



**DIRECTORATE: CURRICULUM GET PROGRAMMES**

Steve Vukile Tshwete Complex • Zone 6 • Zwelitsha • Eastern Cape

Private Bag X0032 • Bisho • 5605 • REPUBLIC OF SOUTH AFRICA Reference # 2/3/2/2/2

Enquires: U.B.Nqandela

Tel: +27 (0)40 608 4495 • Fax: +27 (0)40 608 4657 Website: [www.ecdoe.gov.za](http://www.ecdoe.gov.za)

**ASSESSMENT INSTRUCTION 17 OF 2015**

**TO:**

- DEPUTY DIRECTORS-GENERAL**
- CHIEF DIRECTORS**
- HEAD OFFICE DIRECTORS AND DISTRICT DIRECTORS**
- CHIEF EDUCATION SPECIALISTS**
- EDUCATION DEVELOPMENT OFFICERS**
- DEPUTY CHIEF EDUCATION SPECIALISTS**
- SENIOR EDUCATION SPECIALISTS**
- PRINCIPALS OF ALL PUBLIC AND INDEPENDENT SCHOOLS  
(GRADES R-9)**
- SCHOOL MANAGEMENT TEAMS**
- TEACHERS**
- TEACHER UNIONS / ORGANISATIONS**
- SCHOOL GOVERNING BODIES**

**DATE:** 24 FEBRUARY 2015

**ANNUAL NATIONAL ASSESSMENT (ANA) 2015 IMPROVEMENT PLAN**

The Assessment Instruction 17 of 2015 provides districts and schools with a Provincial ANA Framework for improvement that details the findings of the ANA Results and the suggested interventions to enable them to develop School and District individualised Improvement Plans for Languages and Mathematics in the GET Band (Grades 1 to 9).

**BACKGROUND**

The Department of Basic Education (DBE) administered the ANA in September 2014 for Grades 1-6 and 9 learners in Languages and Mathematics. ANA is an important strategy to improve the quality of learning outcomes in the education system and to ensure the achievement of targets set in Action Plan 2019 Towards the realization of schooling 2030.

The results are not an end in themselves, but a means to learner improvement and teacher development. Appropriate utilisation of these results must be supported and facilitated at each of the levels of the schooling system, from province to districts, schools and classrooms respectively. This is with reference to Assessment Instruction 18 of 2015 which identifies ANA Improvement Plans as key deliverables for 2015.

The 2014 ANA results indicate that the system is definitely responding to the interventions that are in place, particularly, for Mathematics in grade 3. Downward trends that were noted in 2013 still persist in Grades 4 - 6 and 9 in Mathematics. The overall performance in Languages indicates a marginal improvement for Grades 1- 6. However, learners are still performing below acceptable levels, especially Grades 3 and 9 which dropped below the 2013 ANA performance. Focused interventions for Languages and Mathematics are crucial at School, District and Provincial levels for all grades.

The Provincial Office in collaboration with the curriculum advisors for Languages and Mathematics in the 23 districts sampled a total of 18 400 scripts (800 scripts per district) for Grade 3 and 2300 scripts for Grades 6 and 9 respectively for Languages and Mathematics, in order to conduct a qualitative question by question analysis. All schools in the province were expected to complete the analysis process (after learners completed the ANA tests in 2014) for grades 1 to 6 and 9 and identify the areas that learners did not perform well in.

The diagnostic report that emanated from the 2014 ANA analysis indicated specific areas of Language and Mathematics knowledge and skills in which learners showed low levels of competency. The qualitative analysis revealed that learners are deficient in skills and knowledge in areas that should have been mastered in earlier grades. The province and the districts used the analysis of the sampled scripts to emerge with a Provincial Diagnostic report and the ANA Framework that details the identified areas that learners performed poorly as indicated from the results of the 2014 ANA.

The implementation of this framework will ensure effective classroom practice in the 2015 academic year.

## RESPONSIBILITIES

### ➤ PROVINCE will ensure that:

- A Provincial ANA Framework is developed for Districts and Schools (See Annexure A).
- A template is provided for Districts and Schools to facilitate and standardize the development of their 2015 Improvement Plans (Annexure B & C).
- Districts/schools are monitored and supported with the implementation of 2015 ANA Improvement Plans.

### ➤ DISTRICTS will ensure that:

- Meetings are convened with School Management Teams (SMTs) to mediate the contents and expectations of Assessment Instruction 17 of 2015.
- District findings and intervention strategies are collated from the Schools' Improvement Plans and recorded in the template provided (Annexure C).
- The identified areas are categorised into "Teacher Development and Support" as well as "Teaching, Learning and Assessment Activities" using the Provincial ANA Framework as a guide.
- Schools are supported in the process of identifying the areas that need development and support as reflected in the ANA findings.
- Schools are monitored and supported with the implementation of the Improvement Plans.
- Schools are monitored to track Curriculum Coverage in Languages and Mathematics
- Progress reports on Implementation are submitted to the Provincial Office as per request.
- Focused attention is given to identify GET under-performing schools.

- Targets are set for Grades 1 to 6 and 9 for Language and Mathematics based on their ANA 2014 performance

➤ **SCHOOLS will ensure that:**

- The areas in which learners did not perform well are recorded in the template provided (Annexure B).
- The identified areas are categorised into “Teacher Development and Support” as well as “Teaching, Learning and Assessment Activities” using the Provincial ANA Framework as a guide.
- Teachers develop Subject Improvement Plans that addresses the backlog in learner’s skills and knowledge and submit to the district office so that targeted programmes can be designed to address these weaknesses.
- The Improvement Plans for each Grade from 1 to 9 must be implemented as per the “Teaching Plan” time frames stipulated in the CAPS Policy, (for example if in Mathematics, the identified gap is Fractions, and this concept in the CAPS Policy must be taught in Term 2, teachers must prepare for the teaching, learning and assessment activities in Term 1).
- Teachers are monitored and supported with the implementation of the Improvement Plans by SMTs, Subject Advisors and Education Development Officers (EDOs).
- Progress reports on the implementation are submitted to the District Office as per request.
- Targets are set for Grades 1 to 6 and 9 for Languages and Mathematics based on their ANA 2014 performance.

➤ **TARGETED GRADES**

Districts and schools must develop Improvement Plans focusing on the areas that learners did not perform well in 2014 ANA for grades 1 to 6 and 9. In respect of Grades 7 and 8, the improvement plans should be informed by the Grade 6 and 9 ANA analysis of results and identified areas of weakness.

➤ **TIME FRAMES**

- Schools are to submit their Improvement Plans to the District CES Curriculum Management by not later than 13 March 2015.
- District Directors are to submit District Improvement Plans to the Provincial Director GET Curriculum by 20 March 2015.

➤ **CONCLUSION**

The support of the districts and schools in this initiative is crucial for the improved performance of learners in Languages and Mathematics for the GET Band in 2015.



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**DR. A.S. NUKU**  
**(A) DEPUTY DIRECTOR GENERAL: IOM**