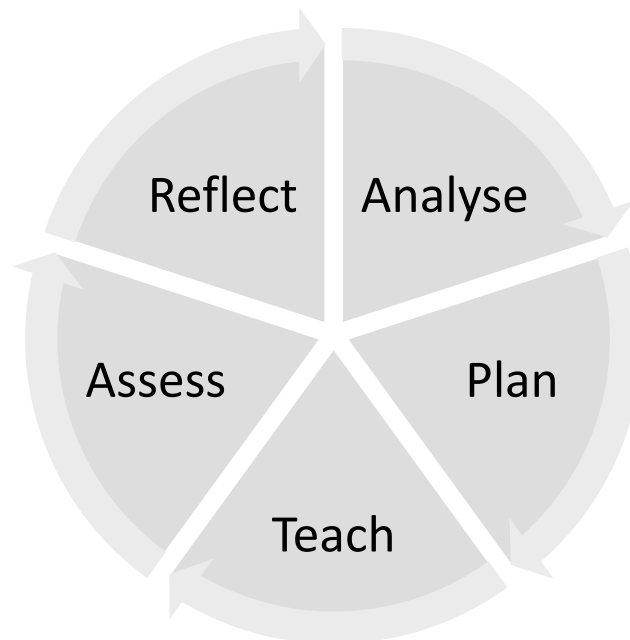




basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Teacher Guidelines
for
Implementing
Revised Annual Teaching Plans (ATPs)
TEACHER VERSION¹



06 July 2020

¹ A more detailed version of this document is available on the DBE website

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GUIDELINES FOR TEACHERS ON THE IMPLEMENTATION OF THE REVISED ANNUAL TEACHING PLANS (ATPs)

1 PURPOSE OF THE GUIDELINES DOCUMENT

The purpose of this document is to provide teachers with support and advice on how to interpret and apply the revised ATPs in their specific contexts. The challenges will differ from one context to the other and ways of addressing these challenges in the time remaining in 2020 need to be context-specific. The principles provided will guide teachers as they exercise their professional judgment in the best interests of their learners in each context.

2 INTRODUCTION AND BACKGROUND

- Teaching and learning time have been lost due to the lockdown and consequently, the work in the ATPs cannot be completed.
- Revised ATPs have been developed for each grade and subject; to help recover the lost time in these; content has been trimmed and reorganized to fit into the remaining school days
- Changes in the ATPs and the need to limit physical contact amongst learners have also necessitated changes in the programme of formal assessment in most subjects
- The following diagram depicts the journey travelled in revising the ATPs in order to recover the time lost during the lockdown.

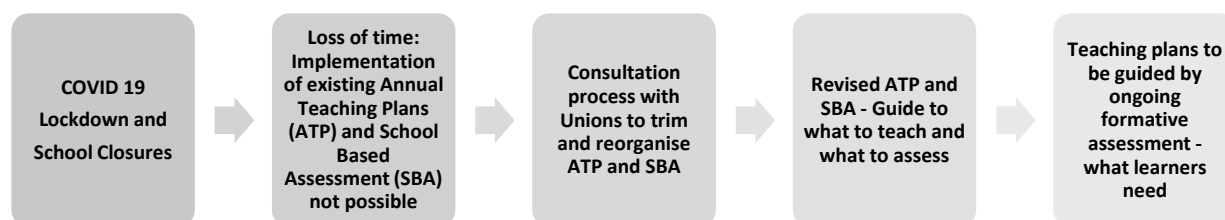


Figure 1: Journey of re-organising and trimming ATPs

3 EMERGING CHALLENGES AND IMPLICATIONS FOR EFFECTIVE TEACHING AND LEARNING

The revised ATPs assume that teaching and learning will begin effectively on the first day learners return to school, and that it will continue effectively for the whole term. There are many factors that could not be factored into revising the ATPs which make this assumption an unlikely reality. These include the following:

- Time needed to orientate learners to the new routines/protocols at school;
- Time lost due to absence from school (teachers and learners), and because incidences of Covid-19 sometimes require a school to close for decontamination;
- Different timetabling models adopted by schools to suit their context may lead to further loss of teaching and learning time;
- The impact the extended absence from school may have on learners, especially those who return to school last. This means that much of the work taught in Term 1 could have been forgotten, and teachers would have to revise this. The 'loss of learning' will be most acute in the early grades where establishing and deepening core competencies in literacy and numeracy must be a priority
- Learners may suffer from the trauma of the changing circumstances as result of the Covid-19 pandemic including: economic hardships, family member(s) becoming infected and the sadness and fear which accompany the experience. Learners are likely to struggle to concentrate, to get back into the rhythm and routine of learning, and this could result in a slower than the usual pace;
- Teachers may need to teach subjects and grades that they have not taught before or been trained to teach. They may also struggle with content knowledge and the related pedagogy. This will pose a great challenge to effective teaching and learning, and covering the material as planned; and
- Learners rotating weekly will need to have structured opportunities to learn at home.



