



basic education

Department:
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**DRAFT FRAMEWORK FOR CURRICULUM
RECOVERY POST COVID 19.**

NATIONAL FRAMEWORK FOR CURRICULUM RECOVERY POST COVID 19

1. INTRODUCTION AND BACKGROUND

In **December of 2019** the world was invaded by a deadly virus (Coronavirus) that got people sick leading to quick deaths in East Asia, in particular in China, in the city of Wuhan. The speed at which people contracted the disease and died elicited drastic and radical measures from the Chinese government of shutting down the city in an attempt to stop the spread of this disease to other cities in China and eventually to the rest of the world.

On the 16th March, the President announced drastic measures to curb the spread of the virus that include exercising healthy living practices as well as social distancing. Schools were seen as high risk centres and had potential of exposing both learners and teachers to opportunities of spreading the virus. The President then announced that schools would close from Wednesday the 18 March 2020 and that they would remain closed until after the Easter weekend and will only reopen on the 14th April 2020 to protect the learners from contracting the virus. Initially this closure resulted in 9 days of teaching being lost.

On Monday the 23rd March 2020 the President announced the National Lockdown starting Midnight of 26th March 2020 for a period of 21 days ending 17th April 2020. The loss of teaching and assessment time will have a devastating effect on curriculum coverage unless measures are put in place to circumvent this.

It is therefore essential for the DBE to plan a recovery programme that will ensure that essential components of the curriculum that have not been covered are covered when schools re-open.

The school curriculum is designed taking into the account the number of school days available for teaching and learning. Therefore, any disruption to the school calendar, has a direct impact on teaching and learning.

There is uncertainty, at the moment, in terms of the date on which schools will resume as the resumption of schooling will depend on the rate of Covid 19 infections over the next 21 days. However, the Department of Basic Education needs to plan to accommodate the disruption based on possible scenarios relating to the date for the opening of schools.

Besides focusing on curriculum coverage, the prolonged school closure and home confinement during the disease outbreak might have negative effects on learners' psychosocial health. Factors such as prolonged isolation, fears of infection, frustration and boredom, inadequate information, lack of in-person contact with classmates, friends, and teachers, lack of personal space at home, and family financial loss, can have even more problematic and enduring effects on learners. There is, therefore, a need to explore modalities of providing psychosocial support services to learners to assist them to cope with mental health issues which may have been caused by resultant domestic conflicts, tensions with parents, anxiety from becoming infected and affected, and other variables. This plan will focus on curriculum and assessment recovery and the psychosocial support will be addressed in a separate plan.

There is the need to develop robust mechanisms to support learners to cope with the unusually huge workloads that may result from our attempts to recover the teaching and learning time lost. There is also a need to support teachers to cope with the curriculum and assessment demands which will definitely result in unusually huge workloads. This may require, inter alia, the introduction of a special deviation from curriculum and assessment requirements.

The sector cannot do this alone. Therefore, there is a need to mobilise existing resources, involving non-governmental organisations, teacher unions, SGBs, RCLs and other key stakeholders and partners to create a platform for gathering and organising the best online education resources about learning materials, healthy lifestyles and psychosocial support options available for schools, learners and teachers.

2. PROBLEM STATEMENT

The curriculum constitutes the core of teaching and learning and therefore when teaching and learning cannot take place, the essence of schooling is not achieved and every attempt must be made to complete the curriculum and the assessment programme for the Grade.

It is imperative, given the sequential ordering of the curriculum, that learners complete the requirements of the curriculum of the current grade before they can be considered to be ready for the next grade. Any deficits in the current grade will have a compounding effect in the next grade and in subsequent grades. Therefore, the core requirements of the current grade must be completed to ensure that learners are ready for the next grade.

Learning cannot be concertinaed or microwaved in the schooling context given the building block nature of teaching and learning. Therefore, in recovering lost time, every effort must be made to make-up the lost time by adding additional hours to the school day or extending the number of school days. If the time cannot be recovered then, an identification of the core content must be made, by subject specialists. This identification must be done judiciously to ensure that the content that is excluded does not contribute to the foundational knowledge of the next grade.

The question that need to be addressed though this Framework Plan is: How do we ensure that all learners that have been part of the extended school closure are not disadvantaged in terms of the learning required for the current grade or for the future learning required for the subsequent grade/s? This will translate into three sub-questions:

- a) What is the extent of the time loss and the curriculum content that could not be covered?
- b) What are the implications of the lost time for teaching and learning, curriculum, assessment and the educational outcomes?
- c) How can the time lost be recovered or can the curriculum be reviewed to ensure that

the essence of the curriculum is completed in the remaining time available.

3. PURPOSE AND SCOPE OF THE FRAMEWORK FOR THE CURRICULUM RECOVERY PLAN.

The South African schooling system is diverse and therefore this document is provided as a framework which will serve as a guideline to PEDs and schools as to how the lost time could be recovered and what are the recommendations relating to ensuring that the curriculum is appropriately covered. Provinces must customise the guideline to suit their provincial contexts. This framework will provide the minimum of what needs to be done and PEDs can go beyond the minimum that is outlined in this Framework.

This Recovery Plan will focus on curriculum and assessment recovery and the other aspects relating to post Covid 19, will be addressed in separate documents. This Curriculum Recovery Plan addresses the entire schooling sector which includes the Department of Basic Education, the nine provincial education departments, their districts, circuit offices and the schools under their jurisdiction. The Framework will cover all aspects of the school curriculum from grades to grade 12.

