



A Guide to Implementing the New Curriculum for Accelerated Learning Programmes (ALPs)

South Sudan





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Section 1: Introduction

The new curriculum for South Sudan provides schools with an opportunity to shape their curriculum to meet the needs and interests of their local community, as well as the ambitions for the nation. The vision for the new curriculum is underpinned by four key aims, outlined below. These define what the nation wants its young people to be by the time they leave education.

Good citizens of South Sudan

Good citizens of South Sudan who are:

- Patriotic and proud of their rich culture and heritage
- Active participants in society for the good of themselves and others
- Committed to unity, democracy, human rights, gender equity, peace and reconciliation
- Ready to take their place as global citizens, proud of South Sudan's role and position in the world.

Successful life-long learners

Successful life-long learners who are:

- Literate, numerate and keen to learn
- Able to learn independently and with others
- Proficient in the key competencies
- Committed to life-long learning.

Creative and productive individuals

Creative, confident and productive individuals who are:

- Enterprising and creative problem-solvers
- Willing to exert the effort that is necessary to success
- Able to relate well to others, and understand others' concerns and needs
- Diligent, resilient and persistent in their attitude to work.

Environmentally responsible members of society

Environmentally responsible members of society who are:

- Committed to sustainable forms of development
- Aware of the fragility of the environment, and the importance of environmental sustainability to life and prosperity
- Appreciative of the need for everyone to work together to preserve the environment for the common good and for future generations.

To achieve the ambitions of the country, the new curriculum has been designed to:

- **Be vibrant and dynamic**
- **Challenge all learners**
- **Stimulate and inspire**
- **Be inclusive and provide for all learners, whatever their needs, background or ambitions**
- **Excite imaginations, raise aspirations and widen horizons.**

Teachers in Community Girls Schools will need to get to know the key features of the new curriculum like any other teacher across the country. They will need to understand and be able to: apply key principles in curriculum planning; adapt their teaching style to meet new approaches in assessment; get to know the new content as set out in the new syllabus.

The Curriculum Framework document sets out in detail the features of the new curriculum and should be used in conjunction with this guide. This guide includes a summary of new curriculum features, in order to highlight the implications of the new curriculum for Community Girls Schools. It also outlines:

- What is to be taught (syllabus units)
- Relevant and appropriate teaching approaches (pedagogy)
- How learning should be monitored (assessment) to ensure progress for all learners.

In order for all learners to prosper and achieve in a modern society, the curriculum is built on a clear set of values that permeate learning. These values have shaped the planning of the ALP syllabus and should become embedded in a young persons' approach to life. These values explain that education in South Sudan will be based upon a shared commitment to:

- Human rights and gender equity
- Respect and integrity
- Peace and tolerance
- Compassion and social justice
- Democracy and national pride

In order for these values to permeate the curriculum, the curriculum must adhere to a set of clear principles. These principles explain that the South Sudan Curriculum should provide:

- A culture of excellence that supports innovation, creativity, continuous improvement and effectiveness
- An environment of empowerment that promotes independence, individual learning, critical thinking, problem solving and emotional intelligence
- A context of South Sudanese heritage and culture that builds national pride and identity within an understanding of global citizenship
- A spirit of hope, respect, peace, reconciliation, unity and national pride, democracy and global understanding

ALP teachers should reflect frequently upon these values and principles due to their significance in relation to the future of the country. Teachers should consider the effectiveness of their own teaching in ensuring that these values and principles are becoming an essential part of the curriculum and of young people's lives.

Target Audience and Purpose

The AES (Alternative Education Systems) Implementation Guide (2013) states:

"The target group of learners for ALP are aged 12-18 who have enrolled in lower primary classes, dropped out or could not access education. Youths aged 18-30 in the organized armed forces can also enrol in ALP classes."

The purpose of Accelerated Learning Programmes is to enable the target learners to achieve the Primary Leaving Certificate. This will enable them to enter secondary school, access vocational courses, or be recognised within certain employment opportunities. The requirements of the Primary Leaving Certificate will determine the extent of the programmes needed in ALPs.

The Accelerated Learning Programme is a modification of the formal Primary-School cycle that offers a flexible learning opportunity in only four years instead of the stipulated eight years of formal primary education. It is characterised by:

- A condensed syllabus
- A faster learning process
- Flexibility in the learning process and calendar
- Multiple entry and exit points.



Learners in ALPs work towards the aims of the National Curriculum in order to become:

- Good citizens of South Sudan
- Successful life-long learners
- Creative and productive individuals
- Environmentally responsible members of society.

Section 2: The ALP Syllabus

Subjects and Subject Strands

The subjects that are included in the new curriculum for Primary Schools are set out below.

Primary Subjects	Contributing Subjects
National Languages and English	Language and Literature
Mathematics	Mathematics and additional Mathematics
Social Studies	History, Geography, Agriculture, Citizenship (including Civics), Peace Education (including Human Rights)
Science	Physics, Chemistry, Biology
The Arts	Music, Dance, Drama, Fine Art, Design, Crafts
Physical Education	Sports, Games, Physical Activity, Health Education, Sports Science
Religious Education	Either Christian or Islamic Religious Education

For ALPs, however, fewer subjects are to be taught, due to the reduced timetable and fewer hours of instruction available. The following hours per week are recommended, in accordance with the MoEST Implementation Guide for Alternative Education Systems:

ALP Subjects	ALP Number of Hours per Week			
	Level 1	Level 2	Level 3	Level 4
English	5	5	5	5
Mathematics	5	5	5	5
Science	4	4	4	4
Social Studies	4	4	4	4
Total number of hours per week	18	18	18	18

The ALP Subject Overviews set out the key learning expected for each of the curriculum subjects by the end of every year. These overviews show how each subject is organised into 'strands' (component parts of the subject), and explain the key purpose of these strands.

It is expected that, in line with the policy for Primary Schools, teachers of Level 1 and Level 2 will teach all subjects (they are 'generalists'), but teachers of Levels 3 and 4 will be subject

specialists. This is to ensure that learning through Levels 1 and 2 has a connected nature, with subjects being linked with themes where possible, thus helping learners appreciate the relevance of one subject to another. Through Levels 3 and 4, however, when subjects become more complex, learners benefit from the deeper subject knowledge and understandings of teachers who have particular expertise in a subject area.

In ALPs, The Arts, PE, National Languages and Religious Education are not part of the timetable. This does not mean that these subjects can't be explored at all, but rather that they can't be taught discretely. If ALP Centres choose to offer Religious Education and National Languages, there are Subject Overviews and syllabus units to support teachers do so. To enable learners to explore, appreciate and develop some knowledge, understanding and skills relating to PE and The Arts in particular, it should be possible for these subjects to be incorporated into other subjects where it is useful and relevant. Songs, for example, could be used to help learners in Level 1 to develop language skills. In Level 2, Islamic patterns could be explored in Maths to develop an understanding of symmetry and tessellation. This approach to connecting subjects to one another is known as making cross-curricular links.

Cross-cutting Issues

Another approach to making these important cross-curricular links is through the provision and exploration of cross-cutting issues. These issues do not fall entirely within one subject. The cross-cutting issues are:

- Environment and Sustainability
- Peace Education
- Life Skills.