Figure 2: Boy drawing Covid-19 virus
<https://benoriknowledge.com/insight/covid-19-impact-on-indias-education-industry/>

4 GUIDING PRINCIPLES

Planning what to teach is a catch-up over several years (at least over 2020/1-2022/2023 period) **and not a 'sprint' for coverage**. In 2020, we will be consolidating learning after a long break, and building clear foundations for learning in 2021 and 2022. The following principles will guide the implementation of revised ATPs in line with the timetabling models/arrangements adopted by schools;

- Learning will need to happen both at school and home, and teachers need to plan for learning and teaching at home;
- Teachers will use their professional judgement to decide on what is best for their learners in their context at any time;
- Teaching teams at school level will collaborate to deepen professional judgment in making the decisions needed in planning and reviewing teaching;
- The goal of all assessment is to ensure that learning gaps are identified for remediation in 2020 or in the subsequent grades; and
- Assessment must be school-driven and based on context, that is, what has been taught and should have been learnt in a particular class.

This means that teachers, and teaching teams, will:

- **Plan teaching for what is learned at school to be reinforced by learning at home**
 - Define and prioritise the core knowledge, skills and values as building blocks for deeper learning
 - Identify key concepts, skills and values that build the foundation for the next grade;
 - Use contact time to build a foundation and capacity for learning at home;
 - Reduce subjects, content, topics per grade/phase in order to create space to promote deeper learning (quality);
 - Narrow the scope of instruction by including less content for deeper understanding;
 - Cluster content around critical outcomes to ensure that all aspects of a particular topic are covered in a short space of time.
- **Plan for learning at home as central to teaching**
 - Identify key concepts, skills and values that could be covered at school and at home respectively and plan for both;
 - Identify relevant materials to support learning and teaching at school and at home;
 - Explore different modalities (e.g. face-to-face; through printed material; WhatsApp, Zoom, via other digital means) to give learners access to teaching and learning;
 - Utilise self-directed learning for older learners and parental/guardian support for younger learners.
- **Support learning at home**
 - Stay in touch with learners when they are not at school;
 - Keep parents, guardians and caregivers informed and feeling encouraged to support learning at home;

- **Be responsive to learners' needs**
 - Be sensitive that learners may be affected by the impact of COVID19 (stress, anxiety, loss of family members, fear and disrupted routines);
 - Plan teaching in response to what assessment for learning highlights in order to consolidate and deepen learning;
- **Use assessment for learning**
 - Make decisions that improve teaching and learning and minimise the stress on learners to 'pass' at this time;
- **Be responsive to changes in context**
 - School-based trimming and reorganizing the curriculum may be required should more distractions in the school calendar occur;
- **Work with colleagues**
 - Use their own and/or collaborative professional judgement to decide on what is best for their learners in their context at any time.

Good teaching is being open to change: it involves constantly trying to find out what the effects of [teaching] are on learning, and modifying the [teaching] in the light of the evidence collected.

Paul Ramsden

5 GUIDELINES FOR TEACHERS: PLANNING TEACHING

Teachers may not be able to do all the work in the revised ATPs given the reduced time. Planning at a school and within each of the phases is vital. Teachers will in subject or phase teaching teams, and with their head of department, establish whether the revised ATPs in their current format will be fully addressed in the time available or whether they will be further trimmed and reorganised. Choices about trimming must be made collaboratively with colleagues not only in the same grade, but also in grades that follow so that there is as little undermining as possible of the foundation for one grade by changes made in the previous grade. All decisions regarding further trimming should be communicated to the district subject advisors. If decisions are made collaboratively, teachers in subsequent grades will be able to adjust their planning to accommodate content gaps so that over the next year or two, these learning gaps can be addressed by teachers in the subsequent grades.

Guidelines for teachers to guide the planning of teaching and learning in different contexts and settings are available in the full version of this document, and the guidelines used by the DBE in adjusting the ATP are included in Appendix A in this document. These guidelines can be used to guide further school-based trimming and reorganisation. In selecting what content to leave out or to reorganise, teachers will employ their professional judgement on which content is crucial for their learners to do this year, and at what depth.

