

Assessment Exemplification

South Sudan



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Section One: Introduction

Formative Assessment Strategies

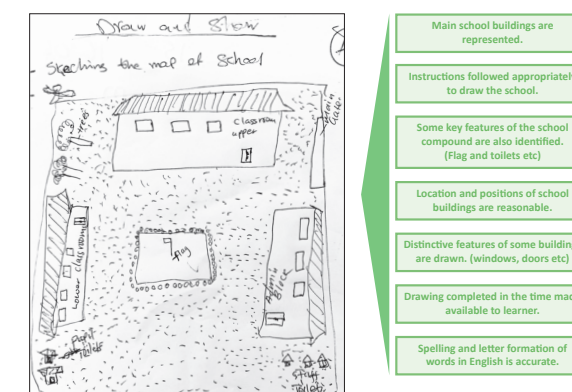
In this guide you will find two sorts of examples of how to approach formative assessment. Formative assessment is important because it is ongoing and integrated into everyday teaching, exploring learning during the course of a unit and throughout the year. If we rely on summative assessments at the end of the school year, we risk missing the point at which a learner develops misconceptions. If we miss these times when a learner is not working appropriately towards a learning outcome, they will progress with less and less accuracy and will eventually be considerably less able to achieve what is intended.

Each of the examples provided in this guide is taken directly from the new textbooks. Further descriptions of the activities in each case are provided to give teachers extra detail and ideas so that they can build and elaborate upon each of the assessment opportunities presented in the textbook activity.

By practising these two approaches to formative assessment, teachers will become more able to routinely decide what a student should learn next and adjust their teaching accordingly. This means that more students will reach more learning outcomes more often.

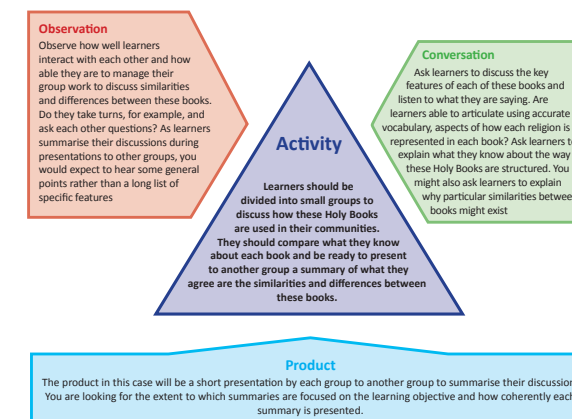
Examples of Learners' Work

This guide provides 11 examples of work produced by learners like the one below in response to activities in the textbooks. Each example demonstrates the way in which a learner has successfully reached the learning outcome. Each example is accompanied by some annotations in green boxes which illustrate what specific aspects of the learners' work is successful, enabling them to develop new knowledge, understanding and/or skills. The annotations should be used by teachers to help them deepen their understanding of how to interrogate and explore how well a learner is working towards learning outcomes.



Examples of Triangulation

This guide also provides 17 examples of how teachers can explore learners' work through conversations and observations and by exploring what a learner has produced (a product). The activity in the central triangle explains what the learner has to do. The conversation, observation and product arrows surrounding this triangle explain how the teacher could explore how well the learner is working towards the intended learning outcome.



The pages following this introduction are taken from the overall Assessment Guidance document which sets out key features of the guidance provided for schools and teachers on making assessments in support of the new national curriculum.

School-based formative assessment

This booklet gives guidance to schools and teachers on making assessments in support of the new national curriculum.

It focuses on the school-based, formative assessments that are made as part of the ongoing teaching and learning process.

The new curriculum sets out clear ‘Learning Outcomes’ that focus on deeper learning, higher order thinking and competencies. This booklet will help teachers make assessments in these terms.

Examples of learners' work that meet learning outcomes are provided in this guidance to help teachers identify 'successful' work. Examples are also provided of how to triangulate assessments, encouraging teachers to explore learner's work from a range of perspectives.

“Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning.”

Assessing Student Learning: Huba and Freed 2000



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Section Two: New expectations for learning need new assessment approaches

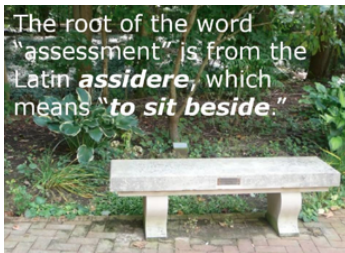
The new curriculum sets new expectations for learning. There is a shift from Learning Outcomes that focus mainly on knowledge to those that focus on skills and deeper understanding. The new Learning Outcomes require a different approach to assessment.

Knowledge can be assessed through written tests, but the assessment of skills and deeper understanding requires different approaches. Because of this, the role of the teacher in assessment becomes much more important. Their role is not to write tests for students, but to make professional judgements about students’ learning in the course of the normal teaching and learning process.

What is School-Based Formative Assessment?

Assessment is the process of finding out what a student has learned. When this is carried out at the end of a year or semester, it is called “Summative Assessment” because it sums up how well the student has done.

However, it is much better to find out how well a student has done before the end of the year, because it is too late to do anything about it when the year is over...



It is most helpful to the teacher to know how the students are doing during the course of the year, rather than waiting to the end. That way, the teacher is able to use assessment to decide what a student should learn next, adjust their teaching to the students’ learning, help the students as they go along, and so teach more effectively. This form of assessment is called “Formative Assessment”.

Teachers carry out formative assessments all the time as a natural part of their teaching. They ask questions, mark students’ work, and observe their students in the process of learning. These everyday formative assessments are not necessarily recorded, but they help teachers to understand how well students are learning and so to react to the learning needs of their students.

Formative assessments are ongoing, and part of the teaching and learning process

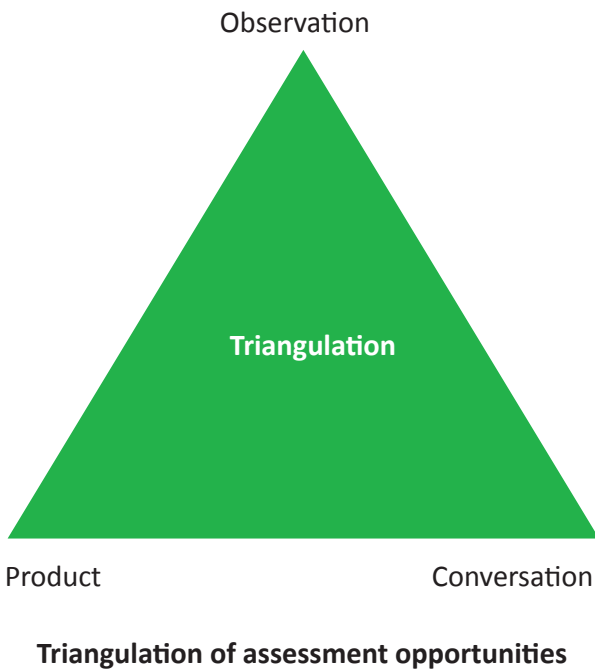
How do we find the opportunity to make formative assessments?

School-based formative assessment is a part of the normal teaching and learning process, and so the assessment opportunities will also occur during this normal process. It is not something that needs to be added on after learning; it is an integral part of it.

These opportunities occur in three forms. Dr Anne Davies (Making Classroom Assessment Work 2011) called these:

- Observation – watching students working (good for assessing skills)
- Conversation – asking questions and talking to students (good for assessing knowledge and understanding)
- Product – appraising the student’s work (writing, science report, maths calculation, presentation, map, diagram, model, drawing, painting etc). In this context, a “product” is seen as something physical and permanent that the teacher can keep and look at, not something that the student says.

When all three are used, the information can be checked against the other two forms of assessment opportunity. This is often referred to as “triangulation”.



Examples of Learners' Work

The examples of learners' work in this document explain to teachers how they should assess learners' work according to the learning outcome. Each piece of work provided here has been selected to illustrate a 'successful' piece of work, in other words, a piece of work that demonstrates that the learner has attained the learning outcome. Each piece of work is annotated to show the teacher a number of ways in which the learners have been successful.

It is not always necessary for the learner to demonstrate such a range of successes within one piece of work, but we are promoting the idea here that getting the 'answer right' is only half of the story when it comes to learning. The process involved in creating a piece of work is often as important as the answer itself. It is also the case that there are often a number of different products that can be produced across a class, all of which could reach the same learning outcome. There is not always only one way to be successful!

Teachers should analyse these examples of learners' work in this guidance in order to understand the detail with which work needs to be explored if we are to understand what a learner knows about, understands and is able to do. When this exploration of a product is combined with conversation and observation (as described above) then we have a powerful strategy for uncovering learning and planning for next steps in teaching.

Section Three: What Assessment Records should be kept?

Keeping detailed records of students’ individual progress is always difficult with very large numbers of pupils. For the purposes of school-based formative assessment, it is not even always necessary to keep such detailed records anyway. If feedback is give immediately and action is taken, the learning is changed and the record would soon become out of date and redundant.

Most formative class-based assessments are dynamic in that they feed straight back into the teaching and learning process. Therefore detailed records of these are not appropriate.

It is possible to identify four broad groups of students in terms of their achievements:

Descriptor
No Learning outcome achieved
Some LOs achieved, but not sufficient for overall compliance
Most LOs achieved, enough for overall compliance
All LOs achieved – compliance with ease

There is no need to set a test to find this out.

These overall assessments should be made on the basis of the many formative assessments that the teacher has made during the course of teaching the unit. If teachers have been working with the students over the course of the unit, they will be able to make a broad judgment about which students have met or have failed to meet the unit’s Learning Outcomes. These “Authentic Assessments” will be more valid and valuable than a test set by the school.

Recording these overall assessments will be simple, manageable and yet valuable, and can be recorded on a sheet such as the one on the next page in which the categories are indicated with a number.

Although a very simple process, these four categories will give rich data when a comparison is made between the students in each category for different subjects and units. They will also identify easily those students who need extra support or who may not be ready to move on to the next grade at the end of a year (if this is the agreed policy).



The problem

Written tests are seldom effective for assessing the deeper understanding, skills, competencies and higher order thinking that are at the heart of the new curriculum. This is especially the case for tests made up by individual schools. It is possible to set questions that address higher order thinking and deeper understanding, but the techniques for doing so are very specialized, the questions generally require open-response answers and the marking schemes are very complex.

Written tests are popular because they are easy to administer to large groups, but they do not actually test the sort of learning that is required in the new curriculum

The solution

Building upon multiple formative assessments through triangulation and an exploration of learners’ work, the teacher is able to make a summative judgement about what each learner has achieved overall within a syllabus unit (or text book chapter). If records are kept of the learning outcomes of each syllabus unit through the year then there will be no need for an end of year test. Teachers will already have a record of those students who have met the learning outcomes, and those who have not done so. Therefore teachers will know if there were any students not ready to progress to the next grade.

An overall record should be made of the individual unit assessments by subject in terms of the 4 categories in Section 8. If numbers (0-4) are used as identifiers, then it will be possible to arrive at an overall number for a year by aggregating the identifiers for each unit.

Descriptor	Identifier
No Learning outcome achieved	0
Some LOs achieved, but not sufficient for overall compliance	1
Most LOs achieved, enough for overall compliance	2
All LOs achieved – compliance with ease	3

In the example below, the table shows the end-of-unit assessment for six students.

English										
	U1	U2	U3	U4	U5	U6	U7	U8	U9	U10
Student A	3	3	2	3	3	3	3	2	3	3
Student B	2	2	3	2	3	2	2	2	3	2
Student C	1	1	2	1	1	2	2	3	2	3
Student D	1	1	2	1	1	2	1	1	2	1
Student E	0	1	2	1	0	1	0	1	1	1
Student F	0	0	1	0	0	1	0	0	1	0

It can be seen from the above table that Students A and B have performed very well (there are several 3’s) and have achieved overall compliance in all the Units. Student C has achieved overall compliance in all but four Units – and has improved considerably during the year (1s at the beginning 3s by the end of the year. Students D and F have not achieved overall compliance in many Units (they have several 1’s). We hope there will be no student like Student F!

If this table is kept throughout the year it will enable schools to identify students who:

- Are doing well in one subject but not another
- Are doing well in one unit but not another
- Started off well but have not maintained their progress
- Are doing very well overall
- Need extra support or guidance

Section Four: Examples of learners’ work

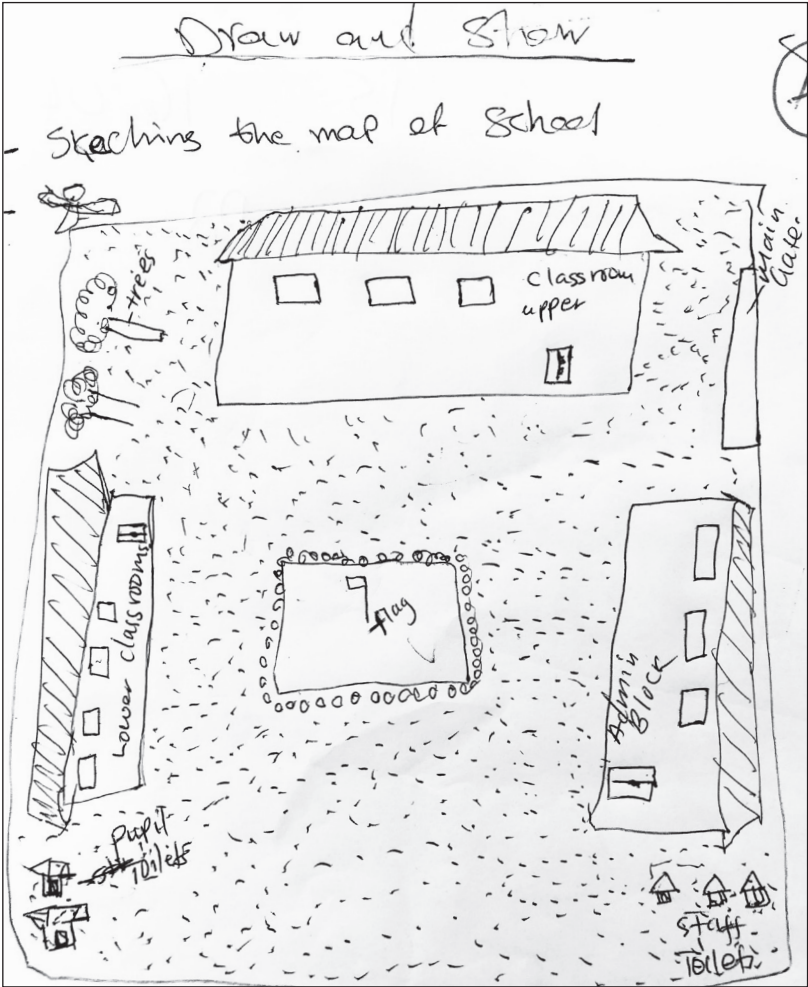
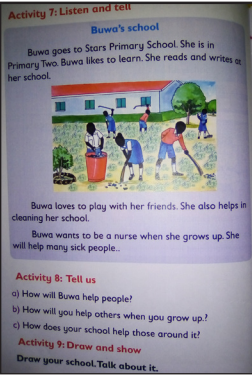
Subject: English	Year: P2	Textbook page: 18
Unit: My School	TG page: 40	

Learning Outcome - Knowledge and Understanding: Listen to and follow instructions about their schools.

Textbook activity description:
Activity 9. Draw and show. Draw your school and talk about it.

Further description of the activity:
Learners should work together, guided by the teacher to develop basic vocabulary to talk about their school. These words should be generated, for example, during the previous activity about Buwa going to school. Key words should be displayed for children to learn and refer to during this activity to draw their school. They should be encouraged to talk about their likes and dislikes and think how they would describe the school to others. Learners should be encouraged to talk about different features of their drawing, explaining to others why these have been selected.

Assessment opportunities:
The arrows below explain how this piece of work demonstrates that the learner has met the intended learning outcome. It is not reasonable to expect at P2 that all of these features of the school will be presented by learners. This example shows the range of possible features that a learner may produce to reflect their understanding of what makes up their school.