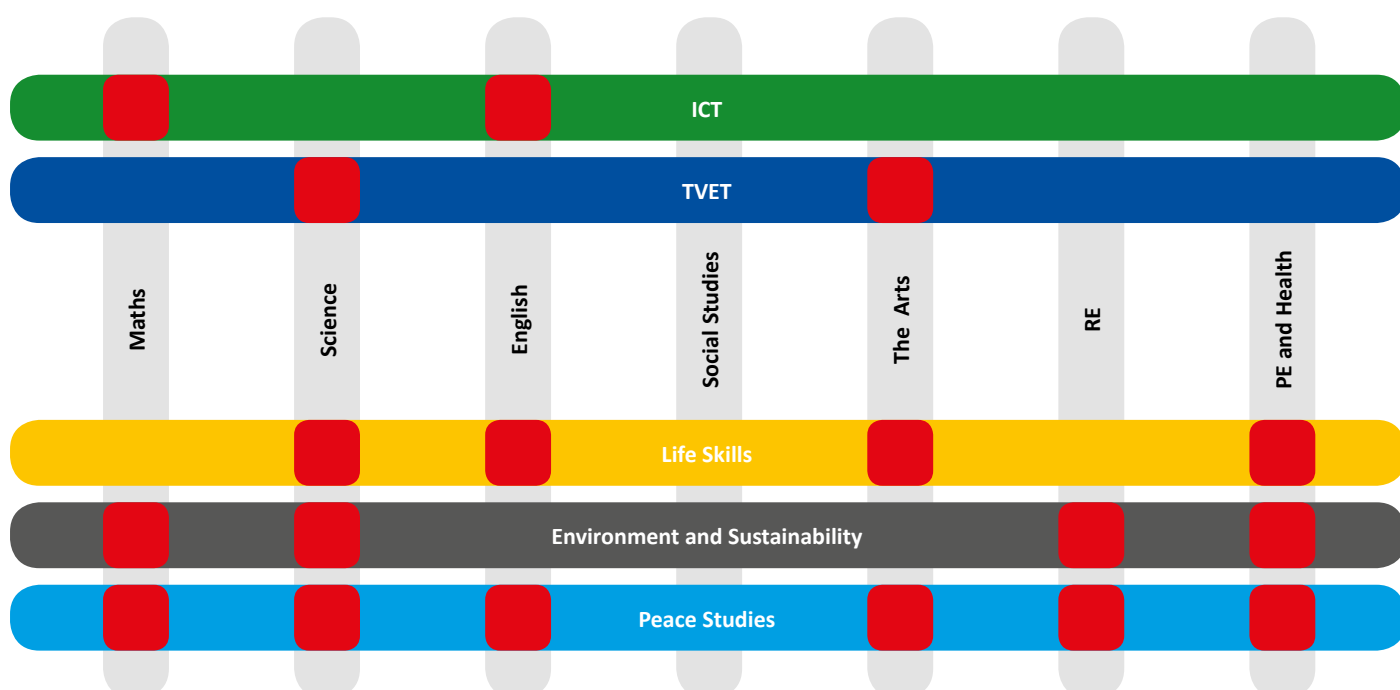
There are times when elements of the cross-cutting issues are taught directly within a particular subject, and other times when they provide a context for subject study. This is built into the subject syllabuses, so there is no need to address cross cutting issues separately. Peace Education has been deemed so important that it is also a separate strand within Social Studies, but some elements will also be integrated in other subjects.

The elements of Life Skills that are to do with personal and emotional development will be included in the School Programmes in Primary Schools. As ALPs do not encompass School Programmes, Life Skills have been fully integrated into ALP syllabus units. It is likely that learners who are attending ALPs will particularly benefit from Life Skills education, so it is important that this cross-cutting issue is regularly planned into lessons, according to the syllabus.

Integrated Subjects

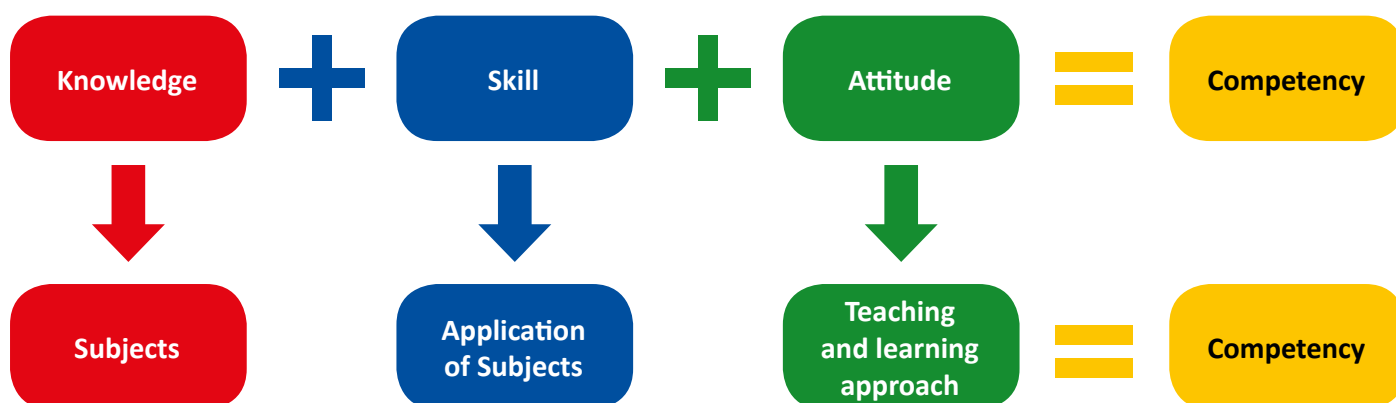
ICT and TVET are integrated into syllabus units because they make more sense to learners when they are explored and developed in meaningful contexts. It is likely that learners participating in ALPs will already have a reasonable grasp of many aspects of TVET in particular, due to their life experiences. This does not mean to say that TVET should be disregarded, but that teachers should assess the extent to which this subject needs to be explored through formative assessment.

The way that cross-cutting issues and integrated subjects can be explored in any subject is represented here, showing how they can enhance, or can be enhanced by, a variety of subjects, thereby providing meaningful contexts for learning.



Student Competencies

The Curriculum Framework sets out the role of Student Competencies and the part they play in supporting learners to reach the aims of the curriculum. Competencies are made up of skills and attitudes in a particular knowledge context as set out below.



Competencies intersect with all subjects, and so all teachers are responsible for all four competencies. Competencies enhance learners' understanding of subjects, and develop in increasingly complex contexts throughout the syllabus. All teachers, ALP teachers included, need to continuously assess the extent to which learners need to develop their competencies. Careful observation will enable teachers to do this. They should then make plans to develop competencies according to the needs and capabilities of learners, as demonstrated in different subjects and contexts. Links to competencies are given in all syllabus units, at the bottom of each page.

The four competencies are listed and explained below.

Critical and creative thinking:

- Plan and carry out investigations, using a range of sources to find information
- Sort and analyse information and come to conclusions
- Suggest and develop solutions to problems, using imagination to create new approaches
- Evaluate different suggested solutions.

Communication:

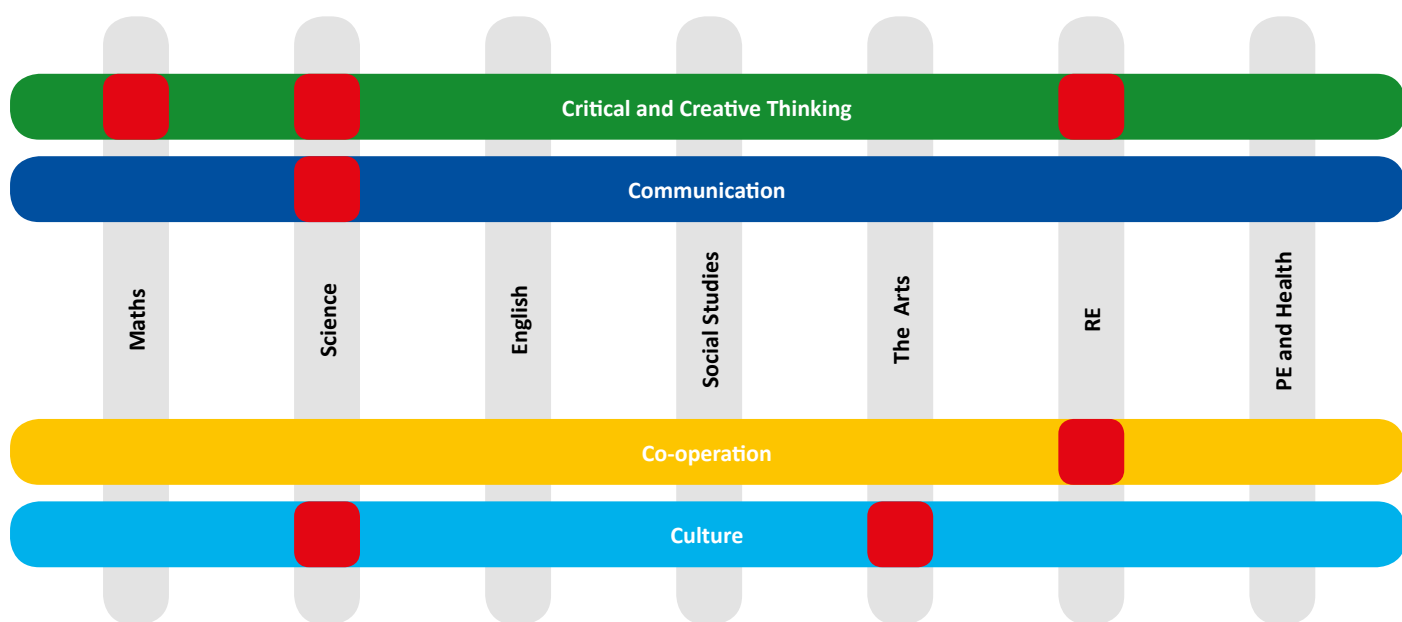
- Read and comprehend critically a variety of types and forms of texts
- Write fluently on diverse subjects and for different audiences
- Speak clearly and communicate ideas and information coherently in a variety of situations
- Listen and comprehend speech in a variety of forms
- Use a range of media, technologies and languages to communicate messages, ideas and opinions.

Co-operation:

- Work collaboratively towards common goals
- Be tolerant of others and respectful of differing views when working together
- Adapt behaviour to suit different situations
- Negotiate, respecting others' rights and responsibilities, and use strategies to resolve disputes and conflicts
- Contribute to environmental sustainability.

Culture and Identity:

- Take pride in South Sudanese identity and the diverse nature of South Sudanese society.
- Build understanding of South Sudanese heritage in relation to the wider world
- Appreciate and contribute to South Sudanese culture
- Value diversity and respect people of different races, faiths, communities, cultures, and those with disabilities.



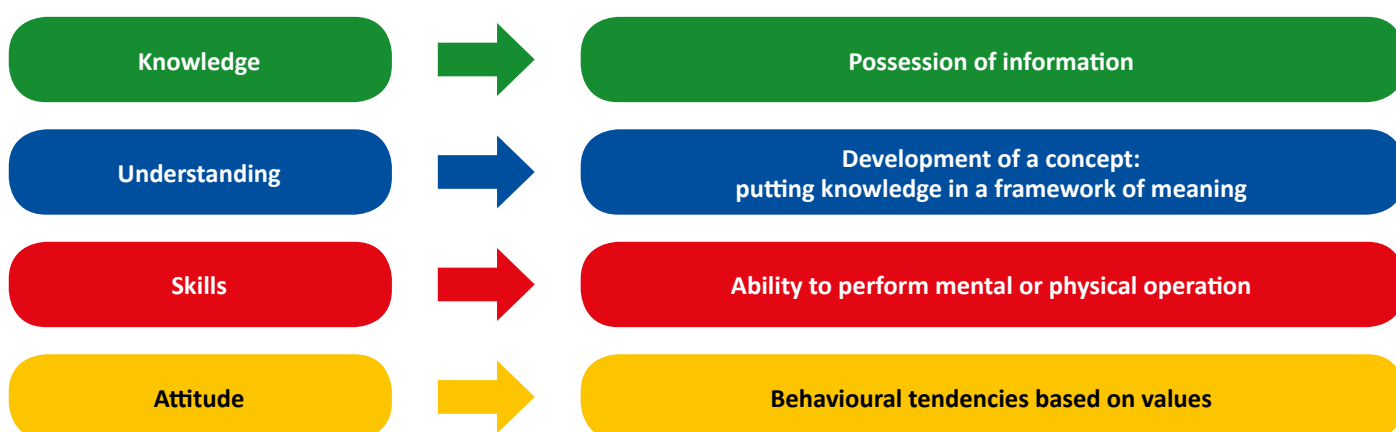
Learners work together to solve problems, share ideas and talk about what they enjoy.



Syllabus Units

Syllabus units for ALPs use the same format as primary syllabus units. They are set out in order to help teachers identify what is to be taught (content) and how it is to be taught (context). Units describe clear links across subjects and to student competencies. Each unit includes a narrative (Learn About) that describes the theme for the unit, as well as Key Inquiry Questions that suggest rich learning sequences that promote higher-order thinking skills.

Learning outcomes are expressed in terms of Knowledge and Understanding, Skills and Attitudes. The distinctions between these are set out in the diagram below.



The following two examples of syllabus units for ALPs illustrate how syllabus units are organised. All units can be found in the full ALP Syllabus and Subject Overview booklets.

ALP Level 2		Unit 1: Local Economic activities
Learn about		Key inquiry questions
<p>Learners should be given the basic vocabulary to talk about local economic activities. Key words should be displayed for them to copy and learn. They should be encouraged to talk about the different local economic activities people in their Payam are engaged in. They should list and compare the features of a wide range of occupations in their Payam. They should listen to a visitor talk about a less familiar occupation they do (in English) and ask appropriate questions.</p> <p>In small groups and as a whole class, they should discuss the benefits of their economic activities to the people of their Payam. They should be encouraged to demonstrate or role-play themes related to the local economic activities.</p> <p>They should also be exposed to appropriate poems, stories, situational games, rhymes and dialogues with related themes. They should begin to read and write independently meaningful texts.</p>		<ul style="list-style-type: none"> What are the different local economic activities people in your Payam are engaged in? How do the economic activities benefit the people in your Payam? What qualifications and training do people need for different occupations in your Payam?
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> Understand the difference between the present, past and future events in a range of spoken and written materials Learners should form simple and compound sentences and begin using subordinations 	<ul style="list-style-type: none"> Give clearly, fluently and confidently speech expressing opinions and answering questions about occupations local economic activities in their Payam using a variety of structures Begin to read and write independently using appropriate strategies to establish meaning. Form simple and compound sentences and begin to use subordinations Use punctuation marks and spell simple words correctly 	<ul style="list-style-type: none"> Show increasing confidence when expressing opinions
Contribution to the competencies: <u>Communication and Co-operation:</u> Through role-play, poems, songs etc.		
Links to other subjects: Social Studies: Economic activities in Payam. Life Skills TVET		

ALP Social Studies level 4		Unit 5: Climate Change
Learn about		Key inquiry questions
<p>Investigate different definitions of climate and explore examples of climate across the world. Select a definition for climate as a result of these studies and use it to describe in detail, climatic conditions in South Sudan and some contrasting localities across the world.</p> <p>Know about and state the major climatic zones of the world using an Atlas and other world maps to a range of scales to illustrate the effects of climate on human settlement. Link human settlement across climate zones to economic activities, explaining the benefits and challenges of climate to each zone and how sustainability can be achieved. Identify factors causing climate change and investigate how human and economic activity are effected by rising temperatures in contrasting locations across the world. Construct maps to various scales to illustrate and compare how localities have changed over the last 100 years as a result of global warming.</p>		<ul style="list-style-type: none"> What are the characteristics of climate? Which climate zone do you believe to be the most challenging environment for human activity? What human activity has the biggest impact on global warming? How can maps help us to understand the effects of climate change?
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> Describe the factors that produce climate Explain the effects of climate on human settlement and economic activities in South Sudan and the rest of the world Know about some of the causes of climate change Know about some of the effects of climate change on South Sudan and the rest of the world Know how to interpret world maps Know how to construct maps at a variety of scales 	<ul style="list-style-type: none"> Investigate the characteristics of climatic zones in south Sudan and the world Explore the factors that affect climate in South Sudan and the world Analyse the effects of climate on human activities 	<ul style="list-style-type: none"> Value the natural beauty found in climatic zones around the world Appreciate the positive contributions of climate on human activity Respect the work of individuals and leaders in trying to combat climate change
Contribution to the competencies: <u>Critical and Creative thinking:</u> Analyzing the impacts of climate on human activities <u>Communication:</u> Analyzing the characteristics of climate and using a range of technologies to communicate findings about global warming <u>Co-operation:</u> Exploring factors affecting climate in South Sudan and the world and working together to reduce the negative effects of climate change <u>Culture:</u> Recognizing the unique land and culture of South Sudan as a result of the climate and physical features		
Links to other subjects: The Arts: Perform different kinds of music and dance from locations within different climatic zones from across the world. Science: Explain environment concern for water and describe strategies for conservation if different parts of the world; differentiate between weather and climate Environment and sustainability: Understand how sustainability can be achieved in land use practices		

