WORKSHOP:
CURRICULUM MANAGEMENT

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WHAT IS CURRICULUM MANAGEMENT?

HOW DID COVID-19 AFFECT CURRICULUM MANAGEMENT?

WHAT IS NEEDED FOR ASSESSMENT NOW?

WHAT IS NEEDED FOR EXAMINATIONS?
Social Divide

The World's Most Unequal Country

Johannesburg, South Africa. Suburbs: Primrose, left; and Makause
Curriculum revision
Time table
Blended learning
Extra mural activities
Learner centred learning
Parental involvement
Assessment
And...
Masks
New Normal
**Education in South Africa**

1. **Term 1 “Normal functioning”**
   - Lockdown
   - No or alternative forms of instruction
   - Extensive focus on sanitation and infrastructure

2. **No term 2**
   - Return to school
   - Psycho-social support

3. **Curriculum Recovery**
   - Amended Assessment
   - Amended recording and reporting

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**SAOU**

**DIE VERANDERING IN ONDERWYS
THE CHANGE IN EDUCATION**

fppt.com
WHAT IS CURRICULUM MANAGEMENT?

Good curriculum management is characterised among other things, by:

• Coherent **planning and coordination**,
• Effective language **policies** and programmes,
• Good **time management**,    
• Procurement and deployment of **books**
• Promoting high levels of **writing**
• Using **assessment** to improve teaching and learning and

*(NEEDU, 2013: 52)*
CURRICULUM MANAGEMENT

Purpose  Manage  Rewards

Requirements  Constraints  Routines

Role  Structure  Support

Measure

NECT: Management and Leadership series / Curriculum Management
CURRICULUM MANAGEMENT

- Control
- Planning
- Leading
- Organising
Planning:

• Ensure that the **relevant subject policies** are in place
• Be knowledgeable on the relevant **national and provincial policies**
• Be knowledgeable on the **implementation** of these policies
• Ensure that a **school policy** referring to curriculum related matters is developed
POLICY PRESCRIPTS: CURRICULUM

- National Policy Pertaining to Programme and Promotion Requirements
- Curriculum and Assessment Policy Statements (CAPS) for subjects
- National Protocol of Assessment
- National Policy on the Conduct, Administration and Management of the NSC
POLICY PRESCRIPTS: CURRICULUM

Policy pertaining to the programme and promotion requirements
- Subjects per phase
- Time allocation
- Promotion and progression requirements

National Protocol on Assessment
- Assessment weighting per grade
- Formal vs. Informal assessment
- Recording and reporting

Curriculum and Assessment Policy Statements
- Planning
- Curriculum Delivery
- LTSM

NATIONAL POLICY PERTAINING TO THE CONDUCT, ADMINISTRATION AND MANAGEMENT OF THE NATIONAL SENIOR CERTIFICATE EXAMINATION
- Examination processes
DOCUMENTS RELATED TO EFFECTIVE CURRICULUM COVERAGE

DBE: Building Blocks for Effective School Management

- Annual Academic Performance Report
- School Improvement Plan
- School Timetable
- Classroom Timetable
- Teacher’s Personal Timetable
- Quarterly Learner Achievement Data
- Admission Register
- Learner Attendance Register
- Period Registers
- Educator Daily Attendance Register
- LTSM Asset register
WHAT WILL GUIDE TEACHING?

Annual Teaching Plans (ATP)

Guideline Documents

Instructional Videos
TIME MANAGEMENT
For curriculum delivery to be successful school leaders should:

• Organise and manage time

• Organise and manage and human and material resources, which must culminate in teaching and learning activities conducted by teachers in classrooms.
TIME MANAGEMENT

The Policy Pertaining to Programme and Promotion Requirements, is the subjects which constitutes the programme of the NCS, with relevant time allocation to each subject.