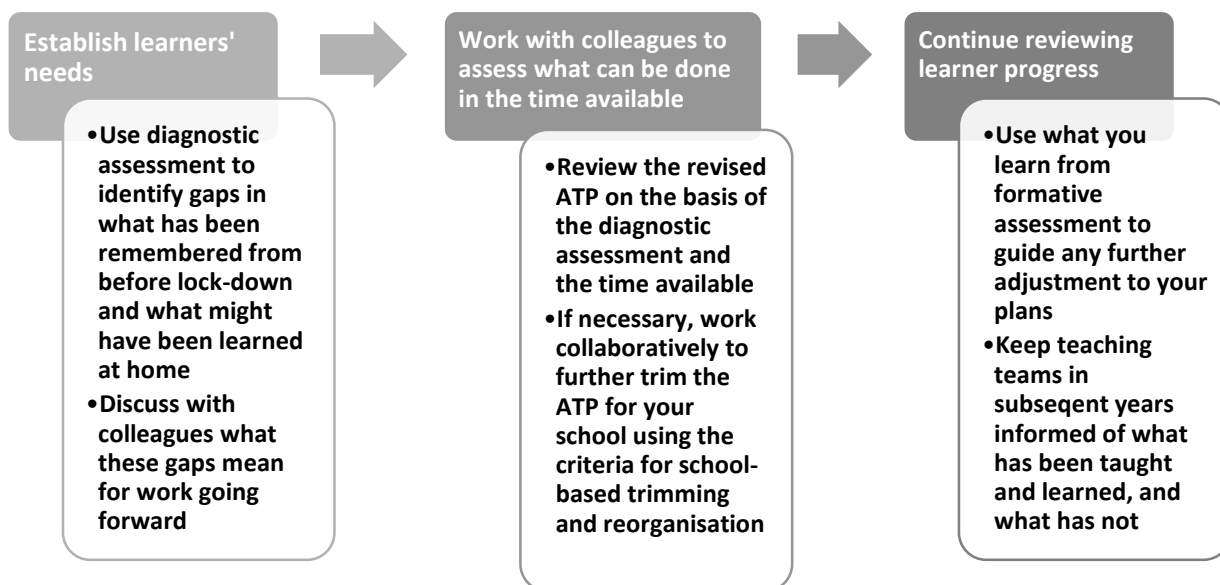


Figure 3: Planning teaching lessons post the lockdown

5.1 GUIDELINES FOR FURTHER SCHOOL-BASED TRIMMING AND REORGANISATION OF THE ATPs

Content can be classified as developmental, core or advanced, as defined in the table below. These categories provide useful criteria for further trimming and re-organisation of the curriculum at school level, as is described below.

Criteria for School-based Trimming and Organisation

Core Content	Advanced Content	Developmental Content
This content is crucial and cannot be done away with	This category refers to the Higher Order Levels of the Curriculum	This content is additional to what is required in the core
<ul style="list-style-type: none"> • Retain this content • The teacher should lead this section • Formative assessment are crucial to improve teaching and learning 	<ul style="list-style-type: none"> • This must be led by the teacher and preferably on a face-to-face basis • Emphasis on formative assessment to improve teaching and learning 	<ul style="list-style-type: none"> • This content that could either be left out, only done if time is available, or given as something additional for learners to do on their own.

Decisions will be different in each phase and will also be subject specific. When trimming is required, teachers need to consider the fundamentals per phase and which content, skills and values are core. A list of core content (topics and concepts), skills and values per grade and per subject has been developed as addenda to the revised ATPs to provide guidance to the teacher on the minimum content areas that should be taught and retained while trimming. The fundamentals to be focused on per phase and the core content (topics and concepts), skills and values per grade and per subject are provided on the DBE website.

For example:

- In the **Foundation Phase, Reading** (both decoding and comprehension) and **Writing, Number Concept and Health and Safety**, especially in relation to conditions during the pandemic are seen as **core components** of the three subjects in this Phase. Integrating work so that these are reinforced might be a useful strategy for this purpose.
- In **Grade 4**, developing competence in the LOLT is essential with an **emphasis on building vocabulary and reading fluency and with comprehension**. This might be more important than learning formal grammar or even completing the content specified in other subjects.
- In the FET, the **weighting of content and its significance for the next grade** and the **final NSC examinations** might be important considerations. In many subjects, it will be more important to help learners understand big ideas, to engage meaningfully with them and to develop higher order cognitive skills than to learn a lot of facts and details. This will certainly be true in planning for work to be done in class and at home as considered more fully in the section that follows.

Some subjects, for example, **Literacy and Language, Numeracy and Mathematics**, may require priority, while **some aspects of Life Orientation may also be critical at this time**. This should be discussed understanding that curriculum adjustment will extend into 2022/2023.

5.2 PLANNING AND REVIEWING TEACHING PLANS

a) Plan what to teach each month, each week, and each day.

