



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA

Circular 06/2012

Date: 20 August 2012

Topic

Operationalisation of the Assessment and Curriculum policy in GPLMS schools

Enclosures

Annexure:
A-F Language Recording Sheets
G -K Mathematics Recording Sheet

Distribution

- ✓ The Principals and staff of all GPLMS Schools,
- ✓ DDGs, Chief Directors, Directors,
And all relevant officials at Head Office and District Offices
- ✓ Members of School Governing Bodies of GPLMS Schools
- ✓ Teacher Organisations and Unions
- ✓ Relevant Non-Governmental Organisations

Enquiries

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On request, this circular will be made available in Afrikaans, isiZulu or Sepedi within 21 days
Also available on the GDE website at: www.education.gpg.gov.za

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1. INTRODUCTION

During the Roadshows conducted by the MEC across the 15 districts, teachers expressed the need for clarity with regard to the implementation of the GPLMS mainly in relation to the perceived increase in workload.

The MEC therefore commissioned the development of this Circular to address these concerns.

This purpose of this circular is to:

- 1.1 operationalise the National Assessment policy for GPLMS schools
- 1.2 ensure the reduction of teacher workload, stemming from assessment administration and management by standardizing recording and reporting
- 1.3 enforce uniformity and compliance across all districts within the province
- 1.4 enhance implementation of the GPLMS

2. LESSON PLANS AND ASSESSMENT

- 2.1 GPLMS schools have been prioritised for increased support.
- 2.2 They have received lesson plans that include assessment activities, marking guides and recording tools.
- 2.3 The lesson plans integrate the content and assessment required by CAPS into a structured, day by day programme.
- 2.4 **THESE ARE THE ONLY LESSON PLANS AND ASSESSMENTS to be used by the prioritised schools, in Languages and Mathematics, for duration of the Strategy.**
- 2.5 **The assessment activities in the lesson plans include formal and informal assessment**
- 2.6 In order to manage the pacing of the Lesson Plans, and to lessen teacher workload, teachers are supported with clear time allocations, weekly routines, revision weeks and marking guidance.
- 2.7 In addition, coaches have been trained to provide support with remediation, re-teaching and muliti-level/multigrade teaching.
- 2.8 **Mathematics**
 - 2.8.1 Term three has begun with a three week *Revision Programme* for every grade.
 - 2.8.2 Revised and improved Lesson Plans will be used after the Revision Programme.

3. RECORDING

3.1 Teachers are only required to record formal assessment tasks.

3.2 **The required number of assessment tasks (per policy) differs per term and per grade.**

Formal Recordings per Grade Languages					
Grade	Subject	Term 1	Term 2	Term, 3	Term 4
1	Home Language	1	2	2	2
1	FAL	1	1	1	1
2	Home Language	1	2	2	2
2	FAL	1	1	2	1
3	Home Language	1	3	3	2
3	FAL	1	2	2	1
4-6	Home Language	2	2	2	1
4-6	FAL	2	2	2	1

Formal Recordings per Grade Mathematics					
Grade	Term 1	Term 2	Term, 3	Term 4	
1	2	2	2	1	
2	2	2	2	2	
3	2	3	3	2	
4	2	2	2	2	
5	2	2	2	2	
6	2	2	2	2	
7	3	3	3	3	

3.3 Grades 4 to 7 also includes a final examination in Mathematics

3.4 The recording tools attached (Annexures A-D) provide the required number of assessment tasks.

3.5 Informal assessments do not have to be recorded but will enhance teaching and learning.

4. TIME TABLING

4.1 Principals must consider the demands placed on the Language and Mathematics teachers by the GPLMS.

4.2 Language and Mathematics teachers should focus solely on these subjects and not be given additional subjects to teach.

4.3 Only where it is not possible e.g. in the case of small schools can the teaching of additional subjects be considered. Work load requirements in these subjects must however be considered when allocations are made.

5. ANNUAL NATIONAL ASSESSEMENT

Mathematics and Language lesson plans for Term 3 will include the allocation of a week for the administration and marking of the ANA test as well as a week for pre-ANA preparation.

6. MULTIGRADE CLASSES

- A multi-grade classroom is one that accommodates children at more than one grade level, being taught by one teacher. The classes are commonly found in rural/farm schools.

