

Every child is a National Asset

2021 REVISED CURRICULUM AND ASSESSMENT PLANS

FOUNDATION PHASE: HOME LANGUAGE

Implementation: January 2021



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Read to Lead
A Reading Nation is a Leading Nation

Presentation Outline

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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.

ATP amendments 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 4th 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

