

## **ACADEMIC POLICY**

### ***Introduction***

The essential purpose of education is to help the individual to be able to use their learning and their own minds as the anvil for creating new ideas, new processes, new gadgets and new appliances.

Development cannot obviously proceed if students and pupils are taught only to repeat what is taught in school without being given the chance to engage in critical productive thinking and application of their knowledge to a variety of situations while still in school.

It is on this basis that pupils and students must be aware of the reasons for which they enrolled in Crown Prince Academy. They must first and foremost, focus on their academic work and then other co-curricular activities.

Under no circumstance must a pupil/student fail to do his/her homework, classwork, Project work or Group Assignment. Teachers in charge must have answered or solved assignments strictly on schedule.

A child after going through Crown Prince Academy develops self-confidence, becomes knowledgeable, organized, level-headed, smart and intelligent. A graduate from this institution would be able to compete with any student of high repute either on national or international level.

### ***Programmes***

Currently, Crown Prince Academy runs the Ghana Education Service Curriculum, and for that matter, plans its Academic Year according to the Ghana Education Service school calendar. Thus, fifteen (15) weeks in Term 1, fourteen (14) weeks in Term 2 and thirteen (13) weeks in Term 3. However, the school intends to expand onto the International General Certificate of Secondary Education (IGCSE) programme in the near future.

Co-curricular activities run alongside the normal curriculum. These give opportunity to all pupils/students to develop particular skills and exhibit their non-academic abilities. As future world leaders, pupils/students are encouraged

to broaden their knowledge on matters that affect their general development, and wellbeing.

***Admissions policy***

- *Priorities*

Admission is offered to newly evaluated applicants, based on their creditable performance in entrance examination and social readiness.

- *Applications*

Apart from the Early Childhood Development Centre, applications forms for Kindergarten through JHS F.1 are available in March. Crown Prince Academy does not enroll students in JHS F.2 & 3. Parents may pick up an application at the school office or download the appropriate form from the website.

In exception of preschoolers (ECDC), all applicants are given specified schedules for competitive entrance examination. This is followed by interview sections for both prospective pupil(s)/student(s), and their parents/guardians, to determine academic readiness (pupils/students), and commitment and ability to meet the needs of the applicants (parents/guardians).

Crown Prince Academy does not have specialized facilities or personnel to work with pupils/students who have significant learning differences. The school will evaluate students with learning difficulties on a case-by-case basis with respect to the school's ability to provide those pupils/students a quality education. Crown Prince Academy may deny enrollment to a pupil/student if it determines, at its sole discretion, that it cannot adequately serve the needs of the applicant.

Placement of an applicant in a particular class is determined by his/her age as at September 1, of academic year.

<b><i>AGE</i></b>	<b><i>CLASS</i></b>
- Play Group	2 years old
- Nursery One	3 years old
- Nursery Two	4 years old
- Kindergarten	5 years old

- Primary One      6 years old
- Primary Two      7 years old
- Primary Three      8 years old
- Primary Four      9 years old
- Primary Five      10 years old
- Primary Six      11 years old
- J.H.S. F.1      12 years old

### *Required Forms and Fees*

For admission, parents are required to present:

- i. Application form and Registration fee (To be determine yearly by Accounts Department)
- ii. Photocopy of applicant's birth certificate
- iii. Evidence of compliance with immunization requirements for preschoolers (e.g. Weighing Card)
- iv. Special Health Certificate (Applicants with special health conditions)

### *Examinations*

All examinations are based on the principles of continuous assessment. Mid-term and End of term examinations are conducted each term. Mid-term examination is written before mid-term break while End of term examination is written before school closes for vacation. The school breaks for mid-term on a Friday and the ensuing Monday.

End of Term Examination is conducted up to the last day of vacation except at the end of Term One, when examination closes a day before Christmas vacation.

