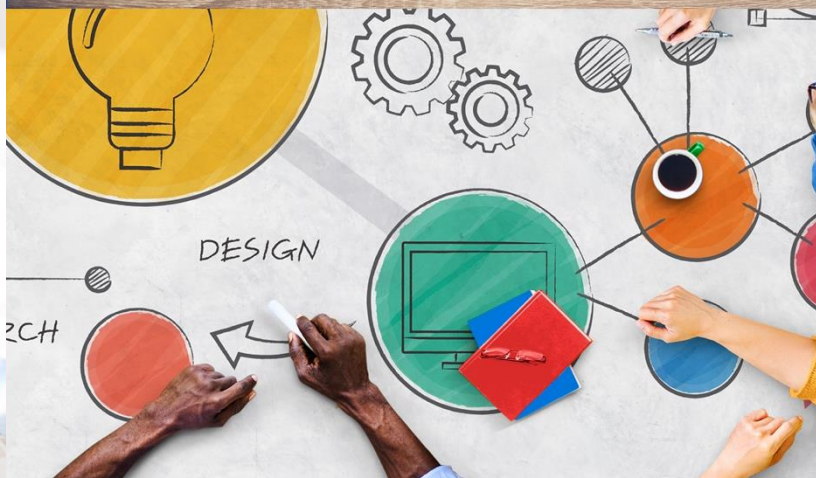**MINISTRY of EDUCATION YOUTH & INFORMATION**

Education in Emergencies: Models of Curriculum Implementation for the Reopening of Schools

August 2021

2ⁿᵈ Edition

COVID-19

Education in Emergencies: Models of Curriculum Implementation for the Reopening of Schools

Version 2: August 2021; Education in Emergencies: Models of Curriculum Implementation for the Reopening of Schools

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INTRODUCTION

As a consequence of the COVID-19 pandemic, curriculum, instruction and assessment activities were disrupted and students were denied the opportunity to be adequately prepared to transition to the next level of the education system. As our school leaders prepare to address this issue, the Ministry of Education, Youth and Information, being cognizant of the technicalities involved, has sought to provide the technical support required to assess the learning gaps, develop and execute the appropriate remedial efforts or the response to intervention plans to mitigate learning loss, within the context of a blended model of education.

This document presents as a guide, models of curriculum implementation considered critical to the reorganization of learning amidst the physical distancing requirements. The alignment of each area with national curriculum focus was informed by its espoused values and principles and the general learner centred practice required for a quality education programme even in the context of Education in Emergencies (EiE).

The Blended/Distance Education Model adopted should allow for all students to benefit from meaningful and appropriate learning experiences bearing in mind the need to cater to the development of the whole person, especially as the crisis situation continues to bring to the fore the interdependent nature of each domain of human development. Additionally, education in the current context requires serious attention to practices that are inclusive and encourage a lifelong learning focus, as conveyed by national policies, strategic frameworks and plans. This is because the crisis has been revealing the need to adopt an approach to distance learning that will help learners to become more self-directed learners who are able to work collaboratively with others as critical thinkers and creative problem solvers.

There is uncertainty about the rate at which there will be decline in the impact and reach of the COVID 19 crisis. As such, this situation calls for policy guidelines that will enable

the provision of quality education that is consistent with the goals of the EiE plan that relate to recovery, reintegration and reform. In terms of planning interventions, the National School Learning and Intervention Framework provides the dimensions, sustainable elements and pillars that are to be considered. The guidelines provided however, should be instrumental in the adoption of a curriculum implementation model that is contextually relevant and will lead to the achievement of educational goals.

PROPOSED CURRIUCULM-RELATED GUIDELINES

In contributing to the guidelines, the following areas for school organization and curriculum implementation are addressed:

- The proposed Blended/Distance Education Approach
- The required Curriculum Alignment/Adaptation Model
- School Organization to support teaching, learning and assessment

Consideration is given to the demands of catering to students' learning needs from Grades 1 to Grade 13, using multiple data (quantitative and qualitative) sources that pertain to their level of readiness.

Figure 1: Aspects of learning readiness to be used to prepare a learner profile

Blended/Distance Education Approach

1. To ensure the inclusive educational focus, the approach to distance education should ensure access to quality learning experience and support by all students. In this regard, it is expected that students will be reached by providing for them, diverse learning opportunities and resources using:

    a. Online learning platforms
    b. Interactive television programmes
    c. Interactive radio programmes
    d. Learning packages or kits (printed materials/technology)

2. The resources and/or learning activities that are provided by way of these media are to be based on the learning needs that are communicated to each institution through the national diagnostic tools and reports and/or through school-based diagnosis.

3. The learning resources and lessons provided through these media should be aligned with the objectives and approach to assessment based on the curriculum. They should also be interactive in design. Electronic resources that do not require internet access may also be made available to students who would benefit more from engaging with these resources.

4. In terms of teaching-learning (pedagogical) approach, Flipped Learning Models (learner centred emphasis) are to be adopted. Exploring problems outside the regular face-to-face setting and engaging in self and/or peer assessment under the guidance of a more mature or responsible person should be followed with teacher assessment and feedback for corrective actions to be taken by students. Engaging in additional learning activities to address gaps and to provide extended learning opportunities and reflection are features of this model.

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Exposing students to content and relevant learning experiences while they are at home should be influenced by an understanding of the role of media in learning. The following approach may be adopted and modified to suit the school-home relationship:

- **Media Led Presentation** (Videos, Posters, Story Books, Manipulatives, Case scenarios, workbooks etc. with Guided Instruction)

- **Post Media Led Engagement with the guidance of teacher and/or parents based on model**
    - Projects
    - Journal writing (drawings/images included as necessary and for integration)
    - Portfolio design and development
    - Discussions – online platform/WhatsApp/face-to-face with a mature other
    - Preparation for in-school engagement

PART 1: PRIMARY LEVEL

The Blended/Distance Education Approach is highly dependent on the nature of the learning programme based on the Curriculum Alignment/Adaptation Model.   It is also to be relevant to the general school situation based on regional realities.

