

## **ISLAMIC EDUCATIONAL CENTRE**

### **POLICY ON SCHOOL CURRICULUM**

The school subscribes to the South African National Curriculum and Assessment Policy Statement.

A National Curriculum and Assessment Policy Statement is a single, comprehensive, and concise policy document, which will replace the current Subject and Learning Area Statements, Learning Programme Guidelines and Subject Assessment Guidelines for all the subjects listed in the National Curriculum Statement Grades R - 12.

CAPS form part of the National Curriculum Statement Grades R-12, which represents a policy statement for learning and teaching in South African schools and comprises the following:

- Curriculum and Assessment Policy Statements (CAPS) for all approved subjects
- National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12; and
- National Protocol for Assessment Grades R – 12

### **INTRODUCTION**

The Islamic Educational Centre believes that all learners have a right to access a curriculum that is sound, meaningful and appropriate to their individual learner. It is acknowledged that lessons at IEC should motivate, engage and excite the children. The primary objective of this policy is to show how the clear lines of progression and development within curriculum planning that result in coherence and continuity throughout the school.

The school further notes that learners who are admitted have complex learning and behaviour needs and it acknowledges that the needs of the individual are central and that the curriculum offering should be sufficiently flexible to enable children to be placed at an appropriately challenging point on the continuum at any time during their school career.

This School works in partnership with parents and the views of parents and learners are taken into account in achieving the appropriate balance between learners' rights to curriculum access and the need for some to access other experiences such as inclusive education. By maintaining the overview of curriculum development in conjunction with the needs of the individual, the school strives to facilitate maximum progress for all children.

### **GENERIC CURRICULUM OBJECTIVES**

- To ensure that all learners have access to a broad, balanced, relevant curriculum based on the National Curriculum Statements.
- To ensure quality curriculum content and continuity throughout the school through systematic curriculum planning and monitoring procedures.
- To ensure that all learners have access to an appropriately differentiated curriculum.
- To ensure that learners cover the Programmes of Study and develop learning strategies needed to transfer between special school and mainstream provision.
- To clearly identify progression pathways for learners, including access to Further Education, vocational courses and work related learning.

- To ensure that there is an equality of access to all courses at the school.
- To promote learners' spiritual, moral, social, cultural and physical development in order to assist them in becoming thoughtful and responsible citizens.
- To develop independence and life skills through experiences and programmes that promotes lifelong education.
- To prepare learners for the opportunities responsibilities and experiences of adult life.
- To monitor and assess learners progress for the purpose of ensuring high standards of achievement but also to engage pupils in understanding how they may improve and make improved progress.

### **General aims of the South African Curriculum**

(a) The National Curriculum Statement Grades R - 12 gives expression to the knowledge, skills and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.

(b) The National Curriculum Statement Grades R - 12 serves the purposes of:

- equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
- providing access to higher education;
- facilitating the transition of learners from education institutions to the workplace

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- Providing employers with a sufficient profile of learner's competences.

(c) The National Curriculum Statement Grades R - 12 is based on the following principles:

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;

- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
- Progression: content and context of each grade shows progression from simple to complex;
- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades R – 12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

(d) The National Curriculum Statement Grades R - 12 aims to produce learners who are able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively as individuals and with others as members of a team;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- Demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

(e) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

- The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's Guidelines for Inclusive Teaching and Learning (2010).

**(a) The instructional time in the Foundation Phase is as follows:**

SUBJECT	GRADE R (hours)	Grade 1-2 (hours)	Grade 3 (hours)
Home Language	10	10	11
First Additional Language	2/3	2/3	3/4
Mathematics	7	7	7
Life Skills	1	1	2
<b>TOTAL</b>	<b>23</b>	<b>23</b>	<b>25</b>

(b) Instructional time for Grades R, 1 and 2 is 23 hours and for Grade 3 is 25 hours.

(c) Ten hours are allocated for languages in Grades R-2 and 11 hours in Grade 3. A maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 2 hours and a maximum of 3 hours for Additional Language in Grades R – 2. In Grade 3 a maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 3 hours and a maximum of 4 hours for First Additional Language.

(d) In Life Skills Beginning Knowledge is allocated 1 hour in Grades R – 2 and 2 hours as indicated by the hours in brackets for Grade 3.

**Intermediate Phase**

(a) The instructional time in the Intermediate Phase is as follows:

SUBJECT	HOURS
Home Language	6
First Additional Language	5
Mathematics	6
Natural science	3,5
Social Science	3
<ul style="list-style-type: none"><li>• Life Skills</li><li>• Creative Arts</li><li>• Physical Education</li><li>• Personal and Social Well-being</li></ul>	4 (1,5) (1) (1,5)
Total	27, 5 hours

**Senior Phase**

**(a) The instructional time in the Senior Phase is as follows:**

SUBJECT	HOURS
Home Language	5
First Additional Language	4
Mathematics	4,5
Natural science	3
Social Science	3
Technology	2
Economic Management Sciences	2
Life Orientation	2
Arts and Culture	2
Total	27,5 hours

## Grades 10-12

(a) The instructional time in Grades 10-12 is as follows:

SUBJECT	Time allocation per week (hours)
Home language	4,5
First Additional Language	4,5
Mathematics	4,5
Life Orientation	2
A minimum of any three subjects selected from Group B Annexure B, Tables B1-B8 of the policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12, subject to the provisos stipulated in paragraph 28 of the said policy document.	12 (3 x 4 hours)
	27,5 hours

The allocated time per week may be utilised only for the minimum required NCS subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subject choices.