

# Managing learning losses and the adapted curriculum

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DIE VERANDERING IN ONDERWYS  
THE CHANGE IN EDUCATION

# **SUBPAGE SECTION 1**

POLICY ON SCREENING, IDENTIFICATION,  
ASSESSMENT AND SUPPORT – 2014 (SIAS)

**POLICY ON SCREENING,  
IDENTIFICATION, ASSESSMENT  
AND SUPPORT  
2014**



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



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# RATIONALE OF THE SIAS POLICY

- ✓ Two policy documents underpin the rationale of the SIAS policy:
  - ✓ Education White Paper 6
  - ✓ The United Nations Convention on the Rights of Persons with Disabilities
- ✓ Many children in South Africa are facing one or more barriers to learning preventing full and equal access to education.
- ✓ The SIAS policy aims to respond to those needs in a consistent and standardised way.



# WHAT IS IN THE SIAS POLICY DOCUMENT

- ✓ The policy document addresses the following:
  - ✓ The legal mandate for the policy
  - ✓ Principles underpinning the policy, assessment and decision making around support provision
  - ✓ The SIAS process
  - ✓ Procedures to be followed
  - ✓ Forms to be used
  - ✓ Roles and responsibilities of key role-players and coordinating structures (School-based Support Team [SBST] and District-based Support Team [DBST])

# FUNCTIONS OF THE SCHOOL BASED SUPPORT TEAM

- ✓ Study the report provided by the teacher on barriers identified and support provided /implemented up to that point, and the impact of the support;
- ✓ Assess support needed and develop a programme for teacher and parents;
- ✓ Provide training/support to be implemented in the classroom if necessary;
- ✓ Evaluate/monitor after the proposed programme has been implemented for a period agreed upon by SBST, teacher and parents. The kind of support to be provided will determine the length of a formal report which should be compiled by SBST;
- ✓ Identify further School-Based Support assets and mobilise;
- ✓ Encourage collegial support/peer support;



# CORE PURPOSE OF SCHOOL BASED SUPPORT TEAMS

- ✓ The core purpose of these teams is to support the teaching and learning process.
- ✓ Key functions that relate to teaching and learning include:
- ✓ Co-ordinating all learner, teacher, curriculum and school development support in the school.
- ✓ Collectively identifying school needs and, in particular, barriers to learning at learner, teacher, curriculum and school levels;
- ✓ Collectively developing strategies to address these needs and barriers to learning.



# SIAS IMPLEMENTATION AT SCHOOL LEVEL

	What happens?	Main role-players
S I A S	<b>Screen</b> all learners for vulnerability to learning and developmental breakdown.	<b>Parents, teachers, SBST, specialists within the DBST, other service providers, government departments (e.g. Departments of Health and Social Development)</b>
	<b>Identify</b> the barriers to learning and development.	
	<b>Assess</b> their support needs (What support is needed now? Who can give the support? How often does the learner need it? etc.).	
	<b>Facilitate the development of the necessary support to meet these needs – individual support plan (ISP). Review the support and develop plan of action if necessary.</b>	

# INDIVIDUAL SUPPORT PLAN (ISP)

Area(s) in which support is needed	Target to be achieved	Strategy of Intervention <i>(If the learner needs concessions, or is an immigrant who needs exemptions, use Annexure B If a medical condition must be investigated by a medical or other specialist, use Annexure D)</i>	Responsible Person	Timeframe	Review date (to assess achievement of the target)	Comment on progress made in achieving target(s)
<i>E.g. Behaviour and social competence</i>	<i>Stop bullying behaviour</i>	<ul style="list-style-type: none"> <li>Assign a mentor teacher to support learner</li> <li>Raise awareness during assembly</li> <li>Review school conduct policy</li> <li>Call in the Parent/Legal Caregivers</li> </ul>	<i>Principal</i>	<i>Within a week</i>	<i>15 April 20..</i>	
<i>Communication</i>	<i>Improve ability to follow instructions</i>	<ul style="list-style-type: none"> <li>give one instruction at a time</li> <li>Ask learner to repeat instruction back before doing the activity</li> <li>Assign a peer /buddy for support</li> </ul>	Educator	4-6 Weeks		
<i>Curriculum:</i>						
<i>Reading</i>	<i>Improve fluency and word recognition</i>					
<i>Mathematics</i>	<i>Add and subtract 2 digit numbers</i>					

# FORM DBE 125 – SIAS POLICY

## CURRICULUM DIFFERENTIATION SCHEDULE

To report on the learner's functioning level, to alleviate the barrier(s) to learning experienced by the learner

This schedule can be used to track the progression of a learner who has been assessed and needs differentiation, and she/he functions more than a grade below his/her age cohort in the curriculum.