- Main school buildings are represented.
- Instructions followed appropriately to draw the school.
- Some key features of the school compound are also identified. (Flag and toilets etc.)
- Location and positions of school buildings are reasonable.
- Distinctive features of some buildings are drawn. (windows, doors etc.)
- Drawing completed in the time made available to learner.
- Spelling and letter formation of words in English is accurate.

Examples of learners’ work

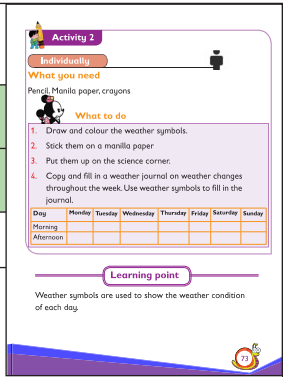
Subject: Science	Year: P2	Textbook page: 70
Unit: Weather		

Learning Outcome - Skills: Communicating ideas in different ways.

Textbook activity description:
Activity 2. Individually.
1. Draw and colour the weather symbols.
2. Stick them on manilla paper.
3. Put them up in the science corner.
4. Copy and fill the weather journal on weather changes throughout the week.
Use weather symbols to fill the journal.

Further description of the activity:
This activity should build on prior learning from P1 where learners explored different types of weather. This activity builds on that by asking them to record what they see, beginning to describe weather patterns and the effects of the weather. Learners should talk about what the weather is like today and yesterday and should recognise that signs and symbols can be used to represent and describe the weather also. Learners should talk about how these signs and symbols are another way of communicating information about the weather. Learners should begin to talk about the idea that weather changes affect human and animal activities positively and negatively.

Assessment opportunities:
Symbols should clearly show different types of weather and learners should be able to talk about each symbol fluently in their mother tongue. Learners should be able to explain why symbols change or stay the same and how the table helps to organise ideas about weather, helping us to communicate to others what the weather has been like.



	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							

- The table has been completed.
- Rows and columns in the table have been accurately interpreted by the learner.
- The table uses symbols to communicate information about the weather.
- Weather symbols are simple and clear rather than 'pictures' of the weather.
- Symbols accurately represent a summary of the weather status for each day.
- Weather symbols reflect the symbols agreed by the whole class that are now on display in the science corner.

Subject: Social Studies

Year: P2

Textbook page: 51

Unit: Jobs Here and There

Learning Outcome - Knowledge and Understanding: Know about the principal jobs and products of your locality and of South Sudan.

Textbook activity description: Which jobs do you think people in the town or city near your village do?

Further description of the activity: This activity must feature a discussion about jobs and products that are investigated. Learners should share what they know about jobs in their community and then talk about some other jobs that they know of. Learners should talk about any products that are the result of some of the jobs and they should talk about how important (significant) these jobs are in their locality. The pictures drawn by learners should be accurate enough to ascertain what is being described but the focus should be on why these drawings have been chosen and what they are trying to represent rather than the quality of the drawing. Any vocabulary should be written in mother tongue.

Assessment opportunities: Ask learners about the job’s learners have chosen to draw. Where have they seen or heard about these jobs? Ask learners to tell you what each job entails and whether or not they think the job is important. Observe how well learners listen to each other as they discuss jobs that are less familiar. Ask learners to talk about what jobs they would like to do.

Activity 3

Jobs and products in your locality

Key words

Product

Locality

Income

Look at the following pictures.



- Pictures represent different jobs.
- Pictures reflect what has been discussed in the class.
- Pictures show jobs that are relevant to South Sudan environment.
- Pictures show jobs that are significant to South Sudan.
- Vocabulary selected to help add details to pictures are relevant.

Subject: Social Studies

Year: P4

Textbook page: 75

Unit: Avoiding Conflict

TG page: 67

Learning Outcome - Skills: Explore strategies to resolve conflict.

Textbook activity description: Talk about some of the common problems that the young people face.

Further description of the activity: To begin exploring strategies to resolve conflict, learners should work in small groups to identify common conflicts in their own situations. They should discuss together the causes of these conflicts and begin to group them into types of conflict (law breaking, lies, greed, misunderstandings, individual v group etc.). Having identified some triggers for conflict, learners should be encouraged to identify ways of avoiding conflict in their situation and within societies. As P4 is a transition year in English language instruction, learners may discuss some of their experiences in a national language but should then work together to identify the English language phrases to describe the key conflict resolution strategies that they have identified. Following this, they should draw and write these key phrases in English to summarise their thinking of conflict resolution strategies.

Assessment opportunities: In this activity, the instruction is for learners to talk about common problems that young people face. The learning outcome requires that learning is focused on strategies to resolve conflict. So it is these two aspects that the assessment should focus on. It is sometimes useful, however, for learners to summarise in a drawing what they have learnt. The assessment descriptor below therefore shows what you might expect learners in P4 to present in order to summarise their discussions about strategies for conflict resolution.

Group work

Talk about some of the common problems that the young people face.



- Building on ideas of trust, the environment and working together provided in the example, learners have developed their own themes of conflict resolution.
- Different tribes are represented in the picture to promote unity.
- Different tribes are represented in the picture to promote unity.
- Each phrase clearly articulates a strategy for conflict resolution.
- Learners have followed the instructions accurately to describe conflict resolution strategies.
- The drawing and phrases describe common problems as requested in the instruction, rather than conflict resolutions specific to uncommon problems.

Subject: Maths

Year: P4

Textbook page: 44

Unit: Measurement

Learning Outcome - Skills: Solving problems involving the area of squares and rectangles in cm² and m².

Textbook activity description:
1. Determine the area of class door.
2. Determine the area of your classroom floor.

Further description of the activity:
Learners should solve problems using cm and metres to consolidate their knowledge of units of measurement, of length and of the area of a square and rectangle by counting squares on a grid. They should use formulae to develop their understanding of the area of a square (side x side (s2)) and the area of a rectangle (length x width (lw)) using cm2 and m2.
For this activity, learners should practise measuring a variety of lengths in the classroom. They should estimate the length of one side of a desk, for example, and then measure it.
Learners should practise some multiplications up to 10 x 10 to help them prepare to calculate the area of rectangles and squares. To prepare to calculate the area of the class door and the classroom floor, learners should estimate the lengths of the sides and then measure in order to make a reasonable calculation. They should present their calculations with a diagram to represent their approach to solving these problems.

Assessment opportunities:
Learners should develop their problem-solving abilities by ensuring that they are able to accurately identify key aspects of what the problem is describing. They should be able to identify what calculation is necessary and then estimate and check their work. For this activity, they need to measure the door and classroom carefully, using the ruler and meter stick accurately.

EXERCISE 4

1. Work out the area of a rectangle with sides:
a) Length 6m, width 3m.
b) Length 8m, width 7m.
c) Length 9m, width 5m.

2. Determine the area of a rectangular piece of glass:
a) Length 20m, width 15m
b) Length 27m, width 10 m
c) Length 30 m, width 11m

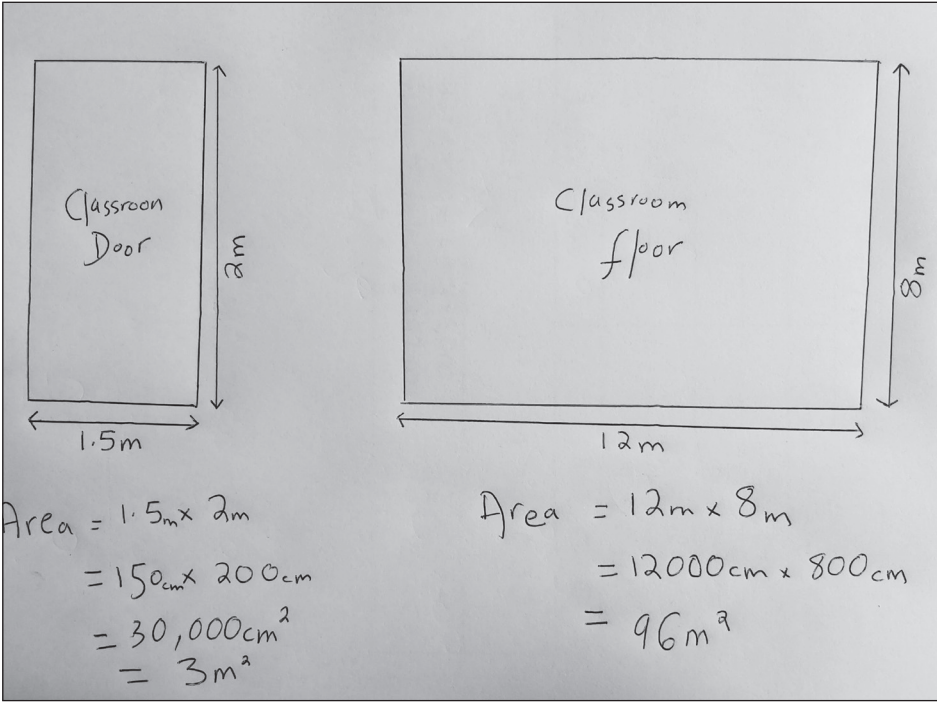
Activity 2

In groups:
1. Determine the area of class door.
2. Determine the area of your class room floor.
(You can use a cm rule or a metre rule to determine the length).

2.3 Volume and Capacity

Volume

Volume is the measure of the amount of space inside of a solid figure, like a cube, ball, cylinder or pyramid.
The units are always "cubic", that is, the number of little element cubes that fit inside the figure.
To get the volume of an object, multiply the length by the width by the height of the object.



- Calculations are appropriate.
- Calculations are accurate.
- Models chosen to represent the problem are appropriate.
- Units of measurement are appropriate.
- Conclusions and solutions to the problem are clearly set out.
- Step by step calculations clearly represent the steps necessary to solve the problem.

Subject: CRE

Year: P4

Textbook page: 76

Unit: Annual Celebrations in Africa

Learning Outcome - Knowledge and Understanding: State the importance of annual celebrations (e.g. Rain, Planting season, and Harvest).

Textbook activity description:
Group Work.
1. With the help of your teacher, design posters with messages that can be used during harvesting, rain and planting festivals. 2. How would you compare harvesting, rain and planting festivals?

Further description of the activity:
This activity is an opportunity for learners to summarise what they have learnt about African annual celebrations. Before beginning to design their posters, groups of learners should talk about distinct features of the celebrations discussed and provide some examples of what happens during these celebrations in their own communities. Learners should compare each celebration to consider what is the same and what is different about them. Learners should also explain to each other why they think these celebrations are important in Africa and suggest how they reflect religious beliefs and values.

Assessment opportunities:
It is important that learners are given the opportunity to talk about their posters in order for them to explain the significance of various features of their work. Learners should also be encouraged to ask questions about posters from other groups and should equally, respond appropriately to questions about their own work. As this is P4, a year of transition into English speaking as the language of instruction, it is also important for learners to be encouraged to use accurate English vocabulary to describe celebrations. New or unfamiliar terms could be written and presented on a ‘Word Wall’ or within a class display of new words.

Importance of annual festivals

Activity 5.5

1. In groups of 4, how would you summarise the importance of:
a. Rain festival
b. Planting festival
c. Harvesting festival

Group Work

1. With the help of your teacher, design posters with messages that can be used during harvesting, rain and planting festivals.
2. How would you compare harvesting, rain and planting festivals?

Homework

1. Ask your parents or guardian to tell you how harvesting, rain and planting festivals are celebrated in your community.
2. Present in class what you talked about.
3. What have you learnt concerning harvesting, rain and planting festivals?



- The poster presents an effective summary of each celebration.
- The poster presents an effective summary of each celebration.
- Images and symbols are used appropriately to help describe each celebration.
- Each celebration has a clear explanation of why it is important.
- Celebrations are clearly distinguishable from each other.
- Each celebration is described to be important for appropriate reasons.

Examples of learners’ work

Subject: English

Year: P5

Textbook page: 75

Unit: Road Vehicles

TG page: 7

Learning Outcome - Skills: Communicate ideas creatively and accurately in an appropriate style.

Textbook activity description:
Further Learning. In groups.
1. Find out about other means of transport outside your payam.
2. Write them down.
3. Discuss the advantages and disadvantages of these means of transport and write them down.

Further description of the activity:
This activity should encourage a lot of discussion between learners in relation to what means of transport they have used themselves or have seen other using. Begin by discussing this as a class and then ask learners to talk in small groups before producing their written work. Explain that the written work needs to clearly reflect the different means of transport and that it is better in this case to use a table rather than a piece of longer descriptive writing.

Assessment opportunities:
As learners work to prepare their table of information, ask them to explain what they know about different forms of transport and encourage them to be as descriptive as possible. Learners might need to work together to learn the English vocabulary to describe different means of transport that are found in their payam.

5. The group with the best story to be applauded.
Hang the best story at the back of the class.

Activity 18: Further learning

In groups


1. Find out about other means of transport outside your payam.
2. Write them down.
3. Discuss the advantages and disadvantages of these means of transport and write them down.
Present what you have written to the class.

Activity 19: In summary

Individually

1. Label the following car using the words provided in the box below.
wind screen tyres head lights side mirror
registration plates doors bonnet.

2. Display the best labelled car at the back of the class.



Transport	Advantage	Disadvantage
Scooter	fast	dangerous
bicycle	cheap	slow
bus	cheap	busy
lorry	big	not many people
Cart and horse	local	slow and bumpy
Train	fast and many spaces	expensive sometimes

- The table is organised appropriately.
- Key vocabulary is spelt correctly.
- Disadvantages and advantages of each mode of transport are reasonable.
- Headings for columns and rows are appropriate.
- There is a range of means of transport described.
- Ideas in the table overall are coherent and communicate this topic well.

Examples of learners’ work

Subject: Science

Year: P5

Textbook page: 100

Unit: Tools and Materials

Learning Outcome - Skills: Observe, record and present their findings.

Textbook activity description:
Work in pairs. Materials needed. Water, juice, stone, cooking oil, book, soil, milk, methylated spirit, air in an inflated balloon.
What to do.
1. Try to pour things above. Which one flows? Which ones do not?
2. Compress the things using your hands as shown below. Were you able to compress the things? Why?
3. Come up with a table like the one below.
4. Feel the weight of each item above. Which is heavier? Why?
5. Discuss the findings in this activity. Write a report and present to the other class members.

Further description of the activity:
Learners should work together to organise the materials and results table so that they can work systematically through this activity. They should talk about what they find out about each material, comparing their findings as they go along. Learners should be encouraged to talk about the properties of each material using scientific vocabulary where possible. Learners should recap and build upon the work they did in P4 in relation to ‘Matter and Materials’ particularly in relation to concepts of matter and how materials can change.

Assessment opportunities:
Ask learners to explain what they know already about states of matter and properties of materials. Ask learners to explain the difference between materials and make predictions about what might happen to them when they are compressed. Encourage learners to compare what they find to their predictions. Observe how well learners organise their experiment and how accurately and appropriately they record what happens.

Properties of the three states of matter


Activity 4.10 The three states of matter

Work in pairs

Materials needed
Water, juice, stone, wood, cooking oil, book, soil, milk, methylated spirit, air in an inflated balloon.

What to do
1. Try to pour the things above. Which ones flow? Which ones do not? Why?
2. Compress the things using your hands as shown below.

• Were you able to compress the things? Why?



Activity 4.10

Materials and their properties

Things that flow	Things that do not flow	Things that compress	Things that do not compress
water juice cooking oil milk methylated spirit air	stone book soil	book page	stone water juice cooking oil milk methylated spirit air
air least heavy	stone most heavy		

- All materials are listed in the results table.
- All materials are correctly placed in the results table.
- Items are clearly marked according to their relative weight.
- A summary of what has been found is presented clearly.
- Some indication of states of matter are indicated.
- The table is appropriately presented so that information is communicated effectively.
- Scientific vocabulary is used correctly.

