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ASSESSMENT INSTRUCTION 04 OF 2014

**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: 13 JANUARY 2014

CURRICULUM DELIVERY PRIORITIES FOR 2014

INTRODUCTION

As we move towards the start of the 2014 school year, all personnel at Provincial Office, District Offices and Schools are requested to note the key curriculum priorities and deliverables for the 2014 academic year. These priorities have been 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. 2014 also has been declared the year of Action, Results and Accountability. This reinforces the journey started in 2013 of them moving from "Theory to Action and Policy to Practice".



The Provincial Teaching and Learning Priorities for the 2014 academic year have been drawn in the main from four core documents: "Action Plan 2014" Eastern Cape Province 2012/13 Turnaround Plan", Eastern Cape Province 2012/13 "Learner attainment Improvement Strategy" resolutions and the 2012/13 "National Strategy for Learner Attainment" and its action plan.

The Provincial curriculum delivery Priorities for 2014 articulated below are intended to inform Planning, Implementation, Monitoring and Support at 3 levels, namely: Provincial, District and School.

KEY DELIVERABLES FOR 2014

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

1.1. 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 2014.

1.2. Curriculum and Assessment Policy Statements (CAPS):

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

1.3. 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.

1.4. 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.



1.5. Library

Improve numeracy and literacy levels 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.

1.6. GET Targets for 2014

- Increase the Grade 3 pass rate in Languages to 89 452 (58%) in 2014
- Increase the Grade 3 pass rate in Mathematics to 77 114 (50%) in 2014
- Increase the Grade 6 pass rate in Languages to 57281 (58%) in 2014
- Increase the Grade 6 pass rate in Mathematics to 44 552 (50%) in 2014
- Increase the Grade 9 pass rate in Languages to 54 653 (58%) in 2014
- Increase the Grade 9 pass rate in Mathematics to 54 653 (50%) in 2014

1.7. 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. 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 communities for supervised Study periods in schools and after hours. Utilize the services of roving teachers to address challenges in teaching critical and underperforming subjects.

2.2. Curriculum and Assessment Policy Statements (CAPS):

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

2.3. 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.

2.4. Subject Improvement Plans:

Ensure utilization of Department of Basic Educations Grade 12 NSC Diagnostic Reports, Umalusi Subject Reports, 2013 Chief Markers Reports Eastern Cape Province Analysis of Grade 12 results, School Diagnostic reports of 2013 Grade 11 examinations etc. to inform development of Provincial/District/Grade/Class individually customized Subject Improvement Plans.

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 2014. 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

Improve numeracy and literacy levels 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. NSC Targets for 2014

- Increase the NSC overall pass rate in the province from 64.9% in 2013 to 70% in 2014.
- Increase the pass rate in all our schools to 60% or more in 2014
- Increase the Bachelor passes to 14 775 (20%) in 2014
- Increase the Mathematics Pass rate to 15 580 (41%) in 2014
- Increase the Physical Sciences pass rate to 14 580 (54%) in 2014

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. UNDERPERFORMANCE

3.1. Underperformance of GET Schools: The 2013 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 2013 ANA Results.

3.2. Underperformance of FET Schools: The NSC 2013 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 2013 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. Underperformance of FET Subjects: The NSC 2013 results at District and School levels shall be used to identify the under-performance in the FET Subjects. Underperforming FET subjects are those subjects in a school that have less than 60% pass rate in 2013 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 2014. 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.

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.

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.


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 2014. 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 2014 academic year.

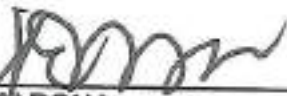
The co-operation of all Head Office, District Office personnel, School Principals, School Management Teams and Teachers are both anticipated and appreciated.


DEPUTY DIRECTOR-GENERAL: IOM
MR R TYWAKADI

CIRCULATION SHEET: ASSESSMENT INSTRUCTION 04 of 2014

COMMENTS:

Recommended / Not Recommended



E.M. MABONA
(A) CHIEF DIRECTOR: CURRICULUM MANAGEMENT

14 JAN 2014

DATE

COMMENTS:

Highly important for schools to know these targets

Approved / Not Approved



R. TYWAKADI
DDG: INSTITUTIONAL MANAGEMENT OPERATIONS (IOM)

14/01/2014

DATE