Name of Learner: ..... Date: 20..../.... / ....

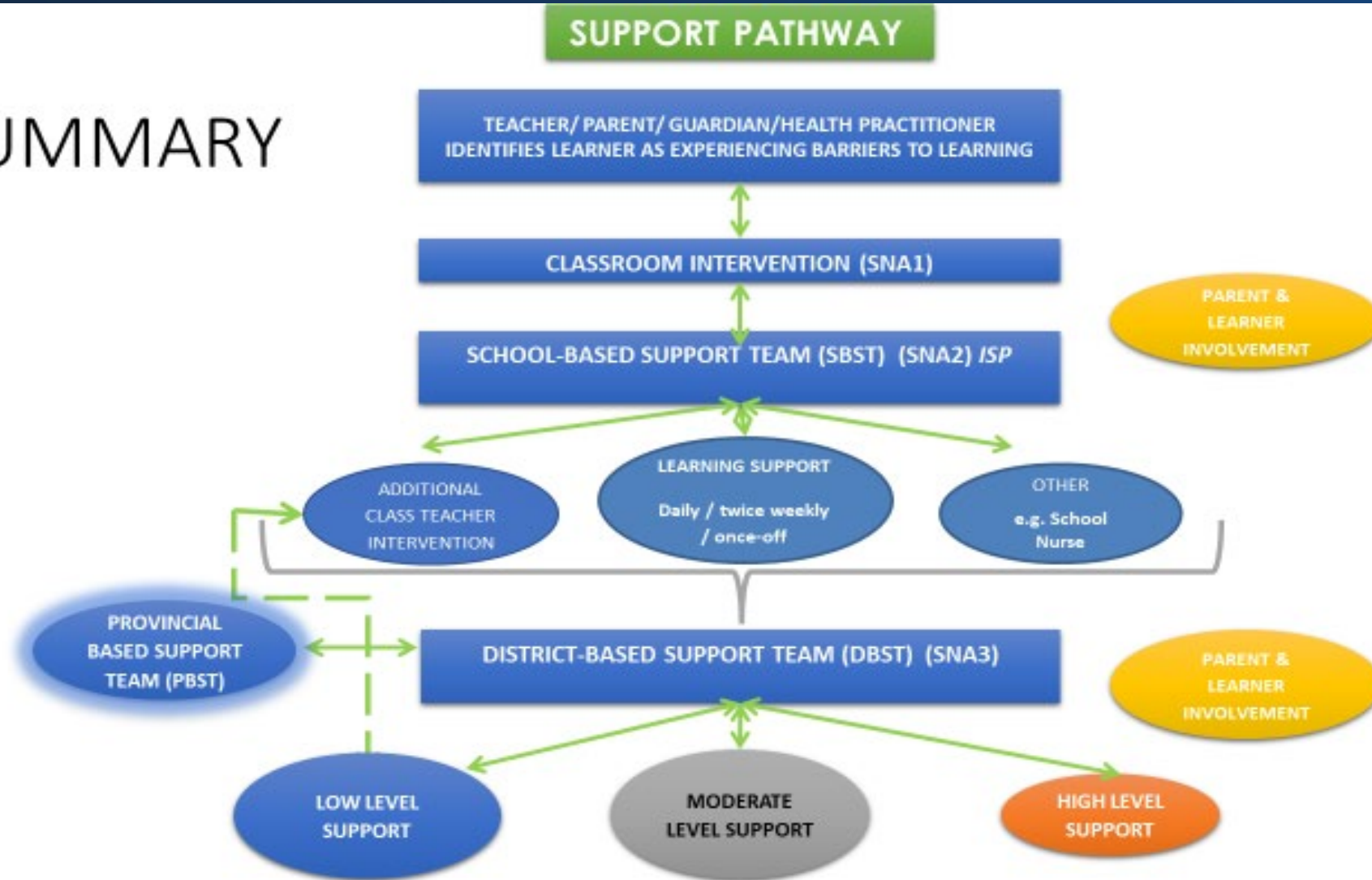
### CURRICULUM DIFFERENTIATION (STRADDLING)

