

Learner Attainment Improvement Strategy (LAIS):

BUSINESS PLAN

2021 -2022

1. INTRODUCTION

Creating a culture of success in an organisation leads to its success. Therefore, organisational culture is defined by a continuous improvement of organisational processes resulting in high quality performance and services. The Strategic Goal number 3 of the Department of Education focuses on school functionality in order to improve learner achievements at all levels. Eastern Cape Provincial learner performance of above 60% per school is commendable but there is still room for improvement as it is believed that there is no learner who must be left behind. In some schools there are still challenges resulting in underperformance, hence focused interventions are mandatory. Modisaotsile (2012:1) avers that with *increasingly poor Grade 12 output in majority of schools, more concentration needs to be focused on intervention to improve teaching and learning.*

The above picture then compels the Department to lead an intervention strategy –Learner Attainment Improvement Strategy (LAIS) as a vehicle to improve learner outcomes in all Grades. While this plan was being implemented by the Department in the past years, its evaluation indicated some observable trends of increased functional schools. Further, the said evaluation also needs us to double our efforts or strengthen implementation of the following aspects:

- (1) **Focused interventions per various categories of schools in line with their performance levels.**
- (2) **Implement planned LAIS activities.**
- (3) **Supervision of teaching and learning in class**
- (4) **Monitoring and supporting** for teaching and learning at school level by District and Provincial Office.
- (5) **Focus and engage learners** more in all activities aimed at improving their academic performance.
- (6) **Proper planning and budgeting for Autumn, Winter and Spring vacation classes.**
- (7) **Mobilisation of all stakeholders** at school level to participate and provide focussed support to all LAIS activities.
- (8) **Apply consequence management to Principals, Circuit Managers, District Directors and Provincial officials for schools that continue to underperform.** (*Evaluation indicated a group of schools always participating in the Winter/Spring schools Programme year and year with no improvement*)
- (9) **Frequently assessing the implementation** of planned Programmes.

Considering all what has been highlighted above, the Department of Education now presents LAIS implementation Plan 2021 to continue improving learner performance in all grades. This Implementation Plan contains some guidelines on standard operating procedures in

schools. These guidelines are compiled step-by-step to assist teachers to carry out both their daily tuition work and extra classes. The aim is to focus all schools in sequenced approach to activities for improving both the schooling system and learner academic performance.

2. BACKGROUND ON LEARNER ATTAINMENT IMPROVEMENT STRATEGY

- The primary and core mandate of the Department of Education is the realization of education outcomes that are largely measured through learner performance.
- A number of variables exist to measure this performance, but currently, National Senior Certificate (NSC) results is the yardstick that defines performance of the system.
- Grade 12 becomes the focus point while LAIS entails improvement of the system in its entirety.
- No system can run without interventions, learner performance equally demands interventions in order to be achieved.
- Interventions are meant to supplement curriculum programmes.
- Learners from affluent communities for ages have led in performance owing to interventions at their disposal while the majority of learners from poor, disadvantaged communities lack resources to access extra tuition.
- LAIS has grown to be an integral component of our strategy to deliver quality education across the country, those who do better invest more resources in intervention programmes.
- An artful mix of variables, coupled with willingness to carry the programme to achieve its intended goals becomes critical.
- ECDoE has contracted two service providers for special intervention namely, JENN Consulting and Maths and Science Infinity (MSI).

3. LEGISLATIVE FRAMEWORK UNDERPINNING LAIS IMPLEMENTATION PLAN 2021

#	National/ Provincial Policy documents	Key pronouncements
3.1.	The National Development Plan (NDP)	<p>The NDP espouses four long-term goals for the Basic Education Sector:</p> <ul style="list-style-type: none"> • Improving literacy (languages), numeracy/mathematics and science outcomes to 90%; • Increasing the number of learners eligible to study maths and science-based degrees at university to 450, 0000 (the EC’s portion of this amounts to 58, 500); • Improving performance in international comparative studies i.e. SACMEQ Grade 6 results from 495 to 600 points by 2022, and TIMMS Grade 8 scores from 264 to 420 points by 2023; • Retaining more learners – between 80 to 90% completion rate in secondary schools
3.2.	Action Plan to 2019: Towards the realisation of schooling 2030	Making sure that every young South African receives quality schooling.
3.3.	The ECDoE Strategic Plan 2015/16 to 2019/20	<p>Strategic Goal 2: Quality of teaching and learning improved at all educational institutions</p> <p>Regarding the performance on this goal, the Systemic Evaluation assessments of Grades 3 and 6, ca 2009, revealed that the majority of primary schools generally in South Africa and in particular the Eastern Cape Province still have schools who continue to produce learners who cannot read, write and count and that is not acceptable.</p> <p>Further, in the Province, there are schools who are under-performing in the National Senior Certificate (NSC) examinations</p>

