



CHIEF DIRECTORATE: CURRICULUM MANAGEMENT

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ASSESSMENT INSTRUCTION 18 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-12)
SCHOOL MANAGEMENT TEAMS
TEACHERS
TEACHER UNIONS / ORGANISATIONS
SCHOOL GOVERNING BODIES

DATE: 26 FEBRUARY 2015

CURRICULUM DELIVERY PRIORITIES FOR 2015

INTRODUCTION

As we implement the 2015 school year, all personnel at Provincial Office, District Offices and Schools are directed to base their operations on the following key curriculum priorities and deliverables for the 2015 academic year as approved. These priorities were endorsed by the extended top management of the Eastern Cape Department of Education and should be the focus of implementation at all levels of the provincial Education System. It should be further noted that 2015 has been declared as the year of Action, Results and Accountability.

The curriculum delivery priorities hinge the National Plan on the Action Plan to 2019 Towards the realisation of Schooling 2030.

Ensuring that every young South African of school going age able to receives quality public education is an urgent need. Yet, we realise that this cannot be realised overnight. We need a clear vision of where we want to be in 2030, or even before then if possible. And we must make sure that every year we move a bit closer to our vision, recognising that a large improvement is actually an accumulation of many smaller changes.

By 2030 the National Strategy for Learner Attainment, Provincial Strategy for Learner Attainment, the CAPS provision on curriculum delivery and assessment, Annual Teaching Plan and various related framework such as ANA Improvement Framework, Senior Phase Mathematics improvement framework, GET and FET language and teacher support framework etc.to be fully implemented.

The Provincial curriculum delivery Priorities for 2015 articulated below are intended to inform Planning, Implementation, Monitoring and Support at 3 levels, namely: Provincial, District and School.

KEY DELIVERABLES FOR 2015

1. GENERAL EDUCATION AND TRAINING (GET) CURRICULUM DELIVERABLES: GRADES R TO 9

1.1. Curriculum and Assessment Policy Statements (CAPS):

Ensure that CAPS are fully implemented, complied with, monitored and supported from Grades R to 9.

1.2. Language/Literacy and Mathematics/Numeracy Improvement Strategy:

National strategies and provincial Annual National Assessment (ANA) Improvement Plan Framework to inform the development of District / School / Grade / Class customized improvement plans for 2015.

1.3. Subject Improvement Plans:

Ensure utilization of Department of Basic Educations Grades 1 to 6 and 9 ANA Diagnostic Reports, Eastern Cape Province Analysis of Grades 3, 6 and 9 results etc. to inform development of Provincial/District/Grade/Class individually customized Subject Improvement Plans.

1.4. Subject Committees

Vibrant Subject Committees are established and sustained in the GET Band at the Provincial/District/Circuit levels, with special focus on the development, implementation and monitoring of Subject Improvement Plans, Implementation and support of School Based Assessment (SBA) and support to address teacher development and shortages.

1.5. One Plus Four (1+4) Senior Phase Mathematics Intervention

- The “One Plus Four Senior Phase Mathematics Intervention” is a model that aims to ensure that teachers are adequately prepared and skilled to deliver on the Mathematics curriculum in the Senior Phase.
- It further seeks to strengthen the teaching of Mathematics topics in Grades 8 and 9, so that teachers can confidently and competently impact the content to learners such that they master the critical foundational Mathematical concepts by the end of the Senior Phase (Grade 9).
- Details about the 1+4 approach is contained in the Circular 02 of 2015 which is also available on the departmental website: www.ecexams.co.za or www.eccurriculum.co.za

1.6. Library

Improve numeracy and literacy levels through the integration of library resources into teaching, learning and assessment. Increase and improve the participation and performance of learners in reading and writing activities. Enhance the LITNUM strategy to improvement reading and establish school libraries, Resource centers and Media Centers to support teaching and learning.

1.7. GET Targets for 2015

- Increase the Grade 3 pass rate in Languages to 58% in 2015
- Increase the Grade 3 pass rate in Mathematics to 60% in 2015
- Increase the Grade 6 pass rate in Languages to 55% in 2015
- Increase the Grade 6 pass rate in Mathematics to 50% in 2015
- Increase the Grade 9 pass rate in Languages to 40% in 2015
- Increase the Grade 9 pass rate in Mathematics to 45% in 2015



1.8. Monitoring, evaluation and support:

Maximize the efforts to achieve the 100% curriculum coverage and strengthen the utilization of textbooks and workbooks by all schools.

2. FURTHER EDUCATION AND TRAINING (FET) CURRICULUM

DELIVERABLES: GRADES 10 TO 12

2.1. Curriculum and Assessment Policy Statements (CAPS):

Ensure that CAPS are fully complied with, implemented, monitored and supported from Grades 10 to 12.

2.2. Grades 10- 12 Learner Support and Motivation Programmes

Develop strategies with special emphasis on Mathematics, Sciences and Languages as well as identified under-performing subjects. Learner motivation Programmes to be included in all schools, including achieving schools and arrange motivational talks/speakers. Facilitate exposure to study skills and examination Guidelines. Involve community members to help teachers to monitor study periods in schools and after hours. Utilize the services of roving teachers to address challenges in teaching critical and underperforming subjects.

2.3. Subject Improvement Plans:

Ensure utilization of Department of Basic Educations Grade 12 NSC Diagnostic Reports, Umalusi Subject Reports, 2014 Chief Markers Reports Eastern Cape Province, Analysis of Grade 12 results, School Diagnostic reports of 2014, 2014 Grade 11 examinations results etc. to inform development of Provincial/District/Grade/Class individually customized Subject Improvement Plans.