Subject Content and ‘Condensing’

As ALP learners are older than Primary-School pupils, the content of some of the primary syllabus units has been adapted to reflect their greater life experiences. A few of the primary syllabus units are still relevant, but most have been altered to include more mature subject matter. This is described in the ‘Learn About’ section of each syllabus unit.

As ALPs are delivered over four years, rather than the standard eight years of primary education, the syllabus has had to be condensed. For each subject of the primary curriculum that is to be taught in ALPs, a number of considerations were taken into account in the condensing process, as outlined below.

Maths and Science

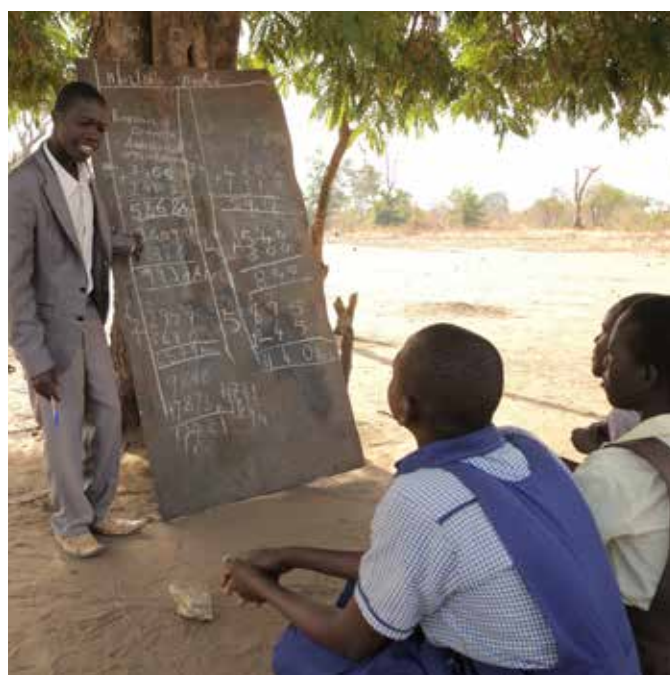
These are content-based syllabuses and the syllabus units set out this content. Because there are relatively few Maths and Science syllabus units in the primary curriculum (between three and six per year), they can all be covered within the reduced time of ALPs. It is important that they are all covered, to ensure that key content is not missed.

Social Studies

Although there are a few more primary Social Studies syllabus units (seven per year), it is mostly possible to cover them all in a shorter time. Some units have been combined by looking for similarities between the two years that form an ALP level. The higher-level learning expectations are maintained in the ALP units, so that learners are able to reach the aims of the curriculum. New contexts have been written for most ALP units. These are outlined in each ‘Learn About’ section.

English and National Languages

Although English and National Languages have far more primary syllabus units, covering them more quickly than in formal schools does not pose a major problem. This is because the learning outcomes are more important than the syllabus unit contexts. It is important to maintain the range of units, however, to ensure width of vocabulary. The range of literature in the higher grades has been maintained, but the syllabus has been reduced by providing fewer examples of each genre. Drama has not been omitted as it provides an engaging and effective strategy for developing language. In many cases the ALP units have a new context for learning, to reflect the age of learners. This is described in the ‘Learn About’ section.



Here is an example of how primary English syllabus units have been combined and condensed to create ALP English units.

Unit	Primary English 1	Unit	Primary English 2
1	Greetings	1	Politeness
2	Myself	2	Myself
3	Our house	3	Our school
4	Our school	4	Our home
5	Our environment	5	Economic activities
6	Transport and travel	6	Health and hygiene
7	Accidents and safety	7	Nutrition
8	Health and hygiene	8	Our environment
9	Nutrition	9	Sports and games
10	Weather	10	Accidents and safety
11	Occupations	11	Children's rights
12	Games and sports	12	Peace and security
13	Telling time	13	Social events
14	Peace	14	Technology
15	Technology		

ALP Level 1					
New Unit	Title	Learning Outcomes	Old Unit Contexts		Cross-cutting Issues
			P1	P2	
1	Polite greetings	P1	1	1	PE & LS
2	Introducing myself	P1	2	2	LS
3	House and home	P1	3 & 4	3 & 4	LS
4	Transport and travel	P1	6		E & S
5	Our environment	P1	5	8	E & S
6	Health and hygiene	P1	8	6	LS
7	Food and drink	P1	9	7	LS
8	Weather	P2	10		E & S
9	Economic activities	P2	11	5	LS
10	Sports and games	P2	12	9	
11	Peace, security and human rights	P2	14	11 & 12	PE
12	Technology	P2	15	14	

Section 3: The Language of Instruction

In ALP Level 1 and Level 2, the language of instruction needs to be chosen by school leaders. If it is necessary for it to be a National Language, this language should be selected by the school to fit local needs and circumstances. At this early stage of their formal education, learners are likely to be developing basic literacy and numeracy skills, so they need

practical experiences and concrete examples. As shown in the table below, English will also be taught from Level 1. The balance of National Language and English Instruction should be selected by the school. The table below shows an example if circumstances mean that a National Language should form a strong part of teaching from the beginning.

ALP			
Level 1	National Language	1st half	All learning in national language (ABC; simple texts)
		2nd half	Increasingly complex texts in national languages
	English	1st half	All oral language
		2nd half	Almost all oral with some ABC and decodable text
Level 2	National Language	1st half	All learning in national language (more complex texts)
		2nd half	A transition to English as the language of instruction
	English	1st half	Learned as a subject - simple texts, grammatical features
		2nd half	Transition to this as language of instruction

During Levels 3 and 4, the language of instruction should be English. During the latter stages of Level 2 it may be possible to move closer to English being the language of instruction. This will depend on the cohort of learners, and their collective ability to speak, read and write English.



Section 4: Inclusion, Special Educational Needs and Gender Equity

It is essential that all young people are able to access education. This includes those with disabilities, those from minority groups and those with particular learning difficulties. The curriculum applies to both male and female learners. There is no subject that applies only to one gender.

To ensure that the curriculum provides opportunities for every student to experience success in learning and to achieve the highest possible standard, ALP centres should:

- Create effective learning programmes
- Provide appropriate support to learners with special educational needs
- Provide specialist equipment or materials where appropriate
- Vary teaching approaches where necessary to ensure that all learners are achieving
- Give equal support to both male and female learners and have equally high expectations for both genders
- Ensure that gender stereotypes are avoided and challenged
- Make sure that ALP centres are equally welcoming to all learners
- Ensure that all learners are listened to with respect and given full opportunities to contribute to lessons
- Encourage girls to attend and support them to achieve.