• Instructional time is set per subject per grade
• Time allocated to breaks, assemblies and extramural activities is excluded from the time allocation. This can be monitored through the school time table.
• Time must be available to support learners who experience barriers to learning within the instructional time.
<table>
<thead>
<tr>
<th>Initial Calendar</th>
<th>COVID-19 Calendar</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 1 begin</strong></td>
<td>15 Jan 2020</td>
</tr>
<tr>
<td></td>
<td>15 Jan 2020</td>
</tr>
<tr>
<td><strong>Term 1 ends</strong></td>
<td>20 March 2020</td>
</tr>
<tr>
<td></td>
<td>16 March 2020</td>
</tr>
<tr>
<td><strong>Term 2 begin</strong></td>
<td>31 March 2020</td>
</tr>
<tr>
<td></td>
<td>1 June 2020 (Gr 12 &amp; 7)</td>
</tr>
<tr>
<td><strong>Term 2 ends</strong></td>
<td>12 June 2020</td>
</tr>
<tr>
<td></td>
<td>24 July 2020</td>
</tr>
<tr>
<td><strong>HOLIDAY</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Term 3 begin</strong></td>
<td>7 July 2020</td>
</tr>
<tr>
<td></td>
<td>24 August</td>
</tr>
<tr>
<td><strong>Term 3 ends</strong></td>
<td>18 September 2020</td>
</tr>
<tr>
<td></td>
<td>23 October 2020</td>
</tr>
<tr>
<td><strong>HOLIDAY</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Term 4 begin</strong></td>
<td>28 Oktober 2020</td>
</tr>
<tr>
<td></td>
<td>2 November 2020</td>
</tr>
<tr>
<td><strong>Term 4 ends</strong></td>
<td>4 December 2020</td>
</tr>
<tr>
<td></td>
<td>15 December 2020</td>
</tr>
<tr>
<td>Rotation</td>
<td>TOTAL</td>
</tr>
<tr>
<td>----------</td>
<td>-------</td>
</tr>
<tr>
<td>Gr 12</td>
<td>258</td>
</tr>
<tr>
<td>Gr 7</td>
<td>258</td>
</tr>
<tr>
<td>Gr 11 &amp; 6</td>
<td>258</td>
</tr>
<tr>
<td>Gr 10 &amp; 5</td>
<td>258</td>
</tr>
<tr>
<td>Gr 9 &amp; 4</td>
<td>258</td>
</tr>
<tr>
<td>Gr 8 &amp; 3</td>
<td>258</td>
</tr>
<tr>
<td>Gr 2 &amp; 1</td>
<td>258</td>
</tr>
<tr>
<td>Gr R</td>
<td>258</td>
</tr>
</tbody>
</table>
HOW MUCH TEACHING TIME IS LOST?

Term 1
43 (46) days already completed

NO of days lost:
40 (1 June)
98 (September)

No of days available:
126 (Gr 12)
160 (Gr 7)

No of days available for
Gr R – 11:
130 - 150
HOW TO RECOVER TEACHING TIME?

1. Extend the school calendar
2. Exams and time allocated
3. Extending the school week
4. Trim Curriculum

- Shorten remaining school holidays
- NSC Exam timetable
- Only exams in selected subjects
- Extend school year with 1 week
- Extending the school day

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DIE VERANDERING IN ONDERWYS
THE CHANGE IN EDUCATION
## Subjects in Foundation Phase

### Home Language

### First Additional Language

### Mathematics

### Life Skills
- Beginning Knowledge
- Creative Arts
- Physical Education
- Personal and Social Well-being
# SUBJECTS IN INTERMEDIATE PHASE

<table>
<thead>
<tr>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Language</td>
</tr>
<tr>
<td>First Additional Language</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Natural Sciences and Technology</td>
</tr>
<tr>
<td>Social Sciences</td>
</tr>
<tr>
<td>Life Skills</td>
</tr>
<tr>
<td>• Creative Arts</td>
</tr>
<tr>
<td>• Physical Education</td>
</tr>
<tr>
<td>• Personal and Social Well-being</td>
</tr>
</tbody>
</table>
## SUBJECTS IN SENIOR PHASE