4. SUPPORT PROVIDED TO LEARNERS DURING THE COVID 19 DISRUPTION

The disruption of schooling and loss of teaching and learning time is not new to the South African schooling system post democracy. Different parts of the country are often plagued by service delivery protests that vary from the citizens' anger over the changing of provincial boundaries, to demands for better roads, and these inevitably affect learning. Unlike service delivery protests which mostly affect poverty-stricken communities and ultimately disrupt education and result in inadequate curriculum coverage, Covid-19 is affecting the entire country – all learners, despite their socio-economic background, will be adversely affected by the lockdown, which is aimed at curbing the spread of the corona virus. Lessons learned from disrupted teaching and learning include the following:

- The need to have education resources available in different formats – electronic

and hard copies and to have measures in place to monitor their utilisation;

- Dedicated programmes for Learners with Special Educational Needs and learners in rural areas;
- Collaboration between the Basic Education sector, education stakeholders, social partners and big business;
- The importance of a coordinated communication strategy to avoid contradictions when speaking to parents, teachers and learners;
- Dedicated programme for learners with special needs and learners from rural areas.
- Extra lessons to make up for lost teaching time during disruptions, although these have always exclusively targeted learners in the FET phase; and
- The need for parental support and guidance so that they are better placed to support their children.

Support Programmes for learners:

Online Programmes:

The DBE, in collaboration with Provincial Education Departments (PEDs) and various organisations has coordinated education resources and support programmes. The resources are available on-line, through various portals, applications, and radio and television broadcast lessons and they target learners and teachers, across all the grades. Various online support programmes were deployed to provide or guide learners, teachers, education officials as well as parents and care givers and they are available for different subjects across the grades. Some publishing companies such as Via Afrika and Shutters have availed their e-books for free.

Guideline documents provided to learners prior to the lockdown:

Some PEDs such as Gauteng had, prior to the lockdown, provided guidelines to learners, parents and care givers on academic work that should be covered. The plans

were given to all learners to take home and they were communicated to parents through the school principals. Learners were provided with a content guideline document for all subjects to make up for the lost teaching and learning time. Guidance was also provided to parents on how to implement the programme.

Radio and Television Broadcast lessons:

While the on-line resources are available anytime, anywhere, a schedule of broadcast lessons showing the different time slots per subject and grade has been developed and shared by the television channel and the radio stations. It is worth noting that the different PEDs have schedules of broadcast lessons from the regional SABC radio stations and some Community Radio stations. Below is a list of on-line programmes, virtual classrooms and broadcast lessons to support learners during the lockdown period. A comprehensive list of on-line learner support programmes, what they offer is embedded below for ease of reference.



List of Online
Support Programmes

Support programmes for teachers and subject advisors:

When it comes to support provided to teachers and subject advisors, the DBE and National Education Collaboration Trust (NECT) are building Whatsapp groups for the 25 000 primary schools teachers and their subject advisors who are part of the Primary School Reading Improvement Programme (PSRIP). Teachers will use this time to sharpen their content and pedagogical knowledge. The teachers who are part of the PSRIP have received a short message and longer attachment with links to resources (videos and articles) on the NECT website.

5. PRINCIPLES TO BE FOLLOWED IN IMPLEMENTING THE RECOVERY PLAN

The COVID-19 crisis has been mainstreamed in the global development agenda with

the adoption of the *Sustainable Development Goal 4 Education 2030*, which aims to 'ensure inclusive and equitable quality education for all'. The *Education 2030 Framework for Action* provides a clear reference for humanitarian, development and government actors in the development of national education plans. Education in crisis situations is explicitly addressed calling for countries to ensure inclusive, responsive and resilient education systems to meet the needs of children in crisis contexts.

The Framework aligns itself with these international conventions and is guided by the following principles:

(a) *Inclusion and Equity*

Ensuring that all learners and particularly the most vulnerable access the planned programmes.

(b) *Targeted Approach*

Taking cognizance of the unique needs of schools, phases and grades.

(c) *Size and Scope*

Ensuring that curriculum plans are determined in a flexible way guided by the size and the scope of the crisis, a short or long lockdown, and the implications that this will have on teaching and learning.

(d) *Partnerships*

Ensuring full participation and ownership of all key stakeholders.

(e) *Safety and Security*

Maintaining safe, orderly and welcoming school environments

6. LEARNING FROM PREVIOUS EXPERIENCES AND INTERNATIONAL BEST PRACTICE

6.1 Global Experience

Whether local, national, or international in scope, times of crisis can have a significant impact on the classroom. The learners need not be directly related or personally involved to experience anxiety or trauma. While proximity (a local event) may lead to a more obvious impact on learners and educators, the effects can be just as difficult based on “the sheer *magnitude* and scale (national events with wide media coverage)” and “the degree to which learners and educators are likely to *identify* with the victim(s) of the crisis and feel like ‘vicarious victims’” (Huston & DiPietro, 2007, p. 219)

Such events affect students’ cognitive load, as “working memory capacity is reduced immediately following an acutely stressful experience” (p. 218).

Globally, the loss of teaching and learning time is not a new phenomenon as a result of natural or man-made disasters. The affected education systems have had to adapt to what was prevailing to ensure that the objectives of teaching and learning were not lost.

The experience of Australia following fires and flooding suggests that recovery plans are not merely about recovering time lost to teaching and learning following disaster situations. The need identified was to craft recovery plans that also focused on providing support to children that were traumatized to, the psychological and emotional wellbeing of children.

6.2. South African Experience

6.2.1. National

South Africa has not been insulated from disruptions in schooling, both nationally and locally. The country has come through decades of adverse schooling conditions during

the apartheid era. In 2007 several provinces adapted to the disruptions during the month-long strike by teachers after engaging with stakeholders. All parties expressed their commitment to provide quality education to all our people. The educator union leadership considered mandates given to them by their membership in agreeing to a common recovery plan. The parties were also guided by Section 28 of the South African Constitution, which calls on us to do everything in the best interest of the child,

6.2.2. Eastern Cape

In 2016, EC experienced a month long shutdown just days into the new school year in the Port Elizabeth's northern areas schools. An intense recovery programme to make up lost time in the classroom had to be put in place, with some schools opting for longer days, between 30 – 60 minutes, and Saturday classes.

