

Nuusbrief 4/2022

2022-04-13

PROFESIONELE NUUSBRIEF

Hierdie nuusbrief verwys na:

1. Direktiewe vir die voltydse terugkeer van leerders ([Staatskoerant 46172](#)), [Omsendskrywe S1 van 2022](#)
2. Skoolkalenders:
 - a. Goedgekeurde kalender vir 2023 ([Staatskoerant 46061](#))
 - b. Voorgestelde kalender vir 2024 ([Staatskoerant 46060](#))
 - c. Konsep kalender vir 2025 vir kommentaar ([Konsep dokument](#))
3. NECT Kurrikulum beplanners en vorderingsinstrumente
4. [Nasionale Assesseringsomsendskrywe 2 van 2022 Implementering](#) van die assesseringsprogram in hoofstroom en spesiale skole
5. Grondslagfase Formele Assesseringstake ([Bylaag A](#))
6. Intermediêre fase formele assesseringstake ([Bylaag B](#))
7. Senior fase assesseringstake ([Bylaag C](#))
8. Skole wat die Beroeps en Vaardigheidskurrikulum aanbied – Formele Assesseringstake ([Nasionale Assesseringsomsendskrywe 3 van 2022](#))
9. Verdere Onderrig en Opleiding fase:
 - a. Riglyne oor kwaliteitversekering van Praktiese Assessering en Mondelinge Assessering ([Omsendskrywe E6 van 2022](#))
 - b. Riglyne oor die kwaliteitsversekering vir Skoolgebaseerde assessering ([C6 Bylaag A](#))
 - c. Terugvoer rubriek oor die riglyne ([C6 Bylaag B](#))
 - d. Riglyne vir Dramatiese Kuns ([Omsendskrywe S6 van 2022](#))

INLEIDING

Hierdie nuusbrief fokus op die verskillende omsendskrywes wat uitgereik is, sowel as riglyne ten opsigte van die skoolgebaseerde assessering vir die totale sektor.

Dit is belangrik om die volgende aspekte rondom die kurrikulum uit te lig:

- Die hele stelsel gebruik steeds die herstel kurrikulum soos geïmplementeer in 2020 en 2021
- Die KABV pre-2020 is nog nie weer in gebruik nie en sal vervang word met 'n gemoderniseerde kurrikulum
- Inhoud wat uit die vorige KABV uitgelaat is, is steeds nie terug geplaas nie
- Die stelsel volg steeds die Jaarlikse Onderrigplanne (ATPs) soos versprei
- Eksamenriglyndokumente, spesifiek vir Graad 12 is onontbeerlik
- Werkboeke is steeds 'n aanvullende bron tot die Onderrig en Leermateriaal wat in klasse gebruik word, saamgelees met die Jaarlikse Onderrigplanne
- Die aangepaste Hoofstuk 4 (KABV assessering) is steeds van toepassing
- Gewigswaardes soos in die dokumente waarna hierdie skrywe wys word ingevoer
- Skole moet steeds 'n program van assessering volg soos uiteengesit in die dokumente wat in die herstelkurrikulum opgeneem is
- Die klem is steeds op Assessering vir Leer, teenoor Assessering van Leer (oorwegend take, toetse en eksamens)
- BAIE BELANGRIK vir die VOO fase – Skoolgebaseerde Assessering word in oorweging gebring vir die Nasionale Senior Sertifikaat uitslae. Waar die SBA-punt te veel van die eksamenpunt verskil, kan die SBA-punt deur die eksamenliggaam aangepas word. As die verskil wesenlik is kan die SBA heeltemal buite berekening gelaat word en slegs die eksamenpunt gebruik word. Waar 'n hele sentrum (skool) se SBA-punte wesenlik van die eksamenpunte verskil kan die hele sentrum se SBA-punte buite berekening gelaat word.

1. DIREKTIEWE VIR DIE TERUGKEER NA 'N VOLDAG BYWONING

Na aanleiding van 'n Kabinetsbesluit is alle skole verplig om vanaf Maandag 7 Februarie 2022 'n voltydse bywoningsrooster te implementeer.