Teachers need to plan how to manage the work in the ATP in the time available. To do this, they need to:

- Assess their learners' knowledge of content, skills and values on which the work builds and decide if they can start where the revised ATP suggests, or take a step back. In other words, they need to conduct baseline assessment before starting to plan teaching.
- Think carefully about the concepts, skills and values to be taught, the time they think that is needed for learners to develop these, and then divide the work into the weeks and days available. Their experience will be a guide, as will textbooks and other LTSMs that map the work out for them.

b) Prepare lessons, teach, and reflect

Once teachers have their plan for the month and each week, they can prepare and teach their daily lessons.

In each lesson, they need to:

- Continuously assess how their learners are managing - by listening carefully to learner responses to the questions they ask, to the questions learners ask, and by looking at written classwork and homework tasks.
- Reflect on the lesson taught and learners' learning – did the strategy work well? Did learners understand the explanation; how can they better support a struggling learner, or extend another?

At the end of the lesson, using information from the assessment and reflection, they can decide what to do next, that is, whether they can move on to the next lesson or to spend more time on this lesson to ensure that the learning outcomes are achieved. This is a professional judgement that teachers need to make all the time.

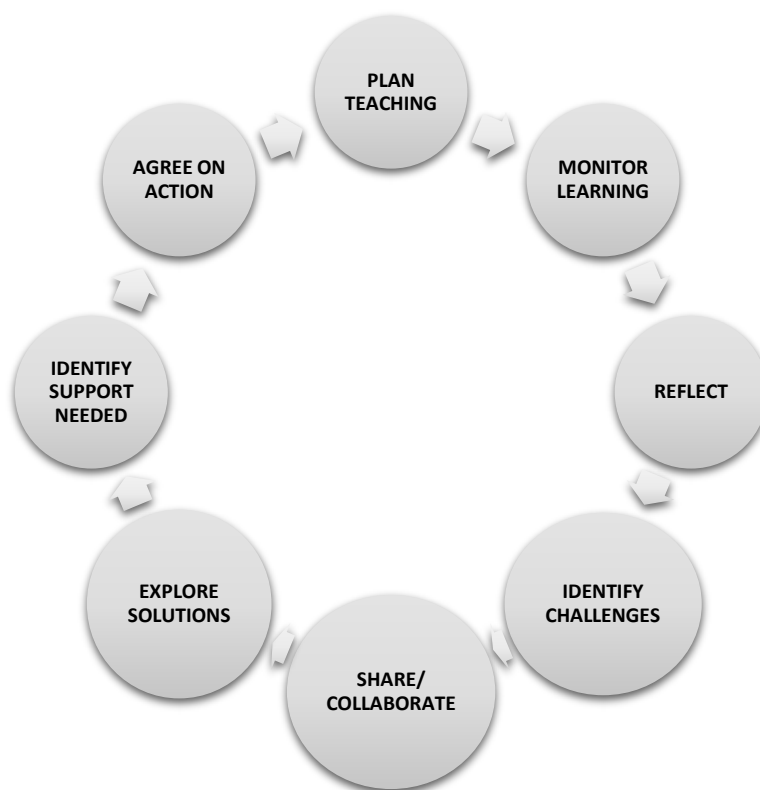


Figure 4: Planning Cycle

c) Track progress against the plan and reflect on it

Each week:

- Teachers need to check what they have achieved against what they planned to do. They should reflect on whether they have met their teaching objectives or whether they have fallen behind. If they are behind, they should think about why, and how to respond.
- Departmental Heads need to regularly monitor the achievement of the plans of teachers they support. They need to establish whether teachers are doing well to cover what was planned or whether they are falling behind. They do this by talking to their teachers and by looking at evidence of the work in the learners’ classwork, homework books and at any assessment records.

d) Share learning challenges and strategise about ways to overcome them

- The purpose of reflecting on lessons and tracking and monitoring how closely learning is following the plan, is to identify challenges and find solutions. Teachers should share their challenges and work collaboratively with their departmental head and colleagues. Together, they will find ways to make up for slow progress, or to adjust the teaching plan. Decisions about what to assess and when will need to be made collaboratively as

the teaching plan shifts. Subject advisors should play a crucial quality assurance role to ensure the set assessment tasks are of good standard.

- Teachers in each context will need to be trusted to make the best professional judgements based on the evidence of what learners have learned to ensure the key concepts, skills and values required for further work are developed. These judgements need to be based on evidence of the teaching and learning that has taken place and on collegial reflection and problem solving.
- Supporting teachers through guiding effective teaching is a key responsibility of the Departmental Head (DH). This does not mean that the DH must provide the solutions, but that they must create an environment in which collaborative and collegial problem solving can take place. Teachers need to feel safe to admit to having concerns and to be struggling, knowing that support, and not blame, will be provided.
- Collegial support is going to be more essential than ever as teachers face increased demands to be flexible and responsive to the new teaching and learning context. Teachers teaching outside their comfort zones will need additional support. While Subject Advisors are key support agents and should be asked for help when needed, colleagues at school will remain a key and immediate source of support as current restrictions on gatherings may have an impact on the availability of Subject Advisors.

