



GAUTENG DEPARTMENT OF EDUCATION CURRICULUM RECOVERY PLAN READINESS GRADE 12 & 7

23 APRIL 2020



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PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

Growing Gauteng Together

GDE VISION AND MISSION

VISION

Every learner feels valued and inspired in our innovative education system.

MISSION

We are committed to provide functional and modern schools that enable quality teaching and learning to protect and promote the right of every learner to quality, equitable and relevant education.

CMD BRANCH SLOGAN

GDE STEP-UP 2020



•#1/90/45/80

#1/85/55

PROBLEM STATEMENT

- The COVID 19 Disruption has led to a national shutdown. Even with attempts to offer education using online tools, a great deal of classroom instructional time is going to be lost. Key questions for consideration:
 - 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.

CURRICULUM RECOVERY STRATEGIES

- The framework for curriculum recovery centres around the following:
 - a) Extension of teaching and learning time;
 - b) Curriculum interventions **for all categories of schools including POS and Special Schools:**
 - Curriculum trimming and reorganisation;
 - Accelerated learning programmes;
 - c) Review of assessment and examinations requirements:
 - Re-scheduling/postponement/scrapping of examinations;
 - Scaling down of examinations;
 - Modifying the format of examinations/assessment.
 - SBA to be reviewed in accordance with the restructured Annual Teaching Plan (ATP)

PREAMBLE

- The current COVID 19 pandemic has impacted tremendously on the traditional face-to-face teaching and learning practices within our schools. Even though various attempts were made to use online tools and platforms to try and salvage curriculum completion, it can be said that due to the inequality within our system, many learners just don't have access to the online platforms. Due to the complexities created by the pandemic, it is prudent not to overwhelm the system and place undue pressures on parents, learners and teachers. Thus, the following scenarios with actionable plans will be explored to try and salvage the current curriculum challenges.

Key considerations :

- Differentiated models being planned for including;
 - ✓ Epicentres, phasing in of grades
 - ✓ online, face-face, TV, resource intensive
- Impact of models e.g. Siyavula, Click Foundation etc.
- Budget implications
 - ✓ Revise op plans
 - ✓ Activity break down/implementation plan based on models and budget revision
- Establishment of Curriculum task teams to include ISS, E-Learning, Exams & Assessment, District Directors, District Curriculum CES, DCES and SESs (Done)

PHASING IN APPROACH

GRADES	TENTATIVE DATES	ENVISAGED LOSS OF DAYS
GRADES 12 AND 7	06 MAY 2020	20
GRADES 11 AND 6	20 MAY 2020	29
GRADES 10 AND 5	03 JUNE 2020	38
GRADES 9 AND 4	17 JUNE 2020	47
GRADES 8 AND 3	01 JULY 2020	57
GRADES 1 AND 2	08 JULY 2020	63
GRADE R	15 JULY 2020	69

CURRICULUM PACKAGES – CONTENT: GDE Roll Out

- Adjusted ATPs for all grades and subjects
- Curriculum mapping
- Worksheets based on key content
- PowerPoint Presentations based on key content
- Exemplar lesson plans to assist teachers with the adaptation of teaching methodologies
 - Cross-referencing of free online activities
- Exemplar Standardised Assessment Tasks
- Increased frequency of PLC meetings where the content of the Curriculum packages are mediated (ADVOCACY)



DBE Actions:

- DBE to ensure that national subject committees led by DBE Subject coordinators develop the curriculum intervention strategies which should include the content mapping, curriculum trimming and reorganization . This reviewed document should provide clear guidance to every teacher on key aspects to focus on in delivering the curriculum. The Curriculum Intervention Strategies should also include the Review of assessment and examinations requirements which would focus on amongst other;
 - Re-scheduling/postponement/scrapping of examinations;
 - Scaling down of examinations;
 - Modifying the format of examinations/assessment.
 - SBA to be reviewed in accordance with the restructured Annual Teaching Plan (ATP)

Risk- If Provinces are doing this individually , there will be no common approach followed.