Enkele aspekte wat uitgelig kan word:

- Die 1 meter sosiale afstand is opgehef. Dit beteken dat die bepaling dat VKO en Graad R leerders net by bankies moes werk opgehef is. Die implikasie is dat die gewone aktiwiteite (met omsigtigheid) kan voortgaan
- Die vereiste dat leerders individueel by bankies moet sit is opgehef
- Maskers moet steeds gedra word binne in klasse, maar masker-pouses moet toegelaat word; 5 tot 15 minute vir elke 2 uur in die skooldag
- Sanitering is steeds in plek en goeie praktyke wat geïmplementeer is kan gerus gevolg word
- Leerders / personeel wat in aanraking met persone was wat Covid 19 positief getoets het, hoef nie meer te isoleer nie. SLEGS persone wat simptome is behoort vir 'n periode van 7 dae te isoleer
- Buitemuurse programme word weer aangebied, maar die Beheerliggaam van die skool moet 'n geskrewe instruksie aan die sameroeper gee rondom verantwoordelikhede in lyn met regulasies en DBO se Standaard Operasionele Riglyne moet gevolg word

2. SKOOLKALENDERS

Die gefinaliseerde kalender vir **2023** is beskikbaar vir beplanningsdoeleindes vir die komende jaar (Staatskoerant 46061). Dit is die finale weergawe en kan in u skool gebruik word vir die beplanning van dokumente vir 2023. Vir onderwysers word 203 skooldae in vooruitsig gestel met 'n beoogde getal skooldae vir leerders van 199. Daar is weer 'n verdeling tussen kus- en binnelandse skole wat op verskillende datums in die eerste kwartaal begin. Spesiale skool vakansiedae vir die periode is 20 Maart 2023 en 28 April 2023. Binnelandse skole begin reeds op 11 Januarie, teenoor Kusskole wat op die 18de Januarie 'n aanvang neem.

Die skoolkalender vir **2024** is vrygestel vir u insette (Staatskoerant 46060). Kommentaar kan deurgestuur word na navorsing@saou.co.za. Die voorstel is dat alle skole op dieselfde tyd in die eerste kwartaal begin en dat skole op die 13de Desember sluit. Daar is weer 2 spesiale skoolvakansiedae op 22 Maart en 23 April.

Die konsep skoolkalender vir **2025** is beskikbaar vir u insette (Skoolkalender 2025). Hierdie kalender dui aan dat skole op die 15de Januarie 'n aanvang sal neem en dan op die 10de Desember sal sluit. Kommentaar kan deurgestuur word na navorsing@saou.co.za.

3. NECT KURRIKULUMBEPLANNER EN VORDERINGSINSTRUMENTE

Die National Education Collaboration Trust (NECT) is 'n aktiewe rolspeler op die terrein van die onderwys. Hierdie entiteit is moontlik aan u bekend deur programme soos die PSRIP of NECT Mathematics wat in baie skole geïmplementeer is. Die NECT het onlangs ter ondersteuning van die DBO se navorsing oor kurrikulum verliese, 'n stel dokumente opgestel, wat riglyne vir kurrikulumdekking, -beplanning en -vordering voorskryf. Die SAOU saam met die 4 ander onderwysunies het teen die gebruik van hierdie dokumente standpunt ingeneem:

1. Die siening van die SAOU op alle voorgeskrewe lesplanne en dokumentasie is dat dit die kreatiwiteit en outonomie van die onderwyser aan bande lê.
2. Daarmee saam is die uitdruklike verstaan van die herstelkurrikulum dat administrasie en papierwerk beperk moet word om onderwysers optimale geleenthede vir onderrig en leer te bied. Die NECT se dokumentasie verhoog die administratiewe lading van onderwysers.

4. ASSESSERINGSPROGRAM IN ALLE SKOLE

Nasionale Assesseringsomskryf S2 van 2022 bied leiding rondom Hoofstroom en Spesiale Skole in die Algemene Onderwys en Opleidingsfase. Assesseringsprogramme in 2022 bly steeds dieselfde as die programme wat in 2021 uitgegee is. Die beginsel is steeds dat assessering vir leer die basis van alle assesseringsinstrumente behoort te wees. Intermediêre (Bylaag B) en Senior fase (Bylaag C) se Junie en November eksamens word steeds deur kontrole toetse vervang. Dit beteken dat die toetse steeds onder formele eksamen omstandighede kan plaasvind. Die omvang van werk waarvoor getoets word, word beperk.

Die klem op die Skoolgebaseerde Ondersteuningspan se rol en die gebruik van SIAS dokumente word weer beklemtoon. Die vraag ontstaan oor wat die omvang van intervensie in 'n vak is. In hierdie fases is dit belangrik dat 'n leerder meer as een geleentheid gebied word om vaardighede en kennis ten toon te stel. Dit beteken dat leerders nie net gemeet kan word aan een geskrewe taak nie.