#	National/ Provincial Policy documents	Key pronouncements
		<p>Strategic Goal 3: School functionality improved for learner achievement at all levels</p> <p>Primarily functionality of a school can among many things be seen from the following items:</p> <ul style="list-style-type: none"> ✓ Good and sound management and governance of schools by principals, School Management Teams and School Governing Bodies (SGBs) complying with the provisions of the SA Schools Act, 1996 ✓ Schools commencing early and closing late daily ✓ Principals, deputy principals and heads of departments are conducting classroom visits and observation. ✓ Teachers teach the prescribed tuition time and subsequently cover the syllabus fully and mark scripts and are being held accountable for the performance of their learners per subject per class. ✓ Teacher school attendance is relatively high and there are no teachers who on average teach only 3 hours on a school day instead of 7 hours (as was the case in the research report once conducted by HSRC in ca 2007). ✓ Parents are involved in schooling affairs and do assist teachers in the promotion of sound principles and values among learners. Parents also do attend parent meetings, ensure that learners attend school regularly, and do their homework. ✓ The rate of literacy among SGB members is high which leads to their ability to effectively exercise their functions of general oversight
3.4.	Quality Learning & Teaching Campaign (QLTC)	<p>Through the Quality Learning and Teaching Campaign the Department and its partners aim to make education a societal issue.</p> <p>It is crucial to mobilise and galvanise the entire nation to rally around the cause of the achievement of quality education for all. Importantly, stakeholders play a key role in promoting effective schooling</p>

#	National/ Provincial Policy documents	Key pronouncements
3.5.	Provincial Anti-Poverty Integrated Strategy	<p>Goal 2: An educated, empowered and innovative citizenry.</p> <p>On Quality basic education - A critical part of this strategy is improving the capabilities of adults in families and mobilising whole communities to support learning and school development.</p> <p>Strengthening secondary-level schooling – general and further education and training phases are also important.</p>
3.6.	The Education System Transformation Plan 2016-2019	<p>Outcome 1: Increased number of functional schools</p> <ul style="list-style-type: none"> • A functional school achieves learner positive educational outcomes regardless of many challenges in the bigger educational system. • Appropriate leadership and management is the critical success factor in a functional school followed by adequate and timely provision of resources (including educators) and appropriate support to learners for academic excellence. • While provision of resources and teachers is important, indications are strong that teaching time in many of our schools is, for various reasons, compromised. Therefore, protection of teaching times is critical in this transformation agenda for improved learner performance.
3.7.	National Strategy for Learner Attainment (2015 NSLA)	<p>The objectives of the framework are:</p> <ul style="list-style-type: none"> (i) Sustained improvement in learner outcomes or performance; (ii) Enhanced accountability at all levels of the system; (iii) Greater focus on basic functionality of schools; (iv) Protecting time for teaching and learning; (v) Improved support for teaching and learning; (vi) Increased efforts on time on task; and (vii) Resource provisioning

#	National/ Provincial Policy documents	Key pronouncements
3.8.	Learner Attainment Improvement Strategy 2015-2019	<p>The 5-year strategy intended to effect sustainable change across the system rather than a single grade change, hence foregrounded in the theory of system wide transformation</p> <p>The strategy is anchored on the following work streams:</p> <ul style="list-style-type: none"> Work stream 1: Literacy and Numeracy improvement in the GET Band Work stream 2: Maths and Science improvement strategy across the system Work stream 3: Turning around dysfunctional schools Work stream 4: Grade 12 Learner support Work stream 5: Assessment as a lever to drive improved learner outcomes Work stream 6: Learner retention

4. OBJECTIVES OF THE LAIS IMPLEMENTATION PLAN

4.1.To Increase functionality of schools and subjects in GET and FET bands

4.2.To maximise teaching of learners in all Grades

4.3.To improve learning outcomes in Mathematics, Science and Accounting

4.4.To promote the sustainability of the gains of LAIS by assisting the underperforming schools while motivating the good performers to achieve to greater heights

4.5.To mobilize stakeholders to support Quality Teaching and Learning

4.6.To strengthen partnerships that support teaching and learning in schools through close collaboration with Non-Governmental Organizations, Higher Education Institutions, Government Agencies and other role players who are willing to assist the Department.