Risk is being managed currently through matrix structures. GDE has been allocated the following subjects for trimming, reorganization and content mapping;

- **Foundation Phase Mathematics**
- **Intermediate Phase – Mathematics and Social Sciences (Geography)**
- **Senior Phase- Mathematics and Life Orientation**

SCENARIO 1 Return of Grade 7

SCHOOLS RESUME	DAYS LOST	CURRICULUM REVIEW AND SUPPORT
<p>4 May 2020 6 May Grade 7 learners return</p>	<p>20</p>	<p>Reworked ATPs Reduction of allocated time for key content topics Merging of topics across terms where possible Removal of content that is not needed for progression in FET Band subjects. Reducing or “trimming” of content on specific topics that will be repeated or dealt with in other grades</p> <p>Online resourcing Creating or ensuring access to zero rated sites Use of GDE platform to ensure access to a variety of online portals for content relevant to all subjects and grades The use of Zoom, Google Classrooms and other digital platforms to assist in coordinating meetings and teaching sessions The use of WhatsApp as a tool to communicate and send links and information to parents and learners Assessment platforms to assist in informal assessments conducted by parents and caregivers e.g. Google Quizzes; Kahoot, etc.</p>

SCENARIO 1 (continued)

SCHOOLS RESUME	DAYS LOST	CURRICULUM REVIEW AND SUPPORT
<p>4 May 2020 6 May Grade 7 learners return</p>	<p>20</p>	<p>Structured programme in terms of the utilisation of information provided via the various links on the GDE platform. E.g. parents to use the timetables schools would have used under normal teaching circumstances</p> <p>Resource packages in support of adapted ATPs Exemplar lesson plans Support packages with activities, worksheets, etc. PowerPoint lessons with pedagogic guidelines Remedial or resource booklets for certain subjects</p>

FOOD FOR THOUGHT

"Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be."

- Rita Pierson, Educator



Propose Action Plan Template

Intervention 1:

Target Group:

Key Action Steps	Timeline	Expected Outcome	Data Source and Evaluation Methodology	Person/Area Responsible	Comments
Curriculum Mapping & ATP	Documents to be ready 48 hours before school opens	Ensure that the relevant curriculum is implemented within the projected timeframe without compromising the quality of education	The policy document will serve as our data source and implementation will be as per the ATP	Curriculum Coordination	Currently there is only a projected back to school calendar – no definite dates as yet.

Propose Action Plan Template

Intervention 1:

Target Group:

Key Action Steps	Timeline	Expected Outcome	Data Source and Evaluation Methodology	Person/Area Responsible	Comments
Curriculum Resourcing: Exemplar Lesson Plans, Exemplar PowerPoints, DBE Workbooks, exemplar Worksheets	Documents to be ready 48 hours before school opens	Distribution of material prior to school opening	The policy document will serve as our data source and implementation will be as per the ATP. Material to be distributed via usb/email, etc	Curriculum Coordination	
Realigned Curriculum Calendar	Document to be aligned to the DBE realigned calendar for 2020 academic year. Adjusted calendar available prior to school opening	To guide schools on the curriculum programme of the year – this will include curriculum forums with subject advisors, Olympiads, exhibitions taking into cognisance social distance protocols	DBE realigned calendar	DBE & GDE	Social Distancing & Safety protocols to be observed.

Preparation for the Re-opening of Schools

FET Response/Inputs/Proposals

23 APRIL 2020



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THE PHASED IN APPROACH

- Phased in Approach should be adopted when schools reopen
- The approach will assist given the high risk associated with large gatherings
- Teachers and PS Personnel will reopen on the 4 May 2020 to prepare for the assumption of teaching and learning.
- The recommended date for Grade 12 learners to return to school is 06 May 2020.
- The remaining learners should be brought in per grade after the initial group has adapted to the Post Covid19 environment.

PHASED IN APPROACH

Lockdown ending on the 30 April 2020 will mean FET Phase learners return as follows:

Team/Grade	Schools reopen
All staff members	4 May 2020
Grade 12	6 May 2020
Grade 11	20 May 2020
Grade 10	3 June 2020

Phased in Approach: Staff

- **Planning and preparation** will be done by the staff on the **4 & 5 May 2020**
- Planning will include **reorganising the time table** to accommodate the extra school hours that may be added to recoup the lost time
- SMT will be able to **conduct orientation sessions** with teachers and learners on the procedures and regulations to make them feel at ease with the new conditions.
- The 2 days allow staff to **trial with a reduced number of learners.**

Phased in Approach: Learners

First few days of school re-opening to establish the following:

- The areas that need to be revised from Term 1
- Conduct diagnostic tests
- How should the teaching programme be structured for the Term 2.