Curriculum Alignment/Adaptation Model

1. While the current national curricula were not designed for distance education offerings, their learner centred features and comprehensive nature have allowed for many parents to engage their children in the educational experience through Home Schooling. The benefits of homeschooling can be drawn upon to inform the nature of the learning programme for students as home is to be treated as the learning environment. In this situation, parents and other support persons become users of the curriculum. As a consequence, teachers and parents/guardians are expected to collaborate or work as partners in ensuring that planned activities are guided by the curriculum in terms of content, type of activities, and assessment. These activities should also be manageable, relevant to the students' profile and background.

2. The planned programme should be designed to ensure that students are exposed to the various subject areas within the curriculum so that they have the kind of learning experiences that suit their profile and situation. This means they should be exposed to the:
   a. Enrichment Subjects
   b. Creative Expressions
   c. Resource & Technology Projects
   d. Exploratory Core areas

Each category above provides a different kind of emphasis and students are likely to have preferences that vary from one area to another. Diversifying their experiences will encourage greater student engagement and involvement in the learning process. Planned activities should also encourage safe exploration, opportunities for students' explanations, transfer of competencies and reflection on experiences, learning and behaviours.

Based on the scope of the curriculum for Grades 1-9, the following alignment/adaptation model is recommended:

Primary Level: Grades 1-3

The Learning Programme: The NSC for this level is integrated in design and offers three (3) major components; Integrated Studies, Literacy Development and Numeracy Development. Through Integrated Studies, attention is given to social and scientific competencies, values and attitudes and creative performances. Learning though projects is also a typical feature of the Integrated Studies component. Given the design it is recommended that the learning programme is designed to portray the following features:

SCHOOL/FACE-FACE SESSIONS	BLENDED-HOME SCHOOLING
INTEGRATED STUDIES	LEARNING THROUGH PROJECTS
LANGUAGE PROGRAMME	ENRICHMENT ACTIVITIES
MATHEMATICS PROGRAMME	CREATIVE ACTIVITIES
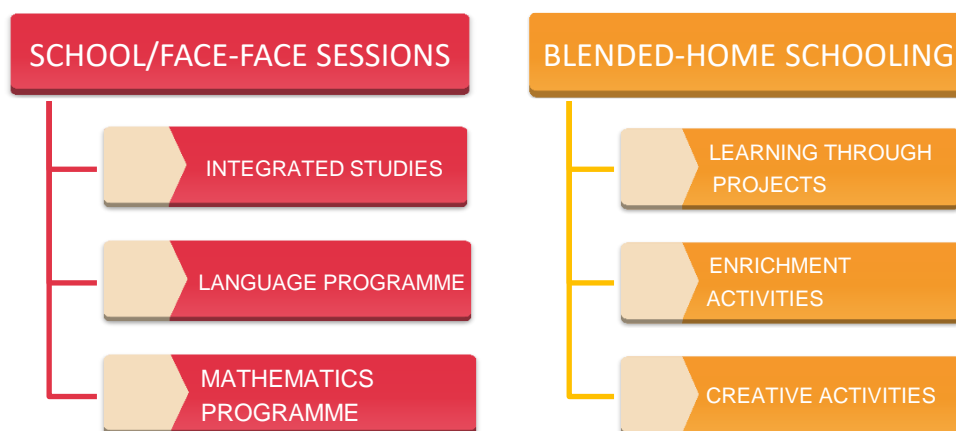
Figure 1 showing programme scope for Grades 1-3

Primary Level: Grades 4-6

All the subjects that are components of the NSC for this level are to be offered due to their complementary nature and contribution to students' development of the literacy, numeracy, scientific, social and behavioural competencies. Students should also be exposed to the disciplines that play a role in health and wellness if they are to make steady progress towards the achievement of the learning outcomes. For each term, students should be exposed to at least one of the subjects from the following learning areas: Enrichment, Creative Expressions, Resource & Technology (STEM/STEAM – TVET/Work-Based Learning). Their programme should include however, all the Exploratory Core areas (Language Arts, Mathematics, Social Studies and Integrated Science) each week of each term. Key features of the learning programme for this level are portrayed below.

SCHOOL/FACE-FACE SESSIONS	BLENDED-HOME SCHOOLING SESSIONS
EXPLORATORY CORE AREAS	EXTENDED LEARNING ACTIVITIES
ENRICHMENT	PROJECT
PROJECT	ENRICHMENT
CREATIVE EXPRESSION	ASSESSMENT ACTIVITIES