5. IDENTIFIED FOCUS AREAS AND EXPECTED OUTCOMES

Work Stream	Focus Area	Expected Outcomes
Work stream 1: Literacy and Numeracy improvement in the GET Band	Differentiated teaching strategies	Improved learner Literacy and Numeracy
Work stream 2: Mathematics and Science improvement	Thought-provoking questions and concepts denotation	<ul style="list-style-type: none">• Increased number of learners passing Mathematics at level 4 to 7• Increased number of learners passing Physical Science at level 5 to 7
Work stream 3: Turning around dysfunctional schools	Quality management and good leadership	Excellence in School Management and Administration

Work Stream	Focus Area	Expected Outcomes
Work stream 4: Learner support to the Grade 12 class of 2021	<ul style="list-style-type: none"> • Protection of teaching time (Time on Task) • Timeous completion of syllabus coverage • Provision for Subject without teachers. 	<ul style="list-style-type: none"> • Increased pass rate to 80% • Increased number of schools performing above 70% • Quality of Learner Outcomes - Bachelors and distinctions • Increase the district performance by at least 5%
Work stream 5: Assessment as a lever to drive improved learner outcomes	<ul style="list-style-type: none"> • Quality SBA • Analysis of quarterly learner performance results 	Quantity and quality performance
Work stream 6: Learner retention	<ul style="list-style-type: none"> • Support to Progressed learners • Second Chance Matric Programme • Inclusive Education 	Learner with barriers to learning are identified All learners complete grade 12

6. PHASE ONE: IDENTIFIED LAIS WORK STREAMS

Work Stream 1: Literacy and Numeracy improvement in the GET Band				
Programme	Context	Intervention	Responsibility	Timeframe
Improving Literacy/Languages outcomes – Grades 1 and 6	<ul style="list-style-type: none"> The problem of relatively less support for primary schools (and especially Foundation Phase) compared with secondary schools The failure of most children to read fluently and with comprehension in the home language in the Foundation Phase. Learners who cannot read, write and count at the internally acceptable levels Every child must learn to read for meaning by the end of grade 3 All learners read fluently and with comprehension by the end of grade 3 	<ul style="list-style-type: none"> Monitoring Curriculum coverage Monitor and support the utilization of Workbooks Set aside reading time at the beginning of each day <ul style="list-style-type: none"> ✓ Oral work and use of phonics ✓ Shared reading and shared writing ✓ Word and sentence level work ✓ Reading for enjoyment 	District Director	Feb to Nov
		<ul style="list-style-type: none"> Tracking learner performance using the quarterly results analysis for Grade 1-6 Recognition/ naming of numbers by Grade 1 to 3 learners. 	District Director	Quarterly
	GET Maths related activities.	<ul style="list-style-type: none"> Effective use of number cards/charts by grade 1 to 3 learners. Use of all function (-, +, × & ÷) by all grades in GET. 	District Director	Feb to Nov
	GET Literacy related activities	<ul style="list-style-type: none"> Identify learners with barriers to learning. Develop remedial activities Assist child-headed / illiterate families with homework. 	Director: Inclusive Education	Feb to Mar Feb to Nov

Work Stream 2: Maths and Science improvement across the system				
Programme	Context	Intervention	Responsibility	Timeframe
Improving Mathematics and Science outcomes	Increasing the number of learners eligible to study Maths and Science-based degrees at university	<ul style="list-style-type: none"> Monitoring of learners written work (class and homework) Monitor and report curriculum coverage against CAPS guidelines for all grades Develop and implement catch up plans should coverage fall behind 	District Director	Feb – Dec 2021
		Common assessment tasks for Mathematics and Science for Grades 3, 6, 9, 11 and 12	District Director	Feb – Dec 2021
	Database of all Maths and Science teachers which should include the qualifications of the teachers in the two subjects	Audit and profile capabilities of Maths and Science Teachers	District Director	Feb – Dec 2021
	Provision of high quality interventions in Maths and Science in all the underperforming districts and schools	<ul style="list-style-type: none"> Resources provided by partners and details of beneficiaries Interdepartmental collaboration, e.g. social services, DHET, DST, SAASTA, HEIs, etc. 	District Director	Feb – Dec 2021