Purposeful reflection means not to just think about our behaviours and their effect on the work we do, but doing something about it. "What am I going to do differently in order to meet [learner] needs?"

Tony Frontier

6 INTEGRATION OF SCHOOL AND HOME LEARNING

6.1 IMPLICATIONS OF TIMETABLE OPTIONS FOR PLANNING LEARNING AT HOME AND TEACHING AT SCHOOL

Physical distancing means that not all schools will have sufficient space to have all their learners present at the same time. Depending on context, a platooning or a rotational system may be introduced, and teachers will have limited time for face-to-face teaching time with their learners. They will need to decide how they are going to use their contact time with learners to support learning at school and at home.

Teachers are familiar with contact-based teaching (when learners are physically present). Under the changed circumstances of the lockdown, teachers will need to consider how a **mixed (blended) mode of provisioning** (i.e. distance learning and contact-based learning) will take place. Distance learning and teaching involves finding ways to communicate and support learning without teachers and learners being in the same place at the same time. Teachers

will need to find structured ways to support learning at home. The instructions and resources that they provide and develop for learners must be able to support independent learning at home. Teachers will need to:

- structure the take-away work so that learners are able to do the work independently.
- provide educational support for learners who are not physically 'on site'.
- keep contact with their learners with or without supporting technology,

6.2 HOW TEACHERS CAN PLAN FOR LEARNING AND TEACHING AT HOME

Identify key concepts and skills to be covered at school and at home:

- Teachers will need to make a judgment regarding which concepts, skills, values and attitudes learners can cover at home without their intervention.
- The concepts, skills, values and attitudes that can be covered at home, will be those that require very little intervention by the teachers.
- However, concepts, skills, values and attitudes that need to be covered in the presence of a teacher will be those that draw from a range of aspects of work and require careful and systematic teaching by the teacher.
- When giving work to be done at home, teachers must be clear about what they want learners to acquire and achieve.

Identify relevant materials to support learning at home

- This will include worksheets, textbook activities, online material (where it can be accessed) and any practical work that learners should do at home to reinforce what was actively taught. Organise and prepare sufficient copies of these materials for learners to use at home.
- There must be clear guidance about what needs to be done, preferably in written form, and learners must be confident that they will manage without their teacher. The packaging of materials for learning at home must include everything, including clear guidance, reading and learning materials that learners will need for the time they are away from school.
- Where the necessary foundation is lacking, build it or structure the work so that the required pre-knowledge is developed to support learning at home.
- Provide activities that encourage learners to develop high order skills, apply knowledge, analyse information (like graphs, maps, pictures and written texts), evaluate alternatives and make judgements about what is best and put ideas together to create something new.
- It is important to teach these skills as not all learners can acquire them on their own. Use class time to scaffold steps thinking so they learn how to do these things. For example, young learners need helpful frames to write good sentences, paragraphs and essays. In class, help them to use these to develop their writing and they can practice these skills at home. Lower order skills – such as remembering and recalling facts are also important but are more easily acquired. You can ask learners to do much of this sort of learning at home

and do a quick check when you meet them again. Of course, this does depend on the grade, subject or topic. Therefore, as a teacher you must use your professional knowledge of the subject and your learners to make this decision.

