



2020 TRAINING WORKSHOP NO.1

EFAL



GRADES 10

GRADE 10

EXTRACT FROM DRAFT PLANNER

English
First Additional Language
Teacher Toolkit:
CAPS Planner

TERM 1 & 2

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A. INTRODUCTION

This book is intended to help you cover the curriculum for Grade 10 EFAL in Term 1 and 2. There is a companion book for Term 3 and 4. Teachers should keep these books to use from year to year.

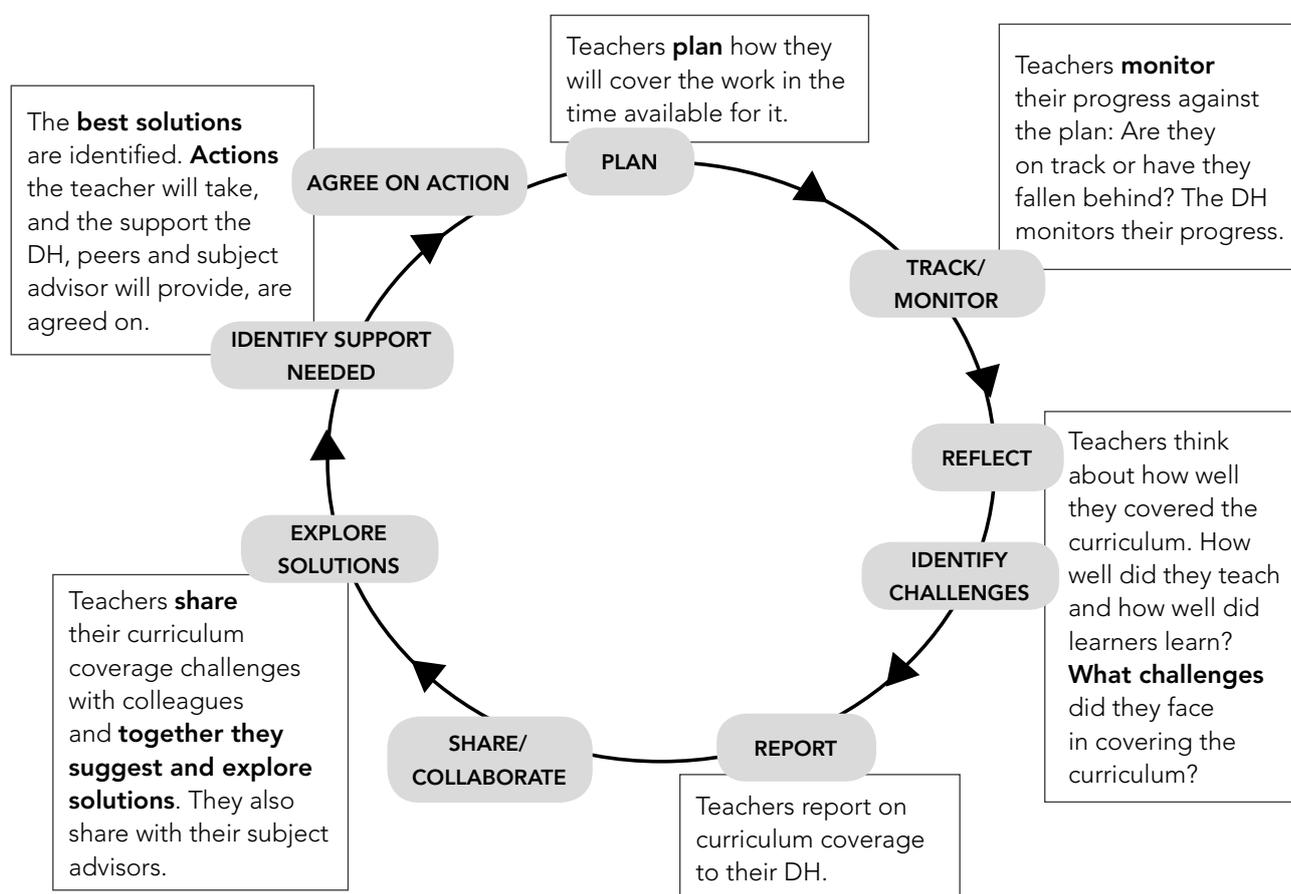
1. The need to improve curriculum coverage

In South Africa, too many learners drop out of school before Grade 12, and too few of those who reach Grade 12 do well in the NSC examinations. There are many reasons for such poor outcomes. One of the most important of these is that the curriculum is not covered each year. In other words, the teachers do not teach everything required by the CAPS in the year, and learners do not sufficiently understand the concepts and develop the skills that are taught. **Improving curriculum coverage is the key thing that teachers can do to improve learning outcomes.**

2. A cycle of activities that support improved curriculum coverage

Covering the curriculum is a complex task in which teachers face many challenges. However, there is a cycle of practices that can support curriculum coverage (see Figure 1). If these practices become routine in the school, curriculum coverage, and thus learners' outcomes, should improve.

Figure 1: The cycle of practices for supporting improved curriculum coverage



B. INFORMATION ABOUT RESOURCES IN THIS BOOK

In this book, you will find resources which will help you plan, track, reflect and report on curriculum coverage for the purpose of working collaboratively with peers and your department head (DH) and subject adviser to solve curriculum coverage problems. The resources are described below.

1. Planners for a daily programme of work

Later in this book are **planners** that will help you plan what to teach each day in Term 1 and Term 2 (see Resource 1 and 2 in Section C). These planners provide a daily programme of work. There is a planner for seven of the books on the approved list of Learning and Teaching Support Materials (LTSMs) for Grade 10 EFAL.

1.1 How planners link to the CAPS

Planners link the CAPS content and skills to activities in the learner's book (LB) and teacher's guide (TG) of each set of LTSMs. The daily plan of activities ensures that time is allocated to all the work required by the CAPS in the term.

In the CAPS, four-and-a-half hours have been allocated to EFAL in the Further Education and Training Phase each week. The content and skills are specified for each two-week cycle. The planners thus give the content and skills for five 55-minute lessons each day for each two-week cycle.

1.2 The structure of the planners

The example of a planner below (Table 1) is from Week 8 *Interactive English* Term 1. It shows you how the planning for a week is arranged. The same layout, abbreviations and symbols are used in the planners for all the LTSMs for each term.

The table heading states the week of the curriculum, the module, unit or chapter number in the learner's book; and the theme of the module, unit or chapter. Each theme relates to a two-week cycle of work. Look at the notes to see what each column tells you.