ALP centres provide a curriculum that applies equally to all learners. The curriculum is based on a shared commitment to the values of:

- Human rights and gender equity
- Peace and tolerance
- Democracy and national pride.
- Respect and integrity
- Compassion and social justice



Section 5: Teaching Approaches for ALPs

As learners who enrol in ALPs are older, teaching methods need to be adjusted to their needs and interests. There will be a range of reasons for learners enrolling in ALPs and it is important that teachers get to know their learners so they are able to understand any particular challenges that they face. These challenges may include: lack of family support; lack of confidence in the education system; lack of money for school resources, uniform etc; a long journey to school.

To address each of these challenges, teachers should think about how learning activities can provide an opportunity for learners to overcome their barriers to success. Teachers should consider, for example, how to structure learning sequences so that learners do not feel threatened by too much 'new' knowledge. Equally, however, sequences should also offer a level of challenge that motivates learners to explore and investigate new ideas, thus building a thirst for learning.

To achieve the broader aims of the curriculum, in line with the Curriculum Framework, learning strategies need to be:

- Centred on the learners rather than on the teacher
- Interactive, and give learners the opportunity to engage actively with their learning
- Rooted firmly in learners' experiences, culture and environment, so that they can make sense of their learning in their own terms
- Appropriate to the intended learning.



Learning is centred on learners who are enjoying playing a game here to practice their counting skills.



Here learners are given the opportunity to engage in their learning through debate and discussion about important issues.



Learning is rooted in the experiences of learners. Here, a group of older learners plan and manage a school garden.



Activities are appropriate to the intended learning. Here, young people practice recording voices for a piece of drama for the radio.

Through all teaching there needs to be an emphasis on the development of the four competencies, in order to achieve the curriculum aims. It is important to remember that the four competencies are both the object and the means of learning.

ALP centres should demonstrate their commitment to improving teaching and learning strategies by working in partnership with other ALP centres where possible. This approach allows teachers to consider and reflect on effective strategies for teaching and learning in other settings. This helps them to develop their own repertoire of teaching approaches that stimulate inquiry, promote creativity and inspire learners to be the best they can be. Refer to the Guidance for School Clusters for more information about how to do this effectively.

Section 6: Principles of Planning for ALPs

Social Studies ALP Level 1, Unit 4: Employment

There are three Planning Principles that ensure learning is rich, relevant and secures knowledge in one area before moving onto the next. By considering these planning principles, ALP teachers will be able to plan effectively across the curriculum, ensuring that learners have the best opportunities to reach the aims of the curriculum.

Principle 1: One learning activity leads to many learning outcomes.

An activity can be designed in such a way as to offer many opportunities for a number of different learning outcomes to be realised. This kind of activity is described as being 'rich'. In the 'Example B' section, you will find a number of examples that illustrate this principle and show how one activity can lead to learning outcomes within and beyond the subject. For example, an activity designed to help learners achieve in one

area of Social Studies can also lead to learning in other areas of Social Studies and provide opportunities for learners to make progress towards learning outcomes in other subjects too. The example on this page shows that by exploring what jobs people do in our communities, we are presented with many related opportunities for reading, purposeful writing etc.



English ALP Level 2, Unit 12:

Social Events and Politeness

Principle 2: One learning outcome requires more than one learning activity.

Planning Principle Two reminds us that it is not usually sufficient for learners to explore learning around a single learning outcome only once. In order for learners to develop a deep understanding of a particular aspect of learning, and therefore be able to apply this learning in a range of

situations, they need a variety of activities to ensure that the learning takes place. This example shows that in order for learners to be able to develop their reading skills effectively, they need to read a wide range of materials that have different purposes and are presented in a variety of ways.



Science ALP Level 3, Unit 6: Earth and Space

Principle 3: Learning activities are part of a sequence of progressive learning.

It is important to remember that learning never takes place in isolation. It continually builds on prior knowledge and makes progress towards higher levels of thinking. So Planning Principle Three reminds us that for progression to take place, learning sequences should be planned to feature rich activities. They should also consist of steps small enough to be assessed effectively, thereby ensuring that knowledge, understanding and skills are secure before moving on to the next phase. In this example we see that formative assessment strategies

ensure learning is monitored and supported at frequent intervals, both throughout a lesson and throughout a unit. This means that learners' misconceptions and uncertainties are corrected at timely intervals rather than waiting until the end of a unit, when it's too late. This unit has a feature activity about half way through where learners explore night and day. This exploration is only possible once learners are secure in their knowledge about the rotation of the earth and it provides a great 'springboard' for further learning about seasons.

To begin...

Learners should consider their prior knowledge about the shape of the earth and the sun, and about the duration and causes of day and night. They should work together to create some questions about the sky, weather and other planets.

In groups, learners should create a sphere to represent planet earth. They should make this using any available materials and then stick on some shapes or make some rough drawings to represent Africa and some other continents. As they are doing this they should talk with each other about the weather where they live and what might create the seasons.

Learners should watch a short video clip, if possible, about the rotation of the earth around the sun and the way that the earth spins on its axis. They should consider the way that the earth is tilted on its axis and how this affects the position of South Sudan in relation to the sun.

FEATURE ACTIVITY

Learners should know about the rotation of the earth around the sun and how the earth's spin on its axis creates seasons. Learners should discuss how the weather changes through the year in South Sudan and how this might be different in places like Spain or another northern hemisphere country. Learners should consider how and why night and day take place and how the duration of day and night might differ in other countries.

Learners should create a living model of the earth and sun using a table or chair as the sun and the model they made earlier to represent the earth. They should move the 'earth' around the 'sun', stopping at every quarter to explain the weather or season at that point, as well as to talk about the length of day and night.

To conclude...

Learners should create a short article suitable for a science magazine for younger learners. The article should describe the rotation of the earth and its impact on the seasons and the length of day and night. Learners should include a short quiz and some diagrams to enhance their descriptions and explanations.

Section 7: Assessment

The new curriculum sets out clear learning outcomes that focus on deeper learning, higher-order thinking and competencies. Whereas knowledge can be assessed through written tests, different approaches are needed to assess skills and deeper understanding. Because of this, the role of the teacher in assessment becomes much more important. Their role is never to write tests for students, but to make professional judgements about students' learning in the course of the normal teaching and learning process.

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. Opportunities occur in three forms for formative assessment and are usually called:

- **Observation** – Watching students working. (Good for assessing skills.)
- **Conversation** – Asking questions and talking to students. (Good for assessing knowledge and understanding.)
- **Product** – Appraising the students' work, such as their writing, science report, maths calculation, presentation, map, diagram, model, drawing, painting etc. (Good for more considered analysis of knowledge and understanding, but less useful for most skills.) In this context, a 'product' is seen as something physical and permanent that the teacher can keep and look at, rather than something that the student says.

When all three forms of assessment are used, a full picture of what a student has learned can be explored. This is often referred to as 'triangulation'.

Feedback to students is a key aspect of Assessment for Learning. If students understand how well they are doing and what they need to do next, they will learn better. Feedback can take three forms:

1. Marking students' work and giving written comments.
2. Making general comments to the whole class or to groups of learners.
3. Holding a conversation with individual students.

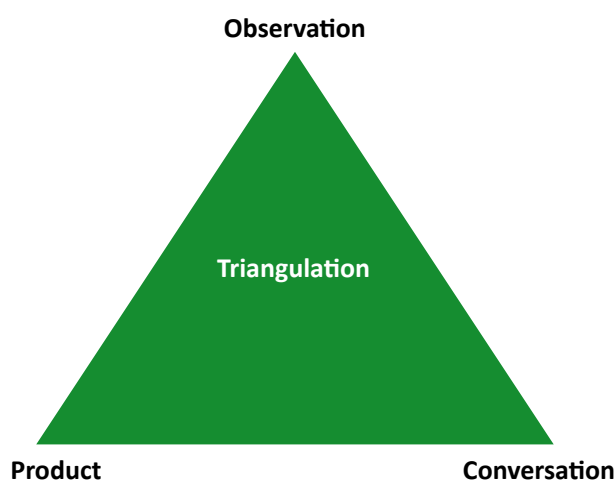
It is the last of these that is the most effective.