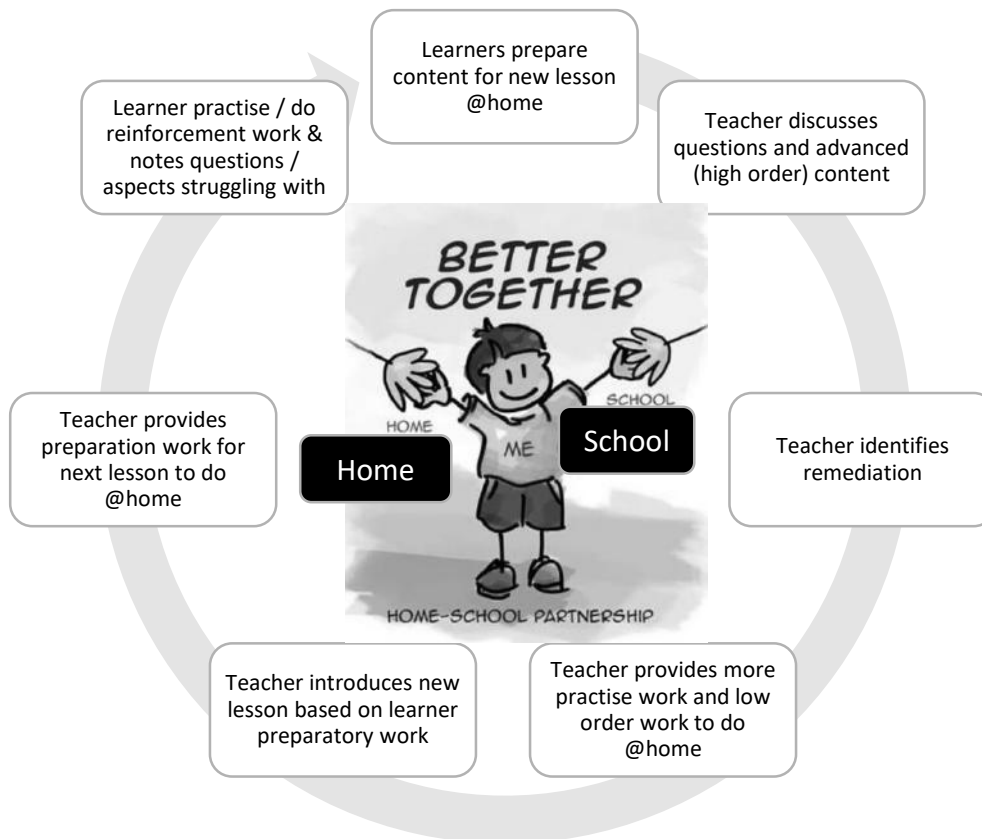


Figure 5: Learner support at home

6.3 GUIDELINES FOR MIXED-MODE TEACHING

In general, **teachers must consider, among others, the following principles** to ensure that teaching and learning at school and at home complement each other:

- a) **When assigning the work to be done at home, ensure that learners know exactly what to do. Helpful strategies include:**
 - Asking learners to begin doing work they must do at home while at school so the teacher can ensure that they are on the right track, and can remediate any difficulties that learners may experience in completing the work.
- b) Giving learners a reasonable amount of work to do while at home so that learners are not overloaded. It is suggested that teachers for a specific grade agree on the amount of

*Build learners' **self-efficacy** through **motivation**:
(Autonomy (Choice), Competence (Success),
Belongingness (Connected))*

work to be done at home per subject or develop a time table for working from home and allocate specific subjects on specific days. It should be noted that a learner offers a number of subjects and in many cases often less than ideal conditions for working at home. This will be especially important during their initial days of learning from home. It is important to **keep their interest and self-esteem positive**.

c) Keep parents, guardians and caregivers informed, encouraged and feeling supported to support learning at home

- Communicating the new arrangements
 - Schools must put together a **revised 2020 school plan** that explains how learning will be implemented at the school. This should include the **revised timetable, resources** to be utilised, **guidelines for managing assessment**, and **communication platforms** to be followed for the different grades and subjects.
 - The plan must be finalised with the **School Governing Body (SGB)** and communicated to the parent community. The school plan should provide a clear indication of how teaching will be broken down into units of in-school-contact time and at home-contact time.
 - Schools, with assistance from the district, should provide parents with an easy to follow **resource pack** that includes all the required information on the teaching plan (based on the revised ATPs) and how teaching and learning will be facilitated for each subject and grade within the constraints of the COVID-19 social distancing conditions.
 - The support of **broader community structures** (libraries, printing companies, publishers, etc.) in making resources available can be encouraged by the school in further supporting parents.

6.4 HOW TO SUPPORT LEARNING AT HOME

- **Clear Instructions:** Teachers will need to find ways to deal with the ‘distance’ by providing accessible and easy to follow (written) instructions for learners and whoever is assisting them or by allocating work that is easy to do for times when learners are learning from home.
- **Learning guides:** Where possible, teachers can consider developing learning guides that will serve as a teacher when learners are learning from home. As much as possible, what is done at home must be doable by all their learners without the support of a third person
- **‘Mapping’ learners:** Where possible, teachers could ‘map’ their learners, knowing where and with whom each learner lives, so that learners could be organised into support groups.
- **Routines at home:** Teachers must assist learners to establish **routines**, as they do when they are preparing for and are at school, e.g. a timetable to organise their day at home. This will need to provide detail on how and what learners must do each day they are away, and how they must reach out for support where they feel there is need to speak to their teacher.

- **Maintaining contact:** Teachers could find creative ways of maintaining interaction between themselves and their learners and create opportunities for virtual dialogue.
- Create possibilities for learner to learner and learner to teacher dialogues: Teacher might provide **consultation times for learners** when learners may request contact with their teachers. Where possible, teachers may, in line with relevant guidelines, make use of social networks to build support mechanisms for their learners. This means that teachers should have contact numbers of parents, guardians and caregivers of their learners. In this case, with the support of the school principal, teachers may have to check-in with parents, guardians and caregivers to check how learners are progressing.
- Building **self-directed learners:** Teachers will need to be patient because this system may not work perfectly in the beginning. Teachers should structure their guidance such that it can assist learners to determine their learning goals, structure their learning experiences, evaluate and assess their own progress and be able to call for help where necessary. In other words, the teacher must be prepared to hold their learners' hand to the point where they no longer need another person to guide and mediate their learning. Teachers will need to develop guidelines for subject specific self-directed learning and communicate this with their learners before they leave for home-based learning.