Figure 2 indicating the nature of the learning programme for Grades 4-6

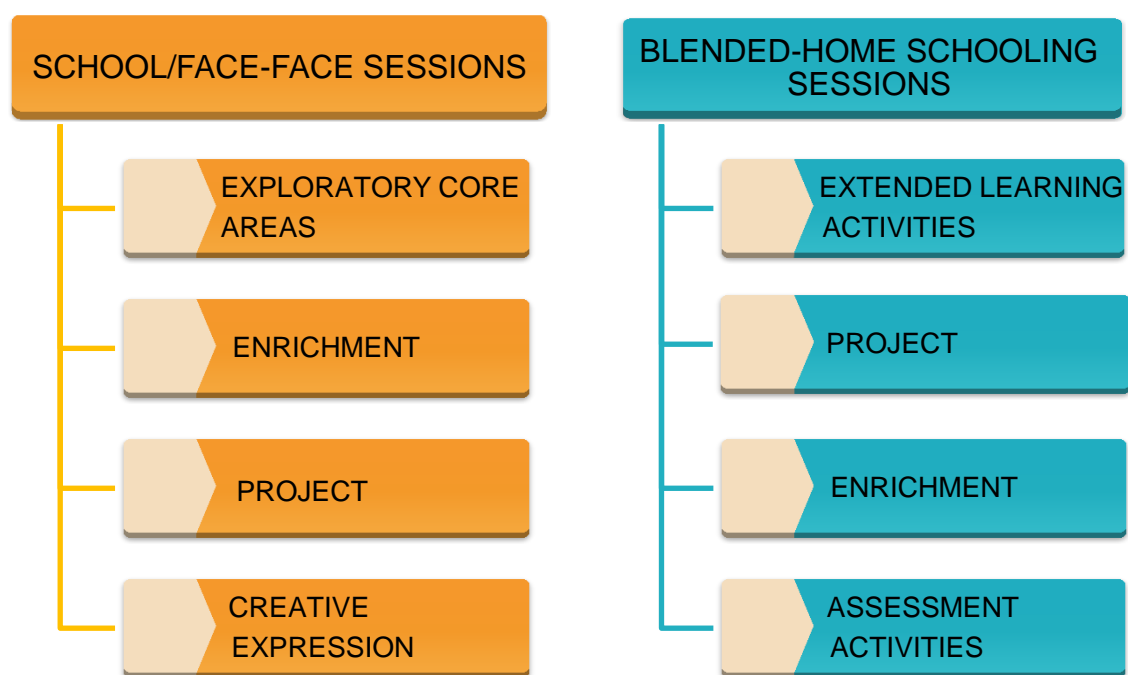The programme features for the lower and upper primary levels are also applicable to the multigrade setting. For a large cohort, Grade 1 and Grade 6 would be separated for the face-to-face sessions. For a small cohort, alternative groupings could be done. Examples of groupings for multigrade settings include:

- Grades 1-3 and Grades 4-6 as two separate groups
- Grades 1 -2 and Grades 5-6 with Grade 3 and Grade 4 as separate groups
- Grades 1-2, Grades 4-5 with Grades 3 and 6 as separate groups

Although there are discrete subject offerings at Grades 4-6, consideration should be given to integrated teaching methods. The NSC promotes the following forms of integration:

- STEM/STEAM integration
- ICT integration
- TVET integration through Resource and Technology (R&T)
- Intradisciplinary (within each discipline) and other forms of cross disciplinary linkages

Scheduling Considerations

In terms of scheduling, a rotational model is recommended as follows:
- (a) Grades 1-3 attend face-to-face sessions for two days for the first week and three days for the second week.
- (b) Grades 4-6 engage in homeschooling sessions for two days for the first week and face-to-face sessions for three days for the second week based on the rotational model.
- (c) NB: The schedule should be organized so that only the upper or lower primary level is at face-to-face sessions on any day.

Examples of scheduling considerations are shown below:

A THREE-LESSON-A-DAY IN SCHOOL MODEL

INTEGRATED STUDIES - ENRICHMENT FOCUS
(values & attitudes, health & wellness, Project- STEAM, Spanish Club - 8:00 AM - 9:30 AM)

NUMERACY FOCUS
(NSC Mathematics Programme)

LITERACY FOCUS
(NSC Language Window/Programme)

Figure 3 illustrating the three major lessons for Grades 1-3 for a duration of 20-30 minutes each

The scheduled lessons are to be interspersed with the regular break periods as well as with rotational activities that are based on Integrated Studies component of the NSC. This is to provide opportunity for children to further explore, apply concepts, principles and skills as well as to allow them to participate in child-friendly reflections. The activities may be provided through instructional media such as: (a) the Learning Centres (b) television programmes (c) literature based and/or creative arts with the aid of tablet technology etc. See Appendix for a full sample schedule for Grades 1-3. This may be adjusted based on the Distance Education Model designed/selected by the school.

The Role of Assessment

A major feature of the 5E Instructional Model that is recommended for planning and for facilitating learning, is the multiple purposes that assessment serves. Assessment information is garnered through checking prior knowledge or competencies as a part of the process of engaging students and helping them to remain focused throughout the sessions. As students explore, provide explanations, extend their learning and reflect, assessment is used to ascertain the progress being made and the achievement of objectives at the end of the learning episode.
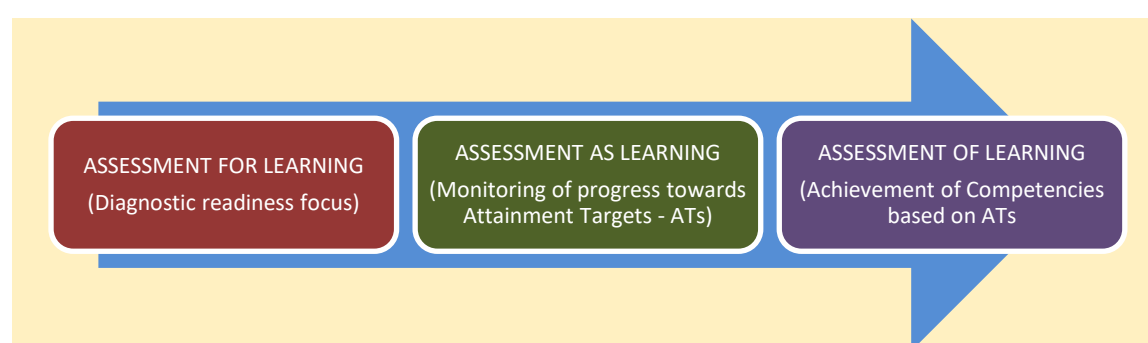
ASSESSMENT FOR LEARNING
(Diagnostic readiness focus)

ASSESSMENT AS LEARNING
(Monitoring of progress towards Attainment Targets - ATs)

ASSESSMENT OF LEARNING
(Achievement of Competencies based on ATs

Figure 4 highlighting the nature and purpose of assessment as an aspect of the teaching-learning process

The NSC Teaching Guide for each subject area is so organized that sections such as **PRIOR KNOWLEDGE, FOCUS QUESTIONS, KEY SKILLLS, KEY VOCABULARY** and **LEARNING OUTCOMES** may be used to design or to select activities from the suggested ones for diagnostic purpose. Activities that are selected from the Teaching Guides have aligned **ASSESSMENT CRITERIA** that may be used to design rubrics to support the assessment process. User friendly principles for quality rubrics should be adopted in the design so that learners may participate in the assessment process as self and peer assessors with the guidance of a teacher or informed/capable support person.