<table>
<thead>
<tr>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Language</td>
</tr>
<tr>
<td>First Additional Language</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Natural Sciences</td>
</tr>
<tr>
<td>Social Sciences</td>
</tr>
<tr>
<td>Technology</td>
</tr>
<tr>
<td>Economic and Management Sciences</td>
</tr>
<tr>
<td>Life Orientation</td>
</tr>
<tr>
<td>Arts and Culture</td>
</tr>
</tbody>
</table>
RECOMMENDATIONS SENIOR PHASE

• The focus should be on assessment for learning (informal assessment) instead of assessment of learning (formal assessment).
• In terms of knowledge component of subjects fundamental knowledge and skills as summarised in DBE documents, **GET Annexure B: Fundamental content and skills**, 
• Schools which received approval to limit the number of subjects will receive guidance from provinces on recording on SA-SAMS
  
  • **COMPULSORY SUBJECTS IN THE SENIOR PHASE**
    Languages (HL and FAL)
    Mathematics
    Natural Sciences
    Life Orientation

  • **ELECTIVES - 2 SUBJECTS IN SENIOR PHASE**
    Social Sciences
    Economic Management Sciences
    Technology
    Arts and culture
PROGRESSION AND PROMOTION REQUIREMENTS
The second aspect which is dealt with in the document National Policy pertaining to the programme and promotion requirements of the National Curriculum Statement, is the progression requirements for each Grade. The policy is governed by two principles: Progression and Promotion

**Progression**
No more than 4 years per phase

**Promotion**
Grades 10-12
# NPPPR: PROGRESSION / PROMOTION REQUIREMENTS

<table>
<thead>
<tr>
<th>SUBJECTS</th>
<th>Gr. R</th>
<th>Gr. 1-3</th>
<th>Gr. 4-6</th>
<th>Gr. 7-9</th>
<th>Gr. 10-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language at Home</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>40%</td>
</tr>
<tr>
<td>Language Level</td>
<td>(50-59)</td>
<td>(50-59)</td>
<td>(50-59)</td>
<td>(50-59)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(and)</td>
<td>(and)</td>
<td>(and)</td>
<td>(and)</td>
<td></td>
</tr>
<tr>
<td>Language at First Additional Language Level</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>40% in TWO subjects</td>
</tr>
<tr>
<td></td>
<td>(40-49)</td>
<td>(40-49)</td>
<td>(40-49)</td>
<td>(40-49)</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>30% in THREE subjects</td>
</tr>
<tr>
<td></td>
<td>(40-49)</td>
<td>(40-49)</td>
<td>(40-49)</td>
<td>(40-49)</td>
<td></td>
</tr>
<tr>
<td>OTHER:</td>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>In any TWO other subjects</td>
<td>In any THREE other subjects</td>
<td></td>
<td>In any TWO of the other subjects</td>
<td></td>
</tr>
</tbody>
</table>

- 30% in THREE subjects provided that the SBA component is submitted in the failed subject.
## NPPPR: AMENDMENTS

<table>
<thead>
<tr>
<th></th>
<th>Grade 1-3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NPPPPR</strong></td>
<td>100% SBA with compulsory formal assessments</td>
</tr>
<tr>
<td></td>
<td>0 End of year examinations</td>
</tr>
<tr>
<td><strong>Amendment</strong></td>
<td>100% SBA</td>
</tr>
<tr>
<td></td>
<td>Formal assessments in week 9 and 20</td>
</tr>
<tr>
<td><strong>Areas for concern</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Life Skills to be integrated with Language and Mathematics</td>
</tr>
<tr>
<td></td>
<td>• No LS assessment</td>
</tr>
<tr>
<td></td>
<td>• No LS reporting</td>
</tr>
<tr>
<td></td>
<td>• ATP assessment Week 9 and Week 20</td>
</tr>
<tr>
<td></td>
<td>however only 15 weeks allocated</td>
</tr>
<tr>
<td><strong>SASAMS</strong></td>
<td>• Reports at end of Term 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td>• Translating check lists into 7 point scale</td>
</tr>
</tbody>
</table>
# NPPPR: AMENDMENTS