NUMBER OF SCHOOL DAYS

- It should be noted that **Term 2 will be very short having a maximum of 28 days for Grade 12 learners and 8 days for Grade 10.** According to the document schools will close on the 12 June 2020 for a one week recess.
- The total number of schools days for the year will be **195, 185 and 175** for Grade 12, Grade 11 and Grade 10 respectively
- This reflects a **shortfall** on the school days for the FET Phase in 2020. According to the original school calendar there were **198 days** for the year.

Grade	TERM 1 15 Jan - 18 March No. of Teaching Days	TERM 2 4 May – 12 June No. of Teaching Days	TERM 3 22 June – 23 Sept No. of Teaching Days	TERM 4 29 Sept – 9 Dec No. of Teaching Days	Total No. Of School Days
12	46	28	69	52	195
11	46	18	69	52	185
10	46	8	69	52	175

PROPOSAL TO ADD SCHOOL HOURS

- It is suggested that to recoup lost school days for the year, all **schools add four (4) hours of teaching time per week** in their timetables for **FET Phase**
- Tables below demonstrate the possible approach to gaining the additional school days.

Recovery Plan for Grade 12

Recovery Plan for Grade 12									
Term	Proposals & Notes	Number of hours/days available			Proposed additional hours/days				
		No. of teaching days for Grade 12 learners in a term	Hours per day	Teaching total hours per term	Number of extra teaching hours per week	Number of weeks	Extra Teaching hours	Total number of hours for the term including extra teaching hours	Number of days including extra teaching hrs (Total Hrs divided by 6= 1 day)
Term 1	15 January 2020 to 18 March 2020. Term 1 had 48 minus 2 days equal to 46	46	6	276	0	9	0	276	46
Term 2	Schools reopening on the 4 May 2020 but Grade 12 learners starting on the 6 May 2020 .	28	6	168	4	5	20	188	31.33333333
Term 3	22 June to 23 September 2020	69	6	414	4	13	52	466	77.66666667
Term 4	29 September 2020 to 09 December 2020	52	6	312	4	4	16	328	54.66666667
TOTAL		195		1170					209
Weeks		39							

Without the 4 additional hours per week, there would be **195 teaching days** for **Grade 12**. This would be a shortfall of 3 days from the original number of days for 2020.

With the additional 4 **hours per week** and the shortening of the June, September and December holidays, there would be around **209 school days** for 2020.

Recovery Plan for Grade 11

Recovery Plan for Grade 11

Term	Proposals & Notes	Number of hours/days available			Proposed additional hours/days				
		No. of teaching days for Grade 11 learners in a term	Hours per day	Teaching total hours per term	Number of extra teaching hours per week	Number of weeks	Extra Teaching hours	Total number of hours for the term including extra teaching hours	Number of days including extra teaching hrs (Total Hrs divided by 6= 1 day)
Term 1	15 January 2020 to 18 March 2020. Term 1 had 48 minus 2 days equal to 46	46	6	276	0	9	0	276	46
Term 2	Schools reopening on the 4 May 2020 but Grade 11 learners starting on the 20 May 2020 .	18	6	108	4	3	12	120	20
Term 3	22 June to 23 September 2020	69	6	414	4	13	52	466	77.66666667
Term 4	29 September 2020 to 09 December 2020	52	6	312	4	4	16	328	54.66666667
TOTAL		185		1110					198
Weeks		37							

Without the 4 additional hours per week, there would be **185 teaching days** for **Grade 11**. This would be a shortfall of **13 days** from the original number of days for 2020.

With the additional **4 hours per week** and the shortening of the June, September and December holidays, there would be **198 school days** for 2020.

The above proposal of extra tuition hours for Grade 11 nullifies the trimming down of the Grade 11 content. It calls for the adjustment of Grade 11 timetables at schools to add 4 hours of teaching in a week. The specific days is left to the schools to decide. If schools want to use the full week for extra lessons that will also be acceptable, since teachers may complete the syllabus within the schedule time and have enough time for revision.

