



# THORNTREE PREPARATORY SCHOOL

## DEVELOPMENT, DESIGN, EVALUATION OF LEARNING PROGRAMMES INTERMEDIATE & SENIOR PHASE



<b>Document Name</b>	Development, design, evaluation of learning programmes
<b>Document Number</b>	TPS_C6_1_1
<b>Authority</b>	Head/Secretary
<b>Administration of Document</b>	Admin/Heads
<b>Effective Date</b>	01/01/2021
<b>Approved by</b>	Head
<b>Scope of Document</b>	Staff, Students, Parents
<b>Last Revision Date</b>	12/04/2022
<b>Next Review</b>	12/04/2023
<b>Related Policies</b>	<p>The Constitution of the Republic of South Africa (Act 108/1996.)</p> <p>The South African Schools' Act (Act 84/1996) and subsequent amendments.</p> <p>The National Education Policy Act (Act 27/1996) and any applicable policies determined in terms of this Act, including the Regulations for Admissions to Schools.</p>

<b>Approved by:</b>	<b>Approved by:</b>
	
<b>Helyn Tooley (Principal)</b> MJB Properties CC	<b>Ursula van den Berg</b> MJB Properties CC



## CONTENT

1	Purpose	3	
2	Design of School Curriculum		
2.1	Core Curriculum	3	
2.2	Duties & Responsibilities	4	
3	Planning	4	
4	Timetabling	4	
5	Language of Teaching & Learning	4	
6	Evaluation & Management of teaching, assessment and performance		5
7	Current Academic Committee Intermediate & Senior Phase		6

DOC NAME:	Development, Design, Evaluation of Learning Programmes Intermediate & Senior Phase	DATE OF IMPLEMENTATION:	01/01/2021
REF NO:	TPS_C6_1_1	LAST REVISION DATE:	12/04/2022



**1. PURPOSE**

In response to the call that teachers and learners should be in class, on time teaching and learning, Thorntree Preparatory school hereunder formulates a policy for teaching and learning. This policy aims to maximise the school activities and regulate the general day to day academic practice.

**2. DESIGN OF SCHOOL CURRICULUM**

**2.1 CORE CURRICULAR:**

The following subjects shall be offered: English (Home Language), Afrikaans (First Additional Language), Mathematics, Natural Sciences & Technology (includes Coding & Robotics), Social Sciences, Conversational Sepedi, Life Skills & Economics and Management Sciences (Grade 7 only)

Mathematics & English will follow the curriculum guidelines as set in the IEB guidelines, the rest of the subjects will follow the guidelines of the CAPS documents, ensuring that at least minimum amount of assessments as required according to CAPS are completed, however, will be assessed on higher cognitive levels as standardised by the school:

2. CAPS & IEB Documents

Thorntree Preparatory School classifies learning objectives in any assessment in Grade 4 - 7 by the application of Bloom's Taxonomy:

<p>BLOOM'S TAXONOMY – COGNITIVE DOMAIN (2001)</p> <p>The diagram shows a pyramid with six levels. From bottom to top: <b>REMEMBERING</b> (purple) - Recall specific facts; <b>UNDERSTANDING</b> (blue) - Grasp meaning of instructional materials; <b>APPLYING</b> (green) - Use information in a new (but similar) situation; <b>ANALYZING</b> (yellow) - Take apart the known and identify relationships; <b>EVALUATING</b> (orange) - Examine information and make judgments; <b>CREATING</b> (red) - Use information to create something new.</p> <p>Vertical labels on the left indicate 'HIGHER-ORDER THINKING SKILLS' for the top three levels and 'LOWER-ORDER THINKING SKILLS' for the bottom three levels.</p>	<p><b>Higher-order questions:</b>                  Questions that require creating &amp; evaluation skills, applying knowledge learnt to real-life situations to provide a solution  <b>(minimum of 30%, maximum of 50% of the assessment)</b></p> <p><b>Moderate-order questions:</b>                  Questions that require an application and analysis skills based on knowledge learnt (direct application)</p> <p><b>Lower-order questions:</b>                  Questions that assess direct understanding of content or remembering of previous knowledge  <b>(moderate-order + lower-order questions must = a minimum of 50% of the assessment)</b></p>
--	--

DOC NAME:	Development, Design, Evaluation of Learning Programmes Intermediate & Senior Phase	DATE OF IMPLEMENTATION:	01/01/2021
REF NO:	TPS_C6_1_1	LAST REVISION DATE:	12/04/2022



## 2.2 DUTIES AND RESPONSIBILITIES

2.2.1. The SMT shall manage the school and carry out such functions as outlined in the school policies – duties for the principal, deputy principal and HODs.

2.2.2. The educators shall be expected to carry out the tasks as outlined by the policies as well as duties listed in their contract of employment.

2.2.3. Workshops shall be organised from time to time to remind educators of their core responsibilities and equip them with new teaching skills

2.2.4. The School Management Team shall meet once every week to assess the school's core business (teaching and learning) and suggest ways to improve that.

2.2.5. The teaching staff shall meet once a week to get feedback and give input on the general and specific school programmes.