Subject: Religious Education

Year: P5

Textbook page: 20

Unit: Moses and the Ten Commandments

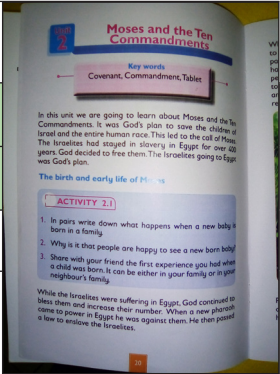
TG page: 18

Learning Outcome - Skills: Reading and interpreting the Bible.

Textbook activity description:
The birth and early life of Moses. Activity 2.1
In pairs write down what happens when a new baby is born in a family.

Further description of the activity:
Learners should begin by discussing their experiences of when a baby is born. They should be encouraged to talk about who is involved and what events or celebrations occur. They should talk about the feelings that families and communities experience when a baby is born and how this contributes to a sense of belonging, their faith and citizenship.
Learners should listen to the teacher read passages from the bible about Moses being born and they should discuss how this story is relevant to their lives and how African people today are called to a religious life.
Building on their discussion, learners should create a list of key phrases and vocabulary that could provide support for the writing task. Learners should further discuss the similarities and differences between community responses to a baby being born to be able to add detail to their written work.

Assessment opportunities:
Learners should plan their writing carefully so that they include important features of events and other aspects of a baby being born in a family. As this writing is a paired task, learners should work together to refine and improve their plan so that the final piece of writing encompasses all that they believe to be important. Learners should plan to include a reference to a passage in the bible which illustrates what they have written.
As this is P5, you would expect writing in English to be fluent on familiar topics like this. Ideas should be created creatively and accurately, and adverbs and adjectives, in particular, should be used appropriately.



A baby is born.

When a baby is born in our family it is a time of great joy. All of our family come together to express their happiness that a new family member has arrived.

It is a very busy time for the parents to ensure that the baby is kept safe and is provided with a healthy start to life. Female friends and family members help to cook and clean.

Psalm 128:3.
Children are a heritage from the LORD, offspring a reward from him.

- Writing is all related to the topic.
- There is a clear description of both the emotional and practical response to a baby being born.
- The writing explains how communities respond to a baby being born.
- Spelling, grammar and punctuation are accurate and help the reader to understand the topic.
- The bible passage selected is relevant to the topic and is correctly referenced.
- There is a reference to health and safety which indicates an awareness of the precious and vulnerable aspects of a baby being born.

Subject: English

Year: P6

Textbook page: 72

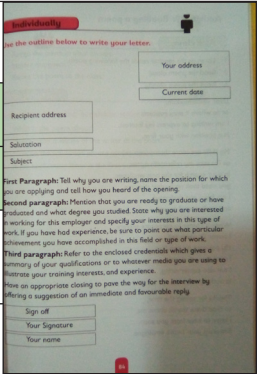
Unit: Letter Writing

Learning Outcome - Knowledge and Understanding: Know the key vocabulary for a letter of application.

Textbook activity description:
Individually. Use the outline below to write your letter.

Further description of the activity:
Students should build on what they have previously learnt from exploring a range of job application letters. Learners should be supported to think carefully about the information that their own letter should contain, ensuring that it pays close attention to the job (position, role, responsibilities etc) that they are applying for and their own related experiences and qualifications.
To help learners ensure that their application letters are suitable, they should share their letters in small groups, working together to review and refine the quality of the writing. To add further rigour to the process, groups of learners could be given a selection of letters. From this selection, learners should choose one letter that they would say is the most successful application, giving reasons for their decisions.

Assessment opportunities:
This example of a letter of application shows many features that would make it successful. It is likely that at P6, however, learners will still be developing their ability to write letters comprehensively, especially as this activity is relatively early on in the syllabus unit. The descriptors of success here are extensive, but the learning outcome is in relation to using the letter outline, so it is this that should feature in assessments. Although the learning outcome does not describe expectations relating to features of the English language such as spelling, punctuation and grammar, it is important that all learners are encouraged to adopt an ‘always best’ attitude to this aspect of the subject, especially as they progress through the upper end of primary education.



Okello Gillo Obang
Puchalla (Utallo Payam)
South Sudan
Date: 15th March, 2020

Sudek Hospital
Juba, South Sudan,

Dear Sir,
Subject: Application for the vacancy of Kitchen Manager.
Referring you our vacancy posted on 22/01/20 in the Juba Monitor newspaper, I would like to apply to your esteemed office for the position of kitchen manager.
I am a graduate with a diploma in Catering from Dr John Grang Memorial University in Buma administration of Uthallo Payam.
I have been working at The Crown Hotel in Juba since 2016 and I have gained a lot of experience in catering and management. Therefore I would be very grateful if your esteemed office would consider my application for this role.
Your usual cooperation would be highly appreciated.
Thanks.
Yours sincerely,

Okello Gillo Obang
My CV is attached below.

- The outline provided in the textbook has been used to shape the content of the letter.
- All sections of the letter have been completed.
- The content of the letter in each paragraph is relevant to the job being applied for (Kitchen Manager).
- Secretarial features of the letter are correct. (name and address of the recipient, date, writer's address, subject, signature).
- Spelling, grammar and punctuation is generally accurate throughout the application.
- Handwriting is legible.
- Key phrases and sentence structures are used to formulate the letter. (eg: I wish/would like to apply for the position of...; I have worked for... for...years; I have attached my CV...; The referees who will support my application are...; I am ready for an interview at any time.)
- The letter clearly explains the learners’ experience and skills, explaining how this makes them suitable for this job.

Subject: Social Studies	Year: P6	Textbook page: 40
Unit: What’s the Difference?	TG page: 33	

Learning Outcome - Skills: Explore how jobs and products vary across the continent of Africa.

Textbook activity description:

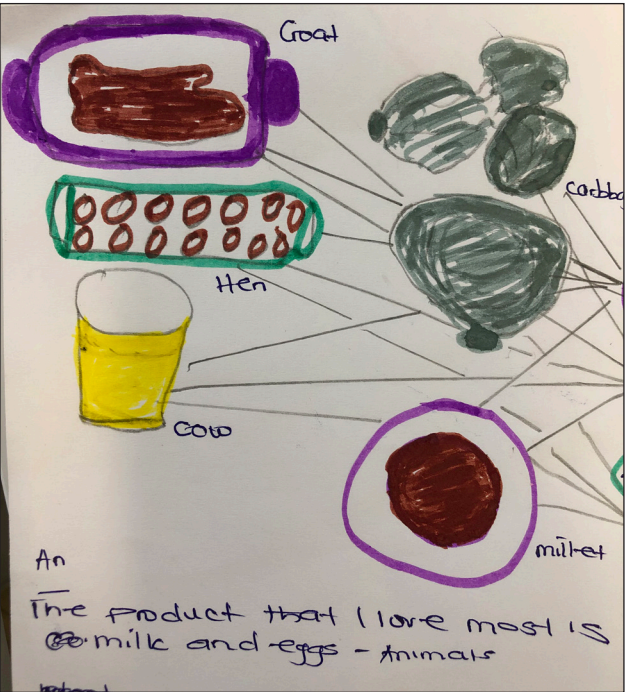
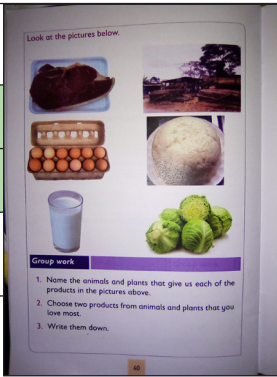
- Group Work.
- 1) Name the animals and plants that give us each of the products on this page.
 - 2) Choose two products from animals and plants that you love the most.
 - 3) Write them down.

Further description of the activity:

This activity is aimed at finding out how well learners can explore where food comes from and the extent of its variation across South Sudan and Africa. As this activity is introduced, it would be useful to ask learners what foods they like and dislike and what food they eat the most often. They could explore what other people in their class like and compare this to what people like in their family. Remember that this is a P3 activity so learning will be in mother tongue. Learners should be able to speak fluently, expressing their opinions and asking questions to clarify their understanding.

Assessment opportunities:

This activity requires learners to explore and then write down the names of the animals and plants that these foods come from. They should also talk about what food they like best, exploring the ideas of others as well. It is likely that there will be much discussion around this activity, which is also a good opportunity to check understanding and skills relating to how well learners can explore where food comes from and how it varies across Africa.



- Foods are related to the foods presented in the activity and the learning outcome.
- A sentence is provided to explain what foods the learner loves the most.
- Key words correspond accurately to each food.
- Pictures represent a variety of foods from different plants and animals.
- Pictures represent foods clearly.

Subject: Religious Education	Year: P6	Textbook page: 1
Unit: God the Father and our Environment	TG page: 9	

Learning Outcome - Knowledge and understanding: Explain the word ‘environment’.

Textbook activity description:

- Activity 1:1.
- 2) With the guidance of your teacher, go around the school compound observing both living and non-living things.
 - 3) Write down your observations.

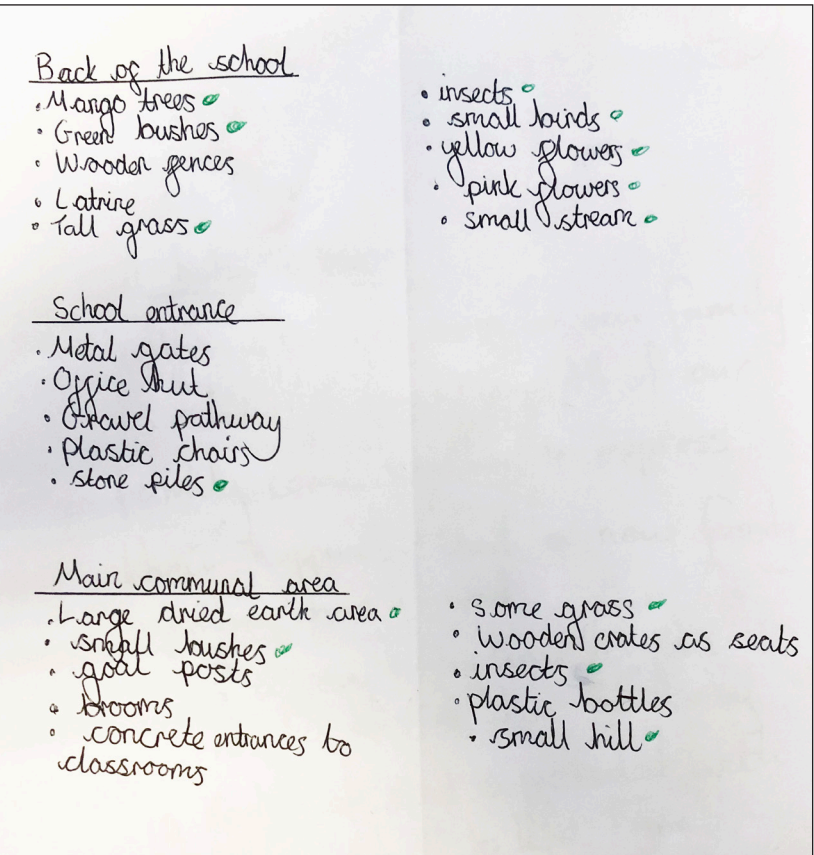
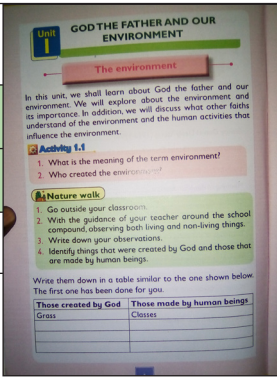
Further description of the activity:

In P1, learners will have looked broadly at the creation story in Religious Education. This activity builds on that understanding but as it is quite a long time since P1 for these learners, it would be useful to revisit key aspects of the creation story.

This activity is an introductory activity to the unit, so it is important to find out what learners already know about the environment and especially, how they define ‘environment’. Building on what they know, the activity takes learners outside of the classroom to allow them a broader and more direct access to the whole environment. During the walk around the school compound, the teacher should begin by pointing out contrasting features of the environment, and then learners should be encouraged to work in pairs or small groups to continue their walk, identifying further features, collating these and presenting them in a written format back in the classroom.

Assessment opportunities:

Written work should be in list format rather than a narrative. You would expect at P6 to see vocabulary that refers to details of the environment, rather than only common features.



- List is organised into different areas of the school environment.
- Key (green dot) is used to distinguish non-living from living things.
- All items in the list are found in the school environment.
- Variations of plants are described.
- Physical and man-made features are listed.
- Attention to details in the environment is shown, rather than attention to only larger, common features.

Subject: English

Year: P7

Textbook page: 7

Unit: Poetry

Learning Outcome - Knowledge and understanding: Know the vocabulary and form associated with poetry.

Textbook activity description:
Activity 15. In summary. 1. Find out about other types of poem that exist. 2. There are several other words relating to poetry. Find out what they are and write brief notes on each. Give relevant examples.

Further description of the activity:
This activity is the final activity in this unit of work, so it is an opportunity for learners to extend what they have learnt in this unit. They should be provided with a range of poetry books or online collections if possible, in order for them to explore a range of other poetic forms. Learners should be given the opportunity to share what other forms of poetry they find and be encouraged to explain why they like or dislike this form. Learners should talk in pairs about the different uses of poetry in their community and make links in particular to songs and rhymes for celebrations.

Assessment opportunities:
Learners should use what they have learnt about particular forms of poetry discussed in the unit to investigate other forms of poetry. You are looking for them to discuss form, pattern, style, rhythm etc. To extend the assessment activity you could ask learners to create a new poem using their favourite style of poetry for a particular context, event or image.

Activity 13: Writing a poem

Individually

Read the two extracts in activity 12 again.

- Write one paragraph of prose.
- Write your own poem.
- Exchange your books with your deskmate who will revise and correct your work if necessary.
- Present your work to the class.
- Vote for the best poem which will be hung on the school noticeboard.

Activity 14: Further learning

In groups

- Using the local library, find out about famous poets in Africa and other countries.
- Explain what these poets write about.
- Using their style, write your own poem on any topic.
- Write brief notes about your poem, e.g. structure of the poem and style of poetry used.

Activity 15: In summary

Individually

- Find out about other types of poems that exist.
- There are several other words relating to poetry. Find out what they are and write brief notes on each. Give relevant examples.

An acrostic poem

The first letters of each line spell out a word if read vertically downwards.

Washing
Ashore,
Volumes of flowing water
Ebb and flow on the
Sandy floor.

A Haiku

A Japanese verse form most often composed of three unrhymed lines of five, seven, and five syllables. A **haiku** often features an image meant to depict the essence of a specific moment in time

An ocean voyage,
As waves break over the bow,
The seas welcome me.

A Limerick

Limericks have a rhyme scheme of AABBA. It has two longer lines, two short ones, and a closing longer line that makes a joke.

Beginnings
Stand by the river, examine her course
Moving with steady unstoppable force
As the cycle goes round
The first drop can't be found
And still we expect to uncover the source.

Subject: Maths

Year: P7

Textbook page: 91

Unit: Business and Accounting

Learning Outcome - Skills: Solve problems about discount, simple interest, commission, hire purchase and writing bills.

Textbook activity description:
David bought the following items: A radio @ 50 000 South Sudanese Pounds, a TV set @ 80 000 South Sudanese Pounds, a fridge @ 120 000 South Sudanese Pounds, a phone @ 30 000 South Sudanese Pounds and a sofa set @ 150 000 South Sudanese Pounds. Prepare a bill for the items.

Further description of the activity:
To introduce this activity, learners should talk about items that they know the price of already from their experiences in their community. They should talk about the cost of things they buy regularly compared to items that they buy less regularly. Learners should be reminded about what they have learnt previously in relation to adding numbers greater than 1000 and the importance of place value. Learners should use their prior knowledge and understanding of business transactions to develop business terminologies in transactions and demonstrate how to estimate, measure and calculate. To make this activity more complex, learners could be challenged to calculate a 10% discount on one or two items as well as calculating the change required from a variety of payments given.

Assessment opportunities:
Observe how well learners are able to organise this calculation and how accurately they work to find the total. Ask learners to estimate the total in the first instance. How reasonable is this estimate?

Activity 7

Work in groups and present your calculations.