*Design activities for **maximum cognitive presence** while learning @home – activities that allow learners to personally engage with their learning to acquire new knowledge and understanding while working @home*

- **An emphasis on SUPPORT:** In the beginning, teachers might consider giving tasks with a balanced level of difficulty for all learners to attempt. When teachers have given a task to do at home, they must ensure that such tasks are discussed, assessed with learners and feedback provided when learners return for contact lessons. The emphasis must be on supporting learners, rather than punishing them for not being able to do the work without the support of their teacher. Whatever action is taken, it must be a mechanism for supporting learners to learn.

6.5 UNDERSTANDING LEARNING CONSTRAINTS IN THE HOME

Whatever mechanisms teachers establish for supporting their learners while they are learning at home, it must not assume access to services, but must be based on realistic information about what is available in the home environment.

Educational resources (including print materials, broadcast schedules and e-learning links) for different subjects and grades were offered to learners during the time of school closure and continue to be available.

Differences in the context mean that not all homes have access to these resources. Many households will be dependent on the school providing resource packs because the majority of learners do not have access to devices or the data to use on-line learning materials. This could include workbooks, worksheets, textbooks and explanatory notes to supplement textbook

learning or extracted from textbooks (where there is a shortage) that will assist parents to work with learners (e.g. on homework activities), readers and/or to assist with self-directed learning.