For the purpose of monitoring student's progress, the **SUGGESTED LEARNING ACTIVITIES** along with the relevant assessment criteria are provided. The Extended Learning Element that is linked to the activities should also be used to provide opportunities for learners to transfer competencies in new contexts. This will help them to

develop the habit of applying concepts, principles, practices and processes. Extended Learning is also one of the ways of helping learners to recognize and appreciate the relevance of the content being explored and the experiences derived from the exploration.

Various assessment methods should be used in a differentiated manner to enhance the learner's application of competencies they are developing and to sustain an inclusive approach to learning. There should also be credible evidence of each student's progress towards the attainment targets. A tracking system should be one of the support conditions provided for this purpose. Consideration should also be given to the use of a Learning Management System for monitoring and other purposes. In terms of monitoring, the system should allow for the integration of learning portfolios that are guided by the learning objectives or attainment targets that are specified in the NSC and any other curricula. The system should also allow for the sharing of samples of the work of teachers, leaders and other stakeholders as is necessary.

It is expected that Summative Assessment, is addressed through designing of novel tasks or tests using the stated **ESSENTIAL OBJECTIVES** and other objectives in the curriculum with the support of the School's Assessment Coordinator who is a member of the Curriculum Implementation Team (CIT). The unpacking of the ESSENTIAL OBJECTIVES will be a necessary process to identify fundamental competencies that each learner should acquire. **The objectives for building a strong foundation are also specified in the curriculum guides** and should be used to influence the design of the assessment. This should be informed by the technical and psychological principles to be applied when assessment is being used to ascertain student's achievement or for promotional purposes as opposed to assessment for diagnostic and developmental purposes. It is expected that learners along with the guidance of teachers and parents will be involved in the assessment process in ways that are developmentally appropriate.

Figure 5 conveying selected elements of the NSC Teaching Guides that contribute to assessment

Support Systems and Conditions

The adoption of a distance education approach that entails relevant flipped learning models should enhance efforts to prepare students to transition from one term to another as well as from one grade to another. The principles of differentiation and customized learning programmes should guide decision making. Given that curriculum implementation and instruction are interrelated and require a collaborative approach to leadership, the following support systems/conditions are required

- Learning Management System for blended learning and to track learning progress
- Curriculum Implementation Team with sub-teams to support parents, students, teachers and school leaders
- Common Planning & Reflection Time
- Literacy and Numeracy Support Coaches
- Psycho-Social Support Services
- Form Time Meetings – Student Learning Communities/Teams
- Orientation sessions before and periodically after the commencement of school

Engaging the staff as well as parents and children in orientation sessions will help to clarify the model, negotiate where necessary, roles and responsibilities as well as allow for collaborative efforts in the execution of planned events. Tips and/or guidelines that are user friendly should also be provided for the members of the school community. All these systems/conditions of support are to enhance the Proficiency Pathway to Learning Approach, which contributes to students' readiness for national assessment and their transition from one grade to another. Assessment data are relied on to make decisions about students' readiness, their progress and achievement.

Blended/Distance Education Approach

The Distance Education Model for the secondary level would also be based on access to various online platforms as well as through interactive television and learning kits and BYOD based on school policy. It will also entail students' exposure to all aspects of the curriculum for the various grade levels and programme offerings for the upper secondary level. As shown by Figure 6, the secondary level programme, should be based on the principles for providing quality education using inclusive learning/educational pathways that vary according to student's profile. Through differentiated learning, general and special education support, the learning needs of students can be catered for.

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                    ┌─────────────────────┐
                    │  PROFILE OF LEARNERS │
                    └─────────────────────┘

┌───────────────────────┐         ┌──────────────────────────┐
│ DIFFERENTIATED LEARNING│         │  * GENERAL               │
│ & INSTRUCTIONAL PLAN   │ ←────→  │  * CUSTOMISED            │
│                        │         │  * SPECIALIZED LEARNING  │
│                        │         │    SUPPORT               │
└───────────────────────┘         └──────────────────────────┘
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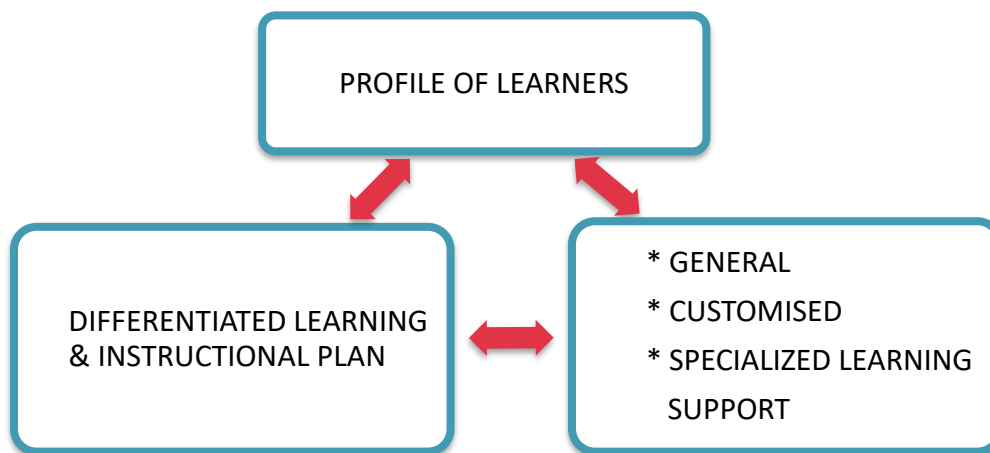*Figure 6 highlighting components of an Inclusive Pathways Approach to Learning/Education*

It is important to note that the Alternative Pathways to Secondary Education (APSE 1,11,111) as an approach, is intended to help students develop the fundamental competencies required for their transition across grade levels and to prepare them for access to an appropriate Career/Occupational Pathway at the upper secondary level.