- David bought the following items: A radio @ 50 000 South Sudanese Pounds, a TV set @ 80 000 South Sudanese Pounds, a fridge @ 120 000 South Sudanese Pounds, a phone @ 30 000 South Sudanese Pounds and a sofa set @ 150 000 South Sudanese Pounds. Prepare a bill for the items.

A variety of poetic forms are described.

Each poetic form is described in some detail.

Examples of poems for each poetic form provided are appropriate.

Each poetic form is described using accurate, relevant vocabulary.

Poetic forms presented are different to the forms explored previously in this unit.

Poetic forms are presented in such a way that they are easily comparable.

SHOPPING BILL	
item	Cost in South Sudanese Pounds
Radio	50,000
TV	80,000
Fridge	120,000
Phone	30,000
Sofa	150,000
Total	430,000
10% discount = £43,000	
New Total = £387,000	

A clear and relevant record structure is used to organise the bill.

Columns are headed appropriately to explain to the reader what the bill is showing.

Calculation is accurate. The total is correct.

Individual amounts are presented accurately in relation to the problem presented to learners.

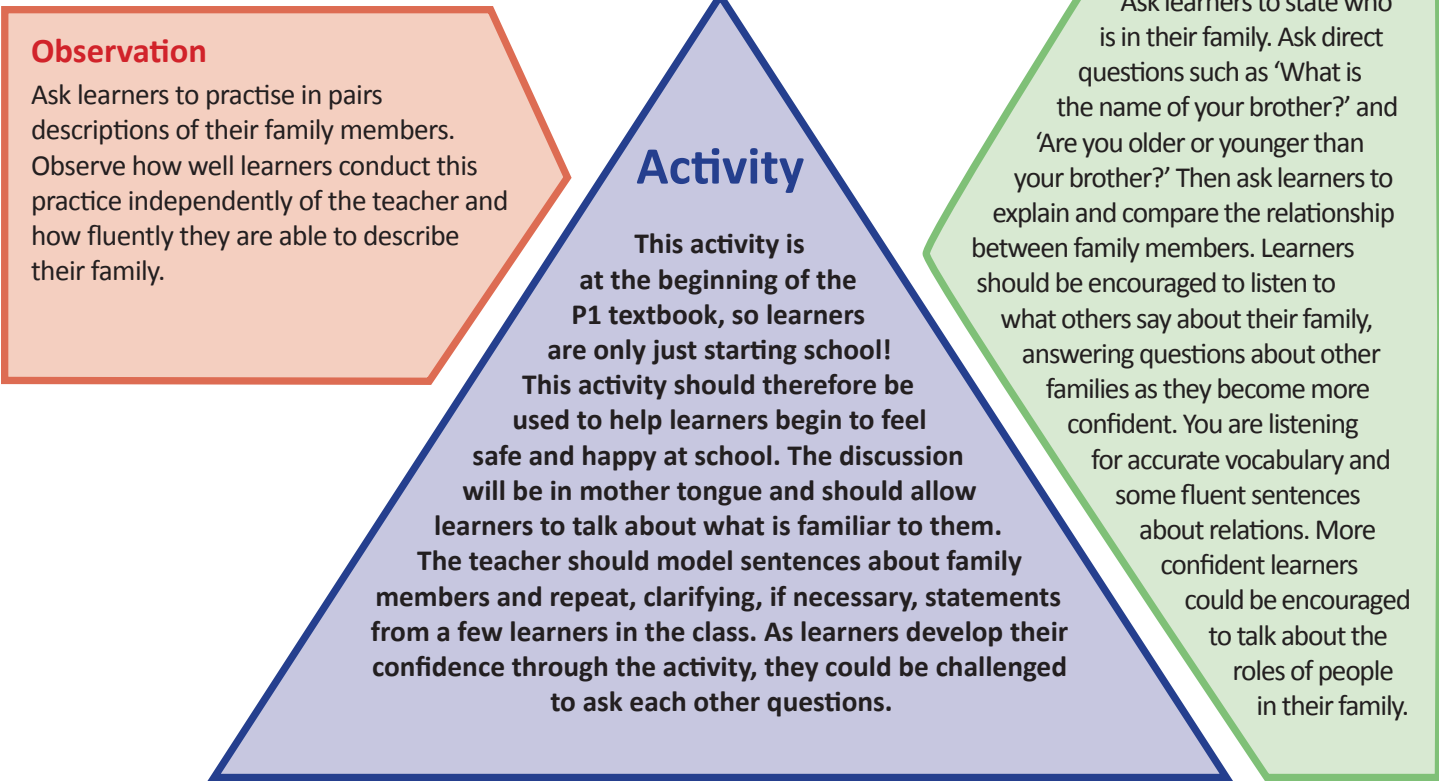
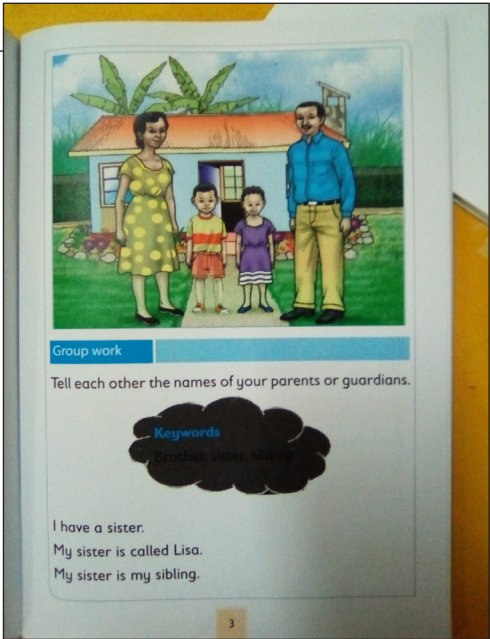
Place value is maintained accurately in the way that the bill is presented.

Units of measurement are correct for this context.

Subject: Social Studies **Year:** P1
Unit: Now and Then
Textbook page: 3 **TG page:** 1

Learning Outcome - Knowledge and understanding:
Describe family members and their relation to each other.

Textbook activity description: Group work.
Tell each other the names of your parents or guardians.



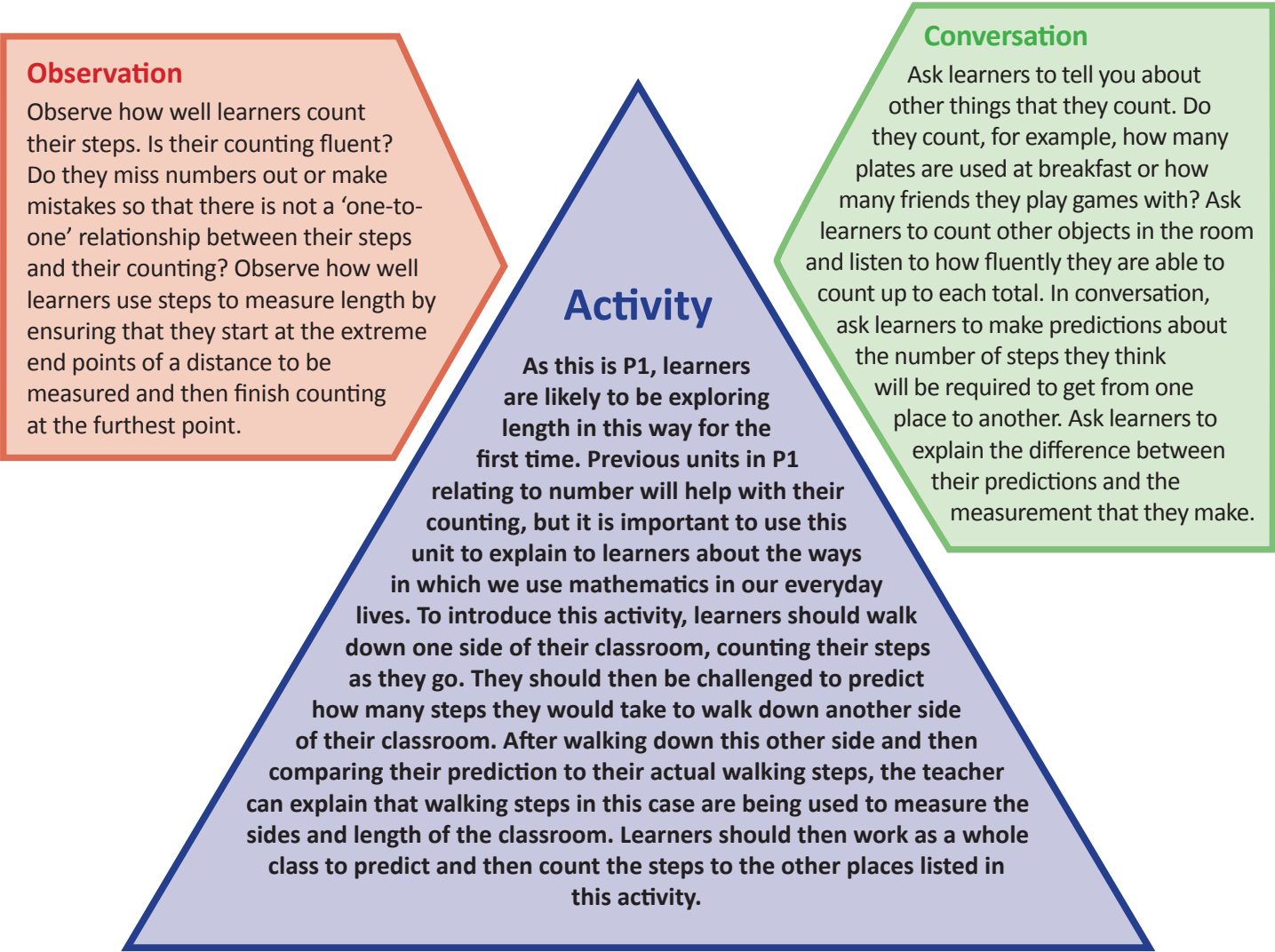
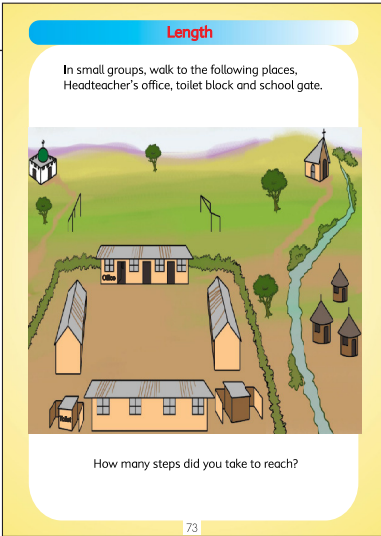
Product

There is no product for this activity, unless learners are asked to draw people in their family. Their pictures are likely to be bold representations of people rather than detailed drawings. There is no need for any writing at this stage.

Subject: Maths **Year:** P1
Unit: Measurement
Textbook page: 69

Learning Outcome:
Estimate and compare length, capacity, and weights using arbitrary units

Textbook activity description: In small groups, walk to the following places, Headteacher's office, toilet block and school gate. How many steps did you take to reach?



Product

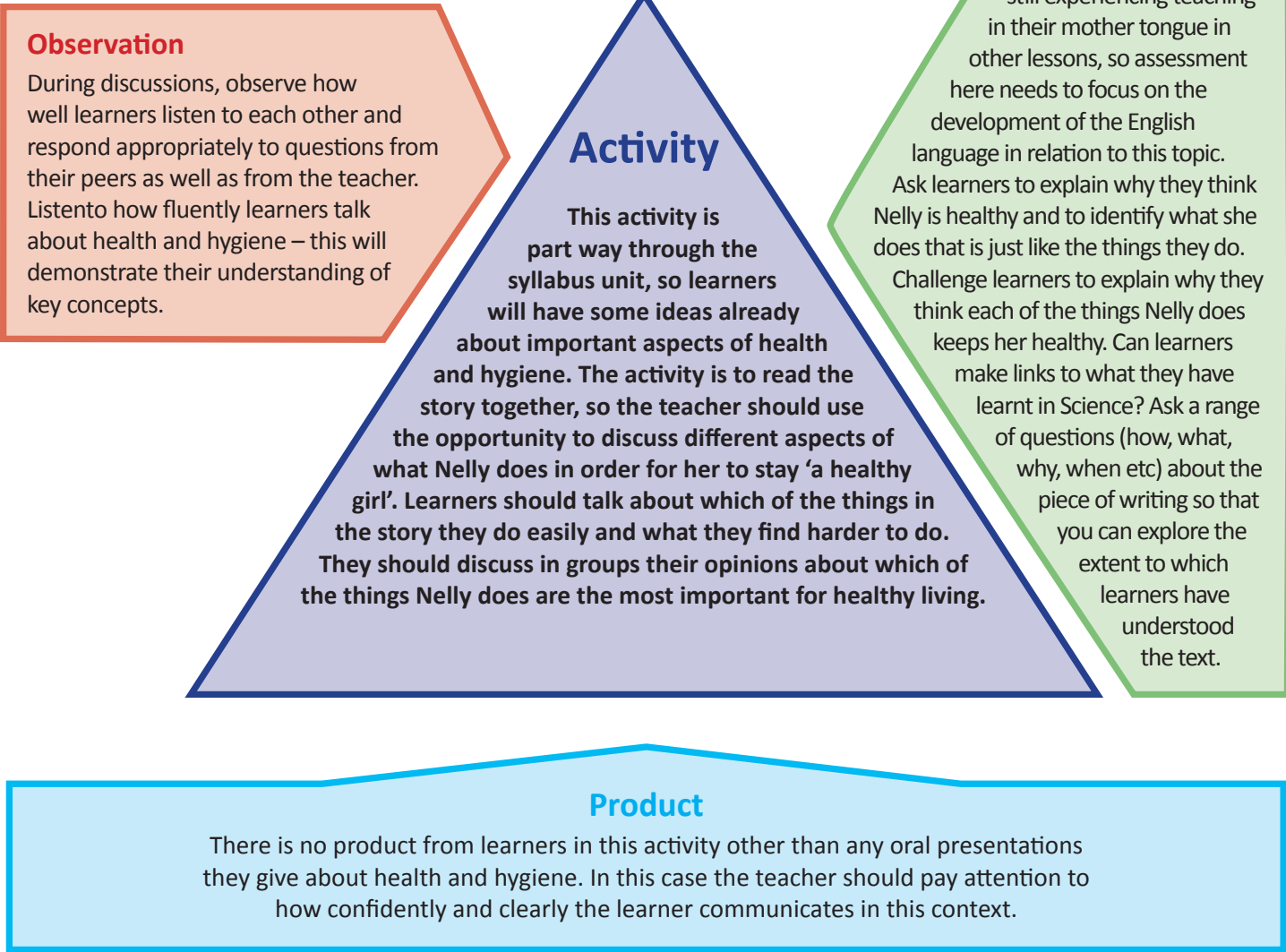
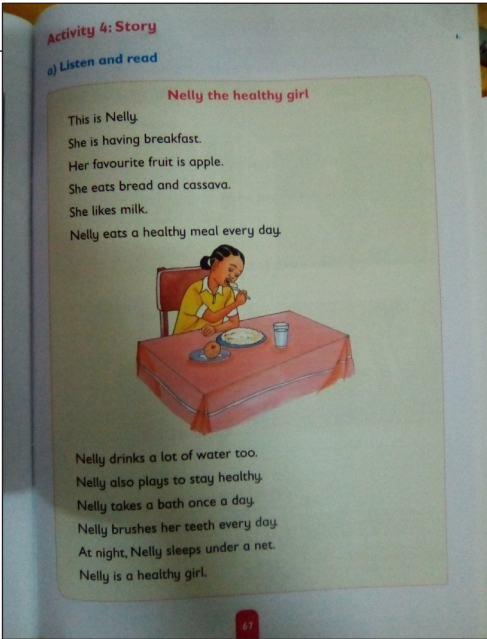
There is no product for this activity, although you might ask learners to write the number of steps they have taken. These could be displayed individually or on a whole class chart.

Triangulation Examples

Subject: English **Year:** P3
Unit: Health and Hygiene
Textbook page: 67 **TG page:** 114

Learning Outcome - Skills:
Speak clearly, fluently and confidently, expressing opinions and answering questions about health and hygiene using a variety of structures.