6.1 Planning and Timetabling

- When teaching a multi-grade class, planning and timetabling is crucial.
- GPLMS Lesson Plans are being adapted to accommodate these schools.
- In the GPLMS Lesson Plans, the time allocated for Language or Mathematics is subdivided into different components, such as phonics, writing and handwriting. For multi-grade classrooms this has been adjusted.
- Some of the components lend themselves to **whole class teaching, followed by differentiated activities** for each grade level. In Language, this applies to Morning oral work, Speaking and listening, and Writing. For these lessons, one set of Lesson Plans, the highest grade taught, is followed. Coaches will help teachers to provide the differentiated activities that follow. For example, the teacher can read the same story to all the children, but Grade 1 children will draw a picture as a response, while the other groups of children will answer grade- appropriate questions.
- Some components of Language and Mathematics need to be done independently, using the same method, but at different levels. For these lessons, the teacher will brief the whole class and then the children will do **different work simultaneously**. Reading comprehension from the DBE workbook, Independent reading and Group/guided reading can be done in this way. The teacher should use the GPLMS Lesson Plans to determine which comprehensions or set of books need to be used for each grade level.
- With some lessons, the teacher will need to **teach a new skill to teach each grade level group**. This applies to Phonics, Handwriting and Shared reading. This needs to be taught sequentially, but the other groups should be meaningfully occupied. For example, three sets of spelling words are written on the board before class. The grade 2 and 3 children begin writing their words immediately while the teacher teaches the new sound to the Grade 1s. When the Grade 1s begin writing, she teaches the next group.
- GPLMS Lesson Plans will provide adapted multi-grade timetables showing exactly how to align the daily routines in language and maths.
- GPLMS Term Plans will also be adapted for multi-grade classrooms. Specific guidance showing where lesson content can be combined will be provided.

- Assessment is already integrated into Lesson Plans.
- Separate recording sheets will be provided

Example: English Home Language – Monday Lessons

	Grade 1	Grade 2	Grade 3
Speaking and listening Phonics	Read a story to the class		
	Draw a picture about the story	Answer simple questions	Answer more complex questions
Independent reading	Each child will read at their grade level		
Reading comprehension from DBE text	Grade level DBE workbooks will be used for each grade as per Lesson Plans		
Group guided reading	Each group will read a text at their grade level. The teacher will move from group to group.		
Writing	Introduce and model a writing task		
	Children will write at their own ability level		

Example: English Home Language – Tuesday Lessons

	Grade 1	Grade 2	Grade 3
Phonics	Teach new sound	Copy spelling	Copy spelling
	Copying	Teach new sound	Copy spelling
	Copy spelling	Copy spelling	Teach new sounds
Handwriting	Teach new letter	Practice previous day's letter	Practice previous day's letter
	Practice	Teach new letter	Practice previous day's letter
	Practice	Practice	Teach new letter
Shared reading	Shared reading	Copy words	Copy words
	Copy words	Shared reading	Revise previous lesson words
	Copy words	Learn words	Shared reading

6.2 Classroom Management

- Children should be grouped according to grade level. Desk need to be moved so that all children have a clear view of the board. Materials need to be stored on separate shelves on in tubs.
- Children need to be taught not to interrupt when the teacher is working with one group. This means a greater emphasis on clear explanations and

grade level work that can be completed independently. Routines need to be practiced. Coaches will support teachers with classroom management.

6.3 **Organisation strategies**

- All children in a multigrade classroom need to be meaningfully engaged. While the teacher is demonstrating to one group, the other groups will have meaningful independent/paired or group activities to complete. This may mean being creative about combining lessons. For example, while the teacher is explaining a new maths concept, learners could be doing revision or even independent reading.

6.4 **Coaching**

- Coaches will provide support in the implementation of the multi-grade adaptations of the GPLMS Lesson Plans.

7. **ROLES AND RESPONSIBILITIES**

7.1 **District Officials**

- District Officials must support the implementation of the lesson plans and assessment activities.
- **They must work with coaches to ensure the circular is adhered to and that teachers get one message.**
- No other materials must be used in GPLMS schools except for GPLMS materials and DBE workbooks that are integrated into the strategy.

7.2 **Principals**

The principals of the GPLMS school has the responsibility to ensure:

- the strategy is effectively implemented
- the HOD supports the teachers to implement the lesson plans and assessment tasks
- recording and reporting practices adhere to the requirements of this circular
- teachers are not overloaded with additional assessment administration.
- ensure coaches have access to teachers and classrooms and make sure teachers attend all workshops and training.