Recovery Plan for Grade 10

Recovery Plan for Grade 10

Term	Proposals & Notes	Number of hours/days available			Proposed additional hours/days				
		No. of teaching days for Grade 10 learners in a term	Hours per day	Teaching total hours per term	Number of extra teaching hours per week	Number of weeks	Extra Teaching hours	Total number of hours for the term including extra teaching hours	Number of days including extra teaching hrs (Total Hrs divided by 6= 1 day)
Term 1	15 January 2020 to 18 March 2020. Term 1 had 48 minus 2 days equal to 46	46	6	276	0	9	0	276	46
Term 2	Schools reopening on the 4 May 2020 but Grade 10 learners starting on the 3 June 2020 .	8	6	48	4	3	12	60	10
Term 3	22 June to 23 September 2020	69	6	414	4	13	52	466	77.66666667
Term 4	29 September 2020 to 09 December 2020	52	6	312	4	4	16	328	54.66666667
TOTAL		175		1050					188
Weeks		35							

Without the 4 additional hours per week, there would be **175 teaching days** for **Grade 10**. This would be a shortfall of **23 days** from the original number of days for 2020.

With the additional 4 **hours per week** and the shortening of the June, September and December holidays, there would be around **188 school days** for 2020. This would result to a deficit of 10 days for the Grade 10 learners.

Noting that the Grade 10 calendar has a shortfall of 10 days for the year trimming and a re-organisation of the school curriculum may be required. Guided by DBE, certain topics may have to be removed for the year. More details will follow once Subject Coordinators have mapped out those topics

Recovery Plan Summary for Grade 10, 11, 12

- **Grade 12:** With the additional 4 hours per week and the shortening of the June, September and December holidays, there will be around **209 school days** for 2020.
- **Grade 11:** Additional 4 hours per week and the shortening of holidays, give **198 school days** for 2020.
- For **Grade 11 & 12 groups** there will be **no need to trim or review** curriculum.
- **Grade 10:** There will be **188 school days** for 2020. This would result to a deficit of
 - **10 days** for the Grade 10 learners.
 - Solution for Grade 10 may be **trimming and the re-organisation** of the school curriculum .
 - Decision should be **approved by DBE**,
 - More details will follow once **DBE & PED Subject Coordinators** have mapped out those topics

Curriculum readiness

As soon as the new calendar is ready, the following will be sent to schools:

- **New ATPs** with new adjusted dates and times.
- New dates for **assessment activities**.
- **Revised Lesson plans** to help teachers to cover the required content at the specified time.
- **Exemplar PowerPoint presentations and worksheets** for certain subjects to assist teachers in their planning of lessons.

School Based Assessment (SBA)/Examinations

The following is also proposed with regard to Grade 12:

- Given the importance of the **Preparatory Examination**, this examination must be **administered** for Grade 12.
- **SBA/PATs/Oral** requirements to be amended in accordance with the revised Curriculum/ATP where applicable.
- **LO CAT** for Grade 12 will be conducted.

GAUTENG DEPARTMENT OF EDUCATION

Supporting Recovery Plans

Teacher Development Interventions

23 April 2020



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Overview of Interventions

Curriculum Delivery	Curriculum Management
<ul style="list-style-type: none"> Planned training for Grade 7 & 12 teachers and subsequent grades 	<ul style="list-style-type: none"> Planned Leadership & Management Programmes
<ul style="list-style-type: none"> FET Focus: <ol style="list-style-type: none"> PowerPoint lessons on identified content gaps in critical subjects Incorporation of assessments and examination tasks into the lesson plans 	<ul style="list-style-type: none"> Support to School Management Teams focussing on the use of existing technologies to promote: <ol style="list-style-type: none"> Remote/ Digital Learning Curriculum Management Accountability Collaboration
<ul style="list-style-type: none"> GET Focus: <ol style="list-style-type: none"> PowerPoint lessons in MST Subjects Literacy and Languages (<i>with emphasis on Reading</i>) Incorporation of assessments and examination tasks into the lesson plans 	
<ul style="list-style-type: none"> Posting of Online Material to schools on a weekly basis 	

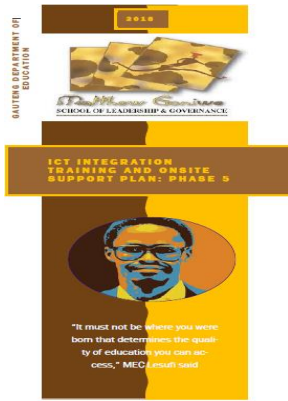
Blended approach to Professional Development



Video Conferencing



Onsite Support & Training



SSIP Correspondence Material



Online Learning & Support

Teacher Development will commit to utilizing alternative and safe modes of delivering professional teacher development interventions not limited to the following;

- Full Online programmes
- Blended **(SSIP)**
- Onsite Support and Training
- Correspondence Material **(SSIP)**
- Small Group Sessions
- Video Conferencing
- Virtual Learning **(Microsoft Teams)**