Work Stream 3: Turning around dysfunctional schools				
Programme	Context	Intervention	Responsibility	Timeframe
School Functionality	Increase number of functional schools	Identify and categorise schools by performance in GET and FET Band e.g. serial underperformers 0-20%, etc. Conduct a comprehensive profile of the identified underperforming schools and determine the causes of poor performance.	Cluster Chief Directors & CD CURR	February 2021
Academic year school readiness	<ul style="list-style-type: none"> Teaching on the first day and advocacy of the 2021 LAIS Programmes Intensive teaching and learning should happen in January, February and March. 	First Push Activities: <ul style="list-style-type: none"> ✓ Hold quarterly Principals' meetings ✓ Analysis of results per circuit Grade 3, 6, 9, 11 ✓ Setting targets for the year ✓ Advocacy of the LAIS implementation plan 		
Adopt-a-school	Resident school monitors	<ul style="list-style-type: none"> Adopting the underperforming schools for mentorship Strengthen collaboration between GET schools feeding underperforming High Schools Monitoring and support visits and capacity for effective management of quality teaching, assessment and leadership 	CD RSA, Cluster Chief Directors	February 2021

Increased Accountability	Reports of Curriculum Coverage in line with Annual Teaching Plan (ATP).	<ul style="list-style-type: none"> • Monitor curriculum coverage monthly (annexures attached) • Accountability sessions at school level • Accountability sessions held with Principals and Circuit Managers • Accountability sessions held with subject teachers and subject advisors 	Cluster Chief Directors & CD CURR	Quarterly
FET-Feeder Schools' Collaboration/ Community of schools.	<p>Formal working relations between FET and its feeder schools.</p> <p>Breaking down barriers and promoting dialogue between FET and its feeder primary schools</p>	<ul style="list-style-type: none"> • Joint lesson planning sessions. • Sharing of resources, information, teachers • Half-term meetings to give progress of learners 	District Director CD District Coordination	Half-termly
Quality Teaching and Learning	Each role-player carries out their role with dedication, motivation and commitment	<ul style="list-style-type: none"> • All schools hold Open Days for Parents to inform them about their role in supporting learners to improve performance. • Mobilize communities to support education delivery • Strong partnerships formed to improve learner performance 	CD – SAPS	Quarterly

Work Stream 4: Learner support to the Grade 12 class of 2021				
Programme	Context	Intervention	Responsibility	Timeframe
First Push – syllabus coverage	<ul style="list-style-type: none"> Maximising opportunities of EC learners to achieve quality pass in the National Senior Certificate Multi-disciplinary support to teaching and learning 	<ul style="list-style-type: none"> Monitor and report curriculum coverage against CAPS guidelines Inter-District ILIMA monitoring and support visits to all under 60% schools Identify schools with high enrolment (100 and above) & give extra support 	Cluster Chief Directors	March – August 2021
Provision for Subject without teachers.	<ul style="list-style-type: none"> Teacher provisioning Financial Management Management of procurement processes 	<ul style="list-style-type: none"> Identify schools/ subjects with no teachers. Recruitment of teachers Ensure effective management of LAIS funds Management of Supply Chain processes 	HR, Finance & SCM	Feb- Oct 2021
Autumn schools	<ul style="list-style-type: none"> Target progressed learners, incubate all in residential centres 	<ul style="list-style-type: none"> Content gap classes, extra tuition in centers Provide roving teachers for curriculum coverage in identified key and critical subjects 	Cluster Chief Directors	March/April 2021
Winter schools	<ul style="list-style-type: none"> Interventions to improve learner performance Vacation classes Residential and Streams focused centres 	<ul style="list-style-type: none"> Identify hostels across the Province, their condition and capacity Critical subjects to be prioritized: <ul style="list-style-type: none"> ✓ English FAL ✓ Maths/ML ✓ Sci/Acc/ Geo ✓ Agric/Econ/ Tourism Identify best teachers per subject per circuit Identify best managers Provide psychosocial support Logistical arrangements: transport, catering 	District Coordination, ESSS, Curriculum	June/July 2021

Resourcing	Provisioning of study materials	<ul style="list-style-type: none"> • All FET schools have records of receiving additional support material such as Examination Packs, Examination Guidelines, Newspaper Supplements • Effective utilization of telematics • e-books • Provide additional support material to FET schools • Study guides 	<p>CD: Exams and Assessment</p> <p>CD: Curriculum Management</p>	Feb – June 2021
Last push	Spring schools, motivation sessions and revision camps	<ul style="list-style-type: none"> • Differentiated support and channeling of learners <ul style="list-style-type: none"> ✓ Bachelors ✓ Diplomas ✓ Certificates • Drilling of learners for end year exams • Motivation sessions for teachers and learners 	District Directors	July – Oct 2021

