

# 2021 REVISED CURRICULUM AND ASSESSMENT PLANS

## FOUNDATION PHASE: HOME LANGUAGE

Implementation: January 2021



# Presentation Outline

1. Introduction
2. Principles
3. Underpinning assumptions
4. Key Recovery Strategies
5. Purpose
6. Content Overview amendments for grade 1
7. Annual Teaching Plan amendments for grade 2
8. School Based Assessment (SBA) amendments for grade 3



# Introduction



COVID 19 led to losses in teaching and learning time due to:

- the lockdown period and **phased reopening** of schools,
- Alternating time tabling models and
- the related health and safety **protocols**.

Furthermore, the revision of the school calendar **and** intermittent closure of many schools negatively **impacted** the **ability** of teachers to **implement** the revised **2020 ATPs** as envisioned.

To mediate the impact and support teachers in managing teaching, assessment and learning within the reduced **time**, the DBE in 2020 implemented:

- **Circular S3** that outlined and guided teachers to conduct **context specific subject trimming**, in consultation with subject advisors.
- **National Assessment Circular 02** and **Circular E 11** to guide school-based assessment in phases and subjects

# Principles

1

Use of the 2020 Curriculum Recovery Framework as the base document

2

Learning losses inform the Three Year Recovery Plans for School –based Assessment

3

Management of the learning losses and the School Based Recovery Plans

4

Create opportunities through adjusted ATPs to strengthen pre-knowledge, consolidation, revision, and deeper learning

5

Entrench Assessment for Learning as a Pedagogical Approach to address the learning losses



# Principles

6

The 2021 Recovery ATPs maintains the use of current LTSM and resources already available in the system.

7

Content topics removed in 2020 were not automatically returned in the 2021 Recovery ATPs.

8

Fundamental and core topics were retained in the Recovery ATPs

9

To guide and support effective teaching and learning

# Underpinning Assumptions



1

1

## ASSUMPTION 1

All learners will return to school from day 1 of the 2021 academic year and norm-times as stipulated in the CAPS will be adhered to for the entire school year;

2

2

## ASSUMPTION 2

Learning losses due to COVID-19 across grades and subjects will vary from school to school, class to class and even within classes.

3

3

## ASSUMPTION 3

Each Teacher will have a record of learning losses and Departmental Heads and Subject Advisors will monitor progress in learning loss recovery;



# Underpinning Assumptions



4

4

## ASSUMPTION 4

All schools will develop & implement school-based support programmes for all grades/years with particular focus on all the exit grades/years (3, 6, 9 and 12) throughout the three-year period.

5

5

## ASSUMPTION 5

All Circulars related to the 2020 ATPs including SBA to be withdrawn and revised to align to the 2021 ATPs.

6

6

## ASSUMPTION 6

Schools have systems in place to manage the possibility of a second wave of the pandemic in Q1 and Q3 of the 2021

# The Development of the 2021 Recovery ATPs

The Recovery ATPs are aligned to the:

- 2021 School calendar
- Abridged S4 of CAPS
- Curriculum and assessment principles as prescribed in the CAPS for **Foundation Phase**.



# Purpose

- To mediate the amendments of the 2021 Recovery Annual Teaching Plan including School Based Assessment for **Languages, Grades 1-3** for implementation in January 2021 as stipulated in Circular S13 of 2020;
- To ensure teaching proceeds as per the 2021 school calendar;
- To assist teachers with **guided pacing and sequencing** of curriculum content and assessment.

# Purpose (continued)

- To enable teachers to cover the essential core content /skills **including the fundamentals** within the available time;
- To assist teachers with **planning** for the different forms of **assessment**; and
- To ensure learners are **adequately prepared** for the **subsequent year/s** in terms of content, skills, knowledge, attitudes and values.



# ATF attachments for Grades 1, 2 and 3 Languages

- All concepts begin in the Foundation Phase
- Language has 4 components: Listening and Speaking; Phonics; Reading; Writing and Handwriting
- Trimming did not remove any of the components, rather the detail e.g. the number of sounds to be learned in Phonics

# ATP amendments for Grades 1, 2 and 3 Languages

- CAPS is designed in such a way that the whole of the first Term is a revision of the previous grade
- Amendments to Term 1 of each of the three grades considered the 4<sup>th</sup> Term of the previous grade and where necessary, included skills and knowledge for consolidation purposes.



# Summary: Amendment to the weighting of content topics

WEEK: 10 hrs

PER DAY 2 hours

Component	Weighting	
Listening and Speaking	30%	25%
Reading and Phonics	40%	45%
Writing	20%	
Handwriting	10%	

# Revised Programme of Assessment

- The Programme of Assessment (POA) will comprise **one Assessment Task (AT) per subject** which will be done per term in Grades 1 to 3. This therefore means that there will be **4 Assessment tasks** per grade for Languages in the Foundation Phase
- Teachers should plan together for assessment, make sure that the assessment activities developed allow learners to demonstrate their understanding of the concepts/content knowledge/skills and decide on the final date by which these activities will be completed.



# Revised Programme of Assessment cont.

- The National Protocol for Assessment Grades R-12 defines an Assessment Task as:
- *“A systematic way of assessment used by teacher to determine how well learners are progressing in a grade and in a particular subject”* (page ix).
- An Assessment Task is made up of a number of parts dealing with different aspects of Language in Grades 1-3. It is important to note that the principle of alignment and integration of the language programme as demonstrated in the ‘Reading and Writing focus time’ (pages 11-12, FP CAPS Home Language section 2) should inform the design of an assessment task whenever possible.



# Revised Programme of Assessment cont.

- The assessment task should be structured in such a way that there is a balance of skills that are assessed. This will assist in not assessing the same skills and concepts while neglecting others.
- The assessment of oral activities should be integrated with Life Skills and Mathematics whenever possible.
- **It is also important to note that each assessment task should not be seen as a single event or test, but must comply with the principles of continuous assessment at all times.**
- **Continuous assessment is 100%, with no marks, tests or exams.**





# Baseline Assessment

- Should be done during weeks 2 and 3 of returning to school. Allow the learners to settle into their new classes before beginning any assessment.
- Baseline activities should not be a stand-alone but be integrated with the teaching and learning process.
- Should be done informally and mostly through observation and oral.
- The assessment activities will focus on previous grade content.
- The aim of the activities will be to determine the level of the learners to guide the teaching and learning process for the way forward.
- The teacher can link the assessment of various skills where possible.
- All skills are included irrespective if it was taught in 2020. Teachers can use their discretion should they not want to assess all skills.

# Programme of Assessment Minimum requirements for Term 1 for HL in Grades 1, 2 and 3

Language Components	Grade 1	Grade 2	Grade 3
	Form of Ass	Form of Ass	Form of Ass
Listening and Speaking	1 Oral	1 Oral	1 Oral
Phonics	1 Oral	1 Written	1 Written
Reading and Comprehension	1 Oral	1 Oral	1 Oral
Handwriting	1 Written	1 Written	1 Written
Writing	1 Written	1 Written	1 Written



