



## **Solid Foundations Primary School** **Curriculum Design and Development Policy (2021/1)**

Solid Foundations Primary School uses the CAPS documents provided by the Department of Education as the foundation for programme development, design and delivery in our school.

Solid Foundations recognises a Year Plan as

- a plan providing a framework for weekly plans/ lesson plans for each grade within a phase.
- a tool for ensuring that learning content, skills and criteria are effectively reached and are balanced across school terms during the course of the year.

### **1. Process for Year Plan Development and Design**

- 1.1. In its entirety, Year Plan content covers the expected CAPS content, skills and criteria over the course of the year. It allows for logical progression in the development of learners' understanding and knowledge, and the teacher may choose to allocate his/her own time frame to each CAPS skill or criteria, in accordance with the needs of the learners and to ensure that all skills, content and criteria are thoroughly covered in the course of the school year.
- 1.2. Where possible, teachers are encouraged to cover given CAPS content within the termly given time frame stipulated by the CAPS document. Teachers do, however, have the flexibility to move content to a different term, if they can adequately motivate the reason for this change.
- 1.3. It is recommended that consideration be given to integration between subjects. Teachers are encouraged to coordinate this within their phase.
- 1.4. Teachers are welcome to expand the skills, knowledge and curriculum content of their learners beyond the scope of the CAPS curriculum prescribed for each grade, as long as the prescribed CAPS curriculum content is completely covered in the course of the year.
- 1.5. Exception to adherence to CAPS is permitted in the so-called non-academic subjects of music, physical education, computer technology and art. Appropriate time is allocated to these subjects, but lessons are planned at the discretion of the teacher. There is, however, the requirement of written planning for these subjects, which can be subject to principal inspection at any time.
- 1.6. The content described on the Year Plan should be divided into terms and weeks. These are indicated by the shorthand notation e.g. T2W4. Planning should cover 9-11 weeks per term with the exception of term 4, which should include planning for approximately 7 weeks.

- 1.7. Year Plans must be submitted to the principal at the beginning of each school year who will check for CAPS compliance and ensure a high standard is maintained through sufficient and well-planned content coverage.

## **2. Further development of the Year Plan through Lesson Plans**

- 2.1. Lesson plans follow the Year Plan schedule closely.
- 2.2. The teacher is responsible for the development of personalised lesson plans. These plans may also follow the teacher's own preferred format, and may cover an hour, a day or even a week, but should have the following basic characteristics:
  - 2.2.1. Date, or week, of planned lessons
  - 2.2.2. Brief outline of content taught
  - 2.2.3. Any unique teaching method or approach intended
  - 2.2.4. An indication of available resources required, if necessary
  - 2.2.5. Assessment procedures followed, if necessary
  - 2.2.6. Post-lesson commentary, if any
- 2.3. Content for lesson plans should be sourced from multiple sources (including reputable websites). The school will cover the cost of purchasing several textbooks if necessary. Staff are strongly advised to create their own "textbooks" and "worksheets" by personalising and combining several sources in their lesson plans, and not to depend on one textbook as a source. Consideration must be given to copyright protection and plagiarism is not permitted.
- 2.4. Teacher preparatory work needs to reflect lesson planning at least one week in advance of lesson delivery. The principal may request to inspect Year Plans and lesson plans at any time during the school year, but will do so officially biannually.

## **3. Delivery of Learning Programmes**

- 3.1. Teaching involves following the designed Year Plans and lesson plans
- 3.2. Class visits by a peer teacher and/or the principal include a confirmation that Year Plans and lesson plans are indeed being followed as described in teacher's preparatory files.
- 3.3. Teachers are encouraged to keep personal records (post-lesson commentary) concerning the successes and failures of the delivery of their planned lessons in their preparatory files. These notes are taken into consideration when planning future lessons.

## **4. Curriculum coherence**

- 4.1. It is expected that the content of each subject follows a clear, coherent structure that is logically aligned with the following or preceding grade
- 4.2. Teachers are expected to assist in creating a global trajectory map for their subject, that is aligned with their respective CAPS document and signed off by the principal
- 4.3. Each trajectory map should undergo an annual review to ensure that it is still correct and relevant