Whether written or oral, feedback should aim to:

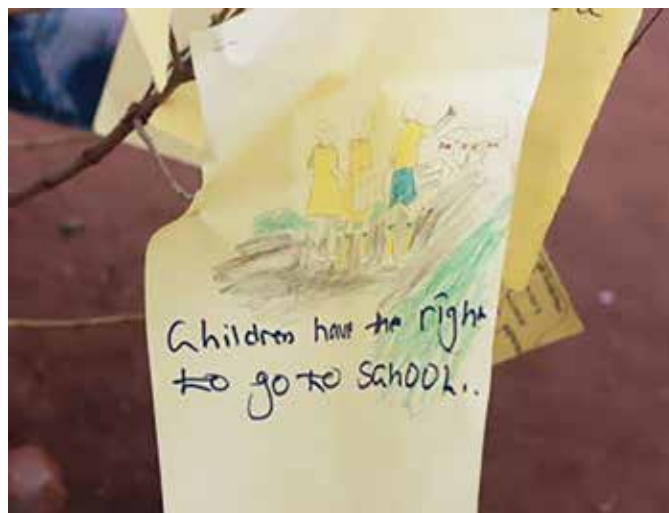
- Enable students to realise where they are in relation to the learning outcomes
- Identify misunderstandings and fill gaps in learning
- Help students to understand what they have done well
- Clarify what they need to do next.

It is important that feedback be honest and clear, but it should not be discouraging to the student. Feedback should be given as soon as possible after the assessment (i.e. it should be immediate), and it should be specific about what the student can do to improve. After the feedback, students should know what they need to do to improve. This is often called 'actionable feedback'.

Further details about assessment can be found in the Assessment Guidance Document. This includes descriptions of activities relating to summative assessment and what records of assessment should be kept in order to assess learning at the end of the year, as well as at the end of syllabus units.



Triangulation of assessment opportunities



Section 8: Examples A: Assessment opportunities in ALP Units

ALP Science Level 1	Unit 1: The Body and Hygiene
Assessment Opportunity 1	
Learners should work in pairs to prepare a short radio show about how to keep the body clean and why this is important. They could role-play an interview, for example, between a doctor and a teacher or prepare a factual programme of information for families in their community. They should rehearse and then present their radio show to others.	
Learning outcomes	Assessment context
<ul style="list-style-type: none"> Understand the importance of keeping the body clean, and the dangers of micro-organisms ('germs'). Explain to others how to prevent disease. 	<p>Observation</p> <ul style="list-style-type: none"> Listen to how learners organise their radio show and how they choose which facts to talk about. Notice how well they explain their ideas and give examples. <p>Conversation</p> <ul style="list-style-type: none"> Ask learners to explain how they chose which facts to share, and what body and hygiene facts they think are the most important. Ask them to explain why it is important to share what they have learnt on the radio.

Assessment Opportunity 2	
Ask learners to work in groups to build a model of the human body using sticks, stones and other natural/local materials. Ask them to prepare an explanation to others of how the body works, using their model as the illustration, and to present a list of at least ten different activities that keep the body healthy.	
Learning outcomes	Assessment context
<ul style="list-style-type: none"> Understand the role of bones, joints and muscles in movement, and the importance of healthy exercise. Appreciate the importance of a healthy lifestyle. 	<p>Product</p> <ul style="list-style-type: none"> Check that the model learners have created includes representations of a range of bones and muscles. Explore how well the whole body is represented. <p>Observation</p> <ul style="list-style-type: none"> Listen to how the learners work together to organise their model. Evaluate how they select their materials according to what they know about the body, and to what extent they explain to each other the reasons for their choices of materials. <p>Conversation</p> <ul style="list-style-type: none"> Ask learners to explain their ideas for different ways of keeping the body healthy. Ask them how they know that these are good ways to stay healthy, strong and clean.

ALP Science Level 1		Unit 1: The Body and Hygiene	
Learn about		Key inquiry questions	
<p>Learners should learn how they move. They should explore this by making models and charts that show how the bones and joints work.</p> <p>They should learn that there are internal parts of the body – such as muscles - that we cannot see, and that movement is created by muscles contracting. They should talk about what is meant by ‘exercise’ and that using muscles and bones makes them stronger.</p> <p>They should learn how to keep their bodies healthy through washing, and that this removes dirt, which is where germs live. They should learn how to clean their body, and experiment with soap and water to demonstrate basic hygienic practices, including the use of the latrines and toilets.</p> <p>They should perform simple activities to investigate soap. (For example, they could smear oil on their hands, then wash them with water only and repeat the procedure with soap. They should observe, talk about and explain the differences between these two methods of hand-cleaning.)</p> <p>Learners should work individually or in groups. They should talk about the concept of hygiene and how to develop a healthy lifestyle.</p>		<ul style="list-style-type: none">• What are the main parts of the body?• How are bones, joints and muscles used for movement?• Why do we wash our hands after using the latrine?• Why do we use soap and clean water for washing our bodies?• How does soap change in oil?• How are germs spread?• How can the spread of germs be prevented?• How could we keep ourselves clean if we do not have any soap?• How do animals such as dogs and chickens keep themselves clean without soap?	
Learning outcomes			
Knowledge and understanding	Skills	Attitudes	
<ul style="list-style-type: none">• Understand the importance of keeping the body clean, and the dangers of micro-organisms (‘germs’).• Understand the role of bones, joints and muscles in movement, and the importance of healthy exercise.• Understand how to keep the body clean.	<ul style="list-style-type: none">• Practise basic hygiene.• Practise measuring and comparing parts of the body.• Practise washing different parts of the body using soap and water.• Describe what soap does to oil.• Discuss how to make a fair test when washing with and without soap.• Explain to others how to prevent disease.	<ul style="list-style-type: none">• Appreciate the importance of different parts of the body.• Value the importance of keeping the body clean.• Co-operate in groups.• Appreciate the importance of keeping the body clean.• Appreciate the importance of a healthy lifestyle.	
Contributions to the Competencies <p>Critical thinking: Understand the effect of soap on oil.</p> <p>Communication: Explain information to others.</p> <p>Co-operation: Work in groups.</p>			
Links to Other Subjects <p>Physical Education</p> <p>Life Skills: Basic hygiene practice.</p>			

English ALP Level: 2	Unit 9: Transport and Travel
Assessment Opportunity 1	
Ask learners to work in pairs to produce a sequence of images and related sentences that describe key modes of transport near where they live. Ask learners to arrange these images so that their favourite mode of transport is near the start of their sequence. Challenge them to explain their reasons.	
Learning outcomes	Assessment context
<ul style="list-style-type: none"> Know and understand the vocabulary and language structures associated with transport and travel. Speak clearly when narrating events and retelling stories on themes related to transport. 	<p>Product</p> <ul style="list-style-type: none"> Look at the sequence of images and check that sentence structures and related vocabulary are relevant and accurate. <p>Observation</p> <ul style="list-style-type: none"> Notice how learners work together to negotiate, agree and then describe different modes of transport. <p>Conversation</p> <ul style="list-style-type: none"> Ask learners to explain why they have chosen a particular mode of transport as their favourite. Help them to provide detail and descriptions that relate to their own experiences.

Assessment Opportunity 2	
Provide small groups of learners with pictures of different types of transport from around the world. Also provide them with separate short paragraphs of text to explain each mode of transport. Ask learners to match each picture to the relevant text, and then to add their own sentence about how this mode of transport is similar and/or different to their favourite mode of transport.	
Learning outcomes	Assessment context
<ul style="list-style-type: none"> Read simple texts relating to unfamiliar contexts independently and fluently. Communicate confidently about changes in the way people travel. 	<p>Product</p> <ul style="list-style-type: none"> Check to what extent pictures and text are matched accurately and additional sentences are grammatically correct. <p>Observation</p> <ul style="list-style-type: none"> Listen to how well learners read and interpret the text. Evaluate to what extent they understand what they are reading by considering how accurately they match the text to the picture. <p>Conversation</p> <ul style="list-style-type: none"> Ask learners about how they believe any unfamiliar modes of transport in the pictures relate to modes of transport that they know. Listen to how well they explain and describe the similarities and differences.

