

# **A THREE YEAR CURRICULUM RECOVERY GUIDELINE**

## **2021 REVISED CURRICULUM AND ASSESSMENT PLANS**

### **MEDIATION OF THE NATIONAL RECOVERY ATP LANGUAGES GRADES 4-6**

**Implementation: January 2021**



# PRESENTATION OUTLINE

1. Purpose
2. Introduction
3. Vision and Rationale
4. Principles
5. Underpinning assumptions
6. Amendments: Annual Teaching Plan – Grades 4-6
7. Conclusion

# 1. PURPOSE

- To mediate the amendments of the 2021 Recovery Annual Teaching Plan including School Based Assessment for **Grades 4-6 Languages (HL and FAL)**, for implementation in January 2021 as stipulated in Circular S11 of 2020.
- To ensure teaching proceeds as per the 2021 school calendar.
- To assist teachers with **guided pacing and sequencing** of curriculum content and assessment.
- To enable teachers to **cover the essential core content /skills including the fundamentals** within the available, **amended** time.
- To assist teachers with **planning** for the different forms of **assessment**.
- To ensure learners are **adequately prepared** for the **subsequent year/s** in terms of content, skills, knowledge, attitudes and values

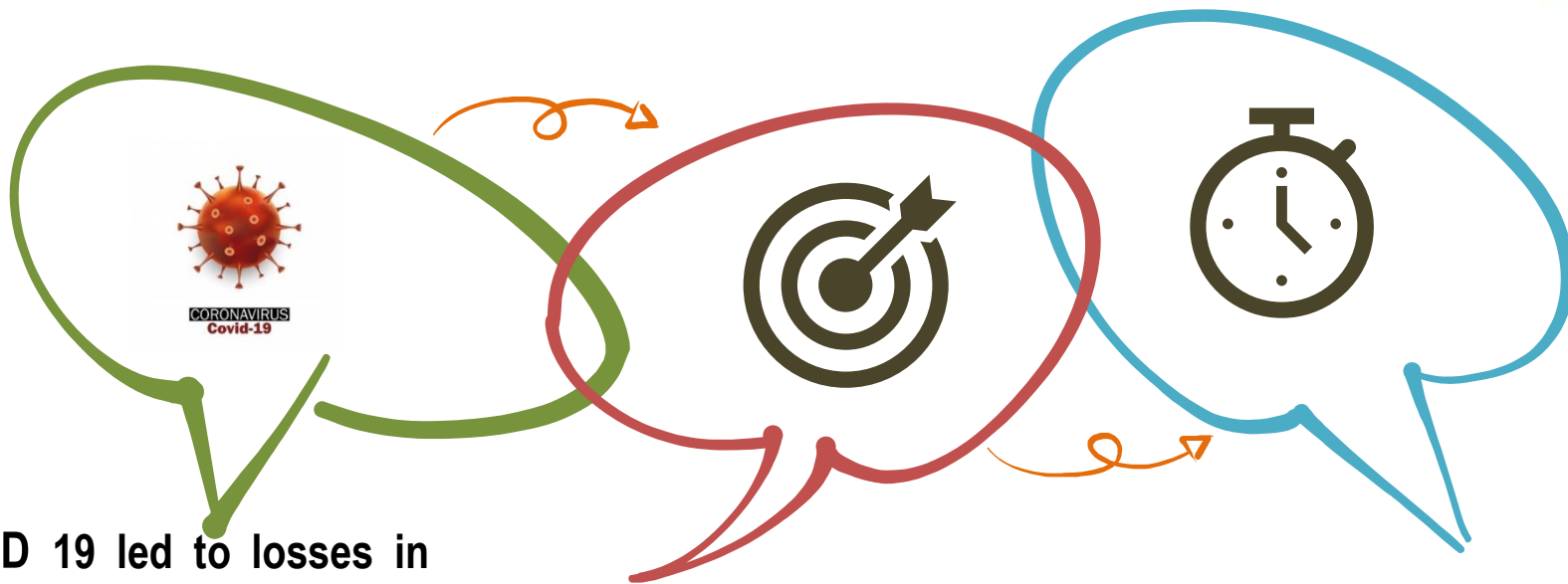


# 1. PURPOSE...

The Three Year Curriculum Recovery Guideline outlines the development of the three year recovery ATPs to manage learning loss over a period of three years **2021 Recovery ATPs as stipulated in Circular S11 of 2020.**