However, in Term Three, the school breaks immediately for a week, after Promotion Examination. This is to enable all teaching staff to mark examination scripts, and have a conference to decide on category of pupils/students to be promoted to the next level. Pupils/students return to school the following day after teachers' conference, to collect their marked scripts, and then break for long vacation.

Examination results of pupils/students are sent to parents and guardians through their email.

### *Cut-off Points*

The mandated criterion for each pupil/student is to score in six subjects at least **450/600**. The six subjects comprises of the four core subjects which are Mathematics, English Language, Integrated Science and Social Studies/Citizenship Education; and two best performances as aggregated in the elective subjects of Akuapem Twi, French, ICT, RME, Home Economics, Pre-Technical Skills and Creative Art.

### *Warning letter*

A pupil/student who fails to secure the 450/600 minimum score in the 1st Term shall be served a warning letter. A follow up of a second warning letter in the ensuing term, shall lead to a pupil/student in question repeated without consideration.

### *Form of Assessment*

Assessment consists of Test items or questions that are based on a representative sample of the specific objectives taught, also referred to as a "Criterion-Referenced Test". In many cases, a teacher cannot test all the objectives taught in a term, in a year etc. The assessment procedure used, i.e. class tests, homework, projects etc. is developed in such a way that the various procedures complement each other to provide a representative sample of the important objectives taught over a period.

Class Score is **30%** and includes Class Exercise/Tests, Homework and Project work while Examination is scored **70%**

### *Structure of examinations/Tests*

The structure used consists of two Sections namely; Section A and Section B. The items/questions for Section A and Section B. are written in the same examination paper or administered together at the same time. Section A is objective-type paper, while Section B. consists of structured questions (i.e. short answers or essay type). Section A is scored 40 and Section B, 60. Section B is a more intellectually demanding paper hence weighted more than the objective test paper. The scores in both sections are summed up and expressed over 70% to represent examination mark in pupils'/students' results at the end of a term.

i. Duration for **Sections A and B Papers** at KG – Lower Primary

- Section A (Objective Test) Between 25 - 30 minutes depending on subject and level.
- Section B. (Structured questions) 30 - 35 minutes depending on subject and level.

ii. Duration for Sections A and B Papers at Upper Primary to JHS 3

- Section A (Objective Test) Between 45 – 60 minutes depending on subject and level.
- Section B. (Structured questions) 45 - 75minutes depending on subject and level.

iii. Early Childhood Development Centre

***Assessment is based on differentiated ability in the areas of:***

- Language Activity (oral & written)
- Number work (oral & written) and

- Creativity

### *Grading procedure*

A marking scheme is developed for marking every class examination scripts. This consists of the points for the ideal answer expected for each essay question or structured question, and the mark allocated for each point raised by the pupils, as well as, the total marks for the question. For objective test papers, examiner develops an answer key to speed up the marking.

NB: Under no circumstance is a teacher allowed to engage pupils/students to mark in whole, or part of examination papers. All marked examination scripts are distributed to examinees immediately after recording the marks.

To ensure uniformity, the following grade boundaries are used for assigning grades.

<b>Grade 1:</b>	<b>85 – 100%</b>	-	<b>Excellent</b>
<b>Grade 2:</b>	<b>75 – 84%</b>	-	<b>Very Good</b>
<b>Grade 3:</b>	<b>65 – 74%</b>	-	<b>Good</b>
<b>Grade 4:</b>	<b>55 – 64%</b>	-	<b>Pass</b>
<b>Grade 5:</b>	<b>45 – 54%</b>	-	<b>Weak Pass</b>
<b>Grade 6:</b>	<b>35 - 44 %</b>	-	<b>Weak</b>
<b>Grade 7:</b>	<b>25 - 34 %</b>	-	<b>Very Weak</b>
<b>Grade 8:</b>	<b>15 - 24 %</b>	-	<b>Fail</b>
<b>Grade 9:</b>	<b>0 - 14%</b>	-	<b>Fail</b>

In using the grading system to assign grades to pupils'/students' test results, or any form of evaluation, the above grade boundaries or grade cut-off scores and the descriptors are applied. The descriptors indicate the meaning of each grade. Apart from the score and the grade descriptor, a short diagnosis of the points the

pupils/students should consider in order to do better in future assessments etc. are written.