Textbook activity description: Activity 4.
a) Listen and read the story.

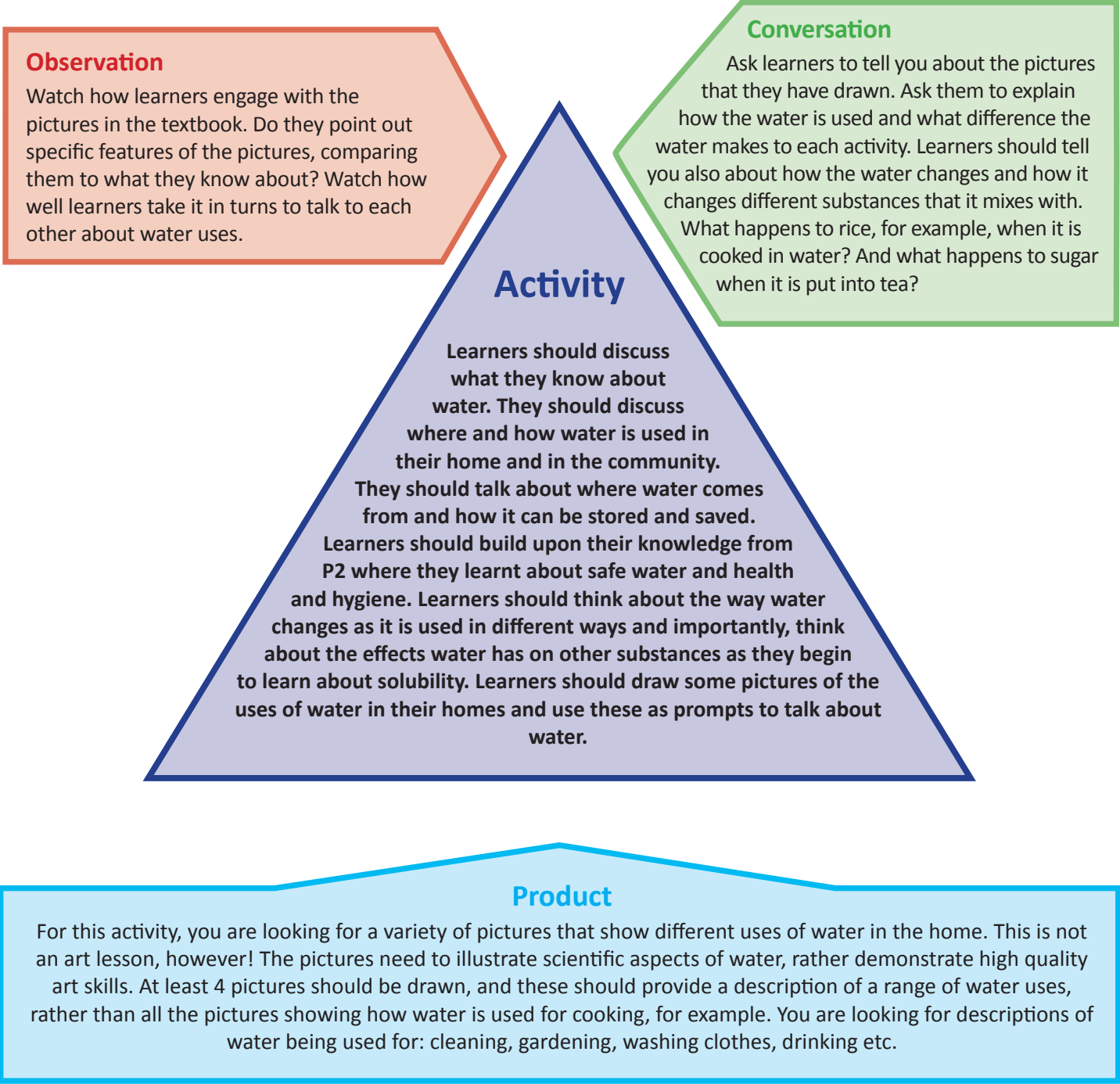
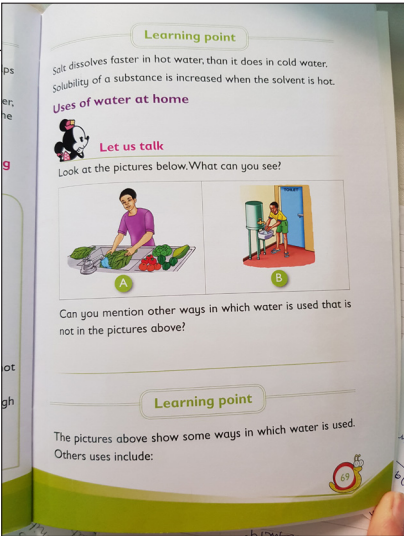


Triangulation Examples

Subject: Science **Year:** P3
Unit: Water
Textbook page: 69

Learning Outcome:
Investigate water, solubility, and the ways of conserving water.

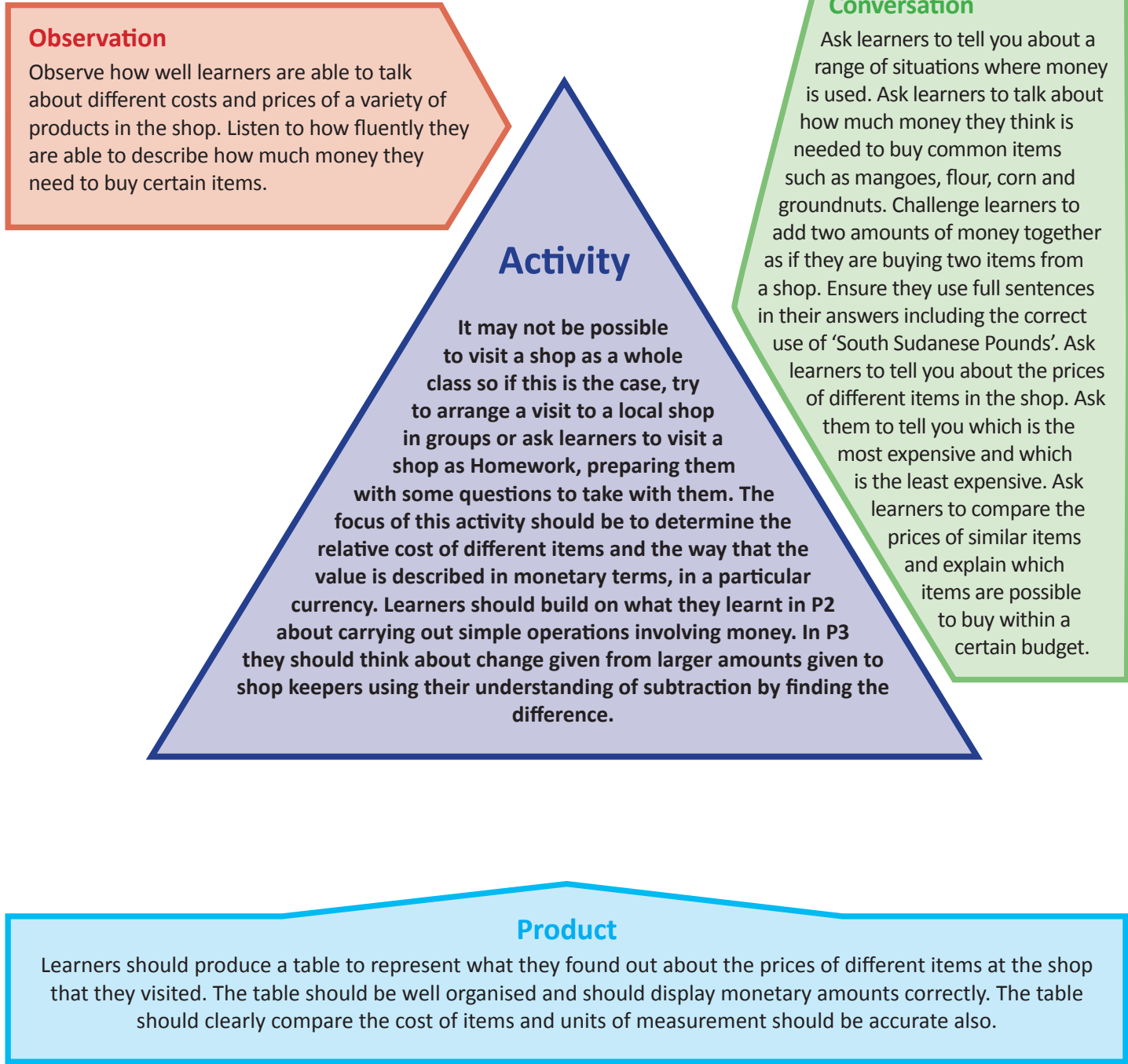
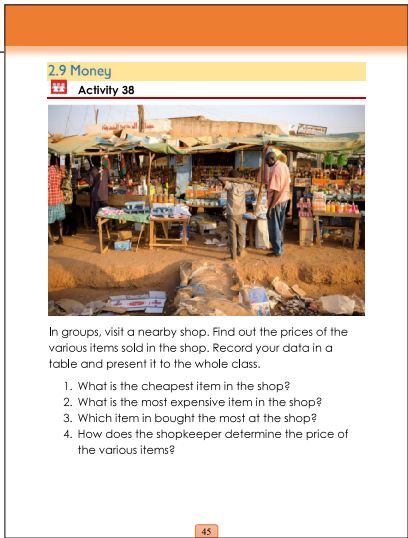
Textbook activity description: Uses of water at home. Look at the pictures below. What can you see? Can you mention other ways in which water is used that is not in the pictures above?



Subject: Maths **Year:** P3
Unit: Measurement & Money
Textbook page: 45

Learning Outcome - Knowledge and Understanding:
Operations on currencies

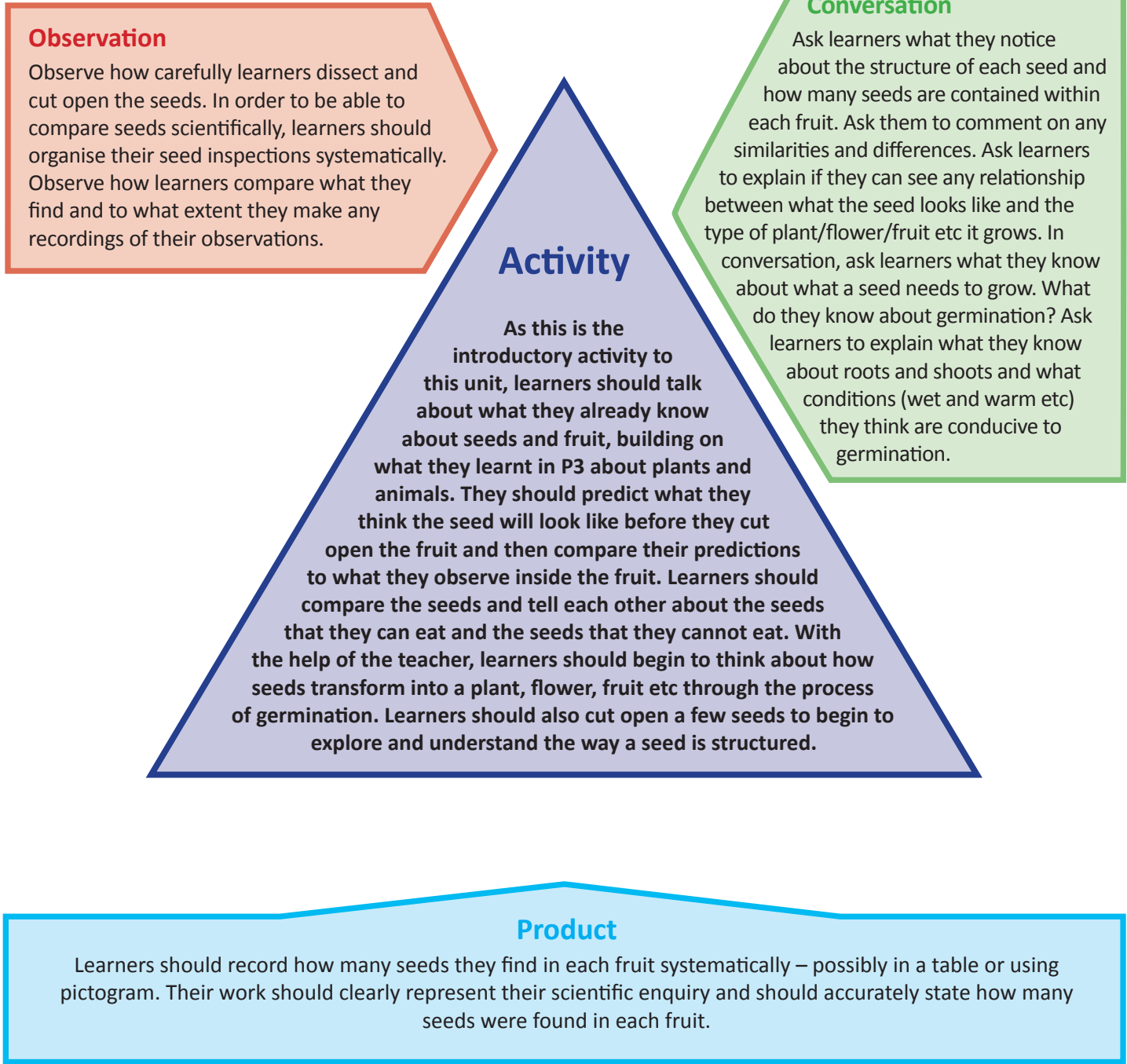
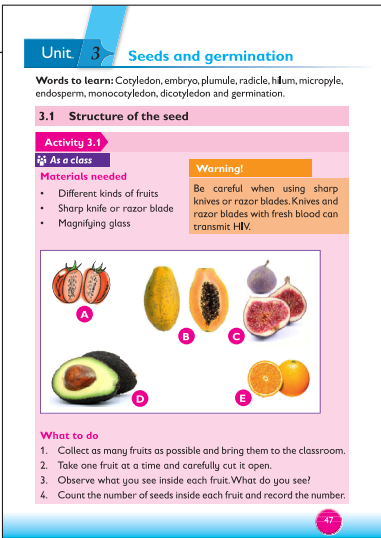
Textbook activity description: Activity 38.
In groups visit a nearby shop. Find out the prices of the various items sold in the shop. Record your data in a table and present it to the whole class.