English ALP Level: 2		Unit 9: Transport and Travel	
Learn about		Key inquiry questions	
<p>Learners should learn and use appropriate vocabulary drawn from a wide range of fiction and non-fiction related to transport and travel.</p> <p>In pairs, small groups and as a whole class, learners should discuss the different modes of transport found in their community. They should also brainstorm the causes of breakdown of some forms of transport, and discuss how useful road signs are when one is travelling.</p> <p>Learners should listen to and tell stories, recite poems, act dialogues, have conversations and role-play situations relating to transport and travel. They should also read and write independent texts about transport and travel using correct punctuation. They should answer questions using correct tenses and other parts of speech related to transport and travel.</p>		<ul style="list-style-type: none">• What are the different modes of transport found in your community?• How can transport benefit the community?• What are the causes of accidents on the road?	
Learning outcomes			
Knowledge and understanding	Skills	Attitudes	
<ul style="list-style-type: none">• Know and understand the vocabulary and language structures associated with transport and travel.	<ul style="list-style-type: none">• Speak clearly when narrating events and retelling stories on themes related to transport.• Listen attentively and understand the main points, and some detail, of what has been said.• Read simple texts relating to unfamiliar contexts independently and fluently.• Write grammatically correct sequences of sentences relating to transport that extend ideas logically.	<ul style="list-style-type: none">• Communicate confidently about changes in the way that people travel and different modes of transport.	
Contributions to the Competencies			
Communication and Co-operation: Discuss, tell stories, role-play and work in groups to talk about ways of travelling.			
Links to Other Subjects			
Social Studies: Find out about the impact of technology on ways of life in the past. Study some key examples of how this has shaped history.			

Assessment Opportunity 1

Learners should work individually to present a collage or poster that illustrates the effects of human activity on the landscape and physical features of South Sudan. Their work should aim to clearly present the positive and negative impact of human activity on the environment and should provide some contrasting examples of impact in different localities.

Learning outcomes

- Know the effects of human activity on climate and the possible consequences of climate change.
- Show concern for the preservation of wildlife and the environment.

Assessment context

Product

- Explore to what extent learners have illustrated in their work the range of impacts that human activities have on the environment.

Observation

- Explore how effectively learners gather information for their work and how they select images and text to describe what they have learnt.

Conversation

- Ask learners to explain what they think the most worrying aspects of human activity are in relation to the environment.

Assessment Opportunity 2

Ask learners to work in pairs to prepare a quiz about key features of the world's continents. Learners should select their own criteria, prepare their own questions and devise an engaging way of delivering their quiz. They may need to do some extra research to prepare for their quiz. If so, they should organise this themselves. The research may include speaking to others, conducting online research or exploring travel articles in magazines etc. Allow as many of these quizzes to take place as possible. This may mean they happen over a number of lessons.

Learning outcomes

- Be familiar with the location of major cities in the world, and with key features of the continents.
- Value the opinion of others in shaping your own views.

Assessment context

Observation

- Notice how well learners work together to agree the features and structure of their quiz. How well do they listen to each other and explain their views? What key vocabulary do they use in relation to this topic? Also, observe how well learners answer questions from quizzes presented by other groups.

Conversation

- Ask learners to explain how they have designed their questions and what they believe to be the most 'dramatic' features of each continent. Listen for accurate vocabulary in their answers and in aspects of their study which are in addition to what they have learned as a whole class.

Social Studies ALP Level: 3		Unit 2 Physical Features
Learn about		Key inquiry questions
<p>Learners should develop an awareness of the range of land formations in South Sudan that shape its identity (ie; rift valleys, mountains, rivers and plains, tectonic moment, volcanic activities, earthquakes, soil erosion, pollution and human activities). They should begin by describing in a variety of ways, including using maps, the land that they are familiar with. They should investigate how the features in this area may have been formed, and through what processes have they been changed over time. Having learnt about the physical features of South Sudan, learners should explore what types of human activity can change land formations (ie; farming, construction, waste, settlement and agriculture). They should organise debates about the effects of changes in land use and how damage can be limited or how environments can be enhanced and improved. They should understand the concept of climate change in more detail and consider where it is having an impact all over the world. Learners should look for signs of other significant physical processes in other parts of Africa, using maps to help them. They should consider the scales of the maps they are using as they distinguish between physical features across Africa.</p> <p>This unit should enable learners to further develop a love of the land they live in, appreciating its colours, shapes and forms. This appreciation should help them to build positive attitudes towards their role as active and responsible future citizens of South Sudan, who will to protect the environment and promote the need for sustainable development.</p> <p>Learners should look for examples of physical features in their own communities. They should compare these to similar features in other parts of South Sudan and then to a contrasting locality somewhere else in the world. They should prepare a presentation on the effects of these physical changes on a community and develop some ideas that could protect communities from events such as soil erosion or could support communities to cope with the devastation caused by, for example, earthquakes.</p> <p>Learners should use maps to help them understand how physical features can determine the location of towns and cities, as well as of other human activities, such as farming. Using a range of maps with a variety of scales and symbols, learners should explore where major cities in the world are located and also explore significant features of different continents according to, for example, their position in relation to the equator.</p>		<ul style="list-style-type: none"> • What are the similarities and differences between physical processes in South Sudan? • How does farming affect physical features of the land and how does the land dictate what can be farmed? • How can we accurately represent land formations that are familiar and unfamiliar to us? • What effect does human activity have on the land? • What processes that lead to changes in physical features cause the most disruption to a community over time? • Why are most of the major cities in South Sudan and Africa located near water bodies? • What major physical features of South Sudan are also found in other parts of the world?
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Understand the processes that led to the formation of the key physical features of South Sudan and Africa. • Know the effects of human activity on climate and the possible consequences of climate change. • Draw and label maps that show physical features in Africa and other continents. • Understand the influence of physical features on the location of cities and human activities in South Sudan and Africa. • Be familiar with the location of major cities in the world, and with key features of the continents. 	<ul style="list-style-type: none"> • Use a range of resources to investigate physical features and related processes. • Collect and interpret evidence that demonstrates there is a change in the climate in Africa. • Predict the effects of climate change. • Explore and compare types of physical features in contrasting localities across the world. 	<ul style="list-style-type: none"> • Appreciate the beauty of the different physical features in South Sudan. • Respect and protect the range of both familiar and unfamiliar environments. • Value the opinion of others in shaping your own views. • Appreciate the processes that lead to the formation of physical features. • Value the benefits that some physical features bring to a community. • Show concern for the preservation of wildlife and the environment.
<p>Contributions to the Competencies</p> <p>Critical and creative thinking: Draw conclusions about the effects of climate change. Critically think about and classify physical processes.</p> <p>Communication: Read and comprehend a range of text types that describe physical features of South Sudan and Africa. Use a range of technologies to communicate information about physical features across the world.</p> <p>Co-operation: Be tolerant of differing views in relation to strategies and behaviours that contribute to climate change.</p> <p>Culture: Take pride in the South Sudanese identity by knowing about physical features that are an important aspect of people's lives.</p>		

Assessment Opportunity 1

Learners should work in pairs to collect data about the variety of facilities and resources available in each classroom in their school. They should select the most appropriate methods to collect and present their data, and draw conclusions that could shape the development of their school resources generally.

Learning outcomes	Assessment context
<ul style="list-style-type: none"> Collect and record data. Represent and interpret data. Have the confidence to investigate and to take responsibility for their own learning. 	<p>Observation</p> <ul style="list-style-type: none"> Consider how learners decide how to collect and present their data. Listen to their discussions as they work towards agreeing how to approach this task. To evaluate how well they are developing a statistically accurate picture of their school resources, observe how they conduct their research. <p>Conversation</p> <ul style="list-style-type: none"> Ask learners to explain why they chose to collect and represent their data in the ways they have. Ask them to explain what they think the priorities for resource development should be at their school, using their data to evidence their conclusions.