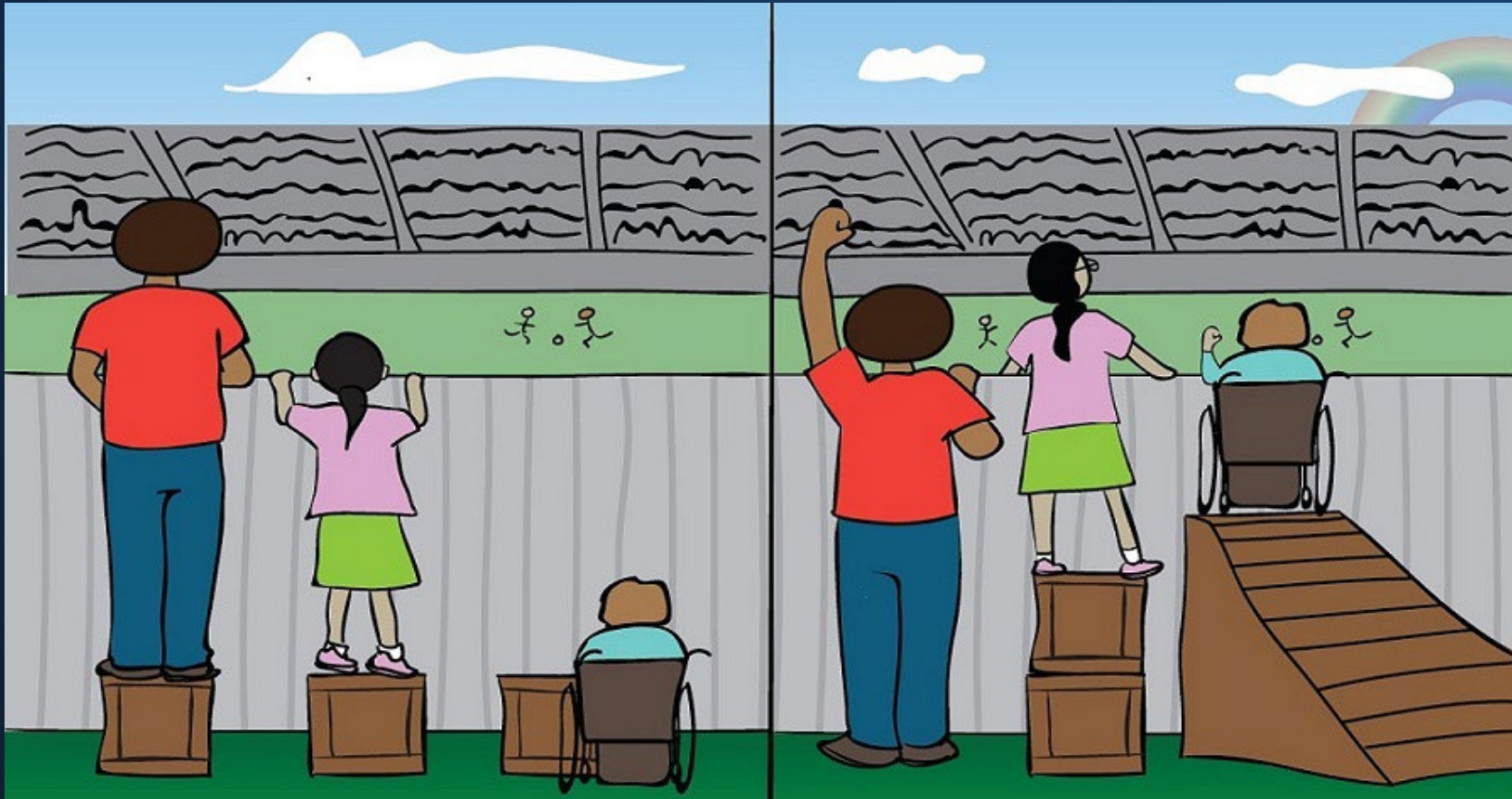
Quarterly report of the functioning levels of the learner within the curriculum (*only for identified learners who, in spite of spending more time in a grade/phase and a range of interventions, still do not progress satisfactorily*)

SUBJECTS	Key:	G: Current grade level of work / C: Code awarded on this level			
		Term 1	Term 2	Term 3	Term 4
Home Language/Literacy	G				
	C				
First Additional Language/Literacy	G				
	C				
Mathematics/Numeracy	G				
	C				
Life Orientation/Life Skills	G				
	C				
Natural Sciences	G				
	C				



# SUMMARY





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Photo can be added here at the top....