Table 1: An example of a planner

INTERACTIVE ENGLISH Week 8 – Theme continued: Culture matters					
Day	CAPS content and activities	LB pp.	Activity number	TG pp.	Homework
1	R&V: Check answers to homework questions on rhetorical devices (25 mins); ERP: Begin presentations (30 mins) p. 54	61–62	3	50–51	Continue intensive reading activity, Literary text 3
2	R&V: ERP : continue presentations (55 mins) p. 54				
3	R&V: Read a poem and write a short paragraph evaluating the message (30 mins); LSC: Direct speech : write the answers to Q. 3 (a)–(e) and Q. 1 and 2 p. 65 and pay attention to punctuation (25 mins) p. 54	63 64–65	4 5	52–53 53–54	Complete the paragraph and the LSC exercises
4	R&V: Language in context (FAT 4) (55 mins) p. 54				
5	W&P: Plan a narrative essay , and check use of direct speech in the essay (FAT 2) (30 mins); R&V: Intensive reading : Literary text 4: evaluate the message (25 mins) p. 54	65–67	6 & 7	55	Complete the essay; Continue intensive reading activity, Literary text 4

The columns, from left to right, give the following information:

- The number of the lesson in the week (1–5).
- The CAPS content and skills that are dealt with in each lesson, the page number in the CAPS where these are specified, and a guide to the time to spend on each activity linked to the content or skill.
- The page number in the learner's book.
- The number of the activity or activities that should be done by the learners during the lesson.
- The page number in the teacher's guide where support is given for the work to be done.
- Suggested homework.

Abbreviations used in the planners

The abbreviations for the language component are shown below:

- Listening and Speaking = L&S
- Writing and Presenting = W&P
- Reading and Viewing = R&V
- Language Structures and Conventions = LSC

1.3 How to use the planners

Plan for the term

- **Find the correct planner to use** – the one that gives the daily plans for the LTSM that you use mostly in your class. You can of course use the others to help you find additional or alternative activities related to the same skills and concepts.
- **Check the length of the term against the number of weeks in the planner.** The school terms are not the same length each year. However, the planner is the same from year to year. The planner for EFAL Grade 10 **Term 1** gives a daily plan for a term that is nine-and-a-half weeks long. The **Term 2** planner gives the plan for a term that is ten weeks long. There are four two-week teaching cycles in the first eight weeks. Week 9 is set aside to catch up on work not completed, and for revision. Week 10 is for examinations. If the term in any year is of a different length, or if your school allocates more or less time for examinations than is in the planner, you will have to adjust your planning accordingly. It is very important to do this planning at the beginning of the term so that you neither rush through the work when you in fact have more time for it than allocated in the planner, nor find that you have followed the pace of the planner, but run out of teaching time.

Plan for lessons

- **Compare your timetable with the number of lessons in the week, and the length of each lesson.** If you do not have five periods of about one hour each, you will need to adjust the programme for each 55-minute lesson in the planner to fit the length and number of your lessons.
- **Plan and prepare for each lesson.** The planners give support for the planning of a programme of work. They do not offer help with detailed lesson planning or preparation.

Planning for a lesson involves drawing up a plan of action. A lesson plan should include an introduction, sequenced content and activities for learners to work on individually or in groups, a conclusion, and homework activities to consolidate the learning of the day or to prepare for the next day's lesson where possible. No lesson plan templates are provided here. You should use the one you prefer or that is specified by your school/subject adviser.

Preparation for an English lesson involves:

- making sure that you understand every aspect of the content knowledge and skills addressed in the lesson (this includes reading any texts that learners will be using);
- working through each of the learner activities yourself, noting alternative answers where necessary, and making notes on possible learner difficulties in relation to the activities;
- ensuring that any resources you need to use in the lesson are available (e.g. dictionary, pictures, newspapers, magazine articles);
- deciding how you will pair/group your learners;
- checking in your teacher's guide and learner's book for enrichment/challenge activities for learners who have completed their work and/or need a challenge; and
- seeing where there are remedial and support activities for learners who have barriers to learning.

2. Plans for assessment

Curriculum coverage requires teachers to teach the content given in the CAPS each term/year. It also requires that learners understand the concepts and develop the skills that are taught. Thus assessment gives vital information about how well the curriculum is being covered. It tells teachers which topics or aspects of topics learners are struggling with, and how many learners are managing well, just coping, or struggling. Teachers need to reflect on possible reasons for and implications of these patterns of achievement, thinking about, for example, what they tell of the efficacy of their teaching methodology and how it could be improved, what feedback they can give learners to encourage and support improvement, and whether they can move on to new work, or need to remediate that which has already been taught.

The CAPS requires that teachers assess their learners' progress by means of both informal and formal assessment, and resources in this book assist teachers with planning for both of these.

2.1 Informal assessment

Informal assessment is ongoing and part of the teaching process as teachers listen to learners' responses and questions in class, and check their classwork and homework books. No record of the marks for informal assessment need to be kept, but recording some of these will help you monitor learners' progress.

The CAPS for EFAL in the FET Phase does not specify what needs to be done for informal assessment. Teachers should, therefore, choose a range of activities to use for this purpose. Several options are given for formal assessment activities, and those not chosen for this purpose can serve as informal assessment activities. The teacher's guides also provide some suggestions for informal assessment activities.

2.2 Formal assessment

Formal assessment is assessment for which marks are recorded. In South African schools, these marks should be entered into SA-SAMS.

The resources in this book help you plan when your learners will complete assessment tasks. Knowing this helps you to plan related activities such as when tasks and marking guidelines will be moderated, when marking will be completed and moderated, when marks will be recorded, and when feedback will be given to learners. All of these activities are important in ensuring that assessment is at the correct level and that information from it can be used to support improved curriculum coverage.

Formal assessment tasks specified in the CAPS

The CAPS specifies four formal assessment tasks in Term 1 and three in Term 2.¹ Details of these are given in the formal assessment programme for all terms (see Resource 3 in Section C).

Formal assessment programmes in the LTSMs and planners

Resource 4 in Section C shows how the formal assessment tasks are integrated into the planners for Term 1 and 2 respectively. They show when tasks are scheduled in the planner for each of the LTSMs. A note is also made of this date in the planners themselves in the column for CAPS content for the day. You will see an example of this in Table 1 on Day 4 and 5. Some guidance for managing time is also provided.

Resource 4 shows all the activities provided in each set of LTSMs that could be done for each assessment task. Where only one needs to be recorded for formal assessment, you can of course choose to leave some out, or to record the mark for only one of the options, making this decision with colleagues or following any direction given by your subject adviser or in the ATP.