Work Stream 5: Assessment and evaluation as a lever to drive improved learner outcomes				
Programme	Context	Intervention	Responsibility	Timeframe
Tracking learner performance	Setting of Subject targets	<ul style="list-style-type: none"> Subject teachers set weekly and monthly targets for syllabus coverage Setting of subject targets to be achieved in 2021 	District Directors	February 2021
	Categorisation of schools (Green, Amber & Red)	<ul style="list-style-type: none"> Development of Standardized Tests and common Examination Writing and monitoring of common and standardized tests and examinations 	District Directors	Quarterly
	Categorisation of learners	<ul style="list-style-type: none"> Setting of targets per subject by learners Pledging done by all Grade 12 learners Monitor and support different categories of learners 	District Directors	Quarterly

Work stream 6: Learner retention				
Programme	Context	Intervention	Responsibility	Timeframe
Progressed learners	<ul style="list-style-type: none"> Support to Progressed learners 	<ul style="list-style-type: none"> Audit of all progressed learners per school Develop Individual Support Plans (ISPs) One-on-one sessions with parents 	CD: Learner Support	February 2021
	<ul style="list-style-type: none"> Inclusive Education 	<ul style="list-style-type: none"> Training of educators in Inclusive Education policies and implementation including SIAS Monitor implementation of SIAS in terms of admissions (learner profiles, ISPs etc) Conduct workshops on Exam concessions 	Director: Inclusive Education	February – October 2021
	<ul style="list-style-type: none"> Focused revision camps 	<ul style="list-style-type: none"> Set up well equipped centres per Circuit Management Centre (CMC) Provide high intensive educational support 	Cluster Chief Director	February – October 2021

7. PHASE TWO: STRUCTURED EXTRA TUITION CLASSES IN SCHOOLS

The Department of Education supports the initiative of extra classes conducted by schools in the whole Province. This is indeed a demonstration that principals and educators are dedicated to improving learner performance in their respective schools in line with the set target of 75% in 2021.

Of particular importance in 2021, is that all LAIS activities must be executed within COVID 19 regulations at all material times. The issues of social distancing, sanitization at all given intervals, washing of hands with soap, use of clean toilets or ablution facilities.

Principals must continuously mobilize all role players (SGB, Circuit Managers, Community leaders, Teacher Unions) and the entire community for buy-in, support, full participation and provisioning of security to learners attending extra tuition programmes. The principal assisted by the SGB of each school must form a committee to monitor attendance and learning of learners.

EXTRA classes administered in schools:

- Morning classes
- Afternoon classes
- Evening classes
- **Local study periods**
- **Week-end classes / Camps**
- **Vacation classes**

All Extra tuition activities are meant to be value-adding in improving learner performance. For the effectiveness and accountability, there must be a timetable for each and every intervention activity (see the templates provided as Annexures for all extra tuition activities). Following are annexures guiding each one on how to conduct and monitor extra tuition activities:

Annexure A: Morning Classes for syllabus coverage and revision Project

PROJECT NAME	TIMEFRAME	MODE OF OPERATION	SUPERVISOR
Morning classes	<ul style="list-style-type: none">• From March to end September• Time table for this programme runs weekly from Mondays to Fridays.	Mondays: 12A/B: Mathematics 12C/D: Geography	Deputy Principal

PROJECT NAME	TIMEFRAME	MODE OF OPERATION	SUPERVISOR
	<ul style="list-style-type: none"> Duration of the lessons is one hour from 6H45 -7H45 	Tuesdays: 12A: Physical Science 12B: Accounting 12C/D: History	HOD 1
		Wednesdays: 12A: English 12B: English 12C: Life Sciences 12D: Tourism	HOD 2
		Thursdays: 12A: Agric Sciences 12B: Geography 12C: Business St	Deputy Principal
		Fridays: 12A/B: Life Sciences 12C/D: English	HOD 1

Annexure B: Study periods during the day

Daily **afternoon study time table** at school must be in place and also the allocation of roles and responsibilities done. The Time table is used by each school to ensure that learners learn effectively in a controlled and conducive environment.

PROJECT NAME	TIMEFRAME	MODE OF OPERATION	SUPERVISOR
Afternoon classes / afternoon studies	<ul style="list-style-type: none"> From Mondays to Thursdays until learners finish final examinations. Duration of the lessons is one hour from 15H45 -16H45 	Mondays	HOD 1
		Tuesdays	Deputy Principal
		Wednesdays	HOD 2
		Thursdays	Deputy Principal

Annexure C: Evening studies/classes

PROJECT NAME	TIMEFRAME	MODE OF OPERATION	SUPERVISOR
Evening classes	<ul style="list-style-type: none"> • From Mondays to Thursdays until learners finish their final examinations. • Duration of the lessons is four hours from 18H00 -21H00 • All learners study in their school. 	<ul style="list-style-type: none"> • Learners study in Groups of four. Each group is given previous years examinations question papers to practice • Supervision of this session is done by available local teachers or QLTC committee. • The last hour of the study is spent in video lesson per class 	<ul style="list-style-type: none"> • Principal • Deputy Principal • QLTC School monitoring team

