

CHIEF DIRECTORATE: CURRICULUM MANAGEMENT

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REPUBLIC OF SOUTH AFRICA

CURRICULUM INSTRUCTION CM03/2020

TO:

- DEPUTY DIRECTORS-GENERAL**
- CHIEF FINANCIAL OFFICER**
- CHIEF DIRECTORS**
- DIRECTORS AND DISTRICT DIRECTORS**
- CHIEF EDUCATION SPECIALISTS**
- EDUCATION DEVELOPMENT OFFICERS**
- DEPUTY CHIEF / SENIOR EDUCATION SPECIALISTS**
- PRINCIPALS OF SCHOOLS: GRADES R–12**
- TEACHERS**
- TEACHER UNIONS / ORGANISATIONS**
- SCHOOL GOVERNING BODIES**
- PARENTS/ CARE-GIVERS**
- LEARNERS**

DATE: 12 AUGUST 2020

GUIDELINES FOR CONTINUED LEARNING AND TEACHING FROM HOME

This Curriculum Instruction should be read in conjunction with *Instruction Note 10* (Curriculum Support during COVID-19 Lockdown) and *Instruction Note 14* (Curriculum Continuity during COVID-19) which communicated the curriculum resources being availed by the Eastern Cape Department of Education (ECDoE) and guidance on how to ensure that learners continued to engage with curriculum content during the extended period of school closure.

1. BACKGROUND

The Department has continued to implement and expand on the curriculum support being provided during the extended closure of schools, midst the COVID-19 pandemic. As previously communicated, curriculum support is being provided to learners in the following modalities:

- Digital interventions
- Virtual education broadcast solutions
- Print learning and teaching material

While the return of the different grades to school is being phased in, there are learners and teachers who will only return to school at a much later date than others due to phasing in

dates and/or not be able to return to school due to them suffering from co-morbidities associated with COVID-19. The Department has therefore, had to find a way in which to continue to provide curriculum support to the learners in grades that have yet to return to school and learners suffering from co-morbidities, as well as provide guidance to teachers working from home due to extended school closure and/or co-morbidities.

The purpose of this communicate is to provide guidance on:

- The *alternative provisioning of tuition* for **learners** whose schools have not yet opened and/or will not be permitted to attend school due to co-morbidities associated with COVID-19 or other ill health conditions prohibiting them from attending school; and
- The *full and continued participation* of **teachers** who are approved to remain home due to co-morbidities associated with COVID-19, in curriculum delivery while not physically reporting to school.

2. GUIDELINES

These guidelines are being provided to ensure:

- Continued learning at home
 - School plan for *distribution of work and collection of learner evidence*
 - Process to ensure continued learning when at home
 - Process to ensure feedback is provided to learners on work submitted
- Continued curriculum support provided by teachers working from home
 - Work assigned to teachers working from home
 - How assigned work done by teachers is being monitored

2.1 Continued learning at home

In support of continued learning, guidance on the plan and the process to be implemented at school level is indicated below.

2.1.1 School plan for *distribution of work and collection of learner evidence*

Guidance on plan and implementation process:

- Each school to develop and implement a plan for the *distribution of work and collection of learner evidence*, including the processes and timeframes to be followed
- Scope of plan extends beyond school closure in July/ Aug 2020 for remainder of academic year

2.1.2 Process to ensure continued learning when at home

Guidance on implementation process:

- Schools where teachers and learners have digital resources to continue using virtual classrooms and to implement a hybrid of the process indicated below to receive and mark assessment tasks if the digital platforms in use do not accommodate this
- At schools where digital resources are unavailable, teachers to ensure that a weekly support package is developed, printed and packaged comprising:
 - Home-schooling timetable per subject per grade
 - Worksheets, notes, reading materials, assessment tasks, revision exercises per subject per grade as follows-
 - Prepared work and assessment as per revised ATPs, incl. readers and setwork books. If readers unavailable, teachers encouraged to copy newspaper/ magazine articles of an appropriate reading level and content matter
 - Schedule for submission of evidence for assessment tasks and key revision exercises
- **Principals** to ensure that support packages are distributed by:
 - Informing parents/ guardians/ learners to fetch support package once a week/ fortnightly on a fixed weekday and/or coincide with collection day as per NSNP schedule (*par. 2 of ECDOE Instruction Note 40*)
 - Developing and monitoring the implementation of a rotation schedule for teachers to be at school to hand-out support packages and to accept any written work submitted by learners for marking
- **Parents/ guardians** to ensure that learners participate fully in learning process by:
 - Monitoring adherence to home-schooling timetable
 - Monitoring creation and submission of assessment evidence
- **Districts** to monitor development and implementation of support package plan
- Continued and expanded utilisation of digital tools, solutions and platforms to facilitate learning

2.1.3 Process to ensure feedback is provided to learners on work submitted

Guidance on implementation process:

- School plan for the distribution of work and collection of learner evidence, to include *measures on feedback*
- Measures to extend beyond school closure in July/ Aug. 2020 for remainder of academic year
- Schools where teachers and learners have digital resources will continue to utilise digital tools and/or receive and return hard copies of learner evidence, as well as provide feedback to learners via digital platforms and/or written feedback using a hybrid of the process indicated below