Details pertaining to the approach for these levels are provided below. As a consequence, Form Time interactions via face-to-face or online settings are key expectations for students' success. This aspect of the Distance Education Model entails the involvement of students and their parents with the guidance of their Form Teacher or Advisor/Mentor in the preparation of their learning plan/contract. This tool becomes a guide for students to assume their expected roles and responsibilities as they learn to become more self-directed.

Curriculum Alignment/Adaptation Model

Grades 7-9

The Grades 7-9 component of the NSC is designed on the principle of inclusivity that requires the integration of students across pathways for some subject areas and as members of a heterogeneous class, as streaming is discouraged. For the Exploratory Core subject areas, instructional and special education support is provided by way of alternative learning pathways. General support is provided for those on Pathway 1, while instructional and special support is provided for those on Pathways 11 and 111. This period however, is a crucial one for all students as it introduces them to career pathways through TVET integration - a feature of the Resource and Technology subjects and Career Based activities.

In terms of students' profile and transition, Grade 7 students on Pathway 1, include those pursuing an accelerated programme for the gifted and talented as well as those who tend to be responsive to guidance for developing self-directed behaviours. Grade 7 students on Pathway 11 need additional instructional support as they are being prepared to transition to Grade 8; Pathway 1 or Pathway 111. Grade 7 students on Pathway 111 will receive ongoing special education support at all grade levels. All Grade 7 students will have to cope with the demands of a new school/learning context. Grade 8 students would be more familiar with the requirements of their schools and their learning support

coaches. All Grade 9 students are being prepared to transition to specialization pathways with career/occupational focus.

In light of the nature of the Grades 7-9 context, it is important that the learning programme is developmentally appropriate and relevant. As a consequence, the following are recommended features of their programme:

(a) Blended Homeschooling and Face-to-Face in school sessions to expose students to all the categories of disciplines that comprise the NSC.

(b) Rotational schedule that allows for three (3) days of Face-to-Face sessions and two days blended-homeschooling for alternate weeks for Grades 7 and 8 respectively.

(c) Face-to-Face sessions and blended homeschooling for Grade 9 using alternate weeks of four and three day sessions. This is to allow these students to develop critical competencies required for developing self-direction to manage learning in online contexts and/or by means of other distance education modalities. This approach is also necessary to prepare them to cope with the demands at Grade 10.

(d) Students on Pathway 111 will require engagement sessions using ICTs with special needs support. It is necessary to expose them to online interactions at least one day per week if they will be attending sessions each day at school. These students, like others are required to organize learning portfolios and as a consequence, manipulating technologies will be helpful to them. This kind of experience will also support their functional learning programme with the assistance of special learning coaches.

The learning programmes for each pathway should be guided by an understanding of the need for students to develop competencies through:

- Enrichment sessions (either RE, HFLE, Civics, Spanish, PE, Clubs).
- Project-Based Learning (R & T or Social Studies or Science – STEM/STEAM focus)
- Problem Solving based on the Exploratory Core areas (Language Arts, Mathematics, Integrated Science, Social Studies)
- Creative Expression (Music, Drama, Visual Arts).

The learning programme can be customized by organizing for students to do all the Exploratory Core areas and selected subject/s from the each of the other categories.

An example of the scope of a learning programme is shown below:

- Religious Education and Spanish Club
- Language Arts, Mathematics, Integrated Science, Social Studies
- Agriculture Education Projects
- Music

In terms of planned sessions, the following model may be adjusted as required:

FIVE LEARNING EPISODES PER DAY/WEEK

- Session/Episode 1: **Enrichment & Reflection** (HFLE/Citizenship/PE – Jamaica Moves/Spanish.) - 35-40 min.
- Episode 2 - Exploring Language – 50-60 min.
- Episode 3 - Exploring Mathematics - 50-60 min.
  BREAK – 50-60 min
- Episode 4 - Exploring Science/ Social Studies (at least 3 times/week
  BREAK
- Episode 5 – Investigating through Projects & Creative Expressions (3 times per week for 35-40 min as integrated and as discrete areas)

A major expectation is the design of lessons using the 5E Model in a manner that requires intentional focus on the transfer of competencies across disciplines. The transfer of competencies from Language Arts, Mathematics, Science and Social Studies, will enhance **literacy and numeracy development as well as scientific reasoning and socio-cultural intelligence.**

REMEMBER

Grades 10 – 11

Grades 10 – 11 students should be accommodated using a blended approach that is appropriate for their specialization programme. Those pursuing a Technical Vocational Programme or courses that require evidence of substantive practical/laboratory work should be scheduled for Face-to-Face sessions at least three times per week. Portfolio development for this group will require ongoing formative feedback from teachers, whether or not they are electronic or non-electronic portfolios.

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Grades 12-13/6th Form

All schools with excellent digital solutions can offer a blended approach. Sixth Form students in these schools can have <u>all</u> their classes online but should also attend Face-to-Face sessions at school once or twice per week for timetabled consultations with their teachers and for timetable lab work or seminars. Students pursuing more than one Technical Vocational area should be scheduled for the number of required laboratory sessions based on their specialization programme.

Students at this level will need to have access to a digital device under the BOYD policy. They should also have access to a digital platform for asynchronous learning. This may be complemented with alternative modalities where there are internet challenges. These

may include scheduled television programmes and/or learning packages/kits. For the Sixth Form students, schools can identify spaces in conference rooms, training rooms and auditoria of private sector and non-governmental organizations for consultations with teachers.

Special arrangements should also be made for those students who are involved in work experience programmes to ensure their safety and protection while they are developing employability skills and preparing for further education.