Not all the LTSMs provide an example of all the assessment activities that could be done for the assessment tasks, and some of those provided might not be suitable for your class. Some provide an exemplar test or examination in the learner's book, making it unsuitable for use as a formal assessment task, as learners can prepare for it in advance. It is therefore essential that you check the assessment activities carefully before giving them to the learners and, if necessary, adapt them, set your own, use examples from a different set of LTSMs or, in the case of the Term 1 test and Term 2 examination, make use of those provided by the district/province or in Section C of this book.

¹ The DBE makes changes to the assessment requirements from time to time. In such instances, you might need to change the assessment programme shown here to align with the revised requirements.

The dates in the assessment programme provided for your LTSM might not suit your context for some reason. You should be sure to check this, and schedule dates that are more appropriate where necessary.

3. Resources to support content knowledge, pedagogy and assessment practices

Sound content and pedagogical knowledge and teaching and learning resources enable teachers to support learning, and thus have a positive impact on curriculum coverage. For this reason, where appropriate, guidelines for teaching certain topics or skills, explanatory information about the content, and exemplar assessment tasks are provided in this series of books. Included in the Resources section of this book are the following:

3.1 Information from the CAPS on cognitive levels of question types

CAPS requires that questions be set at a range of cognitive levels. Resource 5 provides relevant information about these levels.

3.2 An exemplar test and memorandum for Term 1

An exemplar test for Term 1 (Task 3) is provided (Resource 6), together with a memorandum and analysis of cognitive levels (Resource 7).

3.3 Exemplar examination papers for Term 2, memoranda and analysis of cognitive levels

Exemplar examination Paper 1, Paper 2 and Paper 3 are provided for Term 2 (Resources 8, 10 and 12 respectively). Accompanying these are the marking guidelines for each paper and some analysis of levels of questions in Paper 1 and 2 (see Resources 9 and 11).

These resources support curriculum coverage by:

- providing assessment tasks that are fully CAPS compliant, and which have been approved by district advisers (this ensures that learners will be assessed at the correct standard);
- providing a correct set of marking guidelines so that learners' work will be marked to the same standard across different markers; and
- supporting teachers' ability to work with the levels of questions required by the CAPS by providing the detailed analysis of the levels of questions asked in the examination (this strengthens their ability to set assessment tasks that comply with the weighting of cognitive levels themselves in future).

You can photocopy and use the exemplar test and examination papers, for formal or informal assessment, or adapt them in ways that make them more useful to you.

3.4 Broad guidelines for teaching EFAL

There are several components that need to be taught in EFAL. Resource 13 provides some broad guidelines for each of these, as well as some guidance for homework.

4. Templates for tracking, reflecting and reporting for collaborative problem solving

Planning is one activity on the curriculum support cycle (Figure 1), and you have seen how the material in this book supports teachers with planning. The templates provided in Section C are tools to assist teachers with other aspects of the cycle. There is a template to use in conventional schools, and one for use in multigrade schools. Teachers should print a copy of the relevant template for each week of the term and use it together with the teaching plan for that week. This teaching plan could be the planner for their LTSM in this book or the ATP or another daily planning resource. They record curriculum coverage information and their reflection on it for all the EFAL lessons with each class they teach in the week.

The template for conventional schools is reproduced on the following page, with annotations that show how it is used as a tool for curriculum coverage support. The template for multigrade schools works in the same way.

Note that dates are not given in the tracking and reflecting template. Teachers should fill two dates into the spaces at the top of the template. Firstly, they should record the week in the planner when the work they are doing is scheduled to be done; secondly, they should record the week when they in fact are starting that work. These dates will help them see how well they are keeping up with the pace set in the planner they are following.

This is the no. of the week in the planner that is being followed.

This is the no. of the week in the term when the work actually starts. If curriculum coverage is behind, this might be a later week than the week in the planner.

Week no. in planner _____

Week no. in term when work planned for week started _____

Refer to the planner for details of the week's work (or the ATP for subjects without planners)

Class (or subject for FP) _____

On track by end of week? (Yes/no)

How many learners are working confidently? (Rough estimate)

How many learners in this class?

At the end of the week, the teacher uses evidence from informal and formal assessment, to estimate for each class how many learners out of the total are working confidently at Level 4 or above. They use this information, together with the amount of work planned that they have taught, to state whether or not their curriculum coverage is on track.

DAY **BRIEF NOTES ON THE DAY'S WORK: Consider such things as:**
What concepts/skills did the learners struggle with or manage well in this lesson? What could be the reasons for this? Did the class complete the work you had planned? Do you need to change your plans for the next lesson? What changes will you make?

Prompts for daily reflection.

1

2

3

4

5

Each day, the teacher reflects on how their lesson went, and how they could improve it using the prompts provided. They also think about whether or not they can proceed as planned in the next lesson. This is a professional judgement they make based on informal and formal assessment. They note the main points here.

Reflection on the week:

What concepts and skills for the week did learners struggle with? What could you do differently next time to support or extend learning better? What good practice could you share?

Did you cover the curriculum for the week? If not, what were some of the challenges? What can you do to catch up? What help do you need? How will your progress this week affect your plan for next week?

At the end of the week, the teacher reflects on the week's teaching and learning. They think about what learners found difficult, and how they can change their practice so learning improves.

At the end of the week, the teacher considers whether or not the work planned for the week has been taught and learnt, and if not, what can be done to solve curriculum coverage problems and get back on track.

The teacher writes their reflections here for their own professional development, but also to share them with their DH to get support in solving problems.

DH:

Date:

At the end of the week, the DH reads the teacher's reflections and record of curriculum coverage and signs the template. S/he uses the information shared in a supportive conversation with the teacher. Together they consider the curriculum coverage problems the teacher faces and work towards finding solutions.

C. RESOURCES

1. PLANNERS FOR TERM 1

1.1 Interactive English (St Mary's Interactive Learning Experience)

Note 1: L&S = Listening and Speaking; R&V = Reading and Viewing; W&P = Writing and Presenting; LSC = Language Structures and Conventions; Act. = Activity; ERP = extended reading project.

Note 2: Plan your time extra carefully in the first two weeks in order to fit in all the CAPS requirements, since the first week has only three teaching days. Encourage the learners to take responsibility and do some of the work at home.

INTERACTIVE ENGLISH Week 1 – Theme: Me, myself, I					
Day	CAPS content and activities	LB pp.	Activity number	TG pp.	Homework
1	L&S: Listen for information: listen to the reading, and answer the questions (55 mins)	5–6	1	6–7	
2	R&V: Informative text: answer the questions (55 mins)	8–10	2	7–8	Complete questions
3	R&V: Summarise the points; check answers to homework questions (55 mins)	10	2	8	Complete summary

Note 1: Possible **FAT 3** Act. 7 (friendly letter) this week. Other choices for this FAT in Weeks 6 and 10.