5. SKOLE WAT DIE BEROEPS- EN VAARDINGHEIDSVAKKE VIR JAAR 1 TOT 4 AANBIED

'n Formele assesseringsprogram is ingesluit (Bylaag A) en dien as 'n riglyn vir die assessering van leerders. Die klem is op die onderrig van kennis en vaardighede. Die gewigswaarde is deurlopende assessering (kwartaal 1 tot 3 – 80%) met die 20% toewysing vir die einde van die jaar assessering (Kwartaal 4).

6. KWALITEITSVERSEKERING VAN SKOOLGEBASEERDE ASSESSERING

Omskryf E6 van 2022 verduidelik die riglyne vir die versekering van die kwaliteit van skoolgebaseerde assessering. Die standaard van alle assesseringsinstrumente is van belang.

Met die oog op die ontwikkeling van 'n beleid vir skoolgebaseerde assessering is die Riglyne vir die kwaliteitsversekering van SBA Grade 10 tot 12 (Bylaag A) uitgegee vir kommentaar. Aanvullend tot die Omskryf is ook 'n terugvoer vorm (Bylaag B) ingesluit. U insette op hierdie dokument sal veral die funksionering in die nagaan van SBA prosesse kan verbeter.

7. GRAAD 12 ASSESSERINGSTAKE DRAMATIESE KUNS- 2022

Die Departement van Basiese Onderwys het die program van assessering vir Dramatiese Kuns Graad 10-12 vervang. Omskryf S6 van 2022 vervang die vorige skryf: Omskryf S10 van 2021. U word versoek om kennis te neem, veral van die aangepaste gewigswaarde van die verskillende komponente soos uiteengesit. Verskillende praktiese assesseringsake (PAT) vir word vir elke kwartaal gekies: 'n Joernaal of 'n opstel of navorsing.

HANDLEIDING VIR SKOOLBESTUUR EN KLASKAMERBESTUUR GRATIS

BESKIKBAAR VIR LEDE

Newsletter 4/2022

13 April 2022

PROFESSIONAL NEWSLETTER

This newsletter refers to:

1. Directives for the full time return of learners to schools ([Government Gazette 46172](#)) and [Circular S1 of 2022](#); Measures for the resumption of full-time school attendance
2. School Calendars
 - a. Approved calendar for 2023 ([Government Gazette 46061](#))
 - b. Proposed calendar for 2024 ([Government Gazette 46060](#))
 - c. Draft calendar for 2025: open for comments ([Concept document](#))
3. NECT Curriculum Trackers and Planners
4. National [Assessment Circular 2 of 2022](#): Implementation of the assessment programme in mainstream and special schools
5. Foundation Phase Formal Assessment Tasks ([Annexure A](#))
6. Intermediate Phase Formal Assessment Tasks ([Annexure B](#))
7. Senior Phase Formal Assessment Tasks ([Annexure C](#))
8. Schools offering occupational and vocational subjects for year 1 to year 4: Formal Assessment Tasks ([National Assessment Circular 3 of 2022](#))
9. FET Phase:
 - a. Guidelines on the quality assurance of school-based assessment ([Circular E6 of 2022](#))
 - b. Guidelines on the quality assurance of SBA ([Annexure A](#))
 - c. Feedback forms regarding the guidelines ([Annexure B](#))
 - d. Guidelines on the quality assurance for Practical Assessment Tasks (PATs) and Language Oral Assessment (Circular E6 of 2022)
 - e. Guidelines for Dramatic Arts ([Circular S6 of 2022](#))

INTRODUCTION

This newsletter focuses on various circulars released, as well as guidelines with regard to school-based assessment for the whole sector.

It is important to highlight the followings aspects regarding the curriculum:

- The recovery curriculum is still used as implemented in 2020 and 2021.
- The CAPS pre 2020 will be replaced by a modernized curriculum.
- Content that was excluded from the previous CAPS, is still not being used.
- The Annual Teaching Plans (ATPs) that were circulated, are still being used.
- Exam guidelines, specifically aimed at Gr 12, are essential.
- Work books are still considered a supplementary source to the teaching and learning materials used in classes, together with the ATPs.
- The Amended Chapter 4 (CAPS assessment) is still applicable.
- Weighting, as discussed in the documents referred to in this newsletter, must be implemented.
- Schools must still follow an assessment programme as prescribed in the documents found in the recovery programme.
- The focus is still on assessment for learning, versus assessment of learning (tasks, tests, and exams).
- IMPORTANT for the FET phase: School-based assessment is considered for the National Senior certificate results. Where the SBA differs from the exam mark, the SBA mark can be adjusted by the examination body. If the SBA mark differs significantly, the SBA mark can be ignored and only the exam mark can be used. Where the SBA marks of a whole centre (school) significantly differ from the exam marks, the SBA marks of the whole school can be ignored.