The Role of Assessment

As for the primary level, assessment serves developmental and promotional purposes. It differs however in that students are more involved in self and peer assessment activities They are however required as is the case at the primary level, to use feedback to take corrective actions and to provide evidence of the improvements made. Participating in the design and development of learning portfolios (electronic) allows them to maintain a reflective record of their progress and/or achievement. The requirements for being awarded the National School Leaving Certificate can be satisfied through early exposure to the portfolio process and through the proper management of this process as aspects of learning and assessment. At the upper secondary level, the nature and scope of the portfolio is dependent on the specialization programme being pursued by each student. Assessment Coordinators are expected to provide the kind of support required to ensure that assessment practice at the school is consistent with ethical and technical standards and the focus of the respective curriculum for each programme offering.

REMEMBER **For Technical Vocational areas or competency-based learning, students should be prepared to handle the interviewing strategy as an alternative assessment method, where this is a feature of their programme or for certification purposes.**

Diagnostic Assessment Support

It is critical that diagnostic assessments be developed and administered shortly after students return to school. Therefore, the following outlines the guidelines to be observed as well as the support that will be provided.

- The Early Childhood Commission will utilize the Scope and Sequence from the Jamaica Early Childhood Curriculum to generate a checklist to assess the learning outcomes of children 5 years of age and plan learning activities/experiences to

support each child's developmental needs. The Commission will also conduct the annual Age Four Assessment based on an approved schedule.

- The Ministry has provided a suite of standardized diagnostic assessment tools and the data from their administration. Schools should also engage students in other forms of assessment to prepare a general profile of each child and also of each class. The learner profile should be based on information about the various aspects of children's development in terms of strengths and challenges per domain of learning (affective, psycho-motor, cognitive) to include READINESS. The profile should also include information regarding ease or difficulty accessing support. The MoEYI's (2021) Curriculum Modification and Guidelines for Adaptation, Considerations for Form Time (2021) and the National Standards Curriculum: Companion Manual for the Jamaican Multigrade Context (2020) are useful resources that provide greater detail and support tools for preparing learner profiles.

- School administrators should lead the coordination of assessment tools for Grades 10-13 and may request the support of the Ministry's curriculum officers, specialists or coaches where necessary.

- Administration of diagnostic tools should be followed by the thorough analysis of the data generated to identify learning gaps, assess learning loss and guide the development of individual, school, regional and national intervention plans designed to support students' access to quality inclusive learning pathways.

The Student Assessment Unit provided a suite of diagnostic instruments along with interpretation guides for various grade levels. Below are some areas that these instruments address.

Grade Level	Subject
Grades 1 – 3	Mathematics Language Arts Integrated Studies
Grades 4 – 6	Mathematics Language Arts Social Studies Science
Grades 7 – 9	Mathematics Language Arts

The key activities associated with administration of the diagnostic assessments are as follows:

Key Activity	Timeline	Process Owner(s)
Development of Diagnostic Tools	June 1 – 30, 2020	MoEYI
Development of intervention plans	July 1 – August 31, 2020	MoEYI
Administration of Diagnostic Tools (September reopening)	September 7 – 18, 2020	Schools
Scoring & Analysis of Diagnostic Tools	September 21 – October 2, 2020	Schools & MoEYI
Implementation of intervention plans	October 5, 2020 - ongoing	Schools & MoEYI

Supportive Actions, Systems & Conditions

- ◼ Lobby for updates on high stakes examinations so that fourth, fifth and sixth form students can benefit on a timely basis as they complete SBAs and satisfy other requirements of the syllabi.

- ◼ Advocate for the kind of workplace policy that will enable parents to play their role as they will need to find home support for children who have to stay at home for two or three days out of each week.

- ◼ BYOD policy and access to digital devices

- ◼ CITs with members of sub-teams such as:
  - o Assessment Coordinators
  - o Learning Intervention Coordinators
  - o School-Work Transition Team
  - o Special Education Learning Support Coaches
  - o Psycho-Social Services Team
  - o Form Time Teachers/Mentors
  - o Student Leaders (Council, culture ambassadors/stewards)
  - o Culture Agents – positive school culture

- ◼ National Learning Management System
- ◼ Digitized Materials that can be accessed without internet
- ◼ Zero-rated sites

All the support systems/conditions are intended to enable students' achievement of the learning goals and their certification, which includes satisfying requirements for the NSLC.

CONCLUSION

The Ministry understands the unprecedented impact of the COVID-19 pandemic on the education system and therefore remains committed to providing the necessary support for all stakeholders. This commitment is reflected in the strategic move to provide a National School Learning and Intervention Plan (NSLIP) as a response to developments that have been influenced the COVID19 pandemic. This support toolkit is to be used by schools and other stakeholders who will be collaborating or partnering to address students' learning/developmental needs. Based on extensive research, the MoEYI is assured that quality education can be provided for all students using an appropriate Blended/Distance Education Approach/Model that is based on the learner centred principles, values and standards of the NSC and other National Curricula. It is expected that the one that is developed or selected, will provide varied experiences for students to keep them actively involved in the educational process in ways that are enjoyable, while providing the level of challenge they need to develop brain power and to become the kind of citizens anticipated based on the national goals of education.

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Appendix A: Purpose and Emphasis of Disciplines

Table 1. Purpose and Emphasis of the Disciplines that Comprise the NSC

CATEGORIES OF LEARNING EXPERIENCE	PURPOSE & EMPHASIS	EXAMPLES OF SUBJECTS & CO-CURRICULAR LINKAGES
ENRICHMENT:	Personal/ Life Skills (holistic learning – nurturing body, soul, spirit)	PE, RE, HFLE, Clubs, Civics etc.
PROBLEM-SOLVING THROUGH WORK-BASED DRIVERS	Real-Life problem solving with consideration given to work and productive citizenship	Investigation through Projects Resource & Technology Technical Vocational Learning/Education
EXPLORATORY CORE	Enhancing problem solving in context while catering to intellectual development	Languages, Social Studies, Mathematics, Integrated Sciences
CREATIVE EXPRESSION	Enhancing imagination/creative thinking, reflection and aesthetic dimension of learning	Music, Drama, Visual Arts, Dance

NB: Although all the disciplines serve as problem solving contexts and the development of 21st century skills; referred to as the 4Cs, each is further relied on for specific influences as shown in Table 1.