# 2. INTRODUCTION



**COVID 19 led to losses in teaching and learning time due to:**

- the lockdown period and **phased reopening** of schools,
- Alternating time tabling models and
- the related health and safety **protocols**.

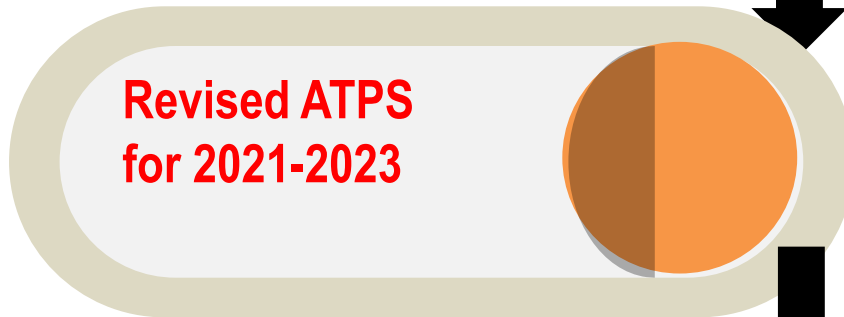
Furthermore, the revision of the school calendar **and** intermittent closure of many schools negatively **impacted** the **ability of teachers to implement the revised 2020 ATPs** as envisioned.

To mediate the impact and support teachers in managing teaching, assessment and learning within the reduced **time**, the DBE in 2020 implemented:

- **Circular S3** that outlined and guided teachers to conduct **context specific subject trimming**, in consultation with subject advisors.
- **National Assessment Circular 02** and **Circular E 11** to guide school-based assessment in phases and subjects



# 3. VISION 2024



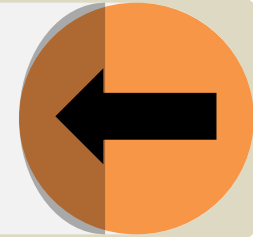
- Conceptualisation of a Curriculum Strengthening process that encompasses Competencies required for the Changing World;
- Develop Revised Modernised Curriculum Policy Statements in alignment with amended CAPS Section 4 and 2020 Assessment Circulars;
- Develop an Assessment for Learning pedagogical strategy, and
- Develop Educator Mediation Programmes.



# 3. Rationale for the Guideline

To outline the **process to develop the Three-year Recovery Plan** in managing the learning losses over a period of three years

**RATIONALE FOR  
THIS GUIDELINE**



**LEARNING LOSSES**



the purpose of this exercise  
are defined as:

Learning Outcomes (**content, skills & competencies, values & attitudes**) as stated in the revised **ATPs not achieved during the 2020 school year.**



# 4. PRINCIPLES

**1**

Use of the **2020 Curriculum Recovery Framework** as the base document

**2**

Learning losses inform the **Three Year Recovery Plans for School –based Assessment**

**3**

Management of the learning losses and the **School Based Recovery Plans**

**4**

Create opportunities through adjusted ATPs to strengthen **pre-knowledge, consolidation, revision, and deeper learning**

**5**

Entrench **Assessment for Learning** as a **Pedagogical Approach** to address the learning losses





# 4. PRINCIPLES...

**6**

The 2021 Recovery ATPs maintains the use of current LTSM and resources already available in the system.

**7**

Content topics removed in 2020 were not automatically returned in the 2021 Recovery ATPs.