6.2.3. Limpopo

In 2016, a wave of violent unrest exploded in the Mashau, Masakona, Doli, Masia, Bungeni and Vyeboom areas in Limpopo following the dismissal of the application by the Masia Traditional Council to the Municipal Demarcation Board's(MDB) on the establishment of the new Municipality in the Vhembe District.

Both primary and secondary schools were affected after protest leaders declared a total shutdown. Teaching and learning was set back since the 2nd of May 2016, and this also affected the writing of Preparatory Exams in Grade 12 and other forms of assessment from Grade 1 to 11.

Circuit Managers, Principals and social partners met (12 May 2016) to map out recovery plan which ensured the creation of a sense of ownership of the programme that ensured that learning and teaching objectives were achieved.

6.2.4. North West Province

The North West Province was placed under Section 100 intervention following the general instability in the governance machinery. It is within this context that an education recovery plan was put in place. An inter-ministerial task team was put in place

to address various portfolios. For education, recovery encompassed several elements, including sanitation, scholar transport and school nutrition.

6.3. Lessons Learnt

It is clear from the analysis of the interventions in each case that the plans put in place to recover lost time was specific to the conditions of each area. This therefore calls for sensitivity to contextual relevance rather than a one size fits all approach.

Faced with the coronavirus, as UNESCO reports on a daily basis, as of today, 113 countries have sent children home from school, 102 of which have closed schools nationwide, with an estimated 849 million children and youth out of school. There are three periods to consider for school preparedness: in normal times, during the crisis, and after the crisis.

It is now clear that more time needs to be used to prepare teachers and systems. At the most basic level, teachers need to be prepared to deliver clear information to parents and educate children, especially the youngest ones, about hygiene management. Analysis of 78 national curricula for the 2016 GEM Report, for instance, showed that between 2005 and 2015 barely one in ten countries addressed the links between global and local thinking

Training for teachers currently assumes that lessons will be delivered in classrooms. In Quebec and elsewhere, questions are asked why ministries of education had no plan in place for the eventuality of distance teaching. If today's events teach us one thing, it is that investment in online teaching infrastructure and teacher training to use such facilities are fundamental.

Teaching is going to have to adapt to alternative scenarios. More emphasis may have to be placed on students having the tools to learn on their own and being curious to continue learning.

UNESCO organised a videoconference with ministers and their representatives from over 70 countries on 10 March about this issue. It also pulled together a list of

educational applications and platforms to help distance learning, most of which are free, and several of which support multiple languages. These include digital learning management systems like Google Classroom, which connects classes remotely, self-directed learning content, such as Byju's, which has large repositories of educational content tailored for different grades and levels, mobile reading applications, and platforms that support live-video communication.

In South Africa, both National and Provinces, as well as partners in education have made a wide range of digital platforms available to learners. However, the biggest concern is the availability of technology. Inequalities in access can further inflame inequalities in education. For so many families, device and internet availability are not options.

Argentina's programme, to respond to Covid-19 is a multimedia education platform, providing education content and advice, thanks to partnerships with telephone companies, guarantees online access without cost.

In poorer countries, which with poor or lack of access to electricity altogether, low-technology approaches, have been attempted. Kenya runs lessons for primary and secondary school by radio. In Sierra Leone, during the Ebola outbreak, education programmes were broadcast over the radio five days a week in 30-minute sessions, with listeners able to call in with questions at the end of each session. This approach helped maintain learning despite complications by regional accents and dialects, poor radio signal coverage, and a shortage of radios and batteries.

There is no doubt that South Africa, with its geographical and economical context will have to provide a multi-pronged intervention plan to address the implications of Covid 19 on teaching and learning.

There is no doubt that lessons can be drawn from these experiences to inform our interventions during and after COVID 19 as follows:

(a) Childhood Trauma Reaction: The Australian experience teaches us that this cannot be neglected. A guide for teachers from Pre-school to year 12 aimed to equip

teachers with skills to identify and support children who have been traumatised by the disaster events. The modules in the guideline included 'identifying trauma reactions in children'; and 'ways to talk to children after disaster events'. A Training Program to complement the online guide in the form of workshops for teachers and school personnel and delivered through a train the trainer sessions.

- (b) Key to all these experiences is that a needs assessment must be carried out immediately following the crisis as suggested. Data must be collected to inform the design and delivery of programs that support access to quality education for all: Rapid needs assessments must be facilitated in the first week after the disaster, and identify vulnerable schools and students, other local stakeholders, infrastructure, and resourcing from a multi-hazard point of view. The assessment should also assess the psychosocial needs of students and education personnel.
- (c) Patterns of disadvantage and marginalization within the education sector should be carefully investigated to ensure actions do not reinforce existing inequalities or compound vulnerabilities: Within 1-2 weeks of the crisis, conduct a more in-depth education sector assessment to be triangulated it with the rapid needs assessment findings and education sector stakeholder voices to inform a more in-depth plan of where vulnerability is most acute and needs are greatest.
- (d) The plan must look for patterns and trends of educational risks and vulnerabilities based on demographic indicators.
- (e) Ensure that resources and assets are identified, prioritized, and activated early in the response phase.
- (f) Maximising learning time by keeping matrices at school right up to the start of the end-of-year exams;
- (g) The electronic and print media being roped in to support pupils and provision of extra learning support materials.
- (h) Every school developing its own school-specific recovery plan based on the district/provincial recovery framework. Such plans should containing clear activities and dates, submitted to ward managers.
- (i) Pace setters being used to identify any backlog in curriculum coverage per school per subject with the view of implementing an accelerated programme to catch up.

(Chunked content)

- (j) Use of e-learning solution particularly for Grade 12 (Vodacom)
- (k) The need for partnerships with stakeholders, business and other government departments.

(GFDRR and ARUP (2017); GFDRR, World Bank, European Union, UNDG (2012); INEE (2010a); Shah and others (2016); Sphere (2011); and USAID (2014).