INTERACTIVE ENGLISH Week 2 – Theme continued: Me, myself, I					
Day	CAPS content and activities	LB pp.	Activity number	TG pp.	Homework
1	R&V: Read for opinion: Fact and opinion: answer the questions (55 mins)	11–12	3	8–9	Find newspaper report or magazine article for teacher assessment LB p. 12
2	R&V: ERP introduced (25 mins); read informative text (30 mins)	13–14	4	9–10	ERP: Prepare presentation for end of term
3	LSC: Sentence structure and simple present tense (55 mins) p. 53	15–16	5	11–12	Complete questions LB p. 15; Write a short paragraph LB p. 16
4	Check paragraph (Act. 5) (25 mins); W&P: Plan and write an informative paragraph (30 mins) p. 53	17–18	6	12–13	Complete paragraphs
5	Plan and write a friendly letter (FAT 3) (55 mins) p. 53	18–19	7	13	

INTERACTIVE ENGLISH Week 3 – Theme: A matter of opinion					
Day	CAPS content and activities	LB pp.	Activity number	TG pp.	Homework
1	W&P: Check paragraphs (10 mins); R&V: Do intensive reading: Literary text 1: Introduction to issues (Short story/play/novel/poems): focus on one identifying feature (45 mins) p. 53				Continue intensive reading activity
2	Continue intensive reading activity (30 mins); L&S: Fact and opinion: Answer Q. 1 & 2 LB p. 22 (25 mins)	20–22	1	14–16	
3	R&V: Introduction to issues: discuss the questions; Vocabulary: LB p. 25 (55 mins) p. 53	23–26	2	16–19	Write answers to selected questions
4	R&V: Short story: Identify plot: discuss questions; write selected questions (55 mins)	26–29	3	20–22	Read story again, complete questions and write short paragraph on the plot
5	R&V: Parts of a story: check short paragraph on the plot; check answers to questions (55 mins)	30–31	3	21–23	

2. PLANNERS FOR TERM 2

2.1 Interactive English (St Mary's Interactive Learning Experience)

Theme for the term: **Communication**

Note 1: L&S = Listening and Speaking; R&V = Reading and Viewing; W&P = Writing and Presenting; LSC = Language Structures and Conventions; Act. = Activity.

INTERACTIVE ENGLISH Week 1 (Week 11) – Theme: Technology and teenagers					
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework
1	L&S: Explain a visual text in groups; study the visual texts & answer the questions; create a mind map & complete the table (55 mins) p. 55	91–93	1	72–75	Complete table
2	L&S: Mark table (10 mins); R&V: Explanation from a LB; read the text & answer the questions (45 mins) p. 55	94–95	2	75–76	Continue independent reading
3	W&P: Write the explanation of how clockwork radio works (20 mins); R&V: Read the explanation from email of how email works & discuss the questions (35 mins) p. 55	95 96–97	2 3	76 77–78	Complete written explanation of radio
4	R&V: Check written explanation of how radio works (10 mins); W&P: Plan & write an explanation and motivation of how email works & why you would like to have it (15 mins); R&V: Read explanation of personal motivation ; answer Q 1–4 about the text (LB p. 99) (30 mins) p. 55	97 98–99	3 4	78 79	Complete writing about email LB p. 97

Note: **Added activity this week.

INTERACTIVE ENGLISH Week 2 (Week 12) – Theme continued: Technology and teenagers					
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework
1	W&P: Check writing on email (explanations and motivation) (10 mins); LSC: Find conjunctions (10 mins); R&V: Read explanation of personal motivation <i>Think Big</i> by Ben Carson & work through the questions LB p. 100 (35 mins) p. 55	98 99	4 4	79 80	Complete the questions LB p. 100 Plan & write an explanatory paragraph on motivation LB p. 100
2	Check questions and explanatory paragraph on motivation (10 mins); LSC: Conjunctions : answer Q 1–3 and 1–5 & focus on the logical connectors that signal cause (20 mins); revise prepositions : practise phrases using prepositions; build sentences; identify prepositions in the advert (25 mins) p. 55	100 101 101–102	5 5	81	Complete sentences & identify prepositions in the advert LB p. 102 Study the shaded information blocks LB p. 101
3	LSC: Check sentences and prepositions in the advert (10 mins); W&P: Plan and write an explanation of how a common object works & use the framework (45 mins) p. 55	101–102 103	5 6	82 82–83	Complete explanation
4	W&P: Read selected explanations to class (15 mins); plan & write an explanation of own actions: letter of excuse (40 mins) p. 55	104	7	83	Complete letter of excuse
5	W&P: Check letters ; learners read them to each other (30 mins); R&V: **Added activity: plan extended reading (25 mins) p. 55	104	7	83	Extended reading

3. Assessment programme in the CAPS

Table 1: PRESCRIBED PROGRAMME OF FORMAL ASSESSMENT TASKS FOR GRADE 10 (CAPS, pp. 78 & 80)

FORMAL ASSESSMENT				
DURING THE YEAR			END-OF-YEAR EXAMINATION	
25%			75%	
School-based assessment			End-of-year exam papers	
25%			62.5%	12.5%
Term 1	Term 2	Term 3	1 internal end-of-year examination comprising 3 papers: Paper 1: Language in context (80 marks, 2 hours) Paper 2: Literature (70 marks, 2 hours) Paper 3: Writing (100 marks, 2.5 hours)	Paper 4: Oral assessment tasks (50): Listening Prepared speech Prepared reading aloud/ unprepared speech/informal speaking in groups The oral tasks undertaken during the course of the year constitute the end-of-year internal assessment
<ul style="list-style-type: none"> 1 written test 3 tasks 	<ul style="list-style-type: none"> 2 tasks 1 mid-year exam comprising 3 papers: Paper 1: Language in context Paper 2: Literature Paper 3: Writing 	<ul style="list-style-type: none"> 1 written test 2 tasks 		

Table 2: PRESCRIBED FORMAL ASSESSMENT TASKS FOR GRADE 10 (CAPS, pp. 54–60)

FORMAL ASSESSMENT TASKS FOR TERM 1 (CAPS, p. 54)			
TASK 1: Oral	TASK 2: Writing	TASK 3: Writing	TASK 4:
Listening comprehension (10 marks)	Essay (50 marks)	Longer transactional text (30 marks)	Test 1: Language in context (40 marks)