Alleviating Covid-19 Impact Post Lockdown

Strategy	Activity	Tools	Dependencies
1. Developing and empowering school leaders and their staff	<ul style="list-style-type: none"> Promote the use of technology for collaboration and digital (remote) learning How? - Contact school leaders (through email) to introduce them to Microsoft Team and its capabilities for collaboration and remote teaching Thereafter, set up remote demo sessions with school leaders per region. Help school leaders develop management plan for sharing these skills with staff 	Microsoft 365, with focus on Teams App	<ul style="list-style-type: none"> Internet access Laptop/PCs Microsoft 365 account
2. Promoting the use of school admin systems to manage curriculum coverage and the tracking of learner achievement	<ul style="list-style-type: none"> Organize sessions to promote the use SA-SAMS and DDD for the following benefits: <ol style="list-style-type: none"> Identification of students in need of extra support Day-to-day administration and organisation of teaching and learning at the school, including Promotion rates Management and monitoring of educator and learner attendance 	DDD and SA-SAMS	<ul style="list-style-type: none"> DDD functionality depends on regular uploading of SA-SAMS

Intervention 2:					
Target Group: SMT and Educators					
Key Action Steps	Timeline	Expected Outcome	Data Source and Evaluation Methodology	Person/Area Responsible	Comments
Intervention 2. SMT and Educators are trained on the use of Micro soft Teams. Phase in approach for Educators depending on when we can have access to them. Grade 7 & 12 are a priority.	Two days before the official reopening of schools and the training is ongoing even during school days.	Teachers are able to present classes virtually using extra class rooms so that we are able to observe social distancing while quality lessons continue.	<p>Data Source</p> <ul style="list-style-type: none"> .Curriculum Assessment Policy Statement. .Training plan .Material Shared with Schools <p>Evaluation Method</p> <ul style="list-style-type: none"> .Datasets of educators who logged in for Online Programmes .Attendance Registers and Datasets for Face to Face Training .Quarterly Reports 	MGSLG &GDE	The use of Micro soft Teams will ensure that schools at least observe 5 subjects per day or as per the Time table whilst the social distancing is observed.

Intervention 3:

Target Group: Grade 6 and 11 educators

Key Action Steps	Timeline	Expected Outcome	Data Source and Evaluation Methodology	Person/Area Responsible	Comments
<p>Intervention 3: Just in Time Training for Grade 6 and Grade 11 educators.</p> <p>Lesson Plans will be sent to schools and mediated on a weekly basis</p>	<p>During the lockdown and after the re opening of schools.</p>	<p>Grade 6 subject educators are able to assist Grade 7 subject educators and Grade 11 assist the Grade 12 educators in delivering the curriculum for Grade 7 and 12.</p>	<p>Data Source .Curriculum Assessment Policy Statement .Training plan .Material Shared with Schools</p> <p>Evaluation Method .Datasets of educators who logged in for Online Programmes .Attendance Registers and Datasets for Face to Face Training .Quarterly Reports</p>	<p>MGSLG & GDE</p>	<p>This step is dependent on the availability of Teacher Laptops, access to Micro soft TEAMS and connectivity.</p>

Intervention 4:					
Target Group: ALL Grade 12 educators including non SSIP schools and 34 underperforming schools					
Key Action Steps	Timeline	Expected Outcome	Data Source and Evaluation Methodology	Person/Area Responsible	Comments
<p>1. SSIP Training for ALL Grade 12 educators</p> <p>2. The 34 underperforming schools are given an extra dosage</p>	Ongoing	<p>Schools are grouped according to the Geographical Areas and Districts.</p> <p>8-10 schools will be clustered together.</p> <p>Lead Teachers are used efficiently</p>	<p>Data Source</p> <ul style="list-style-type: none"> .Curriculum Assessment Policy Statement .Training plan .Material Shared with Schools <p>Evaluation Method</p> <ul style="list-style-type: none"> .Datasets of educators who logged in for Online Programmes .Attendance Registers and Datasets for Face to Face Training .Quarterly Reports 	MGSLG	<ul style="list-style-type: none"> • Non – SSIP schools are also left behind so they will also be part of mediation of curriculum. • The curriculum unit to provide the list of schools and subjects