Example: Plan for Evening Studies

Date / Day	Activity	Duration	Responsibility	Report
Mondays	• Supervision of Grade 12 class of (no of learners) studying	18H00 – 20H00	Educator / QLTC team	Done
	• Learners watch the DVD lesson on Mathematics	20H00 – 21H00	Educator / QLTC team	Done
Tuesdays				
Wednesdays				
Thursdays				
Fridays	Learners join the week end camp / classes in the nearby school.			

Annexure D: Local study period Project in the nearby school

Mode of operation:

- Have the number of learners staying nearby their high school and make them attend evening classes there.
- Have the number of learners whose homes are far from their high school. Identify the nearby Primary Schools and specify the number for each institution to accommodate these learners.


- At collegial level, talk to the principals of the nearby Primary Schools and solicit their support and participation in the project. The respective Circuit Managers must also assist in this aspect.
- Through the SGB, mobilize all people in that community to supervise and assist their children in studying in their nearby Primary Schools.
- Make all learners in that village study in their nearby school under the supervision of the elected community leaders and teachers who stay in those villages.
- Attendance registers of learners studying in all schools is marked and given daily to the principals of the respective Senior Secondary Schools.
- Get as well volunteer teachers and retired ones from both Primary and Senior Secondary Schools to assist all these learners during their evening study periods.
- The local chief / headman and the Ward Councilor must ensure that there is maximum security provided to the learners in all schools when studying during evenings.

Annexure E: Week-end classes / Camps Project (to start from 1st March 2021) – observe Covid19 regulations

Day	Time	Activities
Fridays	17H00	<ul style="list-style-type: none"> • Arrival of learners at the camping Centre with their sponge mattresses and be accommodated in the prepared classrooms. • Security measures must have already been put in place. • Principal is present in the camp site to ensure its start. • Community members and school must provide food for learners in the camp. • Business and volunteers to donate food to their schools. • Volunteers prepare food for learners.
	18H30 -19H30	<ul style="list-style-type: none"> • Supper is served
	19H30 - 22H00	<ul style="list-style-type: none"> • Study period
Saturday	05H00 – 06H00	<ul style="list-style-type: none"> • All learners take bath and prepare for the day.
	06H00 - 06H45	<ul style="list-style-type: none"> • Breakfast is served
	07H00 - 08H00	<ul style="list-style-type: none"> • Morning study period supervised by an elected person.

Day	Time	Activities
	Classes	<ul style="list-style-type: none"> • 08H00-15H30 teaching and learning on
		<ul style="list-style-type: none"> • 08H00 - 10H00 = 1st period • 10H00 - 10H30 = Break, serve fruit (Banana + apple/pear) • 10H30 - 12H30 = 2nd period • 12H30 – 13H30 = Lunch break • 13H30 - 14H30 = 3rd period • 14H30 – 15H30 = 4th period • 15H30 – 17H00 = Free time • 17H00 – 18H30 = Afternoon day study period • 18H30 – 19H30 = Supper is served • 19H30 – 22H00 = Evening study period
Sunday	05H00 – 06H00	<ul style="list-style-type: none"> • All learners take bath and prepare for the day.
	06H00 - 06H45	<ul style="list-style-type: none"> • Breakfast is served
	07H00 - 08H00	<ul style="list-style-type: none"> • Church service/ Motivational session
	Classes	<ul style="list-style-type: none"> • 08H30-09H30 = 1st period
		<ul style="list-style-type: none"> • 09H30-10H30 = 2nd period
		<ul style="list-style-type: none"> • 10H30 -11H00 Break, serve fruit (Banana + apple/pear)
		<ul style="list-style-type: none"> • 11H00 - 12H00 = 3rd period
		<ul style="list-style-type: none"> • 12H00 - 13H00 = 4rd period
	13H00 – 14H00	<ul style="list-style-type: none"> • Lunch is served
	14H00	<ul style="list-style-type: none"> • Learners pack and are transported home

Annexure F: A Sample of a Revision Time Table During Examinations Time

DATE	SUBJECT /S TO BE REVISIED	ACTIVITIES TO BE DONE	RESPOSIBILITY	ACCOUNTING PERSON
22.10.2021		From 14H00 – 15H00 = Use of previous years’ question papers (from 2017 – March 2021).	Subject teacher	Principal
		From 17H00 – 19H00 = learners study privately supervised	Homework Assistant, selected community volunteers and tutors	Principal
		From 20H00 – 22H00 = learners study in groups using question papers and study guides / mind the gap books to enrich their answers.	Homework Assistant, selected community volunteers and tutors	Principal
23.10.2021  27.11.2021				