Subject: Science **Year:** P4
Unit: Seeds and Germination
Textbook page: 69

Learning Outcome:
Understand the structure of a seed and the process of seed germination

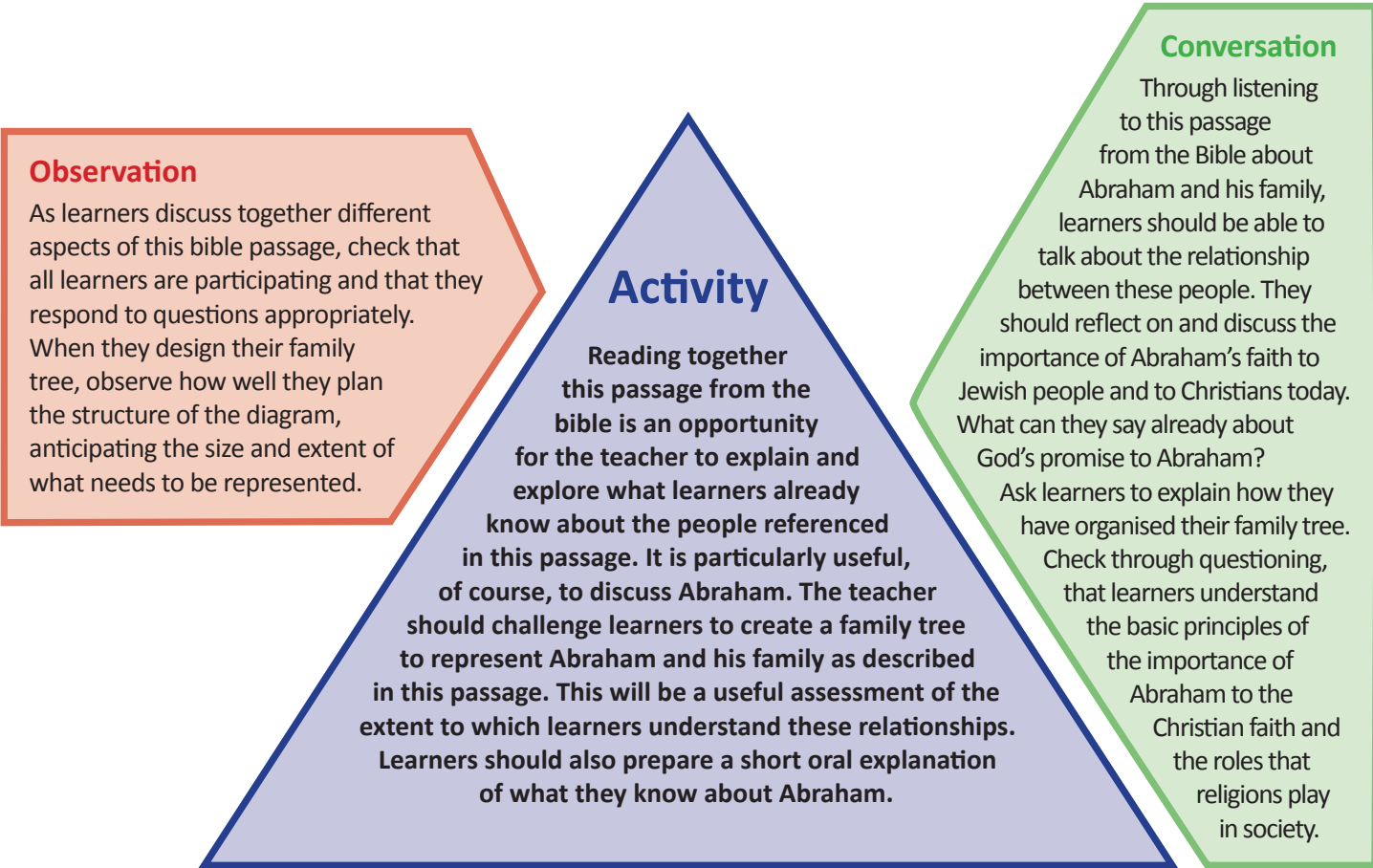
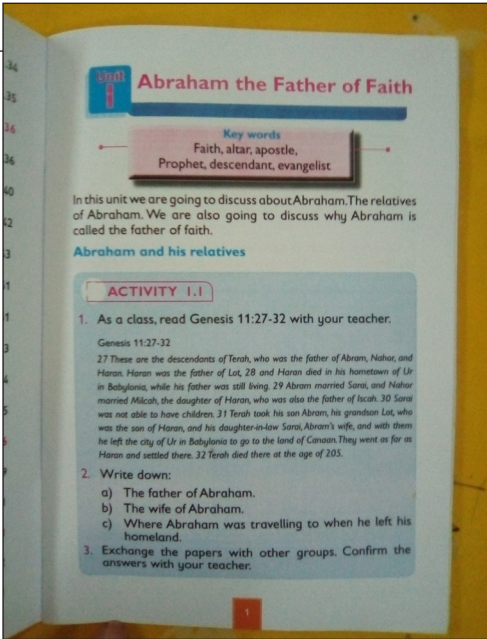
Textbook activity description: Collect as many fruits as possible and bring them to the classroom. Take one fruit at a time and carefully cut it open. Observe what you see inside each fruit. Count the number of seeds you see inside each fruit and record the number.



Subject: Religious Education **Year:** P5
Unit: Abraham the Father of Faith
Textbook page: 1 **TG page:** 9

Learning Outcome - Knowledge and understanding:
Understand who Abraham was.

Textbook activity description: Activity1:1. As a class, read Genesis 11:27-32 with your teacher.



Product

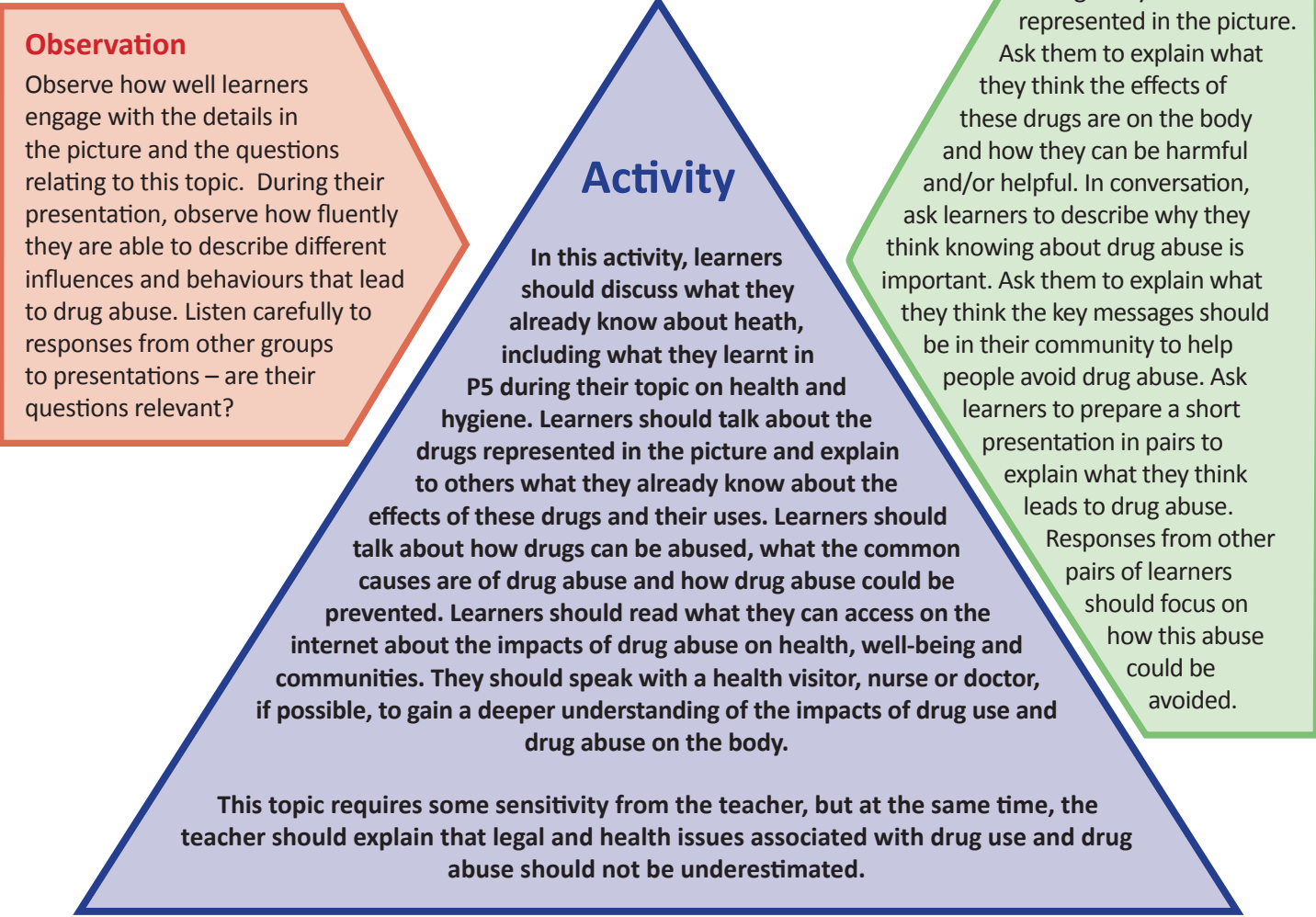
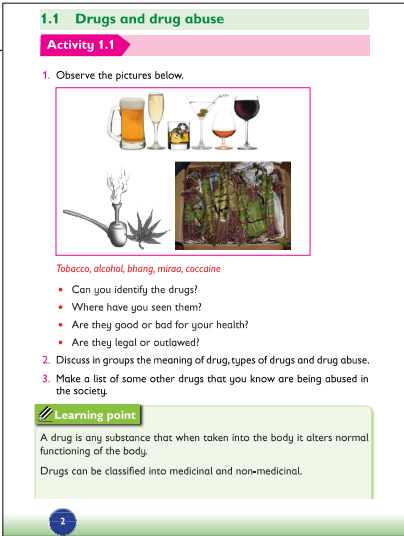
Check that the family tree is accurately organised, and that each member of Abraham's family is represented.

Subject: Science **Year:** P6
Unit: Keeping Ourselves Healthy
Textbook page: 17

Learning Outcome - Knowledge and Understanding:
Explain the causes of drug abuse and its impacts on life.

Textbook activity description: Activity 1.1

1. Observe the pictures below. Can you identify the drugs? Where have you seen them? Are they good or bad for your health? Are they legal or outlawed?
2. Discuss in groups the meaning of drug, types of drug and drug abuse.
3. Make a list of some other drugs that you know are being abused in society.



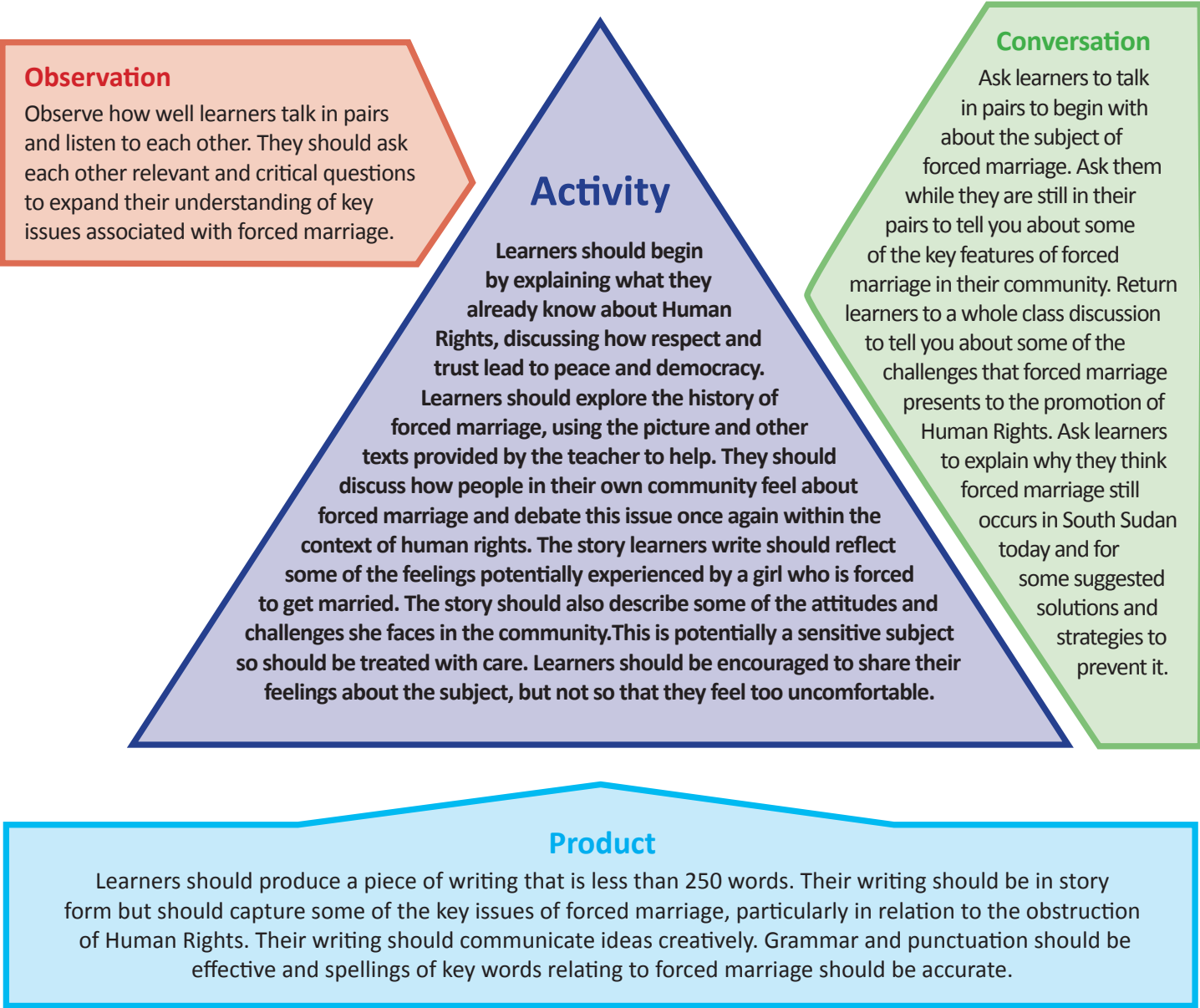
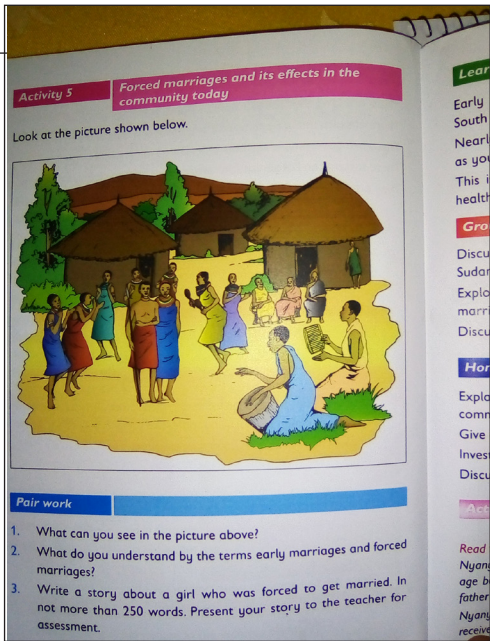
Product

Learners could produce a leaflet or poster in relation to this topic for the school and/or community. Assess the clarity of their message and the use of key vocabulary. Does the poster or leaflet provide useful, accurate and relevant advice?

Subject: Social Studies **Year:** P6
Unit: Valuing One Another
Textbook page: 57 **TG page:** 58

Learning Outcome - Knowledge and understanding: Understand where human rights sit within the context of forced marriages.