**8**

Fundamental and core topics were retained in the Recovery ATPs

**9**

To guide and support effective teaching and learning



# 5. UNDERPINNING ASSUMPTIONS



1

1

## **ASSUMPTION 1**

All learners will return to school from day 1 of the 2021 academic year and norm-times as stipulated in the CAPS will be adhered to for the entire school year;

2

2

## **ASSUMPTION 2**

Learning losses due to COVID-19 across grades and subjects will vary from school to school, class to class and even within classes.

3

3

## **ASSUMPTION 3**

Each Teacher will have a record of learning losses and Departmental Heads and Subject Advisors will monitor progress in learning loss recovery;



# 5. UNDERPINNING ASSUMPTIONS...



4

4

## **ASSUMPTION 4**

All schools will develop & implement school-based support programmes for all grades/years with particular **focus on all the exit grades/years (3, 6, 9 and 12) throughout the three-year period.**

5

5

## **ASSUMPTION 5**

All Circulars related to the 2020 ATPs including SBA to be withdrawn and revised to align to the 2021 ATPs.

6

6

## **ASSUMPTION 6**

Schools have systems in place to manage the possibility of a second wave of the pandemic in Q1 and Q3 of the 2021



**6. AMENDMENTS**  
**ANNUAL TEACHING PLAN (ATP)**  
**INTERMEDIATE PHASE GRADES 4-6**  
**LANGUAGES (HL & FAL)**

# Fundamentals

- All the four language skills are fundamentals
  - Listening and Speaking,
  - Reading and Viewing,
  - Writing and Presenting, and
  - Language Structures and Conventions.
- All the language skills complement each other and are intertwined.
- They play a critical role not only in languages but across the curriculum.
- The time allocation for languages (HL and FAL) remains the same.
  - The time allocation breakdown for each language skill is in accordance to the CAPS provision.

# Summary: Amendments to the Content Overview for the Intermediate Phase

## Listening and Speaking

- Listening and Speaking is highly compromised.
- It will mainly focus on listening comprehension, (un)prepared reading, (un)prepared speech, teacher-led discussions / conversations.
- Listening and Speaking (Oral) concepts that do not conform to the Covid-19 conditions have been removed or reconfigured across all the Terms and Grades.
  - Dialogue, group discussion, forum discussion, role play, dramatization, and interview.
  - Discussion should be teacher-led.
- There are two, instead of four (one per Term) Oral Formal Assessment Tasks that should be done **continuum** in a semester (Terms 1 and 2 and 3 and 4).
- The two Oral Formal Assessment Tasks should be recorded and reported in Terms 2 and 4.
- There should be evidence of informal / formative assessment activities on Oral.

# Summary: Amendments to the Content Overview for the Intermediate Phase

## Reading and Viewing

- Reading aloud concept, which cuts across Listening and Speaking (Oral) and Reading and Viewing skills has been reconfigured to conform to the Covid-19 conditions across all the Terms and Grades.
- The rest of the Reading and Viewing concepts have been retained.
- Three literature genre per semester.
- There are three Response to Text Formal Assessment Tasks
  - 1x in Term 1,
  - 2x in Terms 2 and 4
- There should be evidence of informal / formative assessment activities on Reading and Viewing
  - Literary and non-literary text,
  - Visual or multimedia text,
  - Summary
  - Literature Genres (prescribed for the semester)



# Summary: Amendments to the Content Overview for the Intermediate Phase

## Writing and Presenting

- All the Writing and Presenting concepts have been retained.
- Sentence construction building up to paragraphing should be emphasised together with their associated conventions.
- There is one Essay Formal Assessment Task in Term 1 and two transactional texts FAT in Terms 2 and 4.
  - There should be evidence of an essay writing or paragraphing as a formative assessment activity in Terms 2 and 3.
- There is one Creative Writing Project in Term 3 and should be administered in accordance to the provided Guideline.
- There should be evidence of informal / formative assessment activities on Writing and Presenting
  - Essay,
  - Transactional texts, and
  - Creative writing on different literature genre.