8. MONITORING, SUPPORT AND ACCOUNTABILITY

Monitoring is critical and of high priority for building strong evidence around implementation and assessing the effectiveness of interventions being implemented. It helps to determine exactly when an intervention is on track and when changes will be needed. It also provides a more robust basis for effective utilization of LAIS funds and influence Education policies. Reports that will be generated will contribute to transparency and accountability which allow lessons to be shared amongst Districts.

The annexures below are a guide to the monitoring and reporting on the interventions being implemented.

Annexure G1: LAIS Activities that are run by the School.

Morning classes: <ul style="list-style-type: none"> • Duration • Grades and learner enrolment attending per subject 	Afternoon classes: <ul style="list-style-type: none"> • Duration • Grades and learner enrolment attending per subject 	Evening classes: <ul style="list-style-type: none"> • Duration • Grades and learner enrolment attending per subject 	Resident week-end classes: <ul style="list-style-type: none"> • Duration • Grades and learner enrolment attending per subject 	Non-resident week-end classes: <ul style="list-style-type: none"> • Duration • Grades and learner enrolment attending per subject 	Autumn / Winter/ Spring classes: <ul style="list-style-type: none"> • Duration • Grades and learner enrolment attending per subject 	Number of the previous year's question papers distributed to learners (state the year and the number distributed to them)
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Annexure G2: Monitoring tool to be used for timetabling of Extra Tuition classes in schools:

No	Required timetable	Is it available? (yes or no)	If yes, is the timetable used? (yes or no)	Remarks based on evidence
6.2.1	Timetable for morning classes			
6.2.2	Normal daily timetable			
6.2.3	Afternoon classes timetable			
6.2.4	Afternoon studies timetable			
6.2.5	Evening classes timetable			
6.2.6	Evening studies timetable			
6.2.7	Day and week-end timetable			
6.2.8	Resident week-end timetable			

Annexure H: Subjects with no teachers as per 2021 staff establishment

GRADE	SUBJECT/S	NO OF LEARNERS	REMARKS
1			
2			
3			
4			
5 – 12			

9. PHASE THREE: BUDGET PROPOSAL

Budget Allocated 2021/22	Allocation to 3 districts	JENN Quote	MSI Quote	Total Budget Required	Variance
136 000 000	16 600 000	263 410 417	19 834 448, 57	299 844 865.57	163 844 865. 57

LAIS BUDGET DECENTRALIZED TO THREE DISTRICTS

Budget Allocated 2021/22	ORTI District	NMB District	SB District	Total Amount
16 600 000	7 000 000	7 000 000	2 600 000	16 600 000

SPECIAL LAIS INTERVENTIONS WHERE THE DEPT HAS CONTRACTED SERVICE PROVIDERS			
SEVICE PROVIDER	SCOPE OF WORK	CONTRACT VALUE	REMARKS
JENN CONSULTING	<ul style="list-style-type: none"> • Learners Support and Intervention (Saturday, Sunday, Holiday Classes) for 61000 learners from 549 Schools, 6400 teachers and 1200 unemployed community members. The entire staff component claim every week. • Jenn operates in 9 Districts • More than 450 Transport operators are contracted weekly • Sunday Maths and Science for high enrolment schools • Mathematics Enrolment in OR Tambo Coastal is 8400 & 4800 in Amathole East • Incubation and Walk Inns (To ensure that attendance is maintained at the highest standard incubation is the preferred approach) • Extended Hours Programme to support Red Schools (During the week) • Content Teacher Development Training in Maths, Sciences & others (Every Term) • Principal Team Building session in order to transfer skills and improve School Academic Improvement Plan (Quarterly Programme) • Wholistically School Management Team Development Programme • Circuit Managers Team Building (Twice a year) • District Motivation Session and Awards Ceremonies (February to April) • DMT Retreat 	263 410 417	