<table>
<thead>
<tr>
<th>Gr 4 – 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NPPPR</strong></td>
</tr>
<tr>
<td>75% SBA</td>
</tr>
<tr>
<td>25% End of year assessment</td>
</tr>
<tr>
<td><strong>Amendment</strong></td>
</tr>
<tr>
<td>80% SBA</td>
</tr>
<tr>
<td>20% End of year assessment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Areas for concern</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Gr 5 returned very late</td>
</tr>
<tr>
<td>• Assessment on fundamentals as identified by the province</td>
</tr>
<tr>
<td>• Should the first term assessment be considered as the only mark for the year</td>
</tr>
<tr>
<td>• No common papers</td>
</tr>
<tr>
<td>• Control test vs examination at end of year</td>
</tr>
<tr>
<td>• Grade 6?</td>
</tr>
<tr>
<td>• Multi year catch up plan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SASAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reports for term 3 and 4</td>
</tr>
</tbody>
</table>
## NPPPR: AMENDMENTS

<table>
<thead>
<tr>
<th>Gr 7 – 9</th>
</tr>
</thead>
</table>
| **NPPPR** | 60% SBA  
40% End of year assessment |
| **Amendment** | 80% SBA  
20% End of year assessment |
| **Areas for concern** | • Circular S3 of 2020  
• Schools could elect not to offer all subjects  
• Promotion requirements very high for phase  
• Condonation |
| **SASAMS** | • Reports for term 3 and 4 |
# Promotion and Progression

<table>
<thead>
<tr>
<th></th>
<th>Gr 1-3</th>
<th>Gr 4 – 6</th>
<th>Gr 7 – 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current weightings</strong></td>
<td>100% SBA with prescribed formal assessment tasks (FAT) 0% End of year assessment</td>
<td>75% SBA 25% End of year assessment</td>
<td>60% SBA 40% End of year assessment</td>
</tr>
<tr>
<td>(NPPPPR)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Amended weighting for 2020</strong></td>
<td>100% School based assessment</td>
<td>80% SBA 20% End of year assessment</td>
<td>80% SBA 20% End of year assessment</td>
</tr>
<tr>
<td><strong>Areas amended</strong></td>
<td>• No assessment in LS • No reporting on LS • ATP – Assessment scheduled for Week 9 and Week 20</td>
<td>• Assessment on fundamentals as identified by the province</td>
<td>• Condonation will still be implemented • Circular S3 (electives for SP)</td>
</tr>
<tr>
<td><strong>SA-SAMS</strong></td>
<td>• Reports at end of Term 1, 3 and 4 • SA-SAMS will not reflect LS in term 3 and 4</td>
<td>• Reports Term 1, 3 and 4</td>
<td>• Reports in Term 1, 3 and 4 (possibly term 2 for Gr 7)</td>
</tr>
<tr>
<td>DATE</td>
<td>CIRCULARS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 (8 OF 2014)</td>
<td>• Overall pass percentage of the grade for the previous 3 years should not be less than 5% of CAPS implementation&lt;br&gt;• Borderline learners were adjusted to a maximum of 10%&lt;br&gt;• 2 Subjects were considered; 3rd could be added&lt;br&gt;• Not learners who would be progressed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015 (3 OF 2015)</td>
<td>• Not the overall pass percentage, but individual subjects.&lt;br&gt;• 3 Subjects were considered (HL, FAL, Mathematics)&lt;br&gt;• All learners who were within the 7% range of pass requirements&lt;br&gt;• Not learners who would be progressed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016 (3 of 2016)</td>
<td>• Individual subject – specifically Mathematics&lt;br&gt;• Minimum of 20% in Maths. Pass rate = 40%. Special condonation to 40%&lt;br&gt;• 2015 Circular remains in effect with 6% condonation in 3 subjects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017 (1 of 2017)</td>
<td>• Individual subjects&lt;br&gt;• 2015 Circular remains in effect with 5% condonation in 3 subjects&lt;br&gt;• 2016 Circular remains in effect with 20% condonation for Mathematics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What are we left with?

✓ Condonation per subject and not per grade
✓ Not for learners who are already identified for progression
✓ Mathematics (2016, 2017) 20% special condonation dispensation, provided that the learner achieved 20%, and that the learner will not offer Mathematics in Grade 10.