## **SUBPAGE SECTION 2**

DIFFERENTIATED CURRICULUM AND ASSESSMENT  
POLICY STATEMENTS GRADE R-5 FOR SID  
(DCAPS)

A cluster of white, three-dimensional geometric shapes, including triangles and pyramids, arranged in a dynamic, overlapping pattern that extends from the top right towards the bottom center of the page.

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GUIDELINES FOR RESPONDING TO LEARNER  
DIVERSITY IN THE CLASSROOM | *English*

*National Curriculum Statement (NCS)*

*Curriculum Assessment  
Policy Statement*



*Grades R - 12*

“If a child  
can't learn  
the way we teach,  
maybe we  
should  
teach the  
way they learn.”

~ Ignacio Estrada

An Everyday Story

# HEADER

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# Three Stream Model

- The Academic Stream
  - NCS culminating in the NSC
  - Purely theoretical knowledge and academic skills
- The Technical and Vocational Stream
  - CAPS for Technical High Schools – Also NSC
  - Subject offerings (programmes) that consist of at least a 25% practical skills component and a 75% theory component
- The Technical and Occupational Stream
  - Currently offered in schools of skill and other special schools
  - Development of GCE:TO
  - At least a 75% practical component and a 25% theory component.



NQF LEVEL		GRADE	ACADEMIC STREAM	TECHNICAL VOCATIONAL	DIFFERENTIATED CAPS	TECHNICAL OCCUPATIONAL
E	4	12 Exit level qualification	Gr 12	Mechanical Electrical, Civil Tech + EGD Technical M+S		<div>Occupation specific training</div> <div>(TVET)</div> <div>World Of Work</div>
	3	11	Gr 11			
	2	10	Gr 10			
	1	9	Gr 9			
		GCE	Gr 9	Gr 9 / TO		TO Yr 4 GCE:TO
		8	Gr 8	Gr 8 / TO		TO Yr 3
		7	Gr 7			TO Yr 2
		6	Gr 6			TO Yr 1 Aged 14 turning 15
		5	Gr 5		Grade 5	
		4	Gr 4		Grade 4	
		3	Gr 3		Grade 3	
		2	Gr 2		Grade 2	
		1	Gr 1		Grade 1	
		R	Gr R		Grade R + PID	
					Grade RR + PID	
					Grade RRR + PID	
					Grade RRRR + PID	

# Where does the learner with Severe Intellectual Disability fit in NQF

- Learners with Severe Intellectual Disability should be able to learn the academic subjects of the NCS (Gr R to 5), but in a more applied way and at reduced depth and breadth;
- They should also be exposed to a vocationally orientated pathway from the chronological age of 14 to 18 years;
- The Foundation and Intermediate Phase CAPS content has been adapted/differentiated to suit the needs of learners with Severe Intellectual Disability; and
- Grades in the Differentiated CAPS relate to the grades in the GET band, however the ages of the learners differ.

# Differences in age between learners in GET band and learners following the D-CAPS

- Learners in the GET band progress from Grade R – 5 within 6 years, however, the progression for learners with severe intellectual disability take place at an adapted and reduced pace.
- Learners are instructed over 3 years in grade R as well as grade 5, and two years in grade 2, 3 and 4 respectively.
- Learners in Grade 5 in the GET band turn 11 whereas
- learners with severe intellectual disability in grade 5 which is the 3rd year with differentiation, turn 18 years.


# Rationale for the introduction of D-CAPS

- To create an opportunity for all learners to succeed in the education system and to prevent early school leaving;
- To ensure that the schools across the country implement a uniform curriculum;
- To strengthen the implementation of the curriculum in the classroom and allow for curriculum monitoring by principals, district officials and the DBE;
- To provide relevant, specified content to be offered within a realistic time frame which includes guidance on sequencing and coverage of essential content for learners with severe intellectual disability;




## Rationale for the introduction of D-CAPS (2)

- To ensure that learners who are transferred between schools and provinces are able to cover the same content of the curriculum;
- Conceptual development from one year to another is clearly indicated, which makes learner support easier when a learner progresses to the next year but still needs to be supported in completing content and skills of the previous grade (straddled learning); and
- To equip learners with the skills required for employment and to contribute to the implementation of the 2030 Agenda for Sustainable Development as a whole.