FORMAL ASSESSMENT TASKS FOR TERM 2 (CAPS, p. 54)		
TASK 5: Speaking	TASK 6: Literature	TASK 7: Mid-year exam
Oral: Prepared speech (20 marks)	Literature: Contextual questions (35 marks)	Paper 1: Language in context (80 marks) Paper 2: Literature (70 marks) Paper 3: Writing (100 marks) (Can be written in May/June)

FORMAL ASSESSMENT TASKS FOR TERM 3 (CAPS, p. 54)		
TASK 8: Speaking or reading	TASK 9: Writing	TASK 10: Test 2
Oral: Prepared reading aloud/ unprepared speech/informal speaking in group (20 marks)	Shorter transactional text (20 marks)	Language in context: Comprehension Summary Language structures and conventions (40 marks) OR Literature contextual questions (35 marks)

FORMAL ASSESSMENT TASKS IN TERM 4 (CAPS, p. 54)
TASK 11: End-of-year examination
Paper 1: Language in context (80 marks) Paper 2: Literature (70 marks) Paper 3: Writing (100 marks) Paper 4: *Orals (50 marks) *Oral year mark from cumulative speaking, listening and/or reading. Final mark should include at least one prepared speech task, one listening task and one other, e.g. prepared reading/unprepared speech/informal speaking in group work.

Note: Please note that in the planner, the tasks are labelled with numbers according to the numbers given to them in the CAPS document (e.g. Task 1 for the oral, etc.). In some LTSMs, this is not the case.

4. Assessment programmes in the LTSMs and planners

4.1 Term 1: Recommendations for formal assessment tasks in the LTSMs

LTSM	Task 1 Oral: Listening comprehension	Tasks 2 + 3: Writing Task 2: Essay Task 3: Longer transactional text	Task 4: Test: Language in context
Interactive English	Week 7: Listen to an extract about culture shock and answer the questions LB pp. 54–56 TG pp. 43–46	TASK 2 Week 8: A narrative essay LB pp. 65–68, TG p. 55 TASK 3 Week 2: Friendly letter LB pp. 18–19 TG p. 13 OR Week 6: Interview or dialogue LB p. 52 TG pp. 41–42 OR Week 10: Song review LB p. 82 TG p. 66	Week 8: No test provided Use test in Section C of this planner or from another LTSM
Platinum English First Additional Language	Week 7 Act. 1: Listen to part of a story and discuss the questions. LB pp. 48–49, TG p. 30	TASK 2 Week 8: A narrative essay LB pp. 56–58, TG p. 34 TASK 3 Week 2: A friendly letter LB pp. 13–14, TG p. 9 OR Week 6: A dialogue LB pp. 41–42, TG p. 26	Week 8: Test with memorandum TG pp. 170–174 Photocopy the test paper for the learners OR Use test in Section C of this planner
Spot On English First Additional Language	Week 7: Listening and note-taking LB p. 43, TG pp. 71–72 (See Note 3 in Week 7 of the <i>Spot On English</i> planner)	TASK 3 Week 2: Friendly letter LB p. 12, TG p. 46 OR Week 6: A dialogue LB p. 37, TG p. 66 TASK 2 Week 8: A narrative essay LB pp. 52–53, TG p. 78	Week 9: Revision test and memorandum TG pp. 91–98 Photocopy the test paper for the learners OR Use test in Section C of this planner
Study and Master English First Additional Language	Week 4: Listen for opinions and discussion LB p. 23, TG p. 20 OR Week 8: Listen for main ideas LB pp. 48–49, TG pp. 38–39 OR Listening test FAT 1 LB p. 61 TG Assessment section pp. 3–4	TASK 2 Week 7: Plan and write a narrative essay LB pp. 46, 47 & 50, TG pp. 36 & 41 OR FAT 2 LB p. 62 TG Assessment section p. 4 TASK 3 Week 2: Write a friendly letter LB pp. 13–14, TG p. 10 OR Week 6: Letter to editor LB p. 37 OR Week 9: Write a review LB pp. 55–56, TG p. 44	Week 9: Use test in Section C of this planner, or choose a test from another LTSM
Top Class	Week 7: Act. 4.2 Listening comprehension LB p. 37, TG pp. 16–17	TASK 2 Week 7: Act. 4.6 Write a narrative essay LB pp. 41–42, TG p. 19 TASK 3 Week 2: Act. 1.11 Write a friendly letter LB pp. 8–9, TG p. 5 OR Week 10 Act. 5.6 Write a review LB pp. 51–52, TG p. 23	Week 8: No test provided Use test in Section C of this planner

LTSM	Task 1 Oral: Listening comprehension	Tasks 2 + 3: Writing Task 2: Essay Task 3: Longer transactional text	Task 4: Test: Language in context
Via Afrika English First Additional Language	Week 1: Listen for information LB p. 6, TG pp. 6–7	TASK 2 Week 4: Imaginative essay LB pp. 26–27, TG pp. 24–25 Week 8: Narrative essay LB p. 47, TG p. 46 TASK 3 Week 2: Friendly letter LB p. 11, TG p. 10	Week 9: No test provided Use test in Section C of this planner, or choose a test from another LTSM
Viva English First Additional Language	Week 1: Ex. 2 + 3: Listen to a story, and make notes LB pp. 3–6, TG p. 4 OR Week 9: Ex. 2: Listen to a text LB p. 57, TG p. 34	TASK 2 Week 7: Narrative essay LB pp. 37–38, TG p. 25 TASK 3 Week 2: Ex. 11: Friendly letter LB p. 14, TG pp. 9–10	Week 8: No test provided Use test in Section C of this planner, or choose a test from another LTSM