7.3 **Head of Department (HOD)**

The HOD of the GPLMS school has the responsibility to support teachers to:

- implement the lesson plans and assessment tasks.
- record and report in line with the requirements of the policy
- manage assessment administration.

7.4 **Coaches**

- Coaches are 'critical friends' to the teachers.

- Their role is to support teachers in their implementation of the lesson plans and assessment activities.
- They provide classroom support, school based workshops and peer learning groups or training for teachers.
- Their one-on-one interactions with teachers are confidential.
- They need to communicate with principals and HODs to keep them updated regarding the broad progress of the GPLMS in the school, and to ensure successful implementation.

8. POLICY COMPLIANCE

The GPLMS lesson plans and assessment comply with CAPS and the National assessment policies.

SIGNED: BOY NGOBENI
HEAD OF DEPARTMENT
DATE: 15-08-2012

ANNEXURE A

**COMPULSORY ASSESSMENT RECORD - Home Language
Grades 1 and 2**

Names	Term 1	Term 2			Term 3			Term 4		
	Task 1	Task 1	Task 2	Term Rating	Task 1	Task 2	Term Rating	Task 1	Task 2	Final Rating

ANNEXURE B												
COMPULSORY ASSESSMENT RECORD - Home Language												
Grade 3												
Names	Term 1	Term 2				Term 3				Term 4		
	Task 1	Task 1	Task 2	Task 3	Term Rating	Task 1	Task 2	Task 3	Term Rating	Task 1	Task 2	Final Rating

ANNEXURE C											
COMPULSORY ASSESSMENT RECORD - Home Language and First Additional Language											
Grades 4 to 6											
Names	Term 1			Term 2			Term 3			Term 4	
	Task 1	Task 2	Term Rating	Task 1	Task 2	Term Rating	Task 1	Task 2	Term Rating	Task 1	Final rating

ANNEXURE D											
COMPULSORY ASSESSMENT RECORD - Home Language and First Additional Language											
Grades 4 to 6											
Names	Term 1			Term 2			Term 3			Term 4	
	Task 1	Task 2	Term Rating	Task 1	Task 2	Term Rating	Task 1	Task 2	Term Rating	Task 1	Final rating

ANNEXURE E					
COMPULSORY ASSESSMENT RECORD - First Additional Language					
Grade 1					
Names	Term 1	Term 2	Term 3	Term 4	Final rating
	Task 1	Task 1	Task 1	Task 1	

ANNEXURE F										
COMPULSORY ASSESSMENT RECORD - First Additional Language										
Grade 3										
Names	Term 1		Term 2			Term 3			Term 4	Final rating
	Task 1	Task 1	Task 2	Term rating	Task 1	Task 2	Term rating	Task 1		

ANNEXURE G											
COMPULSORY ASSESSMENT RECORD - Mathematics											
Grade 1											
Names	Term 1			Term 2			Term 3			Term 4	
	Task 1	Task 2	Term Rating	Task 1	Task 2	Term rating	Task 1	Task 2	Term rating	Task 1	Final rating

ANNEXURE J												
COMPULSORY ASSESSMENT RECORD - Mathematics												
Grade 5 and 6												
Names	Term 1			Term 2			Term 3			Term 4		
	Task 1	Task 2	Term Rating	Task 1	Task 2	Term Rating	Task 1	Task 2	Term Rating	Task 1	Task 2	Final rating

ANNEXURE I														
COMPULSORY ASSESSMENT RECORD - Mathematics														
Grade 3														
Names	Task 1	Task 2	Term rating	Task 1	Task 2	Task 3	Term rating	Task 1	Task 2	Task 3	Term rating	Task 1	Task 2	Final rating

Names	Term 1			Term 2			Term 3			Term 4		
	Task 1	Task 2	Term Rating	Task 1	Task 2	Term Rating	Task 1	Task 2	Term Rating	Task 1	Task 2	Final rating

ANNEXURE K																
COMPULSORY ASSESSMENT RECORD - Mathematics																
Grade 7																
Names	Term 1				Term 2				Term 3				Term 4			
	Task 1	Task 2	Task 3	Term Rating	Task 1	Task 2	Task 3	Term Rating	Task 1	Task 2	Task 3	Final rating	T 1	T 2	T 3	Final rating