Assessment Opportunity 2

Ask learners to work in groups of four over a period of a few weeks to gather examples of data presented in a variety of forms. They should look for examples in magazines or newspapers as well as online. They should use these examples as an opportunity to practise interpreting data. They should generate some questions about their collected data examples that will challenge learners in other groups to interpret the data they have found. When answering these questions, learners should fully explain their reasoning by referring to the context of each data set.

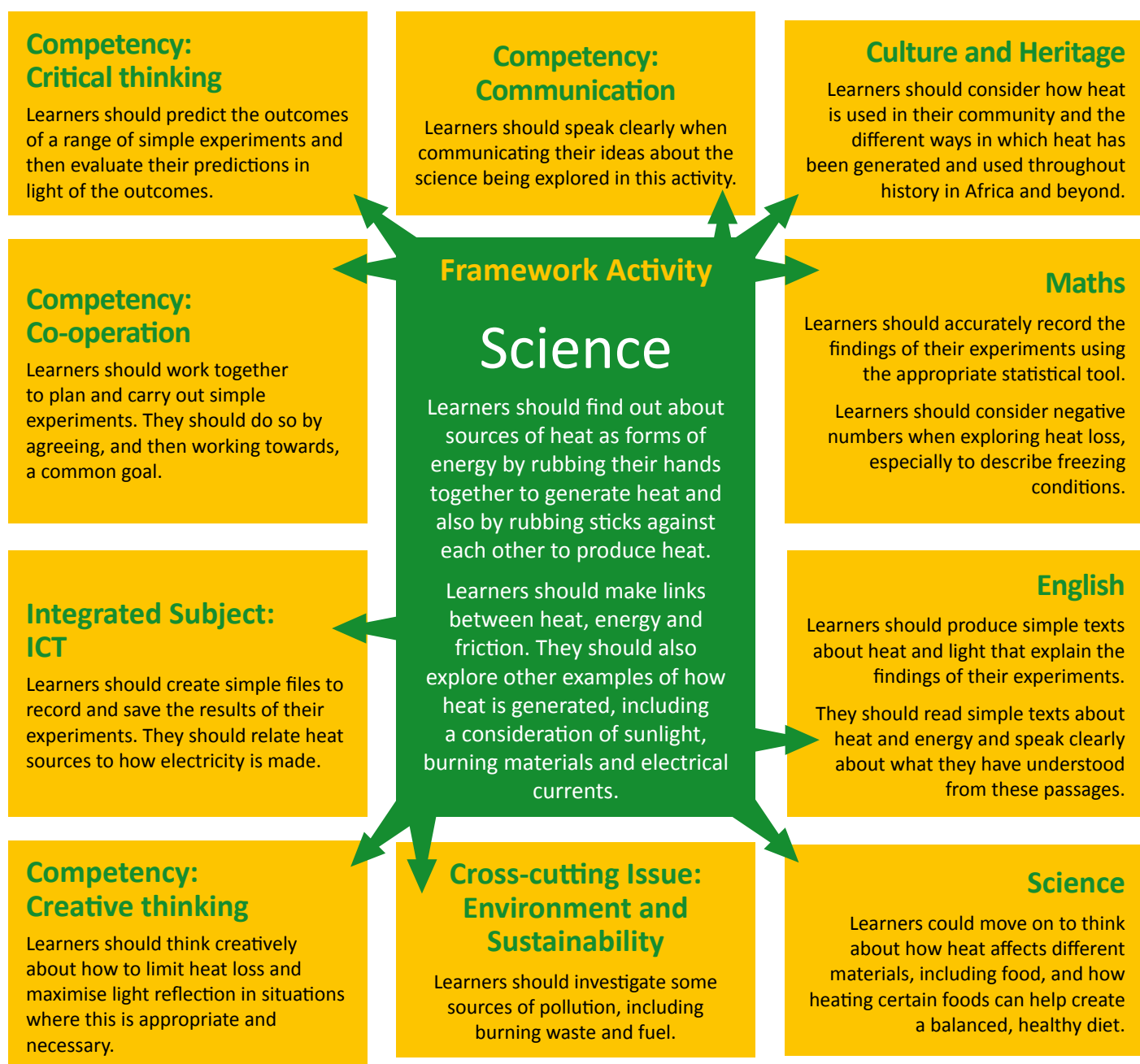
Learning outcomes	Assessment context
<ul style="list-style-type: none"> Analyse and interpret collected data. Enjoy interpreting data in a scientific way. 	<p>Product</p> <ul style="list-style-type: none"> Look at the range of data presentations and check that each question demonstrates a good understanding of what the data is explaining or describing. <p>Conversation</p> <ul style="list-style-type: none"> Ask learners to explain where they found the data set and what its context tells them about the importance and relevance of these data to everyday life. Ask learners to explain which they believe to be the most important data set and what challenges they faced in interpreting its representation.

Subject: Maths ALP Level: 4		Unit 7: Statistics – Group Data and Probability
Learn about		Key inquiry questions
<p>Learners should gather information through a variety of means, such as conducting surveys (e.g. observing the colours of people's dress or the types of vehicle passing by). They should record and interpret their findings. They should confidently present, describe and interpret data from different sources and engage with more complex tasks involving collection, tabulation and analysis of their data.</p> <p>Learners should draw and comprehend frequency tables of grouped data. They should learn how to compute the mean, mode and median of grouped data, and investigate their use in daily life. They should know how to represent and draw conclusions about this data from grouped frequency tables using appropriate scales, and graphically represent the grouped frequency data in the form of bar graphs, pie charts and travel graphs. They should then be able to interpret these graphs and solve more problems involving arithmetic mean, mode and median.</p> <p>Learners should investigate the concept of probability (chance) and solve simple problems involving the simple events of success or failure concepts. Having been introduced to probability, they should be challenged to think critically and predict outcomes of probability events through throwing a coin or a dice. They should carry out more practical and analytical exercises involving probability trials to determine possible outcomes of simple events and illustrate these outcomes.</p>		<ul style="list-style-type: none"> • How do you collect and interpret data? • Why do we represent data in a grouped frequency distribution table? • How would you use arithmetic mean, mode and median? • How would you determine mean, mode and median on statistical graphs? • Why do we need to represent scale statistical data in graphical form? • How would we explain simple probability? • How do we predict probability outcomes of simple events?
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Know and understand how to collect, record, represent and interpret data. • Understand mean, mode and median and the information they display. • Be able to draw statistical graphs. • Understand simple probability (chance). 	<ul style="list-style-type: none"> • Construct frequency tables of grouped data • Calculate range, mean, mode and median of a collected data set? • Investigate and apply the use of probability in everyday situations. • Analyse and interpret collected data. • Calculate the possible outcomes of simple events. 	<ul style="list-style-type: none"> • Enjoy drawing statistical graphs and interpreting data in a scientific way. • Appreciate the uses of mean, mode and median in statistics. • Value the application of probability in everyday situations. • Have the confidence to investigate data and to take responsibility for their own learning.
<p>Contributions to the Competencies</p> <p>Critical thinking: Solve statistical and probability problems and relate these to daily life.</p> <p>Communication: Share findings.</p> <p>Co-operation: Work in groups to analyse graphs and statistical information in order to draw conclusions.</p>		

Section 9: Examples B: Three Principles of Planning

Science ALP Level 2, Unit 4: Heat and Light

Principle 1: One learning activity leads to many learning outcomes.



Social Studies ALP Level 1, Unit 4: Employment

Principle 1: One learning activity leads to many learning outcomes.



English ALP Level 2, Unit 12:

Social Events and Politeness