4.2 Term 2: Recommendations for formal assessment tasks in the LTSMs

LTSM	Task 5: Oral: Formal researched speech	Task 6: Literature context questions	Task 7: Mid-year examination Paper 1: Language in context (2 hours, 80 marks) Paper 2: Literature (2 hours, 70 marks) Paper 3: Writing (2 hours, 100 marks)
Interactive English	Week 3 (Week 13): Guidelines to plan and present a prepared speech introduced LB p. 110; TG p. 87	Two possibilities: Week 3 (Week 13): LB pp. 113–115; TG pp. 89–91 OR Week 5 (Week 15): LB p. 131; TG pp. 102–103 However, neither of these exercises have questions with mark allocations, so you should allocate marks and construct a memorandum or consider using a FAT 6 from another LTSM	No examination papers provided Use exam papers in Section C of this planner or from another LTSM
Platinum English First Additional Language	Week 3 (Week 13): Act. 2: LB p. 93; TG p. 56	Week 2 (Week 12): <i>Car Dump</i> Alan Sillitoe LB p. 90; TG p. 54 OR Week 3 (Week 13): <i>Ancestors at Wonderwerk</i> Mike Cope LB pp. 99–100; TG pp. 60–61	No examination papers provided. Use exam papers in Section C of this planner or from another LTSM
Spot On English First Additional Language	Week 3 (Week 13): LB p. 85; TG p. 112	Suggested FAT 6: Week 7 (Week 17): <i>Attack on the ad man</i> ASJ Tessimond LB pp. 106–107; TG pp. 128–129	Mid-year examination papers with memos TG pp. 139–152 Photocopy the test papers for the learners OR Use examination papers in Section C of this planner
Study and Master English First Additional Language	Week 4 (Week 14): LB p. 93; TG p. 67	Suggested FAT 6: Week 3 (Week 13): LB p. 84; TG pp. 63–64 Set questions and a memo OR Week 4 (Week 14): LB pp. 95–97; TG pp. 67–69, Act. 60 Set questions and a memo Alternatively, set a task from another LTSM	No examination papers provided Use exam papers in Section C of this planner or from another LTSM
Top Class English	Week 3 (Week 13): Act. 7.3 LB p. 68; TG p. 33	Week 5 (Week 15) LB pp. 80–82; TG pp. 38–39	Mid-year examination Papers 1–3 with memos TG pp. 86–112 Note: Paper 1 is out of 75 marks, whereas the CAPS requires a paper out of 80 marks
Via Afrika English First Additional Language	Week 3 (Week 13): LB p. 71; TG p. 66	Week 3 (Week 13) LB p. 69; TG p. 66 Set questions and a memo on the text OR Week 8 (Week 18) LB pp. 93–95; TG p. 85 Select adverts Set questions and a memo on the text	No examination papers provided Use exam papers in Section C of this planner or from another LTSM
Viva English First Additional Language	Week 4 (Week 14): No guidance in the LTSM for planning this task Consult other sources	Week 6 (Week 16) Ex. 12 and 13 LB pp. 112–116; TG pp. 65–67	Mid-year examination with memo in TG pp. 124–128 OR Use the examination papers in Section C of this planner

5. Information about cognitive levels

In all subjects FATs must include questions that are set at a range of cognitive levels. For EFAL questions can be set at various levels for the comprehension section of Paper 1 and for the literature questions in Paper 2.

On p. 79 of the CAPS for EFAL Grades 10–12 there is very useful information about cognitive levels and the kinds of questions that match each level. Notice that the percentage of questions in a test or examination paper is specified for each level, although it is not always possible to follow this exactly. For example, visual literacy questions (such as analysis of a cartoon or advertisement) may include a higher percentage of inferential questions than is the case for a prose passage. The information from the CAPS is reproduced in the table below. You may find it useful as a guide when you are setting questions.

Table 1: COGNITIVE LEVELS AND QUESTION TYPES

COGNITIVE LEVEL	ACTIVITY	PERCENTAGE OF TASK
Literal (Level 1)	<p>Questions that deal with information explicitly stated in the text.</p> <ul style="list-style-type: none"> • Name the things/people/places/elements ... • State the facts/reasons/points/ideas ... • Identify the reasons/persons/causes ... • List the points/facts/names/reasons ... • Describe the place/person/character ... • Relate the incident/episode/experience ... 	Levels 1 & 2: 40%
Reorganisation (Level 2)	<p>Questions that require analysis, synthesis or organisation of information explicitly stated in the text. The following are examples:</p> <ul style="list-style-type: none"> • Summarise the main points/ideas/pros/cons ... • Group the common elements/factors ... • State the similarities/differences ... • Give an outline of ... 	
Inference (Level 3)	<p>Questions that require learners to interpret messages that are not explicitly stated by linking information from different parts of the text or relating clues in their text to their prior knowledge or experience and drawing conclusions.</p> <ul style="list-style-type: none"> • Explain how the main idea links with theme/message ... • Compare the ideas/attitudes/actions ... • What is the writer's (or character's) intention/attitude/motivation/reason ... ? • Explain the cause/effect of ... • What does an action/comment/attitude (etc.) reveal about the narrator/writer/character ... ? • How does the metaphor/simile/image affect your understanding ... ? • What do you think will be the outcome/effect (etc.) of an action/situation ... ? 	Level 3: 40%
Evaluation (Level 4)	<p>These questions deal with judgements concerning value and worth. These include judgements regarding reality, credibility, facts and opinions, validity, logic and reasoning, and issues such as the desirability and acceptability of decisions and actions in terms of moral values.</p> <ul style="list-style-type: none"> • Do you think that what happens is credible/realistic/possible ...? • Is the writer's argument valid/logical/conclusive ...? • Discuss/comment critically on the action/intention/motive/attitude/suggestion/implication ... • Do you agree with the view/statement/observation/interpretation? • In your view, is the writer/narrator/character justified in suggesting/advocating that ...? (Substantiate your response/Give reasons for your answer.) • Is the character's attitude/behaviour/action justifiable or acceptable to you? Give a reason for your answer. • What does a character's actions/attitude(s)/motives ... show about her/him in the context of universal values? • Discuss critically/comment on the value judgements made in the text. 	Levels 4 & 5: 20%
Appreciation (Level 5)	<p>These questions are intended to assess the psychological and aesthetic impact of the text on the candidate. They focus on emotional responses to the content, identification with characters or incidents and reactions to the writer's use of language (such as word choice and imagery).</p> <ul style="list-style-type: none"> • Discuss your response to the text/incident/situation/conflict/dilemma ... • Do you empathise with the character? What action/decision would you have taken if you had been in the same situation? • Discuss/comment on the writer's use of language ... • Discuss the effectiveness of the writer's style/introduction/conclusion/imagery/metaphors/use of poetic techniques/literary devices ... 	

6. Exemplar test for Term 1

Please note the following quoted instructions on FAT 4 from the CAPS document for Grades 10–12, p. 81:

**** Test 1** could be set out of **40 marks** or, if more, should be **converted to 40 marks**. While the *Comprehension, Summary, Language Structures and Conventions* combination is suggested, teachers are urged to design a combination of aspects that fits the character (test programme, time allocation, etc.) of the school.

A test in the Programme of Assessment should not be made up of several smaller tests. Each test should cover a substantial amount of content, should be set for 45–60 minutes and should reflect the different cognitive levels as set out for exam papers.