Intervention 5:					
Target Group: Grade 10 -12 educators					
Key Action Steps	Timeline	Expected Outcome	Data Source and Evaluation Methodology	Person/Area Responsible	Comments
<p>Intervention 5: Video Conferencing equipment on Teacher Development Centres</p> <p>2. Virtual classrooms to observe social distancing (10 township schools used for piloting by next week then possible roll out)</p>	<p>During the lockdown and continuously.</p>	<p>Expert educators and subject coordinators are able to beam from the centres to the schools</p>	<p>Data Source .Curriculum Assessment Policy Statement .Training plan .Material Shared with Schools</p> <p>Evaluation Method .Datasets of educators who logged in for Online Programmes .Attendance Registers and Datasets for Face to Face Training .Quarterly Reports</p>	<p>MGSLG</p>	<p>Schools will be able to share expertise and good practice. Time lost will be regained quickly. The curriculum unit assist to identify lead teachers in all the subjects as extra personnel will be needed.</p>

Intervention 7:

Target Group: All educators where gaps are identified from the diagnostic analysis

Key Action Steps	Timeline	Expected Outcome	Data Source and Evaluation Methodology	Person/Area Responsible	Comments
<p>Beaming of lessons from the Teacher Development Centres and MGSLG Campuses</p>	<p>During the lockdown and continuously.</p>	<p>Expert educators and subject coordinators are able to beam from the centres to the schools</p>	<p>Data Source .Curriculum Assessment Policy Statement .Training plan .Material Shared with Schools Evaluation Method .Datasets of educators who logged in for Online Programmes .Attendance Registers and Datasets for Face to Face Training .Quarterly Reports</p>	<p>MGSLG & GDE</p>	<p>Schools will be able to close the curriculum gap identified.</p>

Intervention 8:

Target Group: Grade 10 – 11 educators.

Key Action Steps	Timeline	Expected Outcome	Data Source and Evaluation Methodology	Person/Area Responsible	Comments
<p>Just in Time Training for the Gateway subjects and Languages, using Blended approach</p>	<p>During the lockdown and continuously.</p>	<p>Expert educators and subject coordinators are able to beam from the centres to the schools</p>	<p>Data Source .Curriculum Assessment Policy Statement .Training plan .Material Shared with Schools Evaluation Method .Datasets of educators who logged in for Online Programmes .Attendance Registers and Datasets for Face to Face Training .Quarterly Reports</p>	<p>MGSLG & GDE</p>	<p>Schools will be able to share expertise and good practice. Time lost will be regained quickly</p>

Intervention 9:

Target Group: Grade 10 – 12 Business Studies, Accounting, Mathematics and Mathematical Literacy

Key Action Steps	Timeline	Expected Outcome	Data Source and Evaluation Methodology	Person/Area Responsible	Comments
<p>Educators are trained on E marking</p>	<p>During the lockdown and yet schools are re opened.</p>	<p>Business Studies, Accounting, Mathematics and Mathematical Literacy Grade 10 -12 educators are trained on E marking</p>	<p>Data Source .Curriculum Assessment Policy Statement .Training plan .Material Shared with Schools Evaluation Method .Datasets of educators who logged in for Online Programmes .Attendance Registers and Datasets for Face to Face Training .Quarterly Reports</p>	<p>MGSLG &GDE</p>	<p>The Exams unit will be exploring this for the upcoming Exams and teachers will be trained so if they are employed as markers they can assist and also teach others to use blended approach marking where necessary</p>