# Summary: Amendments to the Content Overview for the Intermediate Phase

## Language Structures and Conventions

- All the Language Structures and Conventions concepts have been retained.
- The teaching of LSC should be dictated by the context.
- Teachers are not expected to cover all the LSC concepts within a given cycle.
- Language Structures and Conventions component is embedded into the Response to Texts Formal Assessment Tasks – Terms 1, 2 and 4.
- There should be evidence of informal / formative assessment activities on Language Structures and Conventions spread to address the different concepts:
  - Dictionary usage,
  - Abbreviations,
  - Phonetics and phonology,
  - Morphology,
  - Syntax,
  - Semantics,
  - Critical language awareness, etc.

# The Development of the 2021 Recovery ATPs

The Recovery ATPs are aligned to the:

- 2021 School calendar
- Abridged S4 of CAPS
- Curriculum and assessment principles as prescribed in the CAPS
- **The trimmed ATP should be read in conjunction with Section 2 of CAPS - Languages.**

*Every child is a National Asset*

# 2021 CALENDAR



**basic education**  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



**Read to Lead**  
A Reading Nation is a Leading Nation



Back to  
School

WELCOME

# AMENDED 2021 SCHOOL CALENDAR



basic education  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

Read to Lead  
A Reading Nation is a Leading Nation





# basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



January 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

October 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

May 2021						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2021						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

March 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2021						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

September 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

	Weekends
	Days for administration
	School days
	Public holidays
	Special school holidays
	School holidays

## Public and School Holidays 2021

01 January	New Year's Day
21 March	Human Rights Day
22 March	Public holiday
02 April	Good Friday
05 April	Family Day
26 April	School holiday
27 April	Freedom Day
01 May	Workers' Day
16 June	Youth Day
09 August	National Women's Day
24 September	Heritage Day
16 December	Day of Reconciliation
25 December	Christmas Day
26 December	Day of Goodwill

Duration	No. of weeks	No. of days	No. of public holidays	Actual no. of school days
(25) 27 January-31 March	10	46 (48)	1	45 (47)
13 April – 25 June	11	54	2+1	51
13 July – 23 September	11	53	1	52
05 October – 08 (10) December	10	47 (49)	0	47 (49)
<b>Total</b>	<b>42</b>	<b>200 (204)</b>	<b>4+1</b>	<b>195 (199)</b>

*Every child is a National Asset*

# ABRIDGED SECTION 4 OF CAPS



basic education  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



Read to Lead  
A Reading Nation is a Leading Nation



# ABRIDGED SECTION 4

## PROGRAMME OF ASSESSMENT

### GRADES 4-6

Term 1	Term 2	Term 3	Term 4
<b>Task 1</b> <ul style="list-style-type: none"><li>• Oral</li></ul>	<b>Task 6</b> <ul style="list-style-type: none"><li>• Oral</li></ul>	<b>Task 9</b> <ul style="list-style-type: none"><li>• Oral</li></ul>	<b>Task 11</b> <ul style="list-style-type: none"><li>• Oral</li></ul>
<b>Task 2</b> <ul style="list-style-type: none"><li>• Writing<ul style="list-style-type: none"><li>○ Transactional Text</li></ul></li></ul>	<b>Task 7</b> <ul style="list-style-type: none"><li>• Writing<ul style="list-style-type: none"><li>○ Transactional</li><li>○ Essay</li></ul></li><li>• NB: Written before the Mid-Year Exams</li></ul>	<b>Task 10</b> <ul style="list-style-type: none"><li>• Creative Writing Project</li></ul>	<b>Task 12</b> <ul style="list-style-type: none"><li>• Writing<ul style="list-style-type: none"><li>○ Transactional</li><li>○ Essay</li></ul></li><li>• NB: Written before the Year-End Exams</li></ul>
<b>Task 3</b> <ul style="list-style-type: none"><li>• Writing<ul style="list-style-type: none"><li>○ Essay</li></ul></li></ul>			
<b>Task 4</b> <ul style="list-style-type: none"><li>• Reading Comprehension</li></ul>	<b>Task 8</b> <ul style="list-style-type: none"><li>• Mid-Year Exam</li><li>• Response to Texts<ul style="list-style-type: none"><li>○ Reading Comprehension</li><li>○ Language Structures and Conventions</li></ul></li></ul>		<b>Task 13</b> <ul style="list-style-type: none"><li>• Year-End Exam</li><li>• Response to Texts<ul style="list-style-type: none"><li>○ Reading Comprehension</li><li>○ Language Structures and Conventions</li></ul></li></ul>
<b>Task 5</b> <ul style="list-style-type: none"><li>• Language Structures and Conventions</li></ul>			
<ul style="list-style-type: none"><li>• There are 13 Grades 4-6 Formal Assessment Tasks for both Home Language and First Additional Language levels.</li></ul>			