## 3. PLANNING

### 3.1. THE SCHOOL SHALL HAVE THE FOLLOWING PLANS:

3.1.1. Annual Lesson Plan developed by the subject teacher providing a rough overview of the content to be covered in the current year, and updated as needed throughout the year

3.1.2. Annual Assessment Plan developed by the subject teacher providing a rough overview of the content to be covered in the current year, and updated as needed throughout the year

3.1.3. Time tables (general, tests and examination) drawn by the HOD,

3.1.4. Lesson Plans (daily general plan and weekly detailed plans) drawn by subject teachers,

3.1.5 Staff development Plan led by the principal,

3.1.6. Class visit plans led by the HOD and/or principal and

## 4. TIME TABLING

4.1. The school general time table shall be drawn towards the end of the academic year.

4.2. The timetable shall be quality assured by the principal at the beginning of the academic year (just before learners start their first school day).

4.3. The examination timetable, as drawn by the HOD, shall be made available one month before the start of the examination, including study guidelines for all exams.

## 5. LANGUAGE OF TEACHING AND LEARNING

5.1. The language of teaching and learning shall be English (HL) in the INTERSEN Phases.

5.2. The school shall effectively teach the two languages as subjects in all grades with ENGLISH as Home Language and AFRIKAANS as First Additional Language.

5.3 To allow for proficiency in the English language, all students will be encouraged to speak English ONLY at all times on the school premises - no other language spoken will be tolerated

DOC NAME:	Development, Design, Evaluation of Learning Programmes Intermediate & Senior Phase	DATE OF IMPLEMENTATION:	01/01/2021
REF NO:	TPS_C6_1_1	LAST REVISION DATE:	12/04/2022

**6. EVALUATION & MANAGEMENT OF TEACHING, ASSESSMENT AND PERFORMANCE**

6.1. Weekly detailed plans shall be moderated monthly and the dates for such moderation shall be reflected on the school's year plan, for prepared & unprepared moderation.

6.2. Written work (informal assessment) shall be moderated weekly.

6.3. Formal assessment for recording and reporting shall be moderated by the SMT once a month and the dates for these assessment tasks shall reflect on the school year plan.

6.4. The principal shall moderate the assessment tasks set by the SMT who will, in turn, moderate the tasks set by the teachers.

6.5. The HOD, shall, with the help of the SMT, analyse all the performances and sent a copy to the principal for further planning and improvement strategy development, especially after June & November.

6.9. Subject teachers shall be responsible for item analysis for their subjects. Such item analysis shall inform subject teachers of where to put emphasis during teaching and/or re-teaching and remedial.

6.10. Class visits:

6.10.1. They shall be done for the purpose of support.

6.10.2. All members of the SMT shall do class visits to the teachers under their supervision.

6.10.3. The principal in consultation with the SMT shall draw the class visit plan.

6.10.4. They shall be held once a quarter.

6.10.5. After each visit, the visited educator has to be given feedback and support where there is a need.

6.10.6. The SMT shall, in one of its meetings, assess the impact of class visits based on the reports from various members

DOC NAME:	Development, Design, Evaluation of Learning Programmes Intermediate & Senior Phase	DATE OF IMPLEMENTATION:	01/01/2021
REF NO:	TPS_C6_1_1	LAST REVISION DATE:	12/04/2022



**INTERSEN ACADEMIC COMMITTEE: INTERSEN PHASE, 2022**

Name	Portfolio	Qualification	Years of experience	Dates for minutes of meetings, weekly meet added here.
1. Nabeela Mulla	Mathematics, Head of Phase	Bachelor of Education, Senior & FET Phase, obtained in 2021	5 years, 2022	<a href="#">2022 Weekly Phase Meeting Minutes</a>  10 January 2022 18 January 2022 25 January 2022 01 February 2022 08 February 2022 15 February 2022 22 February 2022 08 March 2022 04 April 2022 11 April 2022 25 April 2022 09 May 2022 16 May 2022 23 May 2022 30 May 2022 06 June 2022 13 June 2022 20 June 2022
2. Chanelle Chan	English Home Language	Bachelor of Arts in English & Psychology. TEFL International Certificate. PGCE in Intermediate and FET Phase. BE.d Honors in Remedial Education.	4 Years, 2022	
3. Lizanie van Staden	Natural Sciences & Technology	Bachelor of Education Intermediate and Senior Phase, obtained in 2009	14 years, 2022	
4. Alexandra Rees	Social Sciences, EMS, Life Skills	BE.d Foundation Phase 2019. NVQ Level 3 (diploma) Child playwork (2009)	13 years.	
5. Marlune Erasmus	Afrikaans First Additional Language	Bachelor of Education Intermediate Phase student with UNISA. Class of 2024	2 years	
6. Maynard Vermaak	Physical Education, Robotics	Completed 140 Hour TEFL Course	1 Year	
7. Helyn Pope	Head of School	PGCE in Education	11 years, 2022	

DOC NAME:	Development, Design, Evaluation of Learning Programmes Intermediate & Senior Phase	DATE OF IMPLEMENTATION:	01/01/2021
REF NO:	TPS_C6_1_1	LAST REVISION DATE:	12/04/2022