Appendix B: Sample Schedule for Grades 1-3

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:45 - 8:00	GREETING & DEVOTION (Focus: Values/Attitudes/Dispositions)				
8:00 – 8:30	CIRCLE TIME: GROUP EMPOWERMENT Getting Ready for the Week	CIRCLE TIME: Health & Family Focus	INDOOR/OUTDOOR GAMES	CLUB/SPANISH FUN TIME (Alternate week)	CIVICS & CULTURE TIME
8:30 – 9:15	INTEGRATION THROUGH PROJECTS	INTEGRATION THROUGH PROBLEM/WORK BASED LEARNING/PROJECTS - STEA^1M (Developing and Showcasing the Project – R&T/TVET integration)			
9:15- 9:30	SHORT BREAK				
9:30 – 10:15	EXPLORATORY CORE (Mathematics Window)				
10:15– 11:00	EXPLORATORY CORE (Language Arts)				
11:00 –12:00	LUNCH, FREE PLAY & REST TIME				
12:00 –12:45	EXPLORATORY CORE (Integrated Studies)				
12:45- 1:30	INTEGRATION THROUGH CREATIVE EXPRESSION (Dramatic Play/Visual Art – digital/non-digital/Dance/Poetic Talk)				
1:30- 1:45	Reflection, Registration, Dismissal (RRD)			RRD / PLANNING SESSION	Reflection, Registration, Dismissal

[1] The A in STEAM is used to promote affective development through the art forms - Literary, visual, performing, creative thinking skills and through reflective talks with an ethical focus that is fun-based and emotionally uplifting. Emphasis is given to sharing joyful moments and making decisions about behaviours that make learning a happy time for everyone. Link is also made to negotiated agreements from the start of the day and during other/previous activities/sessions. The reflective conversations are used to make connections to values, attitudes and dispositions and to encourage ethical reasoning (reflexive thinking) and the nurturing of healthy emotions (emotional intelligence).

Appendix C: Sample Schedule for Grades 4-6

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
REGISTRATION & DEVOTION				
HFLE (45 MINS)	RE (45 MINS)	SPANISH (45 MINS)	CIVICS & CULTURE/CLUB (45 MINS – alternate weekly	PE (60MINS)
INVESTIGATING THROUGH PROJECTSPROBLEM/WORK BASED DRIVER		STEAM/OTHER PROJECTS	CIVICS & CULTURE/CLUB (45 MINS – alternate weekly	
R&T FOCUS (45 MINS – 1HR/DOUBLE SESSION)		STEAM/OTHER AREAS OF FOCUS (45 MINS – 1HR)	MATHEMATICS	MATHEMATICS
SHORT BREAK (10- 15 mins)				MATHEMATICS
MATHEMATICS	LANGUAGE ARTS (2-1HR SESSIONS)	SOCIAL STUDIES	INTEGRATED SCIENCE	INTEGRATED SCIENCE
MATHEMATICS	LANGUAGE ARTS	SOCIAL STUDIES	INTEGRATED SCIENCE	INTEGRATED SCIENCE
LUNCH (1HR/DAY)				
LANGUAGE ARTS	MATHEMATICS	LANGUAGE ARTS	SOCIAL STUDIES	LANGUAGE
(DRAMA/MUSIC/VISUAL ARTS (digital/non-digital) - Rotation 1 SESSION FOR 30 MINS/DAY				
Reflection, Registration, Dismissal (RRD) - 15 MINS			RRD (10 MINS)	Reflection, Registration, Dismissal: 15 MINS
			COMMON PLANNING SESSION	

Appendix D: Sample Schedule -Grades 2 & 3 Merged

Time	Group Arrangement & Instructional Strategy	Monday	Tuesday	Wednesday	Thursday	Friday
7: 50 –8:15		IN-SCHOOL			BLENDED/HOMESCHOOING	
		General Devotion			Grade/House/Club Devotion	
8:15 – 8:45	Whole Group	Circle Time: Values & Attitude Focus using the Integrated Studies Focus Questions and support resources (RE, HFLE, Civics, Spanish)				
8:45 – 9:15	Small Groups Diversified Integrated Task	STEAM PROJECTS ACROSS ONE OR MORE R&T AREAS – Commenced at school and extended				
9:15 – 9:45	Independent Grade Specific Tasks Followed with Paired Sharing or Whole Class	Mathematics	Mathematics	Mathematics	Mathematics Project linked/Extended	Mathematics Assessment & Feedback
9:45 – 10:15	Independent Grade Specific Tasks followed with Paired Sharing or Whole Class	Language Arts	Language Arts	Language Arts	Language Arts Project linked/Extended	Language Arts Assessment & Feedback
10:15 – 10:30		B	R	E	A	K
10:30 – 11:00	Grade Specific Independent	Integrated Studies	Integrated Studies	Integrated Studies	Integrated Studies	ASSESSMENT CHALLENGE (SS/Sc.)
11:00 – 11:30	Grade Specific Group Sharing & Reviewing	Integrated Studies	Integrated Studies	Integrated Studies	ENRICHMENT/CLUB	HEALTH & WELLNESS – MOVEMENT/PE Mixed Grade Groups/
11:30 – 12:00	Extending independent/Group	Integrated Studies	Integrated Studies	Integrated Studies	ENRICHMENT/CLUB	Grade Specific Groups/Independent Skill Building
12:00 -12:45		L	U	N	C	H
12:45 - 1:15	Mixed Grades Grouped/Independent Skill Building	CREATIVE EXPRESSIONS (Music, Dramatic Play, Visual Arts				
1:15 – 1: 45		LEARNING PACKAGES OR CORNERS FOR INDEPENDENT SKILL BUILDING & REFLECTION				
1:45 – 2:00		Dismissal	Dismissal	Dismissal	Planning Session	Dismissal
2: 00 – 3:00						

MINISTRY OF EDUCATION, YOUTH & INFORMATION

FORMATIVE ASSESSMENT WALKTHROUGH INSTRUMENT

Introduction

Learning success is dependent on factors such as (a) the quality of the support for students and teachers based on the curriculum (b) the relationship between the preferred learning facilitation models and the design of the curriculum (c) the use of data to inform actions to deal with learning needs or challenges. A curriculum that places the learner and learning at the centre of school life requires an emphasis on instructional assessment for the purpose of learning and as a part of the learning process. This tool may be used for team walkthroughs or by individual curriculum leaders. The checklist of questions/items is to be used to guide the formative assessment process. Where necessary, additional questions or items may be added based on the purpose of the walkthrough. The comment section serves as a space for recording general observations, concerns and commendations. Curriculum decisions are to be informed by these data and others. A record of actions taken and outcome is to be maintained.