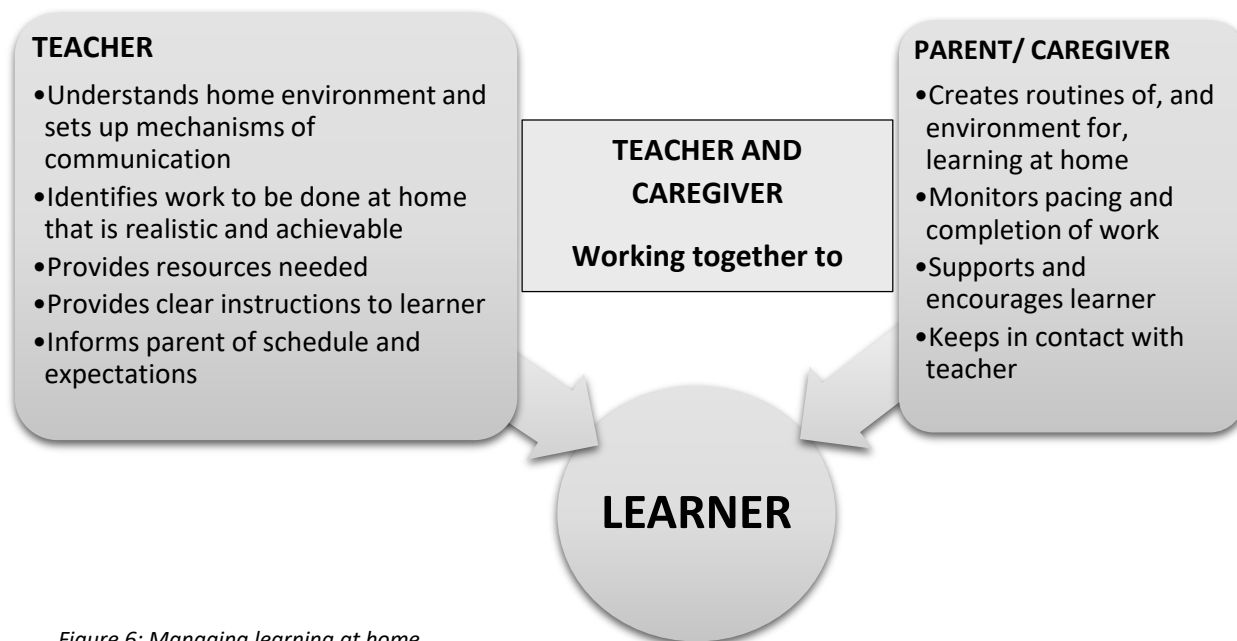


Figure 6: Managing learning at home

6.6 SUPPORTING PARENTS TO SUPPORT LEARNING AT HOME

- Help parents/caregivers to understand that reducing school contact time means that some **learning will happen at home more than usual**, of what work needs to be done at home, and how they could assist. How this is done will depend on context and the realities of the lives of your learners' parents, guardians and caregivers. In some cases, it can be WhatsApp groups; in others it will short written communication or it may be a phone call.
- **Clarity of expectations** is important as parents, guardians and caregivers may not be teachers and will have their own family responsibilities. Do not assume that those who are unable to provide the expected support are unwilling. Work to get as much support and participation as possible so that learners can be assisted to learn.
- Schools should be supported by the School Governing Body (SGB) and the District to undertake **regular and consistent interaction** between school and parents, teachers and parents, teachers and learners, and between parents and learners.
- The communication flow between teachers and learners is critical to the learning process. Help parents and caregivers understand that an adjustment of teaching pace allows learners to extend the work done in-school with supplementary @home activities that can be done at home through self-directed learning or with parent assistance. This includes homework, remedial exercises, research projects, assignments, investigations and extended writing.
- A **schedule of weekly work activities** that indicates work to be completed at school and work to be completed at home so that classroom time can be reserved for activities that

lead to deeper or clearer understanding of work assigned by the teacher to be completed at home or through self-directed learning.

- **Help parents partners understand that assessment will be formative:** Parents need to know that assessments will only cover topics or skills completed and that assessment will be integrated into the teaching and learning process. Feedback on individual learner's strengths and weaknesses will be maximised during the in-contact sessions, and teacher interaction with learners will be structured based on this feedback. Differentiated inclusive learning strategies should be encouraged given the variability of home contexts, access to resources, and parental support.
- The focus of parent support in the **early years should be on Reading and Mathematics.** Resource packs for parents should include guidelines on how parents can practice reading aloud exercises at home to improve reading speed, fluency, and understanding. In Mathematics, parent support should focus on improving mental calculations and strategies, number sense, rapid recall, strategic thinking and calculating.

6.7 BUILDING ROUTINES AT HOME

The following **tips for parents** to extend learning at home are suggested:

- Parents need to be confident that they can **monitor** and check if work to be done at home is completed without being experts in the subject area, and that they can show how learners how to **break the work into doable bites** and ensure learners work consistently so the pressure won't be on the night before returning to learning-at-school.
- **To maximise learning outcomes and achievements** during this period, parents should provide a quiet place and a regular time for homework and other learning activities so that a **home environment** is created that is conducive to learning.
- **Create a routine for studying.** Routines are important - they give children a sense of security and help them develop patterns of self- discipline. Establish a family routine with regular mealtimes, bedtimes, homework time, and outdoor play and exercise time. Having a set time and space to do homework or self-directed learning helps learners to focus and accomplish a task.
- **Create an active learning environment** that support children's learning at home. The DBE has partnered with UNICEF South Africa and the LEGO Foundation to develop the "Active learning@Home" series which provides information to parents (one page a day) of easy-to-do activities to keep children from Grade R to 9 learning and developing while not in school. These resources are available for download on the DBE's website and hardcopies to schools could be facilitated through provincial education departments.
- Avoid giving learners too much help. **Parent "over-involvement"** is evident when work done at home is perfect, but the learner would not succeed independently on the same material. If a child has done a Mathematics problem incorrectly, the parent should show him/her how to work a similar problem but let him/her be the one to correct it on his/her worksheet.

- Learners, especially in the higher grades need to be encouraged to take ownership of and **responsibility for their own learning**. The following self-regulating strategies may be of assistance:
 - Teaching learners **self-regulatory skills**, including how to manage time, handle distractions, and control negative emotions. Parents are urged to encourage self-reliance and responsibility and empower their children with an **"I can do it" attitude**. To do this, they should avoid bailing their children out if they fail to do their work.
 - Asking learners to **share their work with their peers in any social media they have access to**: Encourage learners to take responsibility for their work Ask learners to share and discuss their homework. This could prove useful during the pandemic.

7 CONCLUSION

The effective implementation of the “**Teacher Guidelines for Implementing Revised ATPs**” in the context of the second and third phases of the re-opening of schools in July 2020 and August 2020 will be dictated by how the infection rates proceed over the next few weeks/months. The priority of the Department of Basic Education remains the protection of life, the health and safety of our learners and teachers, as well as education continuity in the lockdown period.

8 APPENDIX A: GUIDELINES USED BY THE DBE TO ADJUST THE ATPS

The revised ATP were developed to mitigate the impact of COVID-19 on schooling. The revision of the ATPs was based on the following guidelines (see Circular S2 of 2020):

- Identifying **core content and skills** that must be completed in the current grade to allow learners to cope with the next grade;
- Reducing the curriculum to **manageable core content, including skills**, so that schools create ample space for meaningful learning;
- Removing repetitive content and ensure that there is a **smooth sequencing of content and concepts**;
- Defining **core knowledge and skills to be taught and assessed** so that it provides clear direction and support to teachers;
- **Aligning curriculum content and assessment** to the available teaching time; and
- Maintain the **alignment in the learning trajectory for learners**, without compromising learners’ transition between the grades.