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Curriculum and Assessment Minute: 0002/2022

To: Deputy Directors-General, Chief Directors, Directors, Heads: Curriculum Support, Circuit Managers, Chief Education Specialists, Heads: Management and Governance, Deputy Chief Education Specialists, Assessment Coordinators, Subject Advisers, Principals, and educators

Subject: Update on curriculum implementation for 2022 and going forward

1. We would like to extend a hearty word of congratulations and acknowledgement to all our staff for their effort and achievements in terms of the education of our children, up to this point of the pandemic.
2. The pandemic has presented the education system with many acute challenges and all schools, districts and Head Office have responded as best possible.
3. However, owing to the rotation of classes at most schools, learners in all grades at these schools were adversely affected by the loss of contact time for learning and assessment. There have been extensive ongoing discussions at provincial and national levels with all stakeholders and role players about the best way to proceed. The state of implementation based on these discussions at the current time as adopted by the Council of Education Ministers Committee, is as follows:
 - 3.1 For 2022, the revised Annual Teaching Plans (ATPs) presented at the Further Education and Training and General Education and Training Curriculum roadshows will be implemented nationally; and
 - 3.2 Amendments, as required for 2023/24, will be discussed during 2022 for proposed implementation in 2023. Among these amendments is the proposal to reinstate examinations in Grades 10 and 11 and mid-year examinations in Grade 12 from 2023 onwards.

- 3.3 A longer-term, three-year process of curriculum strengthening will begin in 2022 with a view to introduce changes from 2025. The focus of the strengthening will be to address the inequality challenges in the learning system, the impact of the pandemic on learning, and acceleration of relevant learning in the context of 21st century realities.
4. All stakeholders are encouraged to present submissions into the above-mentioned processes through the channels that have been created.
5. The Western Cape Education Department (WCED) has adopted the Foundation Phase, along with blended online learning, psycho-social support and wellbeing, and the reduction of the administrative overload as key priorities in the coming years. The Foundation Phase has experienced the largest learning losses, particularly in Mathematics, Phonics and Writing. With an estimated 50% of 10-year olds struggling to read for meaning, additional resources for Learning and Teaching Support Material and educator support in parts of the system needing it the most, have been allocated.
6. The WCED teams have developed COVID-19 adjusted resources to guide and support educators and these resources are available on the WCED ePortal. The key ones are listed below:
- [Foundation Phase Lessons | WCED ePortal](#)
 - [Intermediate Phase Lessons | WCED ePortal](#)
 - [Senior Phase Lessons | WCED ePortal](#)
 - Revision materials are being made available at the end of every quarter to provide learners with an opportunity to revise content and consolidate skills covered during that quarter in preparation for the next term. These have also been distributed on WhatsApp posters.
 - School Management Teams and teachers are encouraged to pay the necessary attention to setting quality School-based Assessment (SBA) activities and tests that cover the required cognitive demand, since the SBA contributes 60% toward the final promotion mark in Grades 10 and 11.
 - The WCED Reading Strategy, launched in March 2020 and continued in a COVID-19 adjusted form during the various levels, will be refreshed. The full plan and implementation details are also available on the WCED ePortal. All role players are encouraged to support the goal of reaching a 100% reading with meaning competence for all learners.
 - To assist and guide the improvement of Mathematics, a strengthened Mathematics Strategy will be released during April.

7. The return of all learners to full time schooling is producing evidence that planning for learning should include greater attention to managing large classes, a greater diversity of learning levels among learners in the same grade, and a psycho-social focus. Rotational timetabling has had a varied impact on learners, and this requires more careful and detailed teaching and learning practices. The Screening, Identification, Assessment and Support Policy provides a useful tool for profiling the learners. It can assist educators and other relevant role players to identify and address barriers to learning via the WCED support pathway by means of interventions, support measures and accommodations.
8. The WCED is developing a support pack for the above consisting of resources, discussions, workshops, and professional development opportunities.
9. CTLI Minute 0004/2022, dated 24 March 2022, provides guidance to teachers in terms of Term 2 and 3 professional learning opportunities (PLOs) on offer. To view and register for these PLOs on offer, teachers are requested to log onto www.wcedctli.co.za for further information.
10. The ATPs and Programme of Assessment make provision for the administration of controlled tests for the mid-year assessment for Grades 10 and 11. The administration of controlled tests is mandatory since it allows for the continuation of teaching and learning.
11. Many stakeholders and role players have voiced their concern regarding the lack of examination practice for learners. It is a well-established fact that the lack of examination practice has an adverse effect on adequate learner preparation for examinations and performance of learners. The WCED is thus of the view that schools should prepare a programme for examination practice suited to the conditions at their schools for Grades 10, 11 and 12 learners.
12. All stakeholders and role players are kindly requested to bring the contents of this minute to the attention of all learners, teachers, and parents, as applicable.

SIGNED: H MAHOMED

DEPUTY DIRECTOR-GENERAL: CURRICULUM AND ASSESSMENT MANAGEMENT

DATE: 2022-04-26