7. STRATEGIES THAT COULD BE ADOPTED IN ADDRESSING CURRICULUM RECOVERY

There are various strategies that could be adopted in the curriculum recovery process. In the context of Covid 19 and the closure of schools together with the national lockdown, the DBE will focus on the following:

- (a) Recovery of teaching time which will focus on the length of the teaching day and the length of the school term.
- (b) Curriculum interventions, which may include review of the curriculum, so that the core content that needs to be covered in the time available is not compromised and teaching and learning support that needs to be provided to the teacher and the learner.
- (c) Review of the assessment and examinations requirements in the light of the reviewed/re-organised curriculum.

7.1 Extension of teaching and learning time

Based on the date of resumption, a decision will be made by the Minister on how the teaching and learning time should be extended. The extension of teaching and learning time will take various forms, including the following:

- Increasing the school day by 30 minutes in the Intermediate Phase, and a maximum of one hour in the Senior Phase and a maximum of two hours in the FET Phase. There should be no extension of time for learners in the Foundation

Phase.

- Shortening the school holidays, and yet allow learners some time to take a break;
- Reducing of the time for the writing of examinations;
- Doing away with some examinations to extend teaching and learning time; and
- Postponing and/or bringing forward some examinations to ensure that assessment is fair.

The normal school-day could be extended at all schools for identified subjects. Subjects which require high cognitive demand, problem-solving and reasoning will receive preference. In addition, underperformance in the subject in previous years and high enrolment in the current year should receive priority.

7.2 Curriculum Interventions

This section presents a deconstruction of three concepts, namely, curriculum trimming, curriculum reorganisation and accelerated learning programmes. The intention is to explore how these could possibly be utilised to inform methodologies, approaches and strategies for the sector's attempts to address the challenge of loss of teaching and learning time, as a result of the COVID-19.

7.2.1 Curriculum Trimming

Curriculum trimming involves creating space for enhancing learning, with a view to catering more effectively for their needs and abilities. For purposes of our context, curriculum trimming will involve removing less important and outdated content; identifying core and extended parts of the curriculum; flexible modes of organising study content; and using the open curriculum framework of learning targets. This is in line with the current debates in the subject of the curriculum. Literature argues that decades of overload have shaped curriculum, textbooks, tests, and teacher expectations into an industry of superficiality. For instance, many teachers know, or at least suspect, how little their learners understand and are learning, but do not know how to transform the system. Therefore, curriculum trimming will be about unburdening the curriculum,

deciding what topics to keep and what to give up to ensure that the load is manageable within the time available.

7.2.2 Curriculum Re-organisation

Curriculum reorganisation involves reorganisation and refocusing of the curriculum to make the content more manageable. For this intervention, this will be done through the re-packaging and integrating subjects or topics, embedding particular knowledge and skills foci and balancing depth and breadth as key strategies to reduce overload. This implies that curriculum reorganisation in this context will be about merging fragmented and compartmentalised discipline-based content from related sub-topics into integrated topics of learning. This approach will facilitate hybridisation of content and knowledge in both knowledge construction and pedagogy, enabling learners to make connections among related themes and conceptual knowledge across disciplines (Booi & Khuzwayo, 2019; DHET, 2011; Kuutti, 2007; Lockett, 2009).

7.2.3 Accelerated Learning Programmes

Accelerated learning programmes comprise three dimensions, namely:

- **Condensed or compressed content:** Education authorities take responsibility for condensing or compressing the curriculum, that is, identifying essential aspects of the curriculum (based on the official curriculum);
- **Interactive and learner-centred pedagogy:** Teachers are trained in a rights-based, interactive methodology, which in its simplest form means that teachers encourage learners to ask and answer questions freely, set up group work, and utilize a range of teaching activities to match individual learning styles; and
- **Longer instruction time:** School managers ensure that extra time is provided in the school day/week for the other ways of learning, such as sport, music and art.

For this intervention, accelerated learning will focus on the completion of learning content in a shorter period of time - that is, the essential elements of the national

curriculum will be condensed and covered. It will not only be about faster learning; it must also be about deeper and more effective learning. This must involve covering essential elements of the official curriculum and rapidly covering learning content missed without compromising the quality of education. The features of accelerated learning within the context of this intervention will be slightly different from those of the official curriculum, as the intention will be to facilitate catching up by learners whose basic education has been delayed, in this instance, by the outbreak of COVID-19.

7.3 Review of assessment and examinations requirements

In general, examinations and assessments are used to make decisions about an learners' progress through the education system, including the allocation of educational opportunities. For examinations and assessments to be fair to all students, they must be standardised. This means that factors such as content and format of the examinations and assessment tasks, administration conditions, access to resources and any supporting materials, and analysis of results must be the same or equivalent for all learners. With COVID-19 forcing early and prolonged school closures and bans on group gatherings, solutions and measures must be introduced for the examinations and assessments. There are three main alternative approaches that the sector will adopt:

7.3.1 Cancellation of examinations

Examinations will have to be cancelled with the intention of increasing teaching and learning time. For instance, examinations for June 2020 could be cancelled. The consequences of the cancellation are not expected to be significant. However, the cancellation implies that DBE must engage all the relevant stakeholders, including higher education institutions who may require June results for the processing of applications for admission for 2021.

7.3.2 Postponement of examinations

Examinations and assessments may have to be postponed and/or brought forward to

respond to the complexities and maintain their integrity. For instance, a special dispensation for the NSC examinations may have to be considered and internal examinations brought forward, if it comes to that extent. This will obviously have implications for the start of the 2021 academic year, issues relating to the quality assurance of examination results and entrance of learners in higher education institutions. The DBE must, therefore, if need be, initiate discussions with the relevant bodies.

