction policy" the language policy contained in this document.

2. Point of departure and basis

The point of departure and basis of the language policy is that full expression must be accorded to all the fundamental rights with regard to the language of learners in an educational context as generally acknowledged in the Charter of Rights of chapter 2 of the Constitution and specifically mentioned in section 29(2) of the Constitution.

3. Language policy subject to other legal stipulations: Interpretation of Language Policy

- 3.1 The language policy is defined and implemented in such a manner that it is reconcilable with other relevant and valid legal prescriptions relating to the use of language in education.
- 3.2 The point of departure of the language policy, without limiting the generalness of section 2.1, is that the best interests of the learners of the School, in an educational context, must be

served and that no learner may be discriminated against in any unreasonable or unfair manner.

4. Languages of learning and teaching at the school:

- 4.1 The School is a single medium institution and all education takes place in English as the language of instruction. Afrikaans and Zulu will be offered as the first additional language.
- 4.2 Subject to the stipulations of the language policy, the language of instruction for all grades from Gr.1 to Gr. 12 at the School is English.
- 4.3 Learners who have as their mother tongue a language other than English, may be admitted on condition they understand and can master good English.
- 4.4 It is clearly indicated on the admission forms of the School that teaching takes place in English.

5. Review of the Language policy

As with all other policies, the language of instruction policy is reviewed annually.

6. Protection of rights of enrolled learners

- 6.1. Since the School uses its full capacity to educate learners who are proficient in English, no provision has been made to change the language of instruction and learning in the near future.

7. Languages of assessment

- 7.1. On enrolment of a learner the parents accept that the main language of instruction is English (HL). The learner receives all learning support – and assessment material in this language. All assessment tasks are completed by the learner in English. This is with the exception of assessments in the First Additional Language (FAL) which is Afrikaans or Zulu.
- 7.2. Reporting and feedback at the end of each term is done in English.

8. Languages of Communication

- 8.1 Daily announcements are done in English.
- 8.2 All school communication will be done in English
- 8.3 Hall meetings are held in English.
- 8.4 The language in which the school is managed is English.

9. Supportive and remedial education regarding language

A remedial system exists at the school from which learners with language problems can benefit. Learners from Gr 1 to Gr 12 are taught in English. (Unless for FAL). Teachers provide didactic and academic support to Gr 1 to Gr 12 learners.

Timetable

- As explained above, Cedarwood School may not always adhere strictly to the CAPS notational time as we weight our time allocation in favour of English to accommodate the needs of our children.
- The length of the school day's in accordance with the number of hours prescribed in the Curriculum Assessment and Policy Statement (CAPS).

Policies and School Documents

All school matters are determined by school policies and school documents. Staff members must familiarise themselves with all policies and school documents.

Break time

Learners have 2 breaks during a school day. Learners may not stay in the classrooms or in the corridors during breaks. Staff will be on duty at each break. Any serious incidents must be reported

to the Headmaster. The Incident Report Book must be filled in after each break. The tuckshop will be open during breaks.

School Camps (Grade 4 – 9)

All learners are expected to attend the annual school camps as they are compulsory.

School terms

The School follows the 3 term ISASA calendar, Pre-3 term ISASA which is available on the school website. Deviations from this calendar will be communicated to parents in advance.

School events

The Website and Weekly Communication are the main forums used to communicate school events. The Weekly Communication, highlighting the following week's activities, is emailed out to parents on the Friday for the following week.

Tuck shop

There is a tuck shop at the College. Refer to the white boards for the daily menu.

RECORD OF CHANGES

<u>Date</u>	<u>Page no, heading, brief description of changes</u>	<u>Entered by</u>
22/08 & 1/09/15	None	D van Wyk
24 Aug 2016	Pg. 1. Sec D School hours: The hours have been updated, Pg. 2. Zulu has been added as a FAL, Pg. 4 School camps have been made compulsory	R. da Cruz
13/09/2017	Pg. 1 Section D. Ending time of College on a Friday, Pg. 2 Section D. Music Therapy replaced with Core skills, Pg. 2 Clause added to taking Afrikaans and Zulu as FAL in FET Phase, Pg. 2 Nature conservation removed as accredited VOC course as it is no longer offered, Pg. 3 point 4.1. Zulu added as additional FAL, Pg. 3 Section P. School camps now in the third term and not the first term	R. da Cruz
18/07/18	None	P Kotze
30/09/19	None	P Kotze
11/09/20	POPIA	Management
13/09/21	Change of school hours, adding AET and 3 term ISASA calendar	Management
07/09/2022	None	Management
09/10/2023	None	Management