Previously 2 subjects could be considered, under circumstances 3 can be brought into account, currently adjusted to not more than 5% condonation in a maximum of 3 subjects.

✓ In 2018 and 2019 ONE subject, can be condoned to a maximum of 2%, if this means that the learner qualifies for promotion.
What will happen in 2020?

- Proposed maximum mark adjustment of 2% (Circular 3 of 2015)
- Proposed condonation of 2% 5% in **ONLY ONE** subject (3 of 2015)
- Special condonation dispensation in Mathematics of 20% will still remain
SECTION 1: GENERIC POLICY
(Guidelines on how to use the document)

SECTION 2: OVERVIEW OF PHASE CONTENT, METHODOLOGY, ASSESSMENT, RESOURCES
(Content, concepts and skills to be taught, time allocation, resources)

SECTION 3: CURRICULUM CONTENT PER GRADE

SECTION 4: ASSESSMENT
(Requirements for the formal assessment activities and suggested informal)

ANNUAL TEACHING PLANS GUIDELINES
ASSESSMENT
NPA: FORMAL AND INFORMAL ASSESSMENT

Assessment

Informal Daily Assessment (Assessment FOR learning)
- Not required to record
- Used to improve learning

Formal Programme of Assessment (Assessment OF learning)
- Recorded
- Used for promotion / Certification
The policy document refers to two types of assessment within the NCS which focuses on providing feedback to learners through collection of adequate evidence of achievement by using various forms of assessment.

**Informal**

**Formal**
NPA: FORMAL AND INFORMAL ASSESSMENT

Assessment

Informal
Daily Assessment
(Assessment FOR learning)

- Not required to record
- Used to improve learning

Formal
Programme of Assessment
(Assessment OF learning)

- Recorded
- Used for promotion / Certification
• Assessment for learning

• Informal assessment is the monitoring and enhancing of learners’ progress and is done through teacher observation and teacher-learner interaction.

• Informal assessment builds towards formal assessment.

• Teachers are not required to record performance in informal or daily assessment tasks.
NPA: FORMAL ASSESSMENT

- Assessment of learning
  - Provides teachers with a systematic way of evaluating how well learners are progressing in a particular subject in a grade.
  - Formal assessment comprises assessment by means of assessment tasks performed by the learners.
  - Formal assessment programmes are provided in the CAPS subject documents. These should be considered the minimum outcomes to be assessed.
  - Formal assessment tasks are recorded for reporting purposes.
Composition of formal assessment:

- School-Based Assessment
- Practical Assessment Task (where applicable)
- The Practical Assessment Task mark must count 25% of the end of year examination mark.
  (SBA and PAT allow for the assessment of skills that cannot be assessed in a written format.)
- Final End-of-year examination
<table>
<thead>
<tr>
<th>Subject</th>
<th>GR</th>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Language;</td>
<td>R</td>
<td>Continuous assessment</td>
<td>No formal assessment</td>
<td>Continuous assessment</td>
<td>Continuous assessment</td>
</tr>
<tr>
<td>First Additional Language;</td>
<td>1</td>
<td>Completed Formal Assessment</td>
<td>No formal assessment</td>
<td>Continuous assessment 1</td>
<td>Continuous assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Task (FAT)</td>
<td></td>
<td>FAT (HL, FAL &amp; Maths)</td>
<td>1 FAT (HL, FAL &amp; Maths)</td>
</tr>
<tr>
<td>Mathematic s;</td>
<td>2</td>
<td>Completed Formal Assessment</td>
<td>No formal assessment</td>
<td>Continuous assessment 1</td>
<td>Continuous assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Task (FAT)</td>
<td></td>
<td>FAT (HL, FAL &amp; Maths)</td>
<td>1 FAT (HL, FAL &amp; Maths)</td>
</tr>
<tr>
<td>Life Skills</td>
<td>3</td>
<td>Completed Formal Assessment</td>
<td>No formal assessment</td>
<td>Continuous assessment 1</td>
<td>Continuous assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Task (FAT)</td>
<td></td>
<td>FAT (HL, FAL &amp; Maths)</td>
<td>1 FAT (HL, FAL &amp; Maths)</td>
</tr>
<tr>
<td>Weighting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>SUBJECT</td>
<td>Gr</td>
<td>TERM 1</td>
<td>TERM 2</td>
<td>TERM 3</td>
<td>TERM 4</td>
</tr>
<tr>
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<td>---------------------------------------------</td>
<td>--------------------------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>HL &amp; FAL</td>
<td>4</td>
<td>Completed all assessments</td>
<td>No formal assessment</td>
<td>1 Oral, 1 (FAT)</td>
<td>1 FAT (control test)</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td></td>
<td></td>
<td>Oral + Written + response to text</td>
<td>Oral + Written + Response to text</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>4–6</td>
<td>Completed all assessments</td>
<td>No formal assessment</td>
<td>1 FAT</td>
<td>1 control test</td>
</tr>
<tr>
<td>NS Tech</td>
<td>4–6</td>
<td>Completed all assessments</td>
<td>No formal assessment</td>
<td>1 FAT</td>
<td>1 control test</td>
</tr>
<tr>
<td>SS: G</td>
<td>4–6</td>
<td>Completed all assessments</td>
<td>No formal assessment</td>
<td>1 FAT</td>
<td>1 control test</td>
</tr>
<tr>
<td>SSHistory</td>
<td>4–6</td>
<td>Completed all assessments</td>
<td>No formal assessment</td>
<td>1 FAT</td>
<td>1 control test</td>
</tr>
<tr>
<td>Life Skills</td>
<td>4–6</td>
<td>Completed all assessments</td>
<td>No formal assessment</td>
<td>Project, (PET), CAT</td>
<td>1 control test</td>
</tr>
<tr>
<td>Weighting</td>
<td></td>
<td>80%</td>
<td></td>
<td></td>
<td>20%</td>
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<tr>
<td>SUBJECT</td>
<td>Gr</td>
<td>TERM 1</td>
<td>TERM 2</td>
<td>TERM 3</td>
<td>TERM 4</td>
</tr>
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<td>----</td>
<td>--------------------------------</td>
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<td>---------------------------</td>
<td>---------------------------------------------</td>
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<tr>
<td>HL &amp; FAL</td>
<td>7-9</td>
<td>Completed all assessments</td>
<td>No formal assessment</td>
<td>1 Oral, 1 Literature FAT</td>
<td>Control test: Oral + Response to text + Writing + Literature (Gr 9)</td>
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<tr>
<td>Maths</td>
<td>7–9</td>
<td>Completed all assessments</td>
<td>No formal assessment</td>
<td>1 FAT</td>
<td>Control test</td>
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<tr>
<td>Natural Science</td>
<td>7–9</td>
<td>Completed all assessments</td>
<td>No formal assessment</td>
<td>1 FAT</td>
<td>Control test</td>
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<tr>
<td>SS:Geo</td>
<td>7–9</td>
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<td>No formal assessment</td>
<td>1 FAT</td>
<td>Control test</td>
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<tr>
<td>SS: Hist</td>
<td>7–9</td>
<td>Completed all assessments</td>
<td>No formal assessment</td>
<td>1 FAT</td>
<td>Control test</td>
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<tr>
<td>EMS</td>
<td>7–9</td>
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<td>No formal assessment</td>
<td>1 FAT</td>
<td>Control test</td>
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<tr>
<td>SUBJECT</td>
<td>Gr</td>
<td>TERM 1</td>
<td>TERM 2</td>
<td>TERM 3</td>
<td>TERM 4</td>
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<tr>
<td>Tech</td>
<td>7–9</td>
<td>Completed all assessments</td>
<td>No formal assessment</td>
<td>1 FAT</td>
<td>Control test</td>
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<tr>
<td>Creative Arts</td>
<td>7–9</td>
<td>Completed all assessments</td>
<td>No formal assessment</td>
<td>Art forms 1 &amp; 2: Practical task</td>
<td>Control test: Art forms 1 &amp; 2</td>
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<tr>
<td>LO</td>
<td>7–9</td>
<td>Completed all assessments</td>
<td>No formal assessment</td>
<td>Project, PET</td>
<td>Control test + PET</td>
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<tr>
<td>Weighting</td>
<td>80%</td>
<td></td>
<td></td>
<td></td>
<td>20%</td>
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</table>
How will exams be amended?