7.3.3 Modifying the format of examinations

Circumstances may compel the sector to explore alternative formats for conducting examinations and assessments. For instance, in some instances, the time for the writing of examinations may have to be reduced or learners may have to take their examinations online or through other available formats for the first time in the history of the education system. The sector will explore these options and agree on the national approach in order to ensure the integrity and fairness of the examinations.

8. PROPOSED RECOVERY PLAN

8.1 IMPLICATIONS OF TIME LOST

In developing a recovery plan for post Covid19, there are a number of unknown factors given that the date of the lifting of the lockdown is not known at this stage and even if the lockdown is lifted, they may still be certain restrictions which may impact on the recovery plan. Therefore, in planning the recovery post Covid 19, certain assumptions are being made and these assumptions are crafted around two broad scenarios. The recovery framework is planned based on these two scenarios and it is understood that even if the dates change which impacts on the scenario, the key aspects of the plan can be applied to the new scenario.

The following are the two scenarios with the underlying assumptions relating to each scenario:

Scenario 1	Scenario 2
(a) Schools re-open on 20 April for teachers and 21 April 2020 for learners. and the South African environment returns to normal	(a) Schools re-open on 6 th July for teaches and 7 th July 2020 fo teachers
(b) School-based assessment and curriculum coverage for term 1 has	(b) School-based assessment and curriculum coverage for term 1 has

been completed;	been completed
(c) Teaching time lost may be recovered by the shortening of the winter and spring school holidays.	(d) Teaching time lost may be recovered by the shortening of the winter and spring school holidays.
(d) Movement may be restricted and social distancing still in force	(d) The country would have returned to normal operations

The table below provides a summary of the time lost and the implications for curriculum, teaching and learning and assessment in terms of the two scenarios.

Area of focus	SCENARIO 1: Schools Reopen on 21 April 2020	SCENARIO 2: Schools Reopen on 7 July 2020
	IMPLICATIONS	
Schooldays/ Time lost (max)	16 Days (March 2020: 3 days + April 2020:13 days)	52 school days (Term 2: 50 days + Term 1: 2 days)

Curriculum coverage	3 weeks of curriculum content	12 weeks of curriculum content
Teaching and Learning	112 (@ 7hrs/day) hours of teaching time lost over the period under consideration.	364 (@ 7 hrs/day) hours of teaching time lost over the period under consideration.
School Based Assessment	Nil	2 formal assessment tasks per grade per subject would not be done.

8.2. Recommendations relating to the Recovery Plan

8.2.1. Scenario 1 (Schools Re-open on 21 April 2020)

Grade R to 11

The plan is to recover all the lost time through an extension of the second quarter by two weeks, hence shortening the July vacation to five days. This will reduce the time lost to 6 days. An additional measure will be to shorten the September holiday by **one** day and to extend school closure in **December to 8th December** so that the 6 days could be recovered. An option here would be to shorten the December holidays or extending the school day in intermediate, senior and FET phases to cover up on the remaining five days.

Grade 12

The same procedure will apply as for Grades R to 11, except that Grade 12 learners will not write the June examination, and this will help to recover at least 10 days. The November examination may commence slightly later and extend into December to allow for additional time for Grade 12 revision and feedback from the Preparatory examination..

The impact on the following three aspects for Grade R to Grade 12 will therefore be as follows:

a) Curriculum Content

Given that the lost time will be recovered, there will be no need for curriculum trimming:

b) Teaching and Learning

The Annual Teaching Plan (ATP), as per current arrangement will be implemented.

c) School Based Assessment (SBA)/Examinations

There will no changes to the SBA assessment requirements for Grades R to 11. However, in the case of Grade 12 learners, the June examination will be merged with the preparatory examination.

8.2.2. Scenario Two (Schools reopen on 7 July 2020)

8.2.2. Proposed Recovery Mechanism

(a) Curriculum Content

Grades R - 11

The curriculum will have to be trimmed by 25%. However, schools will complete 75% of the curriculum in the current year and 25% of the content/skills/knowledge that could not be covered and the re-organised 2021 curriculum is spread over a recovery period of two academic years i.e. 2020 and 2021 in Grades R – 11. This implies Curriculum re-organisation where the curriculum for the two year period is reviewed. The starting point is to trim the curriculum by 25% for 2020 by focusing on the core skills/knowledge that needs to be completed in the current grade. The remaining part of the curriculum that could not be covered in this year must be distributed over the next years i.e. 2021. This implies that the curriculum content of the next grade and the current grade must be reviewed to ensure a reduced curriculum over the remaining period.

At the end of this year, one of two options can be followed:

- (a) Learners write an examination and complete their assessment based on 75% of the completed curriculum. Their performance in this examination determines whether they are promoted to the next grade or retained in the current grade.
- (b) Learners write an examination and complete their assessment based on 75% of the completed curriculum. However, their performance in this examination does not determine whether they are promoted to the next grade or retained in the current grade. All learners are promoted to the next grade given the abnormal circumstances of the current year. The examination/assessment is used merely to determine the areas of weakness and the performance levels of this cohort.

Grade 12.

For Grade 12, the curriculum content has to be covered to ensure that learners are not disadvantaged when transitioning to the Higher Education Phase. Therefore a special dispensation would be requested for Grade 12 learners to commence the third quarter on 1 June 2020

If the school term for Grade 12 commences on 1 June the loss of teaching time in the third quarter amounts to 42 days. The loss of 42 days for Grade 12 can be covered in the following ways:

- June holidays) (15 days)

- Forfeit the September holidays (6 days)
- Extend the school day by 2 hour per day for 40 days (80 hours = 12 days)
- Extend the week to 6 days for 9 weeks : (9 days)

If the above proposal is found to be too strenuous, an alternative extreme measure would be for teaching of Grade 12 to be extended to December with examinations only starting in January 2021 which implies that results may only be available in March of the following year. This will have an impact on universities and other higher education institutions.

