



Solid Foundations Primary School

Curriculum Design and Development Policy (2025/11)

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 content is permitted in the so-called non-academic subjects of music, physical education, computer technology, coding and robotics 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 for Foundation Phase and 5 weeks for Senior and Intermediate Phases.
- 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. If a Year Plan was approved by the principal and it does not change from one year to the next, it need not be submitted at the start of a school year again.
- 1.8. The principal may request to inspect Year Plans at any time during the school year, but will do so officially at least twice a year while conducting classroom visits.
- 1.9. It is compulsory for teachers to save a copy of an up-to-date Year Plan as well as all exams (June & November) and term tests with their corresponding memorandums in the Teacher's Folder in Google Drive.

2. Further development of the Year Plan through Lesson Plans

- 2.1. Lesson Plans follow the Year Plan schedule closely. Lesson Plans are professional tools designed by the teacher for the teacher. Although it is expected that teachers use Lesson Plans to prepare and deliver their lessons, these personalised documents do not need to be submitted for the biannual principal inspections.

- 2.2. Lesson Plans should follow the teacher’s own preferred format, and may cover an hour, a day or even a week’s lessons, but generally 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 (include any worksheets).
 - 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 requested by a teacher. Staff are strongly advised to create their own “textbooks” and “worksheets” by personalising and combining several sources, 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 should reflect lesson planning at least one week in advance of lesson delivery.

3. Delivery of Learning Programmes

- 3.1. Teaching involves following the designed Year Plans and lesson plans.
- 3.2. Class visits by the principal (unannounced, at least biannually) include a confirmation that Year Plans are being followed as described in teacher’s preparatory files.
- 3.3. Teachers are required to do at least one “non-worksheet” lesson a week. These lessons should aim to be fun and engaging. Lesson plans for these lessons must be given to the Principal weekly by Thursday.

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 content across the phase. This process is facilitated through Lesson Study (see Lesson Study policy).