2.4. Subject Committees

Vibrant Subject Committees are established and sustained in the GET Band at the Provincial/District/Circuit levels, with special focus on the development, implementation and monitoring of Subject Improvement Plans, Implementation and support of School Based Assessment (SBA) and support to address teacher development and shortages.

2.5. Mathematics and Sciences Strategy

A holistic Mathematics and Sciences Improvement Strategy crafted and operationalized at Provincial/district/school levels, mindful of national annual targets set up to 2019.

- Teacher development and support programme, and resource management programme are implemented, monitored and supported.
- Strengthen and re-orientate Dinaledi Schools Programmes and their surrounding feeder GET schools.
- Raise participation and performance by historically disadvantaged learners in Senior Certificate Mathematics and Physical Science.
- Provide high-quality Mathematics, Science and Technology education for all learners taking the first GETC and FETC.
- Increase and enhance the human resource capacity to deliver quality Mathematics, Science and Technology education.
- Improve quantity and quality of NSC results in Mathematics, Physical and Life Sciences. Improve quality (not quantity) of NSC results of girl learners in Mathematics and the Sciences.
- Promote active incorporation and participation of feeder schools at excellence/hub schools.
- Track academic performance in Mathematics, Life and Physical Sciences.

2.6. Library

If learners are encouraged to read for enjoyment, reading for information will be automatically strengthened through the integration of library resources in teaching, learning and assessment. Increase and improve the participation and performance of learners in reading and writing activities. Enhance the LITNUM strategy to improvement reading and establish school libraries, Resource centers and Media Centers to support teaching and learning.

2.7. National Senior Certificate (NSC) Targets for 2015

- Increase the NSC overall pass rate in the province from 65.4% in 2014 to 75% in 2015.
- Increase the number of FET schools achieve pass rate 60% and above from 517 in 2014 to 600 in 2015.



- Increase the Bachelor passes 20.1% in 2014 to 22% in 2015.
- Increase the Mathematics Pass rate 42.5% in 2014 to 48% in 2015.
- Increase the Percentage of Grade 12 learners achieving 50 % and above in Mathematics 15.5% in 2014 to 27% in 2015.
- Increase the Physical Sciences pass rate 51.8% to 58% in 2015.
- Increase the Percentage of Grade 12 learners achieving 50 % and above in Physical Sciences 15.0% in 2014 to 27% in 2015.

2.8. Monitoring, evaluation and support

Maximize the efforts to achieve the 100% curriculum coverage and strengthen the utilization of textbooks and workbooks by all schools.

3. UNDER-PERFORMANCE

- 3.1. Under-performance of GET Schools:** The 2014 ANA results at District/school levels shall be used to identify the under-performance in the GET Band. Underperforming GET Schools are those schools that have less than 50% of the learners performing below Level 4 (50%-59%) in Grades 3, 6 and 9 in Mathematics and Languages as per the 2014 ANA Results.
- 3.2. Under-performance of FET Schools:** The NSC 2014 results at District and School levels shall be used to identify the under-performance in the FET Band. Underperforming FET Schools are those schools that have less than 60% pass rate in 2014 NSC examination results. Strategies to be developed, implemented, monitored and supported at District/school levels to address the issues and to achieve pass rate above 60%.
- 3.3. Under-performance of FET Subjects:** The NSC 2014 results at District and School levels shall be used to identify the under-performance in the FET Subjects. Under-performing FET subjects are those subjects in a school that have less than 60% pass rate in 2014 NSC examination results. Strategies to be developed, implemented, monitored and supported at District/school levels to address the issues and to achieve pass rate above 60%.
- 3.4. Dedicated teams** of District officials to be allocated to each under-performing school in 2015. Such teams to use the key deliverables above to direct their monitoring and support the under-performing schools and subjects. Moreover, dedicated Provincial teams will monitor and support under performing districts.



4. BACK TO BASICS SCHOOL FUNCTIONALITY AND MANAGEMENT

4.1. Attendance of Teachers and Learners

- Ensure “Back to Basics” – At school, on time, in class room.
- District Monitoring Instrument for weekly returns from schools.
- Regular Learner attendance in class.
- Compulsory utilisation of SASAMS

4.2. Curriculum Management

- Ensure CAPS Timetable compliance
- Action Assessment Instructions and Circulars
- Exercise oversight: School/Subject Improvement Plans.
- Track Curriculum coverage per term, per subject and per grade.
- Facilitate extra tuition from the beginning of the term.
- Compulsory utilisation of SASAMS to track curriculum coverage.

4.3. On-site School Support and Intervention Programmes

- District Management to ensure that schools are monitored and supported throughout the academic year.
- Enhance Circuit Management of Schools(EDO’s and Multi-Disciplinary Teams).
- Priority support to under-performing schools- GET and FET Band.
- Utilisation of SASAMS.

4.4. School Governing Bodies (SGB’s).

- Engagement of SGB’s in all schools especially in rural and under-privileged communities to utilize school premises afterhours to manage homework, study time and extra tuitions, etc.

CONCLUSION

The priorities listed in this assessment instruction have been broken down into clear deliverables that are compulsory for implementation at the appropriate levels as per the Departmental Annual Performance Plan (APP) and the Head Office and District Operational Plan (OP). Other deliverables may be added to each of the priorities, depending on specific needs and contexts at provincial, district and school levels. Head Office, Districts and Schools should refer to the departmental Curriculum Website to access the Departmental APP and OP for 2015.

The website can be accessed at the following address: www.eccurriculum.co.za. The Teaching and Learning deliverables contained in this Assessment Instruction shall form the basis for focused monitoring of implementation as well as support and reporting for the 2015 academic year.

The co-operation of all Head Office, District Office personnel, School Principals, School Management Teams and Teachers are both anticipated and appreciated.



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

03/03/2015