# **SCHOOL BASED ASSESSMENT 2021 AMENDED PROGRAMME OF ASSESSMENT INTERMEDIATE PHASE**



# Summary: Amendment to the weighting of tasks

- **SBA Weighting of tasks:**
  - Amended to the ratio of **80:20**
- **Abridged amended S4** aligned to the 2021 School Calendar



**2021**  
**TRIMMED PROGRAMME OF ASSESSMENT**  
**GRADES 4-6**

Term 1	Term 2	Term 3	Term 4
Semester 1		Semester 2	
<b>Task 1</b> <ul style="list-style-type: none"> <li>Oral</li> <li>NB: Continuum in Terms 1-2 and reported end of Term 2</li> </ul>		<b>Task 6</b> <ul style="list-style-type: none"> <li>Oral</li> <li>NB: Continuum in Terms 3-4 and reported end of Term 4</li> </ul>	
<b>Task 2</b> <ul style="list-style-type: none"> <li>Writing <ul style="list-style-type: none"> <li>Essay</li> </ul> </li> </ul>	<b>Task 4</b> <ul style="list-style-type: none"> <li>Writing <ul style="list-style-type: none"> <li>Transactional Text</li> </ul> </li> </ul>	<b>Task 7</b> <ul style="list-style-type: none"> <li>Creative Writing Project</li> </ul>	<b>Task 8</b> <ul style="list-style-type: none"> <li>Writing <ul style="list-style-type: none"> <li>Transactional Text</li> </ul> </li> </ul>
<b>Task 3</b> <ul style="list-style-type: none"> <li>Response to Texts</li> </ul>	<b>Task 5</b> <ul style="list-style-type: none"> <li>Controlled Test <ul style="list-style-type: none"> <li>Response to Texts</li> </ul> </li> </ul>		<b>Task 9</b> <ul style="list-style-type: none"> <li>Controlled Test <ul style="list-style-type: none"> <li>Response to Texts</li> </ul> </li> </ul>

- There are in total 9 Grades 4-6 Formal Assessment Tasks for both HL and FAL levels.
- There would be two formal oral tasks, executed continuum on semester basis, resulting in halving the four oral assessment tasks.
- Where there is an essay writing as a formal assessment task, there should be evidence of written transactional texts as formative assessment activities; and equally, where there is a transactional text writing as a formal assessment task, there, too, should be evidence of a written essay as a formative assessment activity in that Term).
- The Controlled Tests in Terms 2 and 4 comprise Writing and Response to Texts and should be administered during normal learning and teaching time.
- The Creative Writing Project should be done as guided in the trimmed ATP.

# 7. CONCLUSION

- The amended 2021-2023 ATP is informed by the projected 2021 school calendar.
- A uniform and standardised approach is used across languages (Home Language and First Additional Language levels) and Grades 4-6.
- No important aspect of Languages curriculum is compromised.
- The foundational principles of the National Curriculum Statement (NCS) as stated for Languages are included.
- The removal of concepts is mindful of the critical and foundational role that languages play in the other content subjects.
- The Recovery ATP exposes learners to a variety of forms of assessment.
- The amended **School Based Assessment** (SBA) aligns to the content and time available.
- **Informal assessment** activities focuses on the principles of assessment for learning.
- Informal assessment activities are compulsory in preparation for the formal assessment tasks and are equally important.
- The Covid-19 protocols should always be adhered.