	<ul style="list-style-type: none"> • Last Push Program (Incubation of learners to take them to final examination) • Social Responsibilities (Learners' packages) • Well-structured and researched learning material (Hard Copies and soft copies with the link which addresses almost all subjects Termly) • Informed Monitoring and Support during the Jenn TC program • Catering for learners. • Payment of teachers and Centre Managers • Payment of allowances to voluntary food handlers and security for camps and incubation classes • Provision of fuel and electricity to camping sites and incubation centres. 		
MSI	<ul style="list-style-type: none"> • Provides resident teaching support to selected schools in 10 districts • Deployed teachers handle Maths and Physical Science from Grade 10 to 12. • There are 56 schools with 66 Mathematics teachers benefiting 7550, 6576 and 5132 in Grade 10,11 and 12 respectively. • Mathematics participation supported by MSI is 19258 learners. • There are 43 schools with 50 Physical Science teachers benefiting 3594, 3329 and 2882 in Grade 10, 11 and 12 respectively with total participation of 9805 learners. 	19 834 448, 57	

10. GENERIC PROGRAMMES ACROSS

- Grade 12 orientation: 15 February – 26 February 2021
- Autumn vacation classes: 26 April – 30 April 2021
- Winter vacation classes: 12 July – 23 July 2021
- Spring vacation classes: 04 October – 08 October 2021
- Differentiated intervention programmes: underperforming schools
 - ❖ High enrolment schools
 - ❖ Technical schools
 - ❖ Progressed learners
 - ❖ Bright sparks
 - ❖ High enrolment subjects

Models:

- Incubation
- Weekend camps and walk-ins
- Roving expert teachers

11. CALENDAR OF LAIS ACTIVITIES FOR 2021

ACTIVITIES	TIMEFRAMES	Responsibility
1. Diagnostic analysis of learner results in Grades 11 &12	17 - 26 Feb	District Directors
2. Orientation of principals on LAIS / NSC Improvement Plans for 2021	10 Feb - Cluster B 11 Feb - Cluster A	Cluster Chief Directors
3. Orientation of 2021 Grade 12 learners to LAIS / NSC Improvement Plans in centralized venues: <ul style="list-style-type: none"> • Presentation of 2019 Grade 11 analysis of results • NSC pass requirements • Pledge by each learner with evidence • Motivation of learners for effective learning • Assignment for the 1st quarter to all learners in attendance 	February	District Directors

ACTIVITIES	TIMEFRAMES	Responsibility
<ul style="list-style-type: none"> • Motivation of teachers and learners to maximize tuition time 		
4. Organizing focused extra tuition classes <ul style="list-style-type: none"> • Morning and evening classes • Study periods • Week-end camps 	01 Feb to Nov	<ul style="list-style-type: none"> • School Principal • Circuit manager • CMC Head
5. Tracking of curriculum coverage	Jan to Nov	CES: Curriculum
6. Adopt-a-school Programme especially underperforming and small learner enrolment ones	Jan to December	District Director
7. Autumn vacation schools (Sharper focus on Progressed learners)	23 – 27 March	Schools & Districts
8. Submission of quarterly learner performance per grade per school.	March, June, September and December	District Director
9. Principals’ meetings: <ul style="list-style-type: none"> • Diagnostic analysis of learner results after each quarterly assessment. • Monitor and track learner pledges and setting of the realistic targets. 	End of Term 2 End of Term 3	District Directors
10. Accountability sessions	Quarterly	<ul style="list-style-type: none"> • District Directors • Cluster Chief Directors
11. Mid-year push Programme: <ul style="list-style-type: none"> • Term1 results analysis • Refocusing Grade 12 learners on examination skills and on their target • Planned focused and differentiated Winter school Programme: grouping bright sparks, levels 1s & 2s and average learners 	April to June	District Director
12. Last push Programme: Launch of the Programme in clusters Last Push implementation and monitoring activities: <ul style="list-style-type: none"> • Addressing Grade 12 learners in their respective CMCs • Term 2 diagnostic analysis of results • Differentiated Spring School Programme 	July to Nov	CMC Head / Circuit Managers

LAIS AND NSC MONITORING STRUCTURES

Level	Name of the Structure	Coordinator	Frequency of Meetings
District Level	District Management Team: District Director and the DMT	District Director	Monthly
CMC Level	CMC Steering Committee	CMC Head	Monthly
Circuit Level	Circuit Steering Committee: Circuit manager and subject advisors	Circuit Manager	Monthly

12. CONCLUSION:

The overriding tone in this document is implementation of LAIS activities. Guidance has also been given here on how a principal manages extra LAIS programmes for impact. Departmental officials monitoring LAIS activities have also been provided with suggested monitoring tools. Of more importance in the running of extra classes is the development of a timetable for every tuition activity so as to make impetus upon its implementation. It has been overemphasized here that any teaching and learning activity cannot successfully happen in a lackadaisical and uncontrolled environment, hence time tabling is always sponsored as an option for discipline and proper control of all teaching and learning activities.

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26 February 2021.