???

QUESTIONS/ITEMS TO GUIDE THE ASSESSMENT WALKTHROUGH PROCESS

1. What curriculum standards and related goals is the class addressing?
2. What does the class profile reveal about students' learning needs based on diagnostic activity/activities or record?
3. Does each child have a learning plan that indicates the area of focus and strategies for success?
4. Does the learning facilitation plan (5Es) show evidence of customization to meet diverse students' needs?
5. How are students informed of their roles/responsibilities in relation to their learning plan or the purpose of the session?
6. What evidence is there during the session of students' reflection on their learning based on success criteria?
7. What do students do to deal with challenges/difficulties they face?
8. What sources of evidence are used to determine progress/reduction in learning gaps?
9. What is the approach of the teacher/peers in providing feedback to students?

10. What is the evidence of student's use of suggested actions/recommendations for them to make progress?
11. What is the evidence of collaboration as part of the assessment process?
12. What are the signs of a healthy atmosphere (warmth versus coldness)?
13. How is the teacher coping with the demands of the learning process?
14. Others (specify as required)

General Comments

✓ CHECKLIST FOR FORMATIVE ASSESSMENT WALKTHROUGH

Direction: For each of the items included as a component of the formative assessment process, indicate if present (P) or absent (A) in the relevant column. Use the comments column to record any evidence that supports/justifies claims in relation to the formative process being used at the time of the walkthrough.

DIMENSIONS OF THE FORMATIVE PROCESS	YES/NO	COMMENTS
1. **Curriculum Standards and related goals are being addressed.**		
2. **Class profile reveals students' learning needs based on diagnostic activity/activities or records**		
3. **Each child has a learning plan indicating success criteria to be met (Example: *I can* statements)**		
4. **Learning facilitation plan (including the 5E Instructional Model) is customized to meet diverse students' needs (Example: Tasks of different levels of complexity, gender, access to support etc.)**		
5. **Students observe the expected roles/responsibilities for the session (Example: I will statement)**		
6. **Students reflect on their learning strategies based on success criteria (Example: Sharing what is working/not working and plan of action)**		

7. Students seek help with challenges/difficulties when individual efforts do not work		
8. More than one data source used to collect evidence of progress		
9. Descriptive feedback on progress is given by teacher and/or peers in relation to success criteria		
10. Learner/s use suggested actions for success to make corrections where needed		
11. Members of the class, including the teacher, collaborate as a part of the assessment process		
12. The learning environment/atmosphere is warm/inviting.		
13. Teacher is coping with the demands of the learning process		

General Comments

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1. **Class profile** – This is a general description or outline of the learners in a specific class. It includes their learning styles, their interests and their particular learning needs based on their strengths and limitations

2. **Classroom atmosphere** – The general feeling and attitudes conveyed in the learning environment that may affect the learning experience in positive or negative ways. The atmosphere may be described as supportive, non-threatening, risk-tolerant, inclusive, exclusive or threatening.

3. **Collaboration** – The act of working *flexibly* together to achieve a common learning goal.

4. **Curriculum** – The experiences or educational encounters for students that are influenced by the national teaching/learning plan that serves as the formal guide that outlines teaching and learning expectations across Units and Terms of the school year. This document standardizes the attainment targets, benchmarks objectives, assessment criteria and learning outcomes. It also includes suggested learning activities and general and specific guidelines for teachers. The curriculum focuses on achieving the standards that form the base of this document through the provision of developmentally appropriate learning support systems and conditions.

5. **Digital/Electronic Driven Formative Assessment**: This is the use of Information and Communication Technology, including relevant devices to present assessment tasks and to enable students to use assessment as one of the means for make progress towards expected learning outcomes.

6. **Formative Process** - The steps in facilitating the development of targeted skills. It involves providing assessment criteria, providing meaningful feedback and scaffolding students' efforts to self-correct as required.

7. **Formative Walkthrough/Acknowledgement** –This is a focused observation during a teaching/learning episode aimed at monitoring the assessment component of the curriculum implementation process in order to provide the necessary support to teachers. It may be done online or face to face. It is also treated as an assessment tour to find evidence of students' progress from appropriate use of assessment principles.

8. **Goals**: Statements of expected achievements in regards to process, performance and outcomes of assessment

9. **Learning Facilitation Plan:** A document outlining the approach and activities that will be used by facilitators to prepare self and students to engage in the learning process and to execute other planned lessons. It also addresses activities to be done after scheduled sessions and how instructional and student performance will be assessed and findings used.

10. **Learning Plan**: A document outlining the customized set of goals for students to achieve learning outcomes and the strategies and support mechanisms that will serve as part of the enabling and accountability framework

11. **Reflection** - A process of looking back before taking action and looking critically in the moment of acting as well as after the moment. The process is carried out within the boundaries of the philosophy of the curriculum and is carried out to enable achievement of goals or to solve problems. In this context, the focus is on teaching, learning, assessment and other related activities.

12. **Standards** – Broadest level of descriptions of what students should know and be able to do at the end of a specific grade level. The curriculum programme for each subject discipline is based on these standards.

13. **Success Criteria** – A set of parameters or dimensions or features of a completed student task that must be present to achieve the learning goal. They should be written in child-friendly terms such as "I can" statements based on the objectives of the lesson.

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