- At schools where digital resources are unavailable, teachers to:
 - Monitor submission of evidence for assessment tasks and revision exercises per learner against schedule
 - Mark learner evidence and record feedback on the previous week's work for return to learners
 - Package learner evidence, incl. feedback, with support package for following week
- **Principals** to ensure that learner evidence is marked and feedback provided by:
 - Informing parents/ guardians/ learners to submit learner evidence as per the subject schedule per grade once a week/ fortnightly on a fixed weekday and/or coincide with collection day as per NSNP schedule (*par. 2 of ECDOE Instruction Note 40*)
 - Utilising the teacher rotation schedule for the hand-out of support packages to accept any assessment evidence work submitted by learner for marking
- **Parents/ guardians/ learners** to ensure that learners engage with feedback by:
 - Monitoring that the evidence is improved on the basis of the feedback provided and submission of assessment evidence
- **Districts** to monitor implementation of SBA process
- Continued and expanded utilisation of digital tools and solutions to communicate feedback – where this is not possible weekly/ fortnightly face-to-face tutoring sessions to be arranged by subject teachers with under-performing learners (limited numbers observing social distancing) to coincide with collection of work and collection of evidence

Additional guidance to Schools:

- Ascertain the number of learners learning from home (during break/ co-morbidities) per grade and subject
- Provide learner and parents with the revised school/grade timetable
- Provide parents with pick-up times for learner support materials every 2 weeks.
- Provide learners with a list of tasks, activities, exercises to be completed every 2 weeks.
- Provide learners with lists of content to be covered.
- Provide learners with worksheets and notes and other support materials.
- Contact the learner at least 3x a week telephonically or via MST/Zoom to ascertain progress.
- Support daily with WhatsApp voice notes.
- Where possible, stream lessons virtually from the classroom.
- Provide SBA tasks for completion on the same day as implemented in the classroom.
- Provide time and place for parents to drop off SBA task for marking.
- Provide feedback to learner with remediation if necessary

Additional guidance to Parents:

- Work with the school to collect support package for the learner from the school.
- Provide the learner with a dedicated “school” space.
- Ensure that the learner spends the required time on each subject.

- Ensure that the learners complete set activities, tasks, exercises etc.
- Ensure that the learner interacts with the teacher as planned with the school.
- Support the learner emotionally during the period at home.
- Encourage the learner to interact with friends electronically or on social media.
- Encourage learners to set up virtual homework clubs with other learners.
- Return to the school any written work or SBA tasks that need marking on time.
- Ensure that the Gr 12 learner utilises the tablet and data provided by the ECDOE to supplement home study.
- Promote downloading of self-study worksheets and other learning resources from the ECDOE website and other platforms.
- Allow learners to use cellphones/ computers to access zero-rated educational websites.

2.2 Continued curriculum support provided by teachers working from home

In support of continued curriculum delivery by all teachers in the employ of the Department, guidance on the process to be implemented for teachers working from home is indicated below.

2.2.1 What work has been assigned to teachers working from home

Teachers working from home are expected to:

- Compile lesson plans (to include SBA and homework tasks) as per the revised ATPS, submit to HOD/SMT for distribution to substitute teachers.
- Contact substitute teacher to go through lesson plans for clarity.
- Generate worksheets and memoranda, compile notes, mind-maps, flow-charts, diagrams etc. for printing to support lesson plans. These must be printed at schools and distributed to learners and substitute teachers.
- Record virtual lessons, voice notes, PowerPoint lessons with voice over for either live streaming into the classroom or for broadcasting at the school when applicable.
- Develop appropriate SBA tasks in line with the revised ATPs for implementation at schools.
- Work closely with substitute teacher so that curriculum coverage takes place and SBA is conducted and marked.
- Participate in virtual meetings and orientation/ training opportunities provided either by the school, subject advisor or subject planner.
- Continue to mark learner evidence, record marks, curriculum coverage and all other administrative duties in collaboration with substitute teacher.
- Submit weekly plans and reports (with evidence) to HOD to substantiate work conducted from home

2.2.2 How is the assigned work done by teachers being monitored

Principal/ Departmental Heads are expected to:

- To develop and monitor the implementation of a school plan for **teachers working from home**, including the processes and timeframes to be followed
- Monitor flow of lesson plans, SBA tasks and learning resources (including virtual lessons, voice notes, PowerPoint presentations) in support of lesson plans to substitute teachers/ assistants.
- Monitor engagements with substitute teachers/ assistants addressing lesson plans, curriculum coverage, conduct and marking of SBA.
- Monitor participation in scheduled virtual meetings and orientation/ training opportunities provided.
- Monitor progress in marking process and completion of all other administrative duties as per schedules appearing in school plan for teachers working from home.
- Monitor implementation of weekly plans and check reports against evidence submitted in support.

3. CURRICULUM SUPPORT

3.1 Lesson broadcasts

A new broadcast schedule will be published for virtual lessons for Grade 12 when the current schedule concludes on in mid-August 2020. The schedule for Grades 10 and 11 is still in applicable till later in August (**Annexure A**).

Live streaming can be accessed by downloading the VLC APP from the Play Store/ APP Store on a digital device, i.e. laptop, cell phone, tablet. The following newly created link will provide access to the lessons being broadcast as per **Annexure A**: **<rtmp://197.242.147.294/live/ekre>**.

The lessons can also be viewed on the following website: <Http://www.nifstream.co.za>. Learners need to first register on the website to access the lessons.

3.2 Text-based learning materials

In addition to the materials availed in April 2020, the ECDOE has continued to develop and publish self-study worksheets and upload other relevant curriculum support material for learners on the following website: www.eccurriculum.co.za. Teachers and learners are encouraged to incorporate these worksheets in the revision process.

District officials are requested to ensure that this communicate reaches all schools, that the content is mediated to the relevant role-players, and that implementation thereof is monitored and reported on.

The support of all role-players that influence teaching and learning, whether it be directly or indirectly, is required to make the 2020 academic year a successful year for all learners in the Eastern Cape province.

Kind regards

A handwritten signature in black ink, consisting of a vertical line with a loop at the top and a horizontal stroke across the middle.

R Tywakadi

Deputy Director-General: Curriculum Management & Delivery

Date: 12 August 2020