(b) Teaching and Learning

For Grade 1 -11, ATP to be reviewed to fit into a two year period without compromising the core curriculum/ skills/ knowledge required in subsequent years. There would also be a need to suggest particular methodologies per subject to accelerate curriculum coverage teaching;

(c) School Based Assessment (SBA)/Examinations

Grade 12

Part of the second term would have been lost hence the proposal is that **All SBA requirements for Term 2 be excluded** and the SBA requirements for Grade 12 be modified to include the following:

Term 1: All SBA requirements

Term 3: SBA (This should include only alternative assessments, exclude all Tests and examinations)

Given the importance of the preparatory examination, this examination must be administered. In this case the PATs tasks also need to be reduced since PATS usually extend over 3 terms. Formal oral assessments for term 2 to be excluded and continue from term 3.

Grade 10-11

In this case because the entire Term 2 would have been lost, the proposal is to exclude all term 2 SBA requirements. Hence the SBA requirements will be limited to term 1, term 3 and term 4. All requirements for these 3 terms should however be fully met and moderations be conducted as scheduled at school and district levels

Grades 1 -9

In this scenario, the loss of teaching time cannot be recovered in the calendar year. With the revision of the Annual Teaching Plan, the associated assessments stretching over two calendar years rather than a single one will be e-organised. Again, the focus of assessments during this period must be on depth rather than breadth of skills, while being sensitive to future proofing essential skills identified in a re-packaged curriculum.

In this light, the following principles are proposed for the conduct and administration of SBA and Examinations in the GET band (Grade R-9):

- (a) School based assessments for Grades 1-9 must be adjusted/aligned to an amended content package designed to fit the remaining time of the academic year (*with reference to point a*).

- (b) An amended school assessment plan must be developed within each school by the school-assessment team (SAT) and quality assured by the district office.
- (c) The number of summative assessment tasks must be reduced to 1 standardised assessment (cycle test) + 1 project based assessment (project/assignment/investigation/essay) per subject per term.
- (d) Formative (informal) and diagnostic assessments must be emphasised and practiced (e.g. Siyavula practice exercises for Mathematics) with greater regularity. The use of multiple-choice questions in assessment tasks must be encouraged to facilitate baseline topic assessments, error analysis and the diagnosing of misconceptions.

(The details relating to the above with regard to each grade and per subject will be provided as Annexures)

In the Table below, the above recommendations are summarised.

	SCENARIO 1: Schools Reopen on 21 April 2020	SCENARIO 2: Schools Reopen on 7 July 2020
	PROPOSED RECOMMENDATIONS	
Schooldays/ Time lost (max)	<u>Grade R -11</u> <ul style="list-style-type: none"> • Extension of the second quarter by 2 weeks (10 days), hence shortening the July vacation to five days (1 week). 	<u>Grade R -11</u> <ul style="list-style-type: none"> • A loss of 52 days equates to a loss of 27% of the school year. To recover some of the time for grades 1 -11, the following is

	<ul style="list-style-type: none"> • Shorten the September holidays by one day; • Extend school closure in December to 8th December so that an additional 5 days could be recovered. • Or extend the Term 2 school day on a sliding scale as follows: 30 min for intermediate phase, and 1 hour for Senior and 2 hours for FET for Term 2 except in the case of foundation phase to cover up the 5 days (7 X5 = 35 hours is covered). <p><u>Grade 12</u></p> <ul style="list-style-type: none"> • Extension of the second quarter by 3 weeks (15 days), hence Grade 12 will not have a vacation. • Shorten the September holidays by one day; 	<p>proposed:</p> <ul style="list-style-type: none"> o Reduce September holidays by three days (+3 days); o Extend the school closure by five days in December (+5 days); <p>Actual time lost now reduced to: 44 days (22 % of total school days).</p> <p>If necessary, extend the Term 3 school day on a sliding scale as follows: 30 min for intermediate phase, and 1 hour for Senior Phase and a maximum of 2 hours for FET Phase for Term 3. (no increase for foundation phase).</p> <p><u>Grade 12 (No reduction of curriculum)</u></p> <p>The loss of 52 days for Grade 12 can be covered in the following ways:</p> <ul style="list-style-type: none"> • Early start of the term (10days)
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	<ul style="list-style-type: none"> • Instead of cancelling the June holiday for Grade 12 completely, an option would be to extend the Term 2 school day for 2 hours to cover up the 5 days (35 hrs) (18 days X 2hrs = 36 hours is covered). 	<ul style="list-style-type: none"> • June holidays) (15 days) • Forfeit the September holidays (6 days) • Extend the school day by 2 hour per day for 40 days (80 hours = 12 days) • Extend the week to 6 days for 9 weeks : (9 days)
<p>Curriculum coverage</p>	<p>If the teaching days are recovered, as per the above plan, there will be no need to trim the curriculum.</p>	<p><u>Grade R – 11</u></p> <p>Spread the reduction and recovery of content over two academic years, 2020 and 2021 per grade per subject.</p> <p>Reduce curriculum across all subjects for 2020 by 25 % and spread the re-organised curriculum over a two year period for each Grade (2020/21).</p> <p>Grade -12</p>

		Entire curriculum to be covered in the time recovered.
Teaching and Learning	<ul style="list-style-type: none"> • Since there is no curriculum trimming, teachers will follow the existing ATP. 	DBE must provide schools with a revised National Annual Teaching Plan (ATP), which focuses on the reduced content, for all subjects and grades to guide teaching and learning for the next two years, except in the case of Grade 12 where 100% of the curriculum must be covered in the available time.
School Based Assessment	<ul style="list-style-type: none"> • All required formal assessment tasks to be conducted as per normal. 	All SBA requirements for Term 2 be excluded and the SBA requirements for Grade 12 be modified.

9. ROLES AND RESPONSIBILITIES IN THE RECOVERY PLAN

9.1 National level

The DBE is responsible for:

- a) Setting guidelines and providing strategic direction for the planning, preparation and implementation of the recovery programme;
- b) Providing support at provincial, district and school level;
- c) Establishing a valid and reliable method of continuously monitoring and evaluating the programme;
- d) Gauging the accountability of all those responsible for the implementation of the programme.