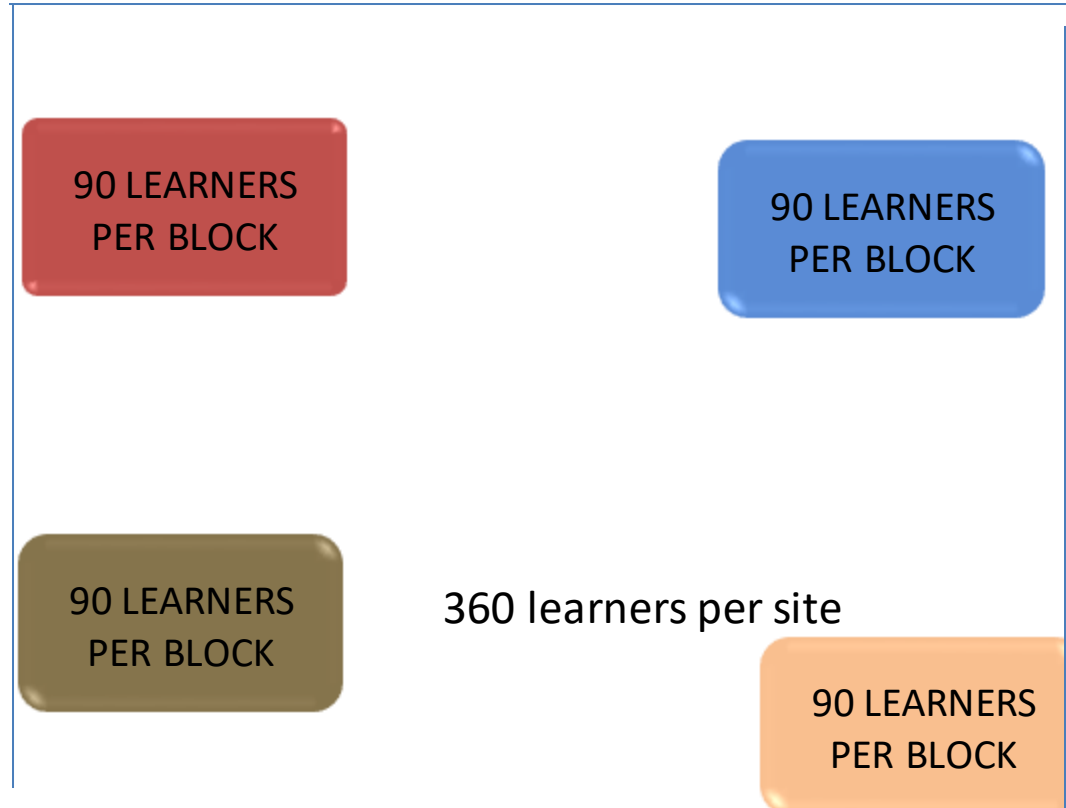
CONCLUSION: CRITICAL SUCCESS FACTORS

- Educator attendance and commitment
- Educators being provided with laptops.
- Data/Connectivity Access.
- Curriculum Unit assisting with identifying lead Teachers.
- Districts assisting with clustering of schools and list of different subjects in various schools.
- Procuring of PPEs so as to observe social distancing
- Availability of funds.

SECONDARY SCHOOL INTERVENTION PROGRAMME (SSIP) PLANS

- Covid-19 has disrupted the SSIP plans
- Regulations on social distancing are very important to adhere to at all times to flatten the curve
- Something must be done to recover from time lost
- There must be a way to engage learners in teaching and learning
- The use of masks and hand gloves must be cautiously implemented to prevent further infections
- Washing of hands in accordance with the guidelines from WHO is very important
- Social distancing of 1,5m should be observed at all times

WALK-IN CAMP/AFTERNOON CLASSES SOCIAL DISTANCING



Afternoon classes will take place as soon as re-opening

Walk-in camps will be from 13 to 22 June (2 weeks)

Each learner to receive masks and hand gloves at the gate. Each block with 180 learners will have hand sanitisers.

Learners won't be allowed to move from one block to another. Learners will leave the site per block at 15 min intervals. Each site will have Covid-19 rules on the wall to remind learners. 1,5 m distancing will be enforced both in the classroom and outside

WALK-IN CAMP/AFTERNOON CLASSES SOCIAL DISTANCING

B 1	30 LEARNERS PER CLASS	30 LEARNERS PER CLASS	30 LEARNERS PER CLASS
B 2	30 LEARNERS PER CLASS	30 LEARNERS PER CLASS	30 LEARNERS PER CLASS
B 3	30 LEARNERS PER CLASS	30 LEARNERS PER CLASS	30 LEARNERS PER CLASS
B 4	30 LEARNERS PER CLASS	30 LEARNERS PER CLASS	30 LEARNERS PER CLASS

TRANSPORTATION OF LEARNERS

1. Safety of learners is a priority.
2. The following requirements should be met by companies transporting learners:
 1. Certificate of Incorporation from Registration of Companies (CIPC)
 2. SARS Tax Clearance Certificate
 3. Proof of Roadworthy Certificate
 4. Vehicle Registration Certificate
 5. Proof of Professional Drivers Permit
 6. BBBEE
 7. Liability
 8. Insurance
3. Sci-Bono will do random checks to ensure the buses approved are the ones transporting learners.
4. Districts are requested to do the same. Information of busses will be provided to districts.

