



Policy No.: TBA019

Policy for the Design and Development of Learning Programmes

1. Purpose

To ensure that all learning programmes (subject work schedules, Annual Teaching Plans, lesson plans, assessment plans and supporting materials) are designed, developed and implemented in compliance with CAPS and NSC policy requirements, and in a manner that advances the School's vision of personalised Pathways to Success, inclusive education, and continuous improvement.

2. Scope

This policy applies to the Principal, Head of Academics, Heads of Department (HODs), subject teachers, the School-Based Support Team (SBST), and quality assurance personnel across Grades 7–12 (or as applicable to phases offered).

3. Definitions

- **Learning Programme:** A coherent set of plans including Annual Teaching Plans (ATPs), subject work schedules, assessment plans, lesson plans, and LTSM selections that deliver the CAPS curriculum towards the NSC.
- **ATPs:** Annual Teaching Plans issued by DBE/CAPS per subject and grade.
- **LTSM:** Learning and Teaching Support Material, including textbooks, readers, digital resources, manipulatives, lab equipment and software.
- **SBA:** School-Based Assessment tasks with approved weightings per subject and grade.
- **Inclusive Education:** Differentiation, accommodations and support measures for learners with barriers to learning.

4. Principles

1. **Compliance:** Full alignment to CAPS/NSC, DBE Promotion & Progression, and assessment prescriptions.
2. **Coherence:** Vertical and horizontal articulation between grades and subjects.
3. **Inclusivity & Accessibility:** language support and accommodations per SBST guidance.
4. **Evidence-based:** Use of results data, diagnostic analyses and moderation findings to refine plans.
5. **Quality & Integrity:** Pre-moderated tasks, credible sources, and documented version control.
6. **Safety & Ethics:** Appropriate use of digital tools, AI, laboratory practice and academic integrity.

5. Roles & Responsibilities

- **Principal:** Approves policy, ensures resourcing and compliance; chairs termly Teaching & Learning Review.
- **Head of Academics (HoA):** Custodian of this policy; oversees annual programme design calendar and QA checks; signs off subject plans.
- **HODs:** Lead subject design processes; ensure CAPS coverage, sequencing, pacing and assessment mapping; conduct pre-moderation; maintain subject trackers and files.

- **Subject Teachers:** Draft subject work schedules, lesson plans and assessment plans using approved templates; implement differentiation and academic integrity measures; maintain class files.
- **SBST:** Specifies accommodations/support; monitors implementation of Individual Education & Development Plans (IEDPs).

6. Design & Development Process

6.1 Annual Curriculum Mapping (Oct–Dec for following year)

1. Obtain latest CAPS documents, ATPs and circulars.
2. Map subject scope & sequence per grade; identify pre-requisites and term weightings.
3. Draft a Subject Work Schedule per term (Weeks × Topics × Skills × LTSM).
4. Identify cross-curricular links (literacy, numeracy, ICT/AI literacy, civic values).

6.2 Assessment Plan Integration

1. Compile a Subject Assessment Plan with task types, term weightings, dates, resources and accommodations.
2. Develop task briefs, memos/rubrics; conduct pre-moderation before publishing to learners.
3. Create common tasks where possible to enable benchmarking.

6.3 Lesson Planning & Differentiation

1. Use the School Lesson Plan Template to specify: objective, success criteria, activation, teaching & practice sequence, checks for understanding, differentiation, homework, and formative assessment.
2. Integrate UDL, assistive technologies, multilingual supports, and safety protocols.
3. Embed academic integrity expectations (originality, referencing, permitted tools).

6.4 LTSM Selection & Approval

1. HODs coordinate textbook and digital resource reviews against CAPS coverage and level.
2. HoA approves final LTSM lists; Procurement acquires and records assets; PA maintains asset register.

6.5 Quality Gate & Approval Workflow

- Teacher drafts → HOD checks & pre-moderates → HoA sign-off → Publish to staff/learners.
- Changes mid-term require HOD approval and updated version log.

6.6 Communication & Access

- Final plans and calendars posted on the LMS/staff drive; parents/learners receive assessment calendars and task briefs per policy timelines.

7. Timelines (Minimum Standards)

- Annual subject plans (work schedules & assessment plans): by Friday of Week - 2 (pre-term).
- Lesson plans: prepared at least 1 week in advance; available in class files.
- Pre-moderation: ≥5 school days before task release.
- Post-moderation: within 10 school days of task marking completion.

8. Record-Keeping & Version Control

- Each subject keeps a **Subject File** containing: policy index, ATP, work schedule, assessment plan, moderation records, exemplars, trackers, attendance and coverage logs, and minutes of subject meetings.
- File naming convention: *Subject_Grade_Term_DDMMYYYY_vX.Y*.

9. Risk Management

- Curriculum coverage slippage triggers a Recovery Plan with additional periods, tutoring, or pacing adjustments.
- LTSM delivery delays: interim materials and digital copies deployed.
- Staffing disruptions: SMT assigns relief and revises schedules within 5 school days.

10. Monitoring & Review

- HOD weekly checks of trackers and coverage; monthly file audits; termly SMT learning walks and moderation summary.
- Annual evaluation against results analyses and stakeholder feedback; policy updated accordingly.

POLICY TRACKING AND REVIEW RECORD

Policy No. : TBA019

Policy Title : Policy for the Design and Development of Learning Programmes

Version Number : V1.0

First Draft Completion Date : 18 November 2025

Approval Date : 21 November 2025

Ratification Date - SMT : 21 November 2025

Next Review Due : 18 November 2027