### ***Co-curricular Activities***

The co-curricular activities include, Club Meeting on Wednesday and Friday, Leadership Seminar for the Junior High School students and Readers' Tent. Others are Educational Field Trips for all levels, Physical Education/Sports Festival, Culture Day, Career Day and Community Service Program.

#### ***a. Club Meeting***

Teachers in Crown Prince Academy and Resource Persons engaged from outside the school take responsibility of guiding pupils/students through Club activities on Wednesday and Friday. The clubs are German Club, Girl Guides Association, Fire Safety Club, French and UNESCO Club, Civic Education Club, Financial Education Club, Health Club, Art Club, Brass Band, School Choir, School Cadet, ICT/Coding Club, Salsa Club, Culture Troupe, Maths & Science Club, Drama & Debating Club and Wildlife Club.

#### ***b. Leadership Seminar/University Tour***

Crown Prince Academy trains its pupils/students to become transformational leaders and great achievers. In view of this, the school holds a three-day Leadership Seminar for the JHS students, to inspire and motivate them to aim at higher achievements in life. Here, teachers and distinguished personalities in our society are invited to give talk to our students.

#### ***c. Readers' Tent***

The Readers' Tent programme gives opportunity to pupils/students to purchase story books sold in the school premises by publishers, to read, and build their own library at home.

The programme also creates a platform for pupils/students to engage in other educative exercises such as Spelling Bee competition, Debate and Current Affairs quiz.

#### ***d. Educational Field Trips***

Educational trip is a powerful and positive teaching tool that help enhance the social, personal and emotional development of all learners. The school embarks on educational tours to enable pupils/students to learn in new environments and also develop independence.

e. *Physical Education /Sports Festival*

In Crown Prince Academy, pupils/students are trained to be physically active.

Apart from a comprehensive weekly Physical Education programme for all levels in the school, a yearly Sports Festival is organized for our pupils/students to engage in either Class Sports Contest or Inter-Schools Sports Competition, at a stadium outside the school. This is to ensure that our children develop physical skills, exercise, make new friends, have fun, learn to be a team member, learn about play fair, improve self-esteem, and appreciate the true beauty of sport.

f. *Culture Day*

To create a positive environment where pupils/students are respectful of different backgrounds, Crown Prince Academy holds Culture Day once in every Academic Year, to prepare them to accept each other's culture and ethnic diversity. On this day, all pupils/students and staff are encouraged to wear any traditional attire of their choice, to school.

g. *Career Day*

For our pupils/students to carve their career paths right from an early stage, Crown Prince Academy holds Career Day once in every Academic Year to inspire them on their various career choices. The school believes that proper career guidance would make selection of courses and programmes less challenging and manageable for learners, when they reach institutions of higher learning. On this day, all pupils/students are encouraged to wear the attire of their future profession, to school.

h. *Community Service Programme*

Pupils/students are given an opportunity to contribute to the greater community. The school believes that, service work provides students with opportunities to reflect on how their decisions have impacted the community, while also giving back to others in a meaningful way.



## **Text Books**

- a. non-gender biases in texts and pictures,*
- b. font size of letters must be compliant with the level of learners,*
- c. affordability by clients,*
- d. availability on the market,*
- e. durability and*
- f. must be based on Ghana Education Service Curriculum*

## **STAFF QUALIFICATION**

- i. Early Childhood Education Development Centre**
  - Qualification in Bachelor of Education in Early Childhood Education, is a minimum requirement for employment.
- ii. Primary and Junior High Secondary School Department**
  - Qualification in Teacher's Cert 'A' and additional Bachelor Degree in Basic Education or any specialized field in Education, are the minimum requirement for engagement.