SANITIZATION AND SOCIAL DISTANCING IN TRANSPORT

- A meeting will be held with Bus Companies to agree on the following issues:
 - Busses sanitization each time learners board the buss
 - A 65 seater buss will have to carry 30 learners
 - A 14 seater taxi will carry 7 learners
 - Social distancing in terms of sitting arrangements within each vehicle should be adhered to at all times
 - Each learner using transport will get a mask and hand gloves

RESIDENTIAL CAMP SOCIAL DISTANCING

- Learners will have to be tested when going to the residential camps, also applicable during extension of 21 days if allowed
- The venue must accommodate between 150 and 300 learners
- 30 learners per classroom with 1,5 m apart in terms of social distancing will be non-negotiable
- In terms of the requirements, each venue must have 10 classrooms
- Each classroom must have a sanitizer
- There must be at least be at 4 basins where learners can wash hands
- Residential camps will be from 23 June to 07 July (3 weeks)

150 learners in a venue will be easy to manage

30 LEARNERS PER CLASS

30 LEARNERS PER CLASS

300 learners in a venue can be managed provided the arrangement can be in blocks

30 LEARNERS PER CLASS

30 LEARNERS PER CLASS

30 LEARNERS PER CLASS

EXTENTION OF 21 DAYS

- The scope of work for broadcasting of lessons should be extended in case the 21 days is being extended
- There must be an advert, either on newspapers on radio stations broadcasting or those that are not broadcasting the lessons.
- There should be an advert of lessons being broadcasted also on SABC and eNCA if possible

SUMMARY OF KEY INDICATORS : INTERVENTIONS

- SSIP lessons, resources; tuition videos available online
- SSIP classes/ camps as per revised programme revised as per COVID Measures
- Broadcasts – Mind Set etc.

Intervention 2: Gr 12 Senior Secondary School (SSIP) Intervention
Target Group: Grade 12 Learners and Tutors; SSIP Principals; District officials

Key Action Steps	Timeline	Expected Outcome	Data Source and Evaluation Methodology	Person/Area Responsible	Comments
<p>5. Revising the Grade 12 SSIP Plan for 2020 – adhering to COVID 19 Safety Protocols</p> <ul style="list-style-type: none"> <input type="checkbox"/> No of learners per site <input type="checkbox"/> Delivery Modalities for differentiated learner support 	6 April to date	<ul style="list-style-type: none"> <input type="checkbox"/> Revise SSIP Plan as per COVID Safety Protocols (seating; learner per site; remedial delivery modes) <input type="checkbox"/> Revise SSIP camp schedules and transport arrangements <input type="checkbox"/> Optimise SSIP Learner Safety 	<ul style="list-style-type: none"> <input type="checkbox"/> Revised SSIP Plan (DS) and SSIP Safety Protocols (EM) 	SSIP Project Manager – Sci-Bono FET Director CCI CD DDG CMD	<p>Safety Protocols In Progress – awaiting final DBE COVID 19 Safety Protocols</p> <p>Revising Plan - An On-going Process</p>

Intervention 3: School and District Safety and Recovery Orientation Packages

Target Group: School Principals; District officials

Key Action Steps	Timeline	Expected Outcome	Data Source and Evaluation Methodology	Person/Area Responsible	Comments
<p>6. Developing School and District Safety and Curriculum Recovery Orientation Packages - Guidelines; Brochures; Memos etc.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher and Learner Safety Protocols <input type="checkbox"/> Curriculum and Assessment Recovery Plan for 2020 Implementation 	20 April to date	<ul style="list-style-type: none"> <input type="checkbox"/> Safe Teachers and Learners <input type="checkbox"/> Safe School Communities <input type="checkbox"/> Standardised DBE/ PED Recovery Subject and Grade RTPs; Recovery Lesson plans; Recovery Assessment Tasks (SBA; PATs) <input type="checkbox"/> Standardised DBE/ PED Marking and Moderation (M&M) recovery plans 	<ul style="list-style-type: none"> <input type="checkbox"/> All outputs shared with DBE to date (DS) <input type="checkbox"/> Escalation reports/ Presentation recommendations & Scenarios to DBE (EM) 	GDE Relevant Business Units GET and FET Directors – DBE selected curriculum recovery committees CCI CD DDG CMD	<p>In Progress:</p> <p>Awaiting final DBE COVID 19 Safety Protocols</p> <p>Awaiting Standardised CARPs tools/ guidelines from established DBE/ PED Committees</p>

End of Presentation