Term 1 Test Exemplar: Language in context

Total: 40

Time: 1 hour

Section A: Comprehension

Read the passage below and then answer the questions. Answer in full sentences in your own words as far as possible.

(The narrator of this event is William Kwamkwamba, who went on to make a windmill out of scrap and thereby provided water and electricity for his village in Malawi.)

Before I discovered the miracles of science, magic ruled the world.

Magic and its many mysteries were a presence that hovered about constantly, giving me my earliest memory as a boy – the time my father saved me from certain death and became the hero he is today.

I was six years old, playing in the road, when a group of herd boys approached. This was in Masitala village near the city of Kasungu, where my family lived on a farm. The herd boys worked for a nearby farmer who kept many cows. They explained how they'd been tending their herd that morning and discovered a giant sack in the road, filled with bubble gum. Can you imagine such a treasure? I can't tell you how much I loved bubble gum.

"Should we give some to this boy?" one asked.

I didn't move or breathe.

"Eh, why not?" said another. "Just look at him."

One of the boys reached into the bag and pulled out a handful of gumballs, one for every colour, and dropped them into my hands. I stuffed them all in my mouth. As the boys left, I felt the sweet juice roll down my chin and soak my shirt.

The following day, I was playing under the mango tree when a trader on a bicycle stopped to chat with my father. He said that while on his way to the market the previous morning, he'd dropped one of his bags. By the time he'd realised what had happened and circled back, someone had taken it. The bag was filled with bubble gum, he said. Some fellow traders had told him about the herd boys passing out gum in the villages, and this made him very angry. For two days he'd been riding his bicycle throughout the district looking for the boys. He then issued a chilling threat.

"I've gone to see the *sing'anga*, and whoever ate that gum will soon be sorry."

The *sing'anga* was the witch doctor.

I'd swallowed the gum long before. Now the sweet, **lingering** memory of it soured into poison on my tongue. I began to sweat; my heart was beating fast. Without anyone seeing, I ran into the blue gum grove behind my house, leaned against a tree, and tried to make myself clean. I spat and shoved my finger into my throat, anything to rid my body of the curse. I came up dry.

I felt the great eye of the wizard watching me through the trees. I'd eaten his juju and now his darkness owned me. That night, the witches would come for me in my bed. They'd force me to fight, leaving me

for dead along the magic battlefields. And as my soul drifted alone and forsaken above the clouds, my body would be cold by morning. A fear of death swept over me like a fever.

I began crying so hard I couldn't move my legs. The tears ran hot down my face, and the smell of poison filled my nose. I fled the forest quickly, trying to get away from the giant magic eye. I ran all the way home to where my father sat against the house, plucking a pile of maize. I wanted to throw my body under his, so he could protect me from the devil.

"It was me," I said, the tears drowning my words. "I ate the stolen gum. I don't want to die, Papa. Don't let them take me!"

My father looked at me for a second, then shook his head.

"It was you, eh?" he said, then kind of smiled.

(629 words)

Adapted from *The Boy who Harnessed the Wind*
William Kwamkwamba and Bryan Mealer
Harper Collins, 2009

Now answer the questions in full sentences in your own words as far as possible. The number of marks allocated to each question will determine how long your answer should be.

1. What did the herd boys discover just before they met William? (2)
2. Were William's family rural or urban dwellers? Write down two words from the text to support your answer. (2)
3. 'I didn't move or breathe,' says William. Explain why William behaved like this. (2)
4. William was very pleased to have the bubble gum.
Quote the words that tell you this. (2)
- 5.1 Say in your own words what the trader threatens to do. (2)
- 5.2 How do you feel about this threat? Is the trader's threat justified? (3)
6. What does William imagine will happen to him? Write one sentence in your answer. (2)
7. Why do you think William's father smiled? Give reasons for your answer. (3)
8. Do you think William did the right thing to go to his father for help?
Give a reason for your answer. (2)

Total Section A: 20 marks

Section B: Summary

Read the review of a car below, and summarise the positive features of this car.

Write your summary in point form, in full sentences in your own words.

Write down SEVEN sentences, each on a separate line.

Number your sentences from 1–7.

Use a maximum of 60 words

Citroën C1: Quite cool

The new Citroën C1 Airscape Open Top – excellent for driving to and from work and tech-savvy

Although this is a funky little vehicle, it is solid – and the sky is quite literally the limit. The full-width sun-roof opens all the way back, giving new meaning to the term. It gives the feeling of being in a convertible, without exposure and security risks.

This brightly coloured little car is also tech-savvy, designed to appeal to the 18–25 age group. Attractive features are the lighter-than-air steering, a classy centre console with neat buttons and a

rear camera for ease of reversing and parking. Added to these features are the attractive seat and door finishes and the trendy dashboard.

Yet, despite these great features including a fantastic sound system and the efficient fuel consumption – I did 6.9 litres/100 km – the reverse gear is a little stickier than I would prefer. It's also hard to overlook how loud the engine of this little car is, and how the car shakes at even moderate speeds. Not even a moderate sized sports kit will fit in the boot, but it's a stylish to-and-from-work kind of car.

(195 words)

Adapted from the *Citizen*, 30 May 2015
Original written by Robyn Francis

Total Section B: 10 marks

Section C: Language structures and conventions

Read the passage below, and then answer the questions.

Not long after my father left, I heard a loud commotion under the tree, then panic. It was Enifa who began screaming first. I looked over and saw her push through the crowd, gasping for breath. Others around the tree soon began to wail and cry, holding their arms to heaven. I then felt a hand on my shoulder. I looked up and saw my mother, her face twisted as if she'd bitten something sour.

"Your uncle John is no more," she said. "He has passed."

It was then my father returned with the car and learned the tragic news about his brother. Several men had to hold his body up.