- No May / June exams
- End of year exams in selected subjects?
- Formal assessment
Organising:

- Create systems and structures which will enable the implementation of relevant policies at school level.
MODERATION

• Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable.

• Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments.

• In Grades 7, 8 & 9 the formal School-based assessment (including the practical assessment tasks) should be moderated by the relevant subject specialist(s) at district level and if necessary at provincial level in consultation with the moderators at school.
MODERATION

Moderation serves the following purposes:

1. It should ascertain whether the subject content and skills have been taught and assessed. (sufficiently covered)
2. It should ensure that the correct balance of cognitive demands is reflected in the assessment.
3. It should ensure that the assessments and marking are of an acceptable standard and consistency.
4. It should reflect the scope covered by the teacher in line with the term’s requirement.
5. It should ensure that learner performance is correctly recorded, verified, captured (SASAMS) and reported.
6. It should identify areas in which the teacher may need further development and should lead to support for such development.

Moderation is therefore an ongoing process and not a once-off event at the end of the year. There is no national moderation in the Senior Phase.
MODERATION: ASSESSMENT INSTRUMENTS

- Intended Outcome
- Cognitive levels
- Differentiation

- Time management in paper
- Weighting of contents
- Content specified by curriculum

- Appropriate language
- Different types of questions
- Sequencing of questions
Verbs are used to specify the skill that is required

Examples:
The learner should be able to:

- List (verb) the features of a successful business (knowledge);
- design (verb) an electrical circuit (knowledge);
- explain (verb) the working of a battery (knowledge).
COMPILE A TEST ACCORDING TO COGNITIVE LEVELS

Level 1. Knowledge
Question cues: List, define, tell, label

Level 2. Comprehension
Question cues: Describe, name, identify, discuss

Level 3. Application
Question cues: Modify, solve, change, explain

Level 4. Analysis
Question cues: Analyze, separate, compare, contrast

Level 5. Synthesis
Question cues: Create, construct, plan, role-play

Level 6. Evaluation
Question cues: Give opinion, criticize, discriminate, summarize
Level 1. Knowledge
When was this picture taken?
Where was this picture taken?

Level 2. Comprehension

Level 3. Application

Level 4. Analysis

Level 5. Synthesis

Level 6. Evaluation

Level 1. Knowledge
When was this picture taken?
Where was this picture taken?

Level 2. Comprehension

Level 3. Application

Level 4. Analysis

Level 5. Synthesis

Level 6. Evaluation
RECORDING AND REPORTING
NPA: RECORDING AND REPORTING

- **Recording** is a process in which the teacher documents the level of a learners performance.
- Recording of learner performance is against the assessment tasks completed
- Promotion of a learner is based on the composite marks obtained in all four terms.
- **Reporting** is a process of communicating learner performance to learners, parents, schools and the other stakeholders.
- Schools are required to provide feedback to parents on the programme of assessment using a formal reporting tool such as a report card.
RECORDING AND REPORTING: CHECKLIST

- Is there evidence of informal assessment?
- Does the recording sheet correctly indicate the learners’ information?
- Are the weighting and calculation on recording sheets aligned to CAPS and SASAMS?
- Does the recording reflect learner performance against the concepts and skills in assessment tasks?
- Does it reflect on overall performance in the subject?
- Does the learner achievement correlate with the learner performance in the task?
- Have recorded marks been verified?
- Do the records indicate intervention and support strategies?
Directing:

• Determine the outcomes of the curriculum
• Establish an ordered and structured environment in which these outcomes can be delivered.
• Provide dynamic leadership
For curriculum delivery to be successful school leaders should:

• Organise and manage time

• Organise and manage human and material resources, which must culminate in teaching and learning activities conducted by teachers in classrooms.
DIRECTING: CURRICULUM DELIVERY

Curriculum
- Central point of planning

Textbook
- Select appropriate texts which are supplementary to the curriculum

Resources
- Used for enrichment, support and homework
- Beware of restrictiveness in resources
- Departmental workbooks
CONTROL MEASURES

Control measures:

• Monitor performance
• Take the necessary action to ensure desired results
MONITORING AND SUPPORT

MONITORING

• Monitoring in all classes in the grade takes place to ensure that the same sequence and pace in curriculum coverage is used.