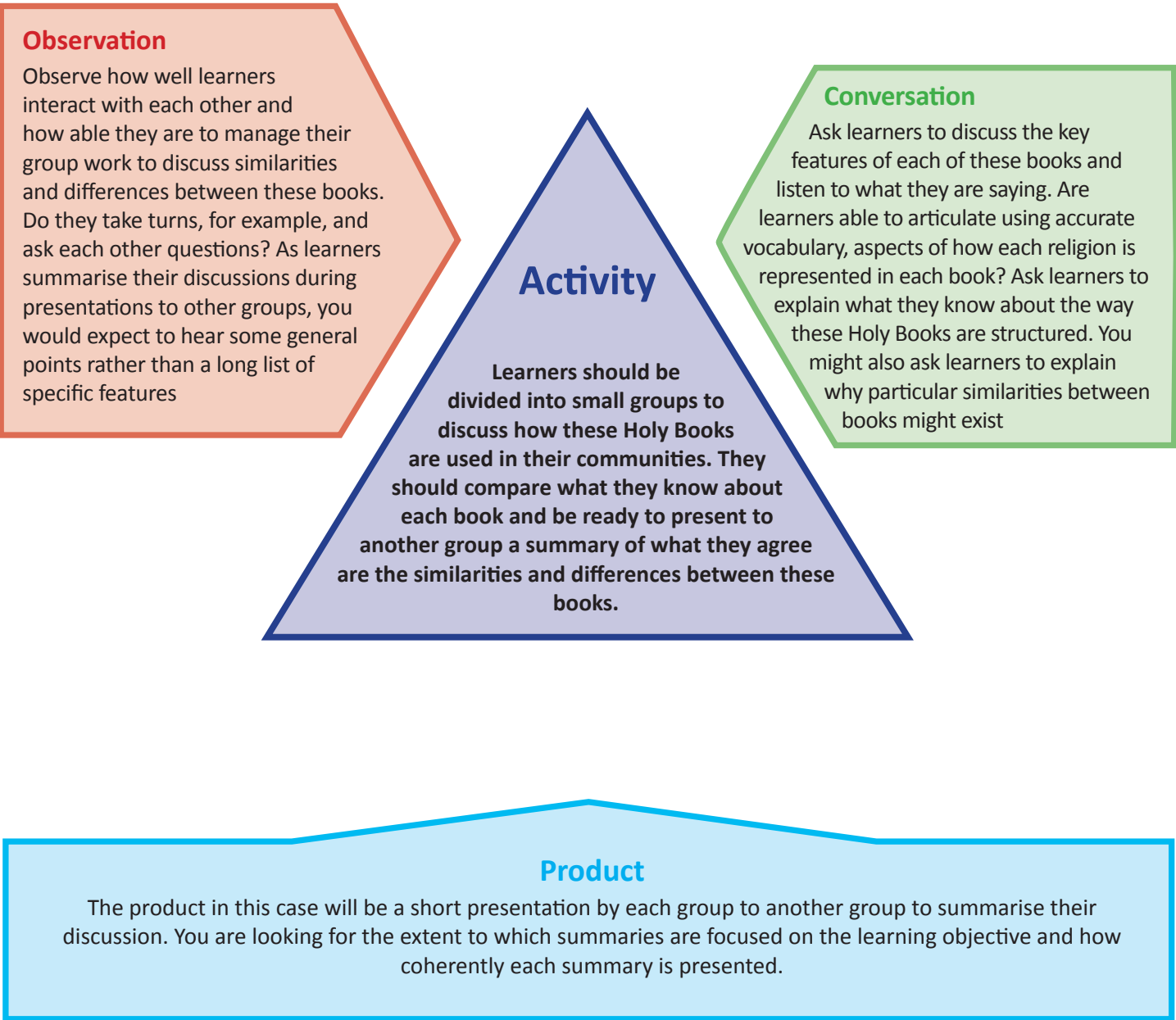
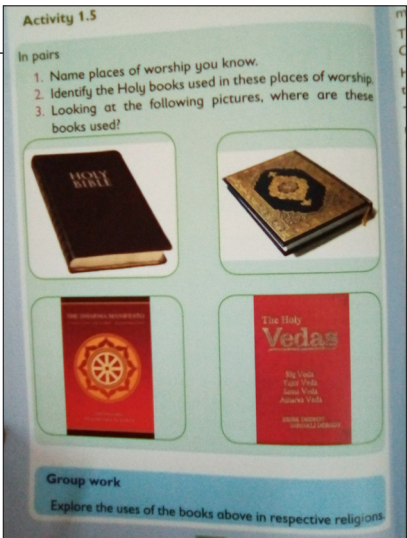
Textbook activity description: Write a story about a girl who was forced to get married. In not more than 250 words. Present your story to your teacher for assessment.



Subject: Religious Education **Year:** P7
Unit: The Origin of the Bible
Textbook page: 17 **TG page:**

Learning Outcome - Skills: Discussion on the similarities and differences of the various Holy Books.

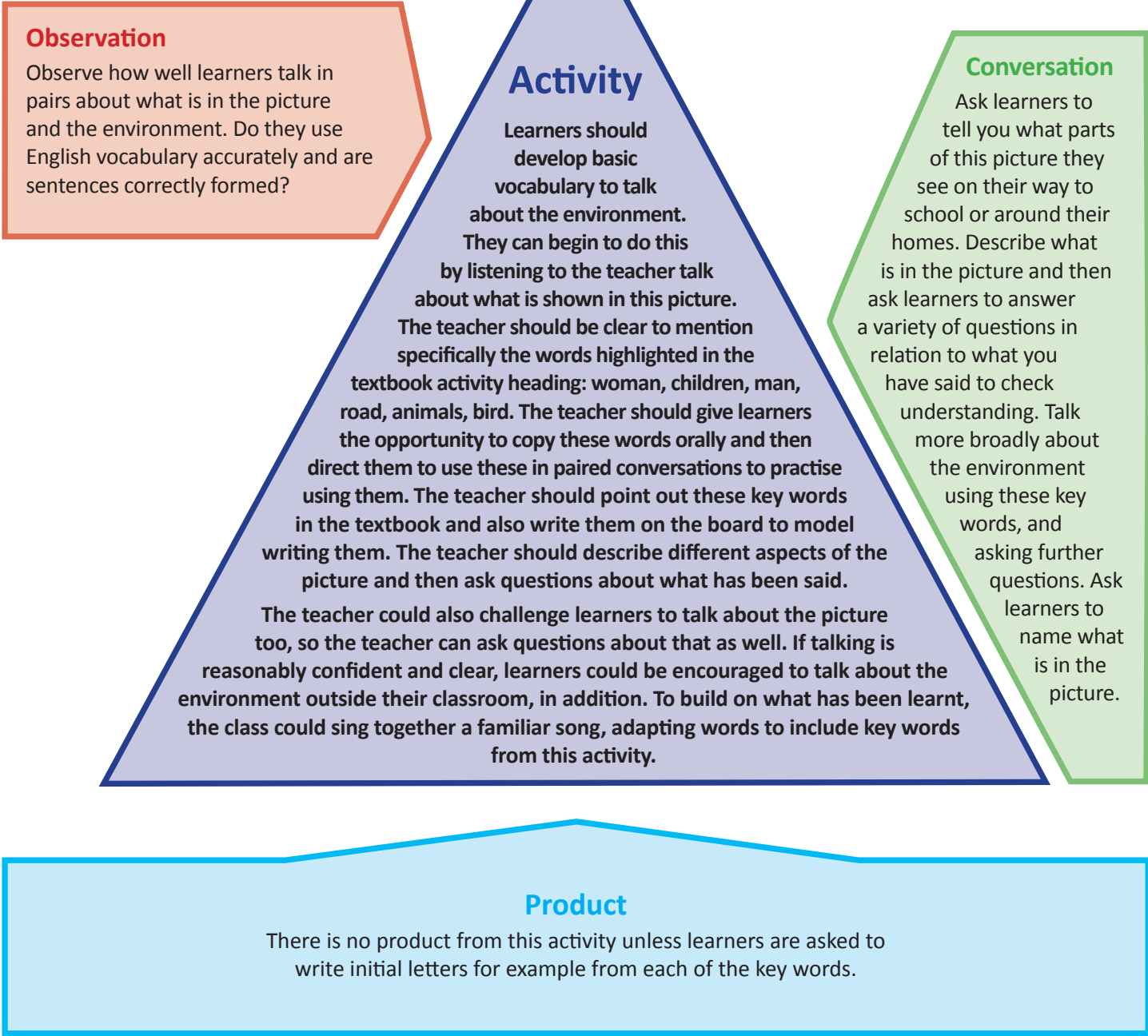
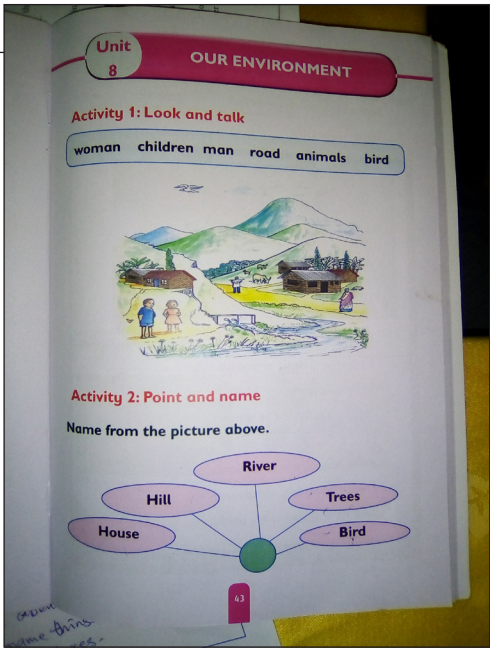
Textbook activity description: Activity 1.1. Group work
Explore the use of the books above in respective religions.



Subject: English **Year:** P7
Unit: Our Environment
Textbook page: 43 **TG page:** 97

Learning Outcome:
Understand the main points and some details from a spoken passage about animals, birds, insects and plant found in our environment.

Textbook activity description: Activity 1. Look and talk.



Subject: Social Studies **Year:** P7
Unit: A Just and Fair Society
Textbook page: 102 **TG page:** 7-8

Learning Outcome - Knowledge and Understanding:
Investigate principles of justice and fairness in South Sudan.

Textbook activity description: Activity 3. Pair work. Do you think justice and fairness can be promoted in South Sudan?

Activity 3 Ways of promoting justice and fairness in South Sudan

Group work

(a) Do you think justice and fairness can be promoted in South Sudan?

(b) Discuss the ways in which people in South Sudan are treated in just and fair manner.

(c) Discuss how the following acts could promote just and fair treatment for the people of South Sudan.

- (i) Gender balance in government employment.
- (ii) Equal distribution of resources.

Prepare a presentation for the class.

Learning point

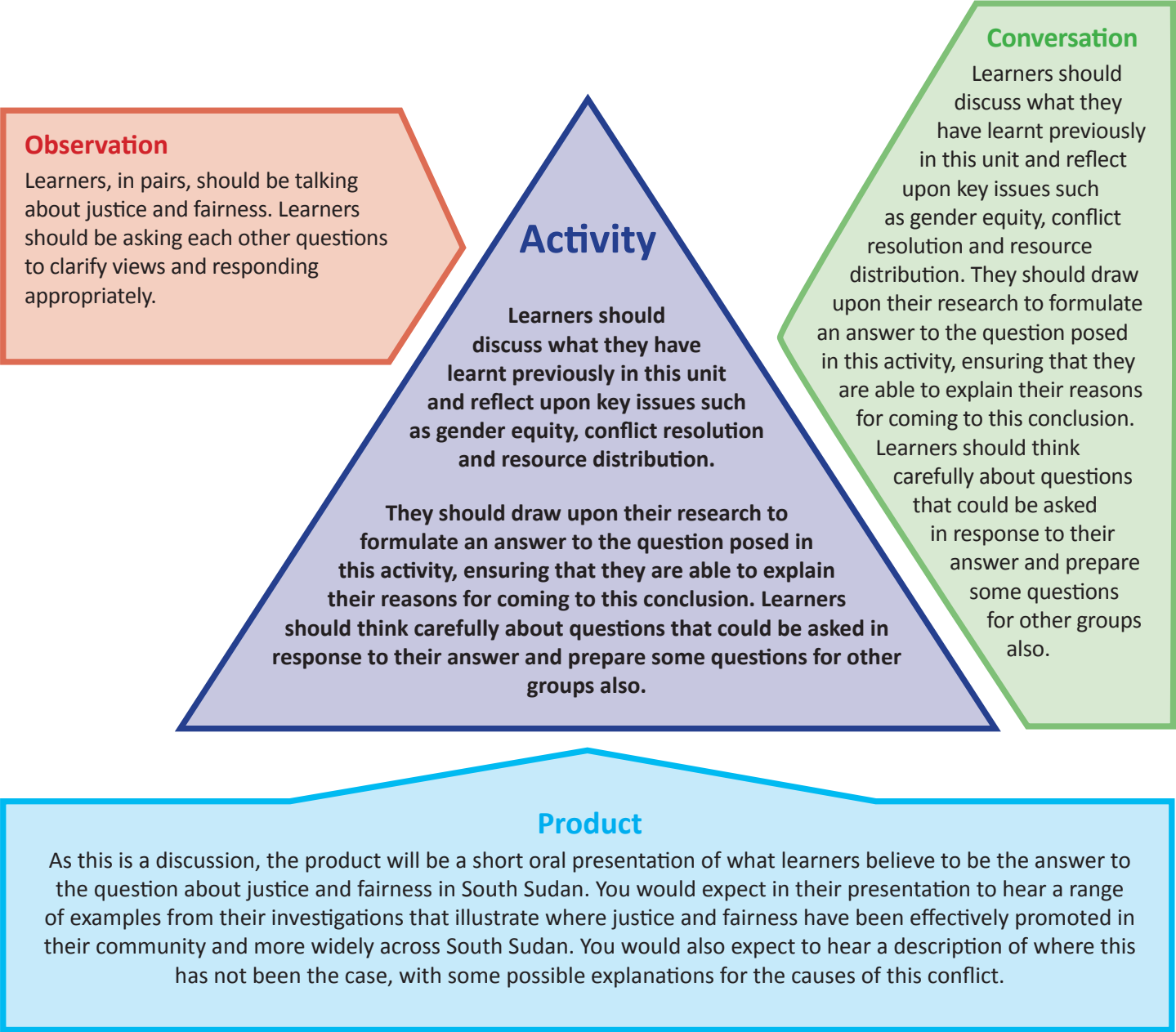
It is important for people in a country to be treated in just and fair way. Let us find out how people in South Sudan can be treated in just and fair way.

Both girls and boys are taken to school in South Sudan.

Both men and women are given equal job opportunities irrespective of where they come from.

Everyone including leaders face the law equally.

Government resources are distributed equally to all people whether in towns or remote areas.

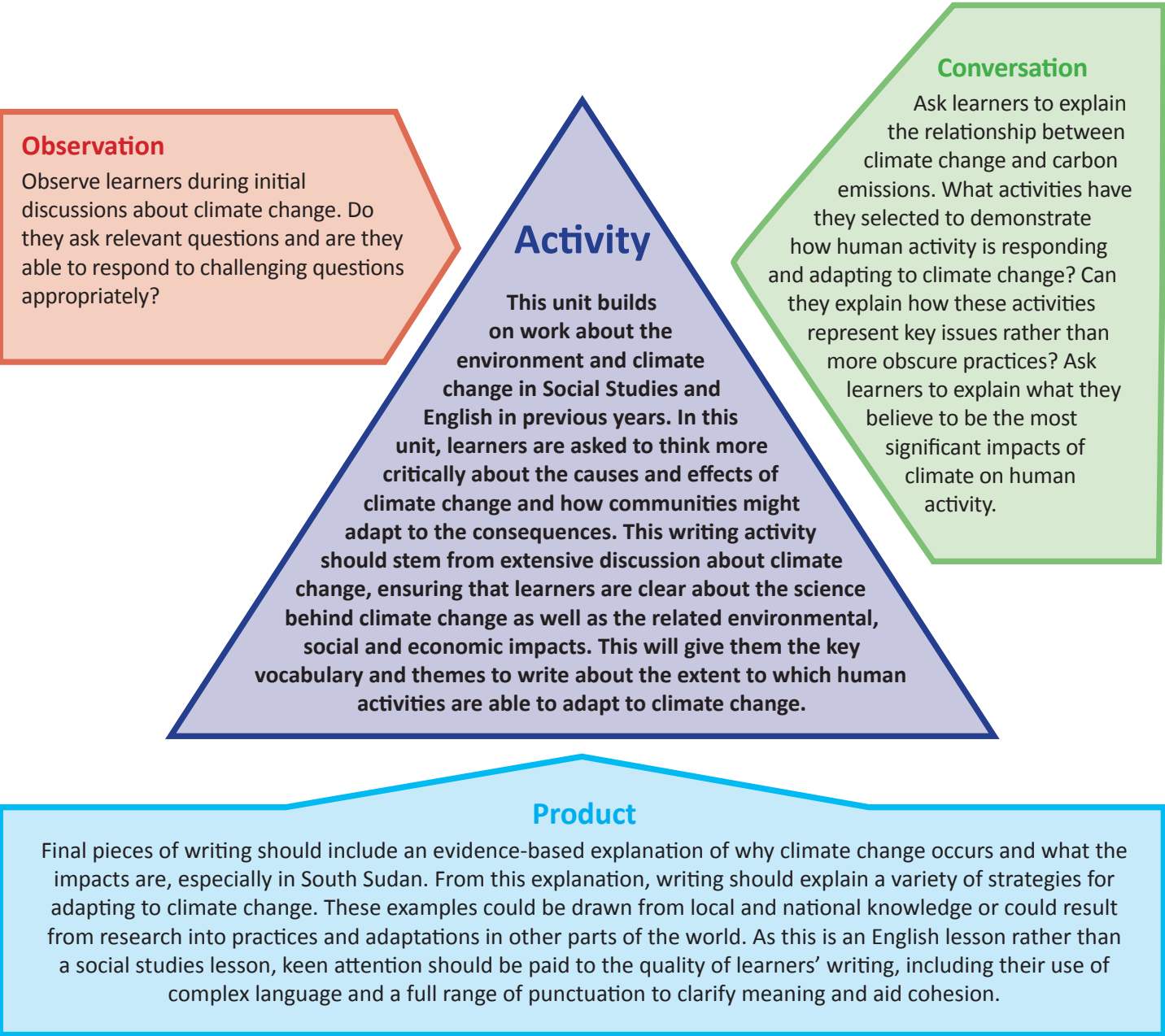
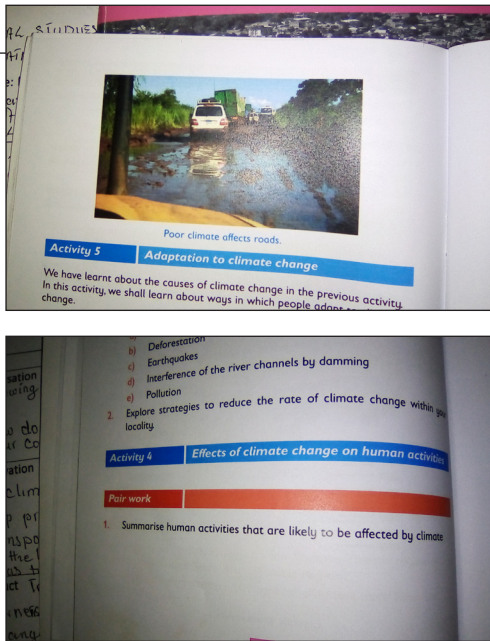


Triangulation Examples

Subject: English Year: P8
Unit: Climate Change
Textbook page: 24 TG page: 34

Learning Outcome - Skills: Write extended text about climate change, using a wide range of language and variety of register covering more specialised context (e.g. work related or in specialised area of study).