From *The Boy who Harnessed the Wind*
William Kwamkwamba and Bryan Mealer
Harper Collins, 2009

1. Write this sentence in the **present tense**:
"It was Enifa who began screaming first." (2)
2. Write this extract in **reported speech**:
"Your uncle John is no more," she said. "He has passed."
Begin: William's mother
3. Write down two adjectives from the passage in Section C above. Write only the words. (2)
4. **Commotion**, as it is used in the text, means: (write down only the letter A, B, C or D) (1)
A movement
B music
C disturbance
D call
5. Rearrange the following words to make a logical sentence:
he his father William's brother's collapsed of death heard when (2)
6. Correct the word that has been wrongly spelt in the passage. Write only the word (1)

Total Section C: 10 marks

7. The memorandum for the Term 1 test with analysis of cognitive levels

Section A: Comprehension – 20 marks

Q. no	Question and mark allocation	Answer	Cognitive level	Analysis of cognitive level
1	What did the herd boys discover just before they met William? (2)	They found a large bag containing bubble gum.	1	Information explicitly stated in the text.
2	Were William's family rural or urban dwellers? Write down two words from the text to support your answer. (2)	They were rural people. 'Farm' and 'village' tell us this.	3	Learners required to interpret the message by knowing the meaning of 'urban' and 'rural'.
3	'I didn't move or breathe,' says William. Explain why William behaved like this. (2)	He was afraid the boys would change their minds.	3	Learners required to interpret the boy's actions.
4	William was very pleased to have the bubble gum. Quote the words that tell you this. (2)	'treasure' and 'how much I loved'	2	Question requires synthesising of information.
5.1	Say in your own words what the trader threatens to do. (2)	The trader will ask the witch doctor to help him to find and punish the thief.	2	Organising of information explicitly stated in the text.
5.2	How do you feel about this threat? Is the trader's threat justified? (3)	Yes; the trader earns his living from selling his wares, and the boys should have returned the bubble gum to him. No, it is a harsh punishment, and he should understand that the boys are young and probably not responsible yet. (Any version of these or other relevant ideas that the learners express.)	4	Value judgements regarding the desirability or value of an action.
6	What does William imagine will happen to him? Write one sentence in your answer. (2)	He believes that the witches will haunt him/They will make his spirit fight, and it will be lost in a magic battle, causing his death.	2	Synthesising and organising information from the text.
7	Why do you think William's father smiled? Give reasons for your answer. (3)	William's father is probably not angry/ He is proud of William for owning up/ He doesn't think the trader's threat is serious/He doesn't think the theft is serious.	3	Interpreting messages that are not explicitly stated.
8	Do you think William did the right thing to go to his father for help? Give a reason for your answer. (2)	He did the right thing because he was too young to solve the problem on his own/He was very afraid and did not know what else to do/He trusted that his father would help him.	4	Judgements regarding the desirability and acceptability of decisions.

Breakdown of cognitive levels of questions in Section A: Comprehension

Levels	Number of questions: 9 (Q. 5 has 2 parts)	Number of marks out of 20	Approx % of marks	% of marks required by the CAPS
Level 1 and 2	4 out of 9	8 out of 20	40	40
Level 3	3 out of 9	7 out of 20	35	40
Level 4 and 5	2 out of 9	5 out of 20	25	20

Note: The breakdown of the cognitive levels of the questions in the comprehension test complies as closely as possible with the information in the table of cognitive levels in the CAPS document, p. 78. The document is reproduced in Section C no. 1 above.

Section B: Summary – 10 marks

Any seven of the following sentences or similar ones:

(The answers must be in full sentences and in the learners' own words, except where there is no substitute for the original word, e.g. steer, rear camera, sun-roof. The learners can also change the form of a word used in the text, e.g. reverse and park.)

1. The car has a sun-roof that opens wide.
2. It appeals to young people.
3. Its interior is elegantly designed.
4. The car steers very easily.
5. It has an excellent sound system.
6. It uses little fuel.
7. The rear camera makes it easy to reverse and park.
8. The car is suitable for driving short distances.

(1 mark for each sentence + 3 marks for overall coherence and grammatical accuracy – logic, full sentences, punctuation and spelling)

Section C: Language Structures and Conventions – 10 marks

1. It is Enifa who begins screaming first. (2)
2. William's mother told him that his uncle John had passed away/died. (2)
3. loud, sour, tragic, several (any two) (2)
4. C (1)
5. William's father collapsed when he heard of his brother's death. (2)
6. hold (1)

15. Templates for tracking, reflecting on and reporting curriculum coverage

15.1 Conventional schools¹

NAME OF TEACHER: _____ SUBJECT/GRADE: _____

Week no. in planner _____				
Week no. in term when work planned for week started _____				
Refer to the planner ² for details of the week's work (or the ATP for subjects without planners)				
Class (or subject for FP)				
On track by end of week? (Yes/no)				
How many learners are working confidently? ³ (Rough estimate)				
How many learners in this class?				
DAY⁴	BRIEF NOTES ON THE DAY'S WORK: Consider such things as: <i>What concepts/skills did the learners struggle with or manage well in this lesson? What could be the reasons for this? Did the class complete the work you had planned? Do you need to change your plans for the next lesson? What changes will you make?</i>			
1				
2				
3				
4				
5				
Reflection on the week: Think about and make a note of:				
What concepts and skills for the week did learners struggle with? What could you do differently next time to support or extend learning better? What good practice could you share?			Did you cover the curriculum for the week? If not, what were some of the challenges? What can you do to catch up? What help do you need? How will your progress this week affect your plan for next week?	
DH:			Date:	

¹ Please amend this draft template to suit the needs of your school.

² You can use any planning document (such as the CAPS planner, the ATP or printed lesson plans) as the basis for your tracking.

³ Estimate of learners in that grade that are working confidently at Level 4 (adequate achievement) or above.

⁴ This can also be lessons if there are more than five lessons a week.

15.2 Multigrade schools¹

NAME OF TEACHER: _____

Week no. in planner _____

Week no. in term when work planned for week started _____

Refer to the planner² for details of the week's work (or the ATP for subjects without planners)

Subjects							
GRADE	On track this week? ³						
	Est. learners > Level 4 ⁴						
	# learners in grade						
GRADE	On track this week?						
	Est. learners > Level 4						
	# learners in grade						
GRADE	On track this week?						
	Est. learners > Level 4						
	# learners in grade						
DAY	BRIEF NOTES ON THE DAY'S WORK: Consider such things as: <i>What concepts/skills did the learners struggle with or manage well in this lesson? What could be the reasons for this? Did the class complete the work you had planned? Do you need to change your plans for the next lesson? What changes will you make?</i>						
	1						
	2						
	3						
	4						
	5						
Reflection on the week: Think about and make a note of:							
SUBJECT	What concepts and skills for the week did learners struggle with? What could you do differently next time to support or extend learning better? What good practice could you share?	Did you cover the curriculum for the week? If not, what were some of the challenges? What can you do to catch up? What help do you need? How will your progress this week affect your plan for next week?					
Principal:				Date:			

¹ Please amend this draft template to suit the needs of your school.

² You can use any planning document (such as the CAPS planner, the ATP or printed lesson plans) as the basis for your tracking.

³ Yes/no?

⁴ Estimate of learners in that grade that are working confidently at Level 4 (adequate achievement) or above.