1. DIRECTIVES FOR THE FULL TIME RETURN OF LEARNERS TO SCHOOL

According to cabinet decision schools are directed to end rotational schooling and resume full time attendance as from Monday 7 February 2022.

Schools should take note of the following:

- The provision for 1 metre social distancing has been removed. This implies the ECD- and Gr R learners who were only allowed to work at desks, can now resume with their normal activities with the necessary caution. They no longer have to sit individually at their desks.
- Masks must still be worn inside classes, but face mask breaks for learners are allowed: 5-15 minutes for every 2 hours during the school day.
- Sanitizing must still be maintained and other good practices should still be implemented.
- Individuals who have tested positive for COVID-19 and their contacts need no longer isolate. ONLY people with symptoms should isolate for a period of 7 days.
- Extra mural activities may resume but the SGB of a school should provide guidelines with regard to responsibilities in line with the regulations and the standard operational procedures of the DBE.

2. SCHOOL CALENDARS

The finalized 2023 calendar is available for planning purposes for the coming year (Government Gazette 46061.) There are 203 school days for teachers and 199 for learners. There is once again a division between the coastal and inland provinces. Schools open on different dates in the 1st term. Inland schools will open on 11 January and coastal schools will open on 18 January. There are special school holidays on 20 March and 28 April.

The calendar for 2024 has been published for comments. (Government Gazette 46060) You can forward your comments to: navorsing@saou.co.za The proposal is that schools will open on the same date in the 1st term and that schools will close on 13 December. There are again 2 special school holidays on 22 March and 23 April.

The draft school calendar for 2025 is also available for inputs. According to this calendar the schools will open on 15 January and close on 10 December. Your comments can be forwarded to: navorsing@saou.co.za

3. NECT PLANNERS AND TRACKERS

The National Educational Collaboration Trust (NECT) is an active role player in the Education sector. This entity might be familiar to you through programmes such as the PSRIP or NECT Mathematics which are being implemented in many schools. In line with the DBE research on learning losses, the NECT recently made a set of documents available with guidelines for curriculum coverage, - planning, and -tracking. Together with the other unions, the SAOU has taken a stand against the use of these documents:

1. The SAOU is of the view that the forced use of prescribed lesson plans and documentation restricts the creativity and autonomy of teachers.
2. The purpose of the recovery curriculum is to minimize the administration and paper work so that educators are given the opportunity to optimize teaching and learning in class.

4. ASSESSMENT PROGRAMMES IN ALL SCHOOLS

National assessment circular S22 of 2022 provides guidance to mainstream and special schools in the GET phase. Assessment programmes are still the same as in the document that was provided in 2021. Assessment for learning still remains the basic principle for assessment instruments. June and November

exams for the Intermediate (Appendix B) and senior phase (Appendix C) are replaced by control tests. Tests must still be conducted under exam circumstances. The scope of the work, however, is limited.

The important role of the SBST and the implementation of the SIAS policy is once again emphasized. The question remains what the scope of intervention in a subject should be. It is important that a learner must be afforded more than one opportunity to prove his knowledge and skills. That implies that learning cannot be measured by one written task only.

5. SCHOOLS THAT OFFER OCCUPATIONAL AND VOCATIONAL SUBJECTS FOR YEAR 1 TO YEAR 4 LEARNERS

A formal assessment programme is included (Annexure A) and serves as a guideline for the assessment of learners. The focus is on the teaching and learning of knowledge and skills. The weighing is 80% for continuous assessment (term 1 – 3) and 20% for the end of year assessment (term 4).

6. QUALITY ASSURANCE OF SCHOOL BASED ASSESSMENT

Circular E6 of 2022 explains the guidelines for the quality assurance of school-based assessment. The standard of all assessment instruments is of importance.

In order to develop a policy for school-based assessment, the guidelines for quality assurance for SBA Grade 10 – 12 (Annexure A) have been distributed for comments. In addition to the Circular, a form (Annexure B) has also been included. Your input and comments on this document will impact the functioning of the control of SBA processes.

7. GR 12 ASSESSMENT TASKS DRAMATIC ARTS – 2022

The DBE has replaced the programme for assessment for Dramatic Arts Gr 10-12. Previous circular S10 of 2021 is replaced by Circular S6 of 2022. Please take note of the adjusted weighting for the different components. Different practical assessments tasks (PATs) are chosen for each term: a journal, or essay or research.

[FREE ACCESS TO MANUALS FOR SCHOOL MANAGEMENT AND CLASSROOM MANAGEMENT FOR MEMBERS](#)