Textbook activity description: Activity 4. Pair work. Summarise human activities that are likely to be affected by climate change.



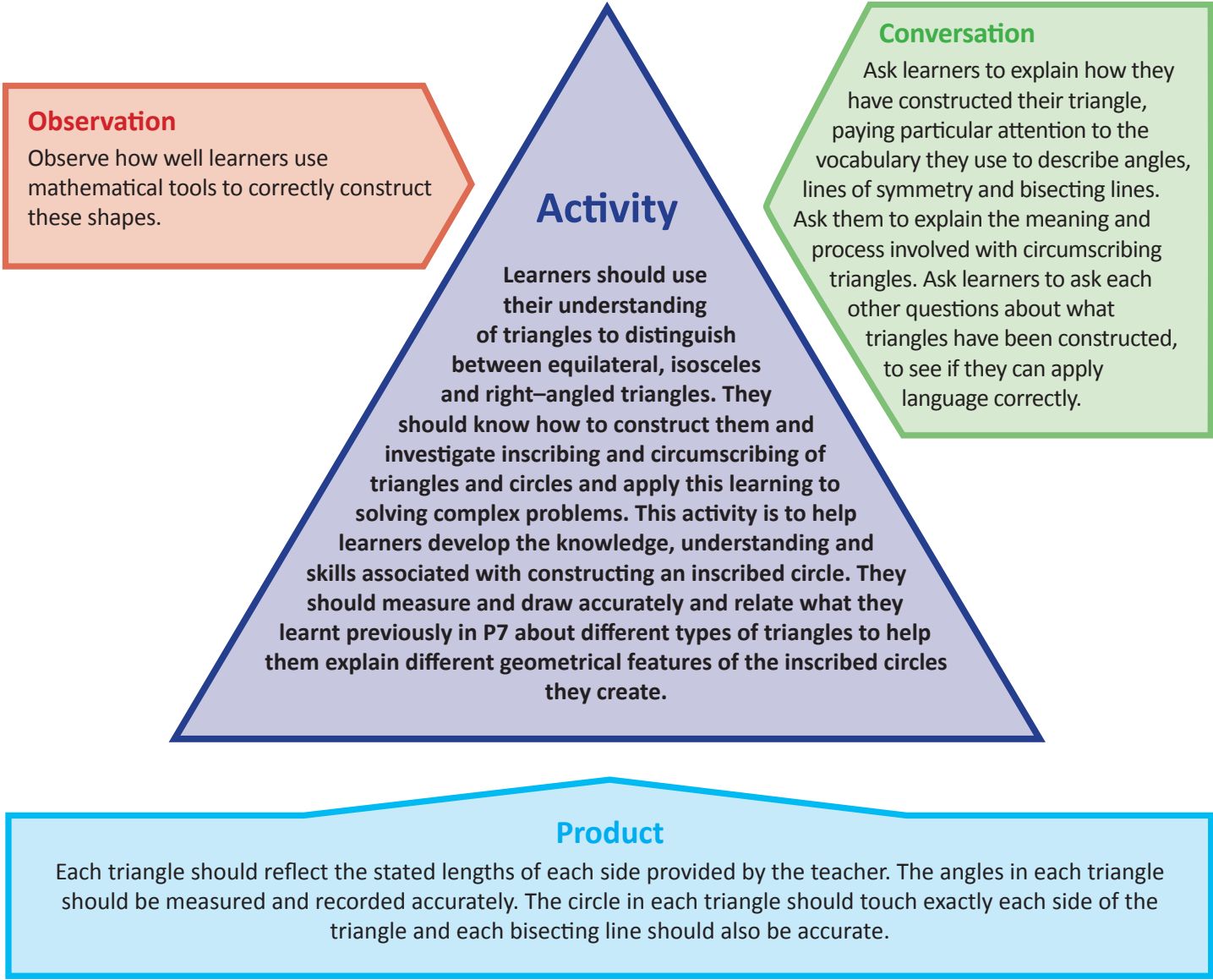
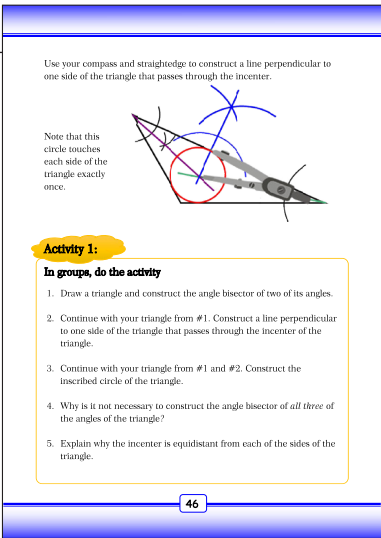
Triangulation Examples

Subject: Maths Year: P8
Unit: Geometry
Textbook page: 46

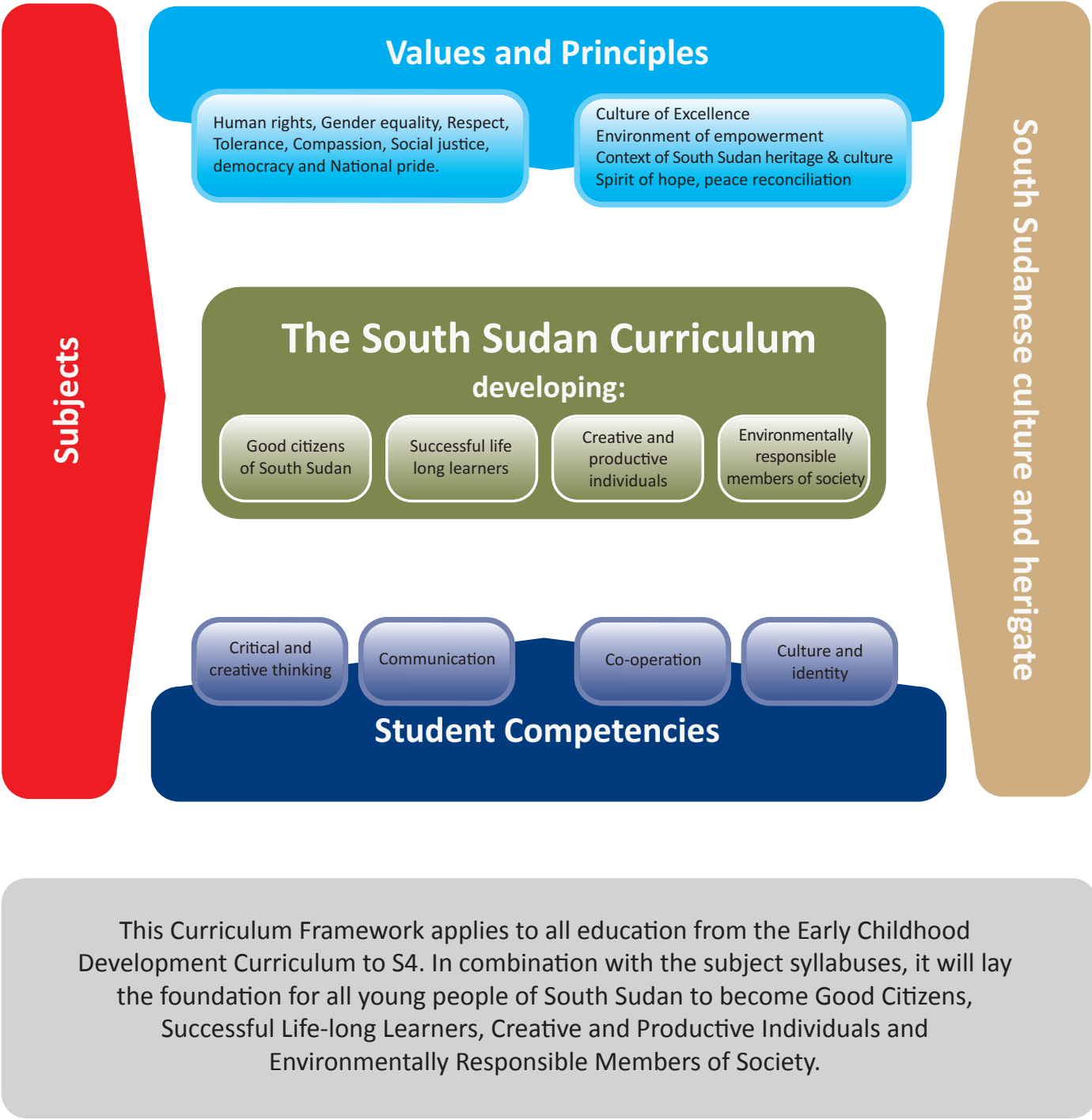
Learning Outcome: Constructing, inscribing and circumscribing triangles of given sides and angles

Textbook activity description: In groups, do the activity.

1. Draw a triangle and construct the angle bisector of 2 of its angles.
2. Continue with your triangle from #1. Construct a line perpendicular to one side of the triangle that passes through the incentre of the triangle.
3. Continue with your triangle from #1 and #2. Construct the inscribed circle of the triangle.
4. Why is it not necessary to construct the angle bisector of all three of the angles of the triangle?
5. Explain why the incentre is equidistant from each of the sides of the triangle.

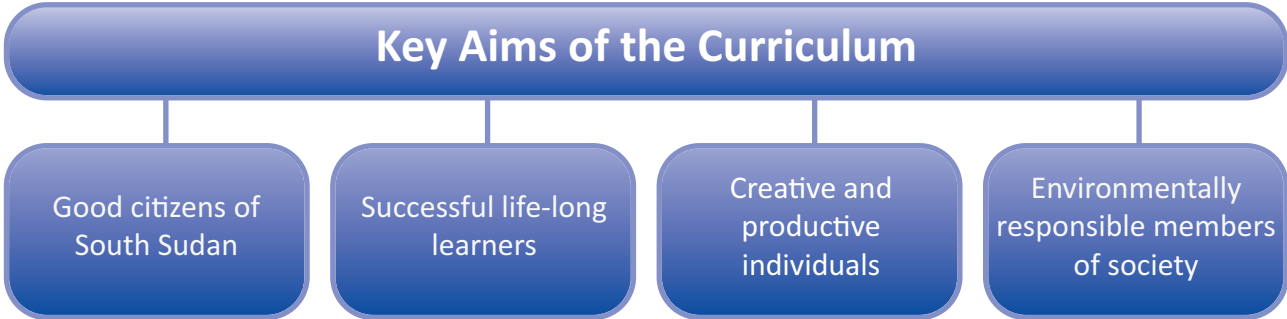


Section Six: The Overall Framework Model

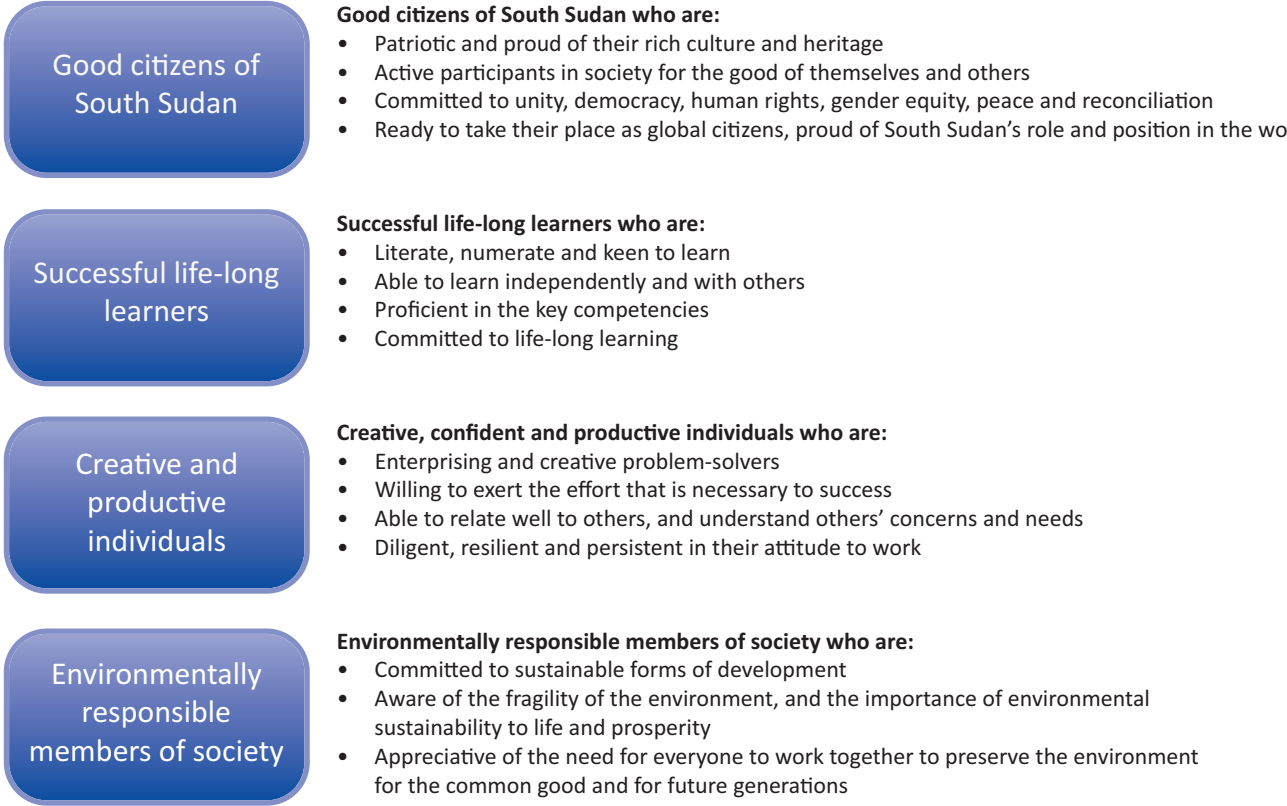


The Key Aims

This vision provides the key aims for the curriculum. These define what the nation wants its young people to be by the time they leave education.



These four key aims will underpin all learning in the curriculum and provide its purpose and direction.



These aims form the four key themes of the curriculum: citizenship, literacy and numeracy, enterprise and the environment.