## Special Classes in Public Ordinary Schools may follow the Differentiated CAPS

- Many learners with severe intellectual disability are currently included in ordinary classes in ordinary schools and are following the National Curriculum Statement, Grades R to 12.
  - The Differentiated CAPS would provide a valuable guide for teachers on how to introduce differentiated activities into their day to day teaching across all subjects.
  - The curriculum may also be used in special classes in ordinary or special schools
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# CAPS – Simplified

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NCS CAPS	CAPS Grade R-5 for SID
<p>4 Sections</p> <ul style="list-style-type: none"><li>- Section 1 – Generic</li><li>- Section 2 – Describes Subject and Aims</li><li>- Section 3 – Overview of Topics and Teaching Plans</li><li>- Section 4 – Assessment</li></ul>	<p>Same as NCS CAPS</p>
<p>Grade R – 12</p>	<p>Grade R-5, however the chronological ages of the learners are different from the ages of learners following the NCSCAPS document</p>



# CAPS – Simplified

<b>Learners' Chronological Ages</b>		
<b>Age in years</b>	<b>NCS CAPS</b>	<b>CAPS Grade R-5 for SID</b>
6 years	Grade R	Grade R
7 years	Grade 1	Grade R
8 years	Grade 2	Grade 1
9 years	Grade 3	Grade 1
10 years	Grade 4	Grade 2
11 years	Grade 5	Grade 2
12 years	Grade 6	Grade 3
13 years	Grade 7	Grade 3
14 years	Grade 8	Grade 4
15 years	Grade 9	Grade 4
16 years	Grade 10	Grade 5
17 years	Grade 11	Grade 5
18 years	Grade 12	Grade 5

# CAPS – Simplified

<b>NCS CAPS</b>	<b>CAPS Grade R-5 for SID</b>
Makes provision for 13 years education	Makes provision for 14 years education
Grades are not sub-divided	Each Grade is sub-divided into 2 or 3 years with differentiation
Each Grade equals one year	Grade R and 5 each equals 3 years and Grades 1-4 each equals 2 years
Learners receive a Matric Certificate	Learners receive a Certificate of Attainment
Grade 9 equals Level 1 on the NQF	Grade 5 is below Level 1 on the NQF
Learners may enter a TVET college after they have completed Grade 9 Successfully	Learners with potential may enter the Technical Occupational Stream the year in which they turn 15 years

# CAPS – Simplified

NCS CAPS	CAPS Grade R-5 for SID
<b>Learner instruction time per 5 day week:</b> Grades R – 2 = 23 hours Grades 3 = 25 hours Grade 4 – 12 = 27,5 hours	<b>Learner instruction time per 5 day week:</b>  27,5 hours learner instruction time
Learners choose subjects at age 16 years (Grade 9)	Either 3 or 4 skills subjects are instructed from age 14 years
First Additional Language introduced at age 8 years (Grade 2)	First Additional Language is introduced at age 14 years
Natural Science is introduced at age 10 years	Natural Science is introduced at age 14 years
Topics are structured	Topics are structured