# DBE & PROVINCIAL LANGUAGE COORDINATORS

Province	Surname and Initials	Email Address
Limpopo	Ms Thomas A	<a href="mailto:regishiju@gmail.com">regishiju@gmail.com</a>
Mpumalanga	Mr Mathenjwa JV	<a href="mailto:mathvj@gmail.com">mathvj@gmail.com</a>
North West	Ms Masilela B	<a href="mailto:bmaselela@nwpg.gov.za">bmaselela@nwpg.gov.za</a>
	Ms Lekgetho	<a href="mailto:trlekgetho@nwpg.goc.za">trlekgetho@nwpg.goc.za</a>
	Ms Rootman M	<a href="mailto:mroothman@nwpg.gov.za">mroothman@nwpg.gov.za</a>
Gauteng	Ms Kgwadi T	<a href="mailto:Tumi.Kgwadi@gauteng.gov.za">Tumi.Kgwadi@gauteng.gov.za</a>
	Ms Vywers Z	<a href="mailto:Zerline.Vywers@gauteng.co.za">Zerline.Vywers@gauteng.co.za</a>
KwaZulu-Natal	Ms Vilakazi TJ	<a href="mailto:Thokozile.vilakazi@kzndoe.gov.za">Thokozile.vilakazi@kzndoe.gov.za</a>
	Ms Mangalparsad RS	<a href="mailto:roshsm@yahoo.com">roshsm@yahoo.com</a>
Western Cape	Ms Sonday N	<a href="mailto:Naomi.sunday@westerncape.gov.za">Naomi.sunday@westerncape.gov.za</a>
	Ms Smith P	<a href="mailto:Portia.Smit@westerncape.gov.za">Portia.Smit@westerncape.gov.za</a>
Eastern Cape	Ms Crowley L	<a href="mailto:liesle0415@gmail.com">liesle0415@gmail.com</a>
	Ms Matshingana Z	<a href="mailto:zoliswamatshingana@webmail.co.za">zoliswamatshingana@webmail.co.za</a>
Northern Cape	Ms Murphy I	<a href="mailto:Murphy.irene2@gmail.com">Murphy.irene2@gmail.com</a>
	Mr Selaletse R	<a href="mailto:selaletsert@gmail.com">selaletsert@gmail.com</a>
	Mr Morape BJ	<a href="mailto:moraperhee@gmail.com">moraperhee@gmail.com</a>
	Ms Crutse J	<a href="mailto:masekhoane@gmail.com">masekhoane@gmail.com</a>
Free State	Mr Makokoe T	<a href="mailto:uniboeducation@gmail.com">uniboeducation@gmail.com</a>
	Mr Thebe K	<a href="mailto:kgotsothebe@yahoo.co.za">kgotsothebe@yahoo.co.za</a>
	Mr Letsoara S	<a href="mailto:S.Letsoara@fseducation.gov.za">S.Letsoara@fseducation.gov.za</a> <a href="mailto:letsoarasj@gmail.com">letsoarasj@gmail.com</a>
	Ms Plaatjie K	<a href="mailto:K.Plaatjie@fseducation.gov.za">K.Plaatjie@fseducation.gov.za</a>
DBE	Mr Blignaut C	<a href="mailto:Blignaut.c@debe.gov.za">Blignaut.c@debe.gov.za</a>



A photograph of a wooden surface with a cream-colored card and a black pen. The card is tilted and has the words "Thank You" written in a large, bold, black serif font. A black pen with gold-colored accents is lying diagonally across the top right corner of the card.

**Thank  
You**