• Classroom organisation

• Classroom discipline

• Documentation (Teacher File and Planning documents)

• Pedagogy: Different concepts and preconceptions of different age groups (by implication the Social Curriculum) is taught

• Teachers’ subject knowledge and general instructional methods are related to the school context.

• Teacher needs are identified, and support structures are put in place.
PROVIDING DIRECTION: EDUCATOR COMPETENCE

Instructional Leadership → Teacher Effectiveness → Learner achievement
CONTROL MEASURES: TEACHER DEVELOPMENT TEACHING METHODOLOGIES

The Cone of Learning

After 2 weeks, we tend to remember...

- 10% of what we READ
- 20% of what we HEAR
- 30% of what we SEE
- 50% of what we SEE & HEAR
- 70% of what we SAY
- 100% of what we SAY & DO

Source: Edgar Dale (1969)
CONTROL MEASURES: ACCOUNTABILITY

Teacher autonomy should settle on:

- Teaching methods,
- Teaching skills and methods in organising and conducting teaching in the classroom.
- Classroom discipline
- Selection of resources
- Selection of pedagogy
- Supporting learning in school activities
CONTROL MEASURES
ACCOUNTABILITY

The role of the principal and SMT with regard to teacher autonomy is to:

• Delineate the framework of minimum requirements
• Protect the right of the teacher by providing a sufficient set of objectives framed in school policy.
• Allow the teacher to participate in the formulation of objectives.
• Allow teachers to select appropriate methodological approaches.
• Allow teachers to deviate from excessive prescriptiveness based on defensible grounds.
• Provide in-service training opportunities
• Support establishment of Professional Communities of Learning
• Provide opportunities to show best classroom practices
CONTROL MEASURES

Control measures

Monitor performance

Take the necessary action to ensure desired results
CONTROL MEASURES

Good Management  Instructional Leadership  Improved Teacher Effectiveness  Improved Learner Achievement
What are the instruments which can be used to track curriculum coverage?
Light at the end of the tunnel?
2021 AND BEYOND

LIKELY SCENARIOS:

• A large amount of content will not have been covered in 2020
• Revised ATPs will remain
• Content which was cut will not return
• Revised ATPs for TERM 1 to be produced
• Teaching and learning in the holidays
2021 AND BEYOND

LIKELY SCENARIOS:

• **Foundation Phase**
  - Still integrated Life Skills
  - Introducing new subjects
  - Cursive writing still out?

• **Intermediate Phase**
  - Content trimmed
  - Grade 3 content which was not completed but necessary for IP

Greater collaboration between teachers
Time allocation
Additional teaching and learning time
Parental involvement
Amended assessment
Blended learning
Likely Scenarios:

- **Senior Phase**
  - A review of promotion and progression requirements
  - Less subjects
  - Impact on subject choices
  - Impact on feeder schools
  - Post provisioning norms
  - Reskilling and upskilling of teachers
  - EMS
  - Arts and culture
  - Philosophy of needs of country

Greater collaboration between Primary school and High school teachers
- Time allocation
- Advice on subject choices
- Blended learning
A review of the curriculum is non-negotiable and should be conducted as soon as possible:

- Content still relevant?
- Some subjects still relevant?
- Fundamentals?
- Teaching time?
- Teaching methodology?

A review of promotion and progression requirements is non-negotiable and should be conducted as soon as possible.
Intelligence is the ability to adapt to change.

-Stephen Hawking
THANK YOU!

#BECAUSEWE CARE

SAOU

DIE VERANDERING IN ONDERWYS
THE CHANGE IN EDUCATION