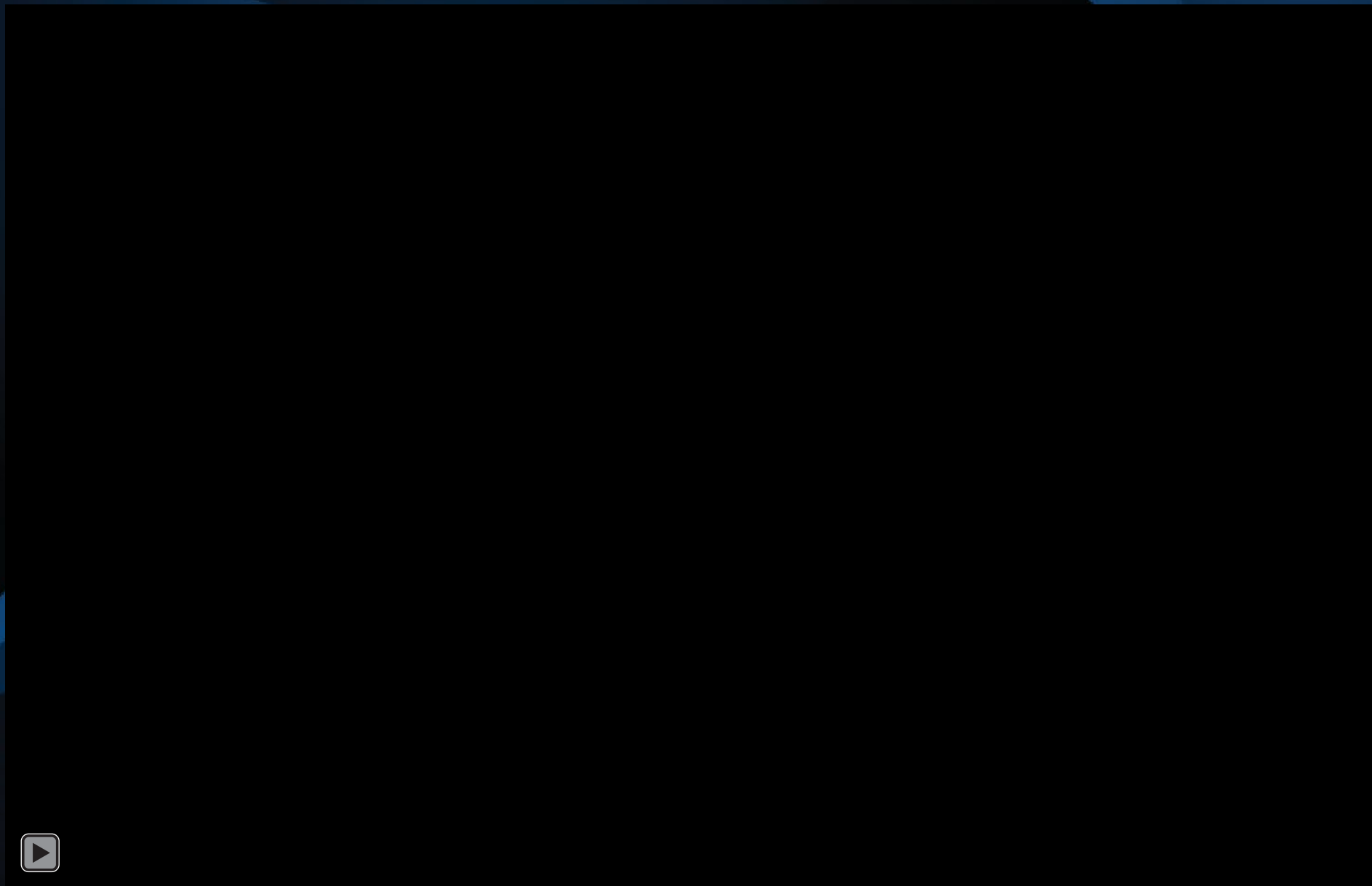
# CAPS – Simplified

<b>NCS CAPS</b>	<b>CAPS Grade R-5 for SID</b>
Formal and Informal Assessment	Formal and Informal Assessment
Assessment focuses on all the levels of Bloom's Taxonomy	Assessment focuses on knowledge and understanding levels of Bloom's Taxonomy
Focuses on Theory	20% content focuses on theory and 80% focuses on skills development
Single level teaching and learning	Multi-level teaching and learning
Grade focused learning	Straddled learning
Limited scaffolding/ unwinding/ designing up and down	Scaffolding/ unwinding/ designing up and down takes place often

## RESOURCES AND LINK FOR DCAPS

- ✓ <https://juta.co.za/academic/products/embracing-diversity>
- ✓ <https://www.youtube.com/watch?v=6kPRbq5Vp1M&feature=youtu.be>
- ✓ [https://www.youtube.com/watch?v=y6He0FWoFj0&noredirect=1&desktop\\_uri=%2Fwatch%3Fv%3Dy6He0FWoFj0%26noredirect%3D1&app=desktop](https://www.youtube.com/watch?v=y6He0FWoFj0&noredirect=1&desktop_uri=%2Fwatch%3Fv%3Dy6He0FWoFj0%26noredirect%3D1&app=desktop)
- ✓ <https://www.thutong.doe.gov.za/inclusiveeducation/Policy/CurriculumDifferentiation/tabid/3289/Default.aspx>
- ✓ [https://www.education.gov.za/Resources/Legislation/CallforComments/CallforcommentsonthedraftcurriculumandassessmentpolicystatementGradeR-5forlearnerswithSevereIntellectualDisability\(SID\).aspx](https://www.education.gov.za/Resources/Legislation/CallforComments/CallforcommentsonthedraftcurriculumandassessmentpolicystatementGradeR-5forlearnerswithSevereIntellectualDisability(SID).aspx)

UDS





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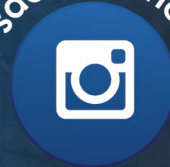
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