To do this the Director-General will:

- e) Establish a National Task Team of key heads of branches that meets to plan, implement and account for the ways in which their branches respond and contribute to the recovery plan. Further, this team will report on programmes and initiatives that target specific areas of the plan.
- f) Establish an Inter-provincial Task Team that comprises of _____ from all provinces. This Task Team will be responsible for the coordination and reporting of Recovery Plans.

9.2 Provincial level

Each province is expected to:

- a) Develop Provincial Recovery Programmes.
- b) Secure required financial, material and human resources to implement the programmes
- c) Prepare plans for implementation at District and School Cluster level.
- d) Monitor and evaluate the implementation of the programmes

9.3 District level

- Districts will oversee and monitor the implementation process
- District and Circuit offices will provide the necessary support systems to schools.

9.4 School level

- o The success of the programmes will depend on the effective school leadership and management and the extent to which teachers are adequately capacitated and supported to deal with the high demanding roles they will be confronted with.

- o The role of the principal is to oversee the implementation of the recovery plans at school level and to provide the necessary support to the teachers and learners.
- o The principal has to keep the parents informed of the plans and the changes to be implemented.

- The SGB can mobilise the community to enhance the participation of the broader school community and various stakeholders to contribute to the programme initiatives,

10. LEARNING AND TEACHING SUPPORT MATERIALS

10.1. PROVISION OF WORKBOOKS

For the 2020 academic year, like in other previous years, the DBE has distributed 60 million Grades R to 9 workbooks for use by all learners in all public schools as well as Special schools for the entire school year.

Learners in Foundation Phase have been provided with workbooks for Mathematics, Home Languages, English First Additional Language, and Life Skills Subjects.

Intermediate Phase learners have been provided with Mathematics, Home Languages, English First Additional Language workbooks, while Senior Phase have received Mathematics workbooks.

The workbooks cover the entire curriculum for the specific grade and subject and provide activities for learners to master specific skills required in the CAPS.

Learners are allowed to take workbooks home and practice learning activities. Parents can monitor their child's through the completion of the tasks in the workbooks. Workbooks are valuable resources to enhance Literacy and Numeracy.

FOUNDATION PHASE AND GRADE 4

Literacy and reading abilities can be enhanced through the use of the DBE Graded Readers and Readers in African languages by SAIDE. The digitized content is available on the website: <http://dbecontent.bhelela.com>. Depending on the Grade, learners will be able to choose stories from Level 1 Reader to the highest level. Parents can assist to choose the appropriate level.

EReaders are available from the Vodacom and the 2Enable websites.

The DBE TV channel 122 OVHD DBETV can be viewed for some basic lessons meant for IIAL learning and teaching.

The DBE workbooks for reading and numeracy as well as interactive books can be used by learners to revise activities which were to be covered in the 8th to the 10th week of teaching when schools closed and for the weeks lost.

Within the DBE/ Bhelela Technologies content there are simulation activities to improve Numeracy E.g. Fractions. These start from basic understanding and practical activities to more advanced exercises.

10.2. TEXTBOOKS

All provinces have procured textbooks to learners in 2019 for the 2020 school calendar year. Learners would be in possession of these textbooks, particularly in the higher grades.

In the case where teaching and learning time needs to be extended and learners need to use textbooks at home, a survey will be completed to ensure that all learners have textbooks for each subject in every grade.

The Department has provided several resources for the different grades and subjects published on <https://www.education.gov.za/> for learners, teachers and parents to download.

Provinces can download and print for learner who do not have access to internet, TV, etc.

10.3 LEARNERS THAT ARE VISUALLY IMPAIRED

It would not be feasible to have given Braille textbooks and workbooks for visually impaired learners to take these books home as they are too big. One workbook in braille is equivalent to the size of two encyclopedias.



The DBE is preparing audio files that can be downloaded or played on radio.




Master copies for all textbooks for the visually impaired have been formatted to be uploaded on digital readers where learners are in possession of these devices.

The Department is in discussion with provinces to reach these learners remotely to ensure teaching and learning continues.

10. IMPLEMENTATION PLAN

The following is a tentative implementation plan based on the recovery recommendations described above

KEY RESULT AREA	ACTIVITIES	TIMEFRAME	RESPONSIBILITY	OUTCOME	PROGRESS
Implications for Curriculum and Examinations to be presented at HEDCOM Telecon on 17 April 2020	CEM Teleconference	26 March 2020	Minister	Recommendation for the sector to develop a Framework for Curriculum Recovery	Completed
	HEDCOM Teleconference	26 March 2020	DG	Directive to HODs to develop a Framework for Curriculum Recovery to support reopening of schools after the Lockdown	Completed
Development of Framework for Curriculum Recovery to be submitted to ODG by 6 April 2020	Email from ODG to DDGs	26 March 2020	Dr JJ Joshua	Directive to Assessment & Curriculum to develop the Framework for Curriculum Recovery	Ongoing
	Email from DDG to Curriculum SMS in Provinces	27 March 2020	Dr MJ Maboya	 Implications for curriculum and frame  COVID 19 CONSOLIDATED TASK PEDs to submit Recovery Plans on or before 31 March 2020, Attached herewith PEDs Task Team	Completed

KEY RESULT AREA	ACTIVITIES	TIMEFRAME	RESPONSIBILITY	OUTCOME	PROGRESS
	Email from DDG to Assessment and Curriculum SMS	27 March 2020	Dr MJ Maboya	 Implications for curriculum and frame  SaveTheChildren_EducationEmergencies.pdf  UNESCO Accelerated Learning Programme:	Completed
	Microsoft Team Meeting @ 14:00	28 March 2020	Dr Poliah	ToR and Outline of the Framework discussed and draft developed for submission to group on 29 March 2020	Agreed on 2 scenarios for school reopening 20 April 2020 07 July 2020
	Development of Terms of Reference	29 March 2020	Dr R Poliah	The TOR and Outline of Framework submitted to the Task Team with 10 sections divided among the following: 1. Dr MJ Maboya (DDG: Curriculum - Chair) 2. Dr R Poliah (CD: Assessment & Exams) 3. Dr Simelane (CD:	Framework will be drafted focusing on the following: <ul style="list-style-type: none"> • Curriculum • Teaching and Learning • Assessment • LTSM For ordinary

KEY RESULT AREA	ACTIVITIES	TIMEFRAME	RESPONSIBILITY	OUTCOME	PROGRESS
				Curriculum) 4. Mr Tlhabane 5. Mr J Ngcobo (Inclusive) 6. Dr P Langa (Rural Education) 7. Ms EM Khembo (MST & E-Learning) 8. Ms C Weston (FET Curriculum) 9. Ms KM Modiba (GET Curriculum) 10. Mr A Subban (LTSM) CESs to begin working on ATPs core content per subject per grade	schools, special schools, rural schools and Multigrade schools for both GET & FET
	Submission of PED Recovery Plans	31 March 2020	Dr MJ Maboya	PEDs submitted their Recovery Plans	FS, GP, KZN, LP, MP, NC, NW, WC submitted their Recovery Plans EC did not submit
	Microsoft Team Meeting @ 14:00	2 April 2020	Dr R Poliah	1 st Draft discussed and agreed on reviewed ATPs	In progress

KEY RESULT AREA	ACTIVITIES	TIMEFRAME	RESPONSIBILITY	OUTCOME	PROGRESS
				per subject per grade for the 2 scenarios (20 April 2020 or 07 July 2020) Section 3 and 8 to be strengthened looking at scenarios, interventions and their implications for the sector to be considered	
	Microsoft Team Meeting @ 16:00	4 April 2020	Dr R Poliah	PEDs Recovery Plans discussed Recommended alignment with DBE Policy ATPs by DBE CESs will be ANNEXURE A PEDs Recovery Plans ANNEXURE B	In progress
	Finalise the Framework	6 April 2020	Dr R Poliah	Submitted to ODG for approval to present to SMS	
	Submission of ATPs by DBE CESs (ANNEXURE A)	9 April 2020	Ms C Weston	To be attached to Framework as ANNEXURE A	
	Submission of aligned PEDs Recovery Plans	10 April 2020	Dr MJ Maboya	Aligned PEDs Recovery Plans submitted	

KEY RESULT AREA	ACTIVITIES	TIMEFRAME	RESPONSIBILITY	OUTCOME	PROGRESS
	(ANNEXURE B)				
	Presentation to SMS	10 April 2020	Dr MJ Maboya	Approval for presentation to HEDCOM	
Approval	Presentation to HEDCOM	17 April 2020	Dr MJ Maboya	Approval for implementation	
Advocacy	Advocacy of Reopening	School Reopening	DBE & PEDs	MECs and HODs lead the Advocacy Teams in the Communities	
Mediation of ATPs	Mediation of ATPs to PEDs	April – June 2020	NTT and PEDs	Teachers capacitated to cope with trimmed ATPs and Assessment Tasks	
Monitoring and Support	Monitoring of implementation of Revised ATPs in PEDs and Districts	April – June 2020	DBE & PEDs	Schools supported	

11. MONITORING AND EVALUATION

11.1. Monitoring and Evaluation by DBE

DBE instituted a facility to monitor the frequency of logins (hits) from the one-stop (centralised) website to monitor the utilisation of the support measures that have been put in place using online systems. The website was enabled with the analytics capability which will provide statistics on logins.

To the extent practicable, DBE will download statistics of logins preferably on a weekly basis and disaggregate the

statistics by province, by phase (FP, IP, SP and FET) and by subject. DBE will then disseminate the statistics of logins to PEDs for them to work out rates of the logins in relation to learner enrolment figures per phase as recorded in their SA-SAMS data.

Another monitoring and evaluation mechanism that DBE will have to consider could be the utilisation of the LURITS data together with the Data-Driven Districts (DDD) data management system with innovations and enhancements to allow for the systems to provide monitoring data under the lockdown situation.

For the broadcast solutions, DBE could request viewership and listenership statistics. This data could provide statistics in terms of regional and local community levels for appropriate dissemination per province.

It is important to note that there are limitations for these monitoring systems as they will exclude learners from homes that do not have the facilities and required gadgets.

11.2. Monitoring and Evaluation by PEDs

As PEDs receive their weekly statistics of logins, it will be expected of them to conduct the analysis of logins in relation to learner enrolments per phase, per subject. Each PED will then communicate its findings with District Officials for further dissemination of the findings which could be communicated to accessible learners to encourage them consistently utilise the support measures that are in place.

Furthermore, PEDs will be expected to report back to DBE on measures that they are instituting to ensure that support measures directed on by DBE are utilised maximally.

As soon as DBE has mastered the utilisation of the LURITS together with DDD, PEDs will be advised and assisted to strengthen their monitoring and evaluation responsibilities for enhanced teaching and learning outcomes.

In terms of viewership and listenership statistics, PEDs could carry out analyses based on estimated

12. CONCLUSION

The curriculum framework recovery plan will serve as the basis for the implementation of the recovery plan in provinces. However, once schools resume the DBE will issue clear policy directives regarding the following:

- (e) How the lost time should be recovered
- (f) How the curriculum content needs to be re-organised or trimmed, where necessary.
- (g) Reviewed Annual Teaching Plan where needed.
- (h) Reviewed Assessment/Examination Plan that will be based on the reviewed curriculum.

The DBE will also provide clear principles that must be followed in terms of the catch-up activities so as to ensure that all the activities are within the boundaries of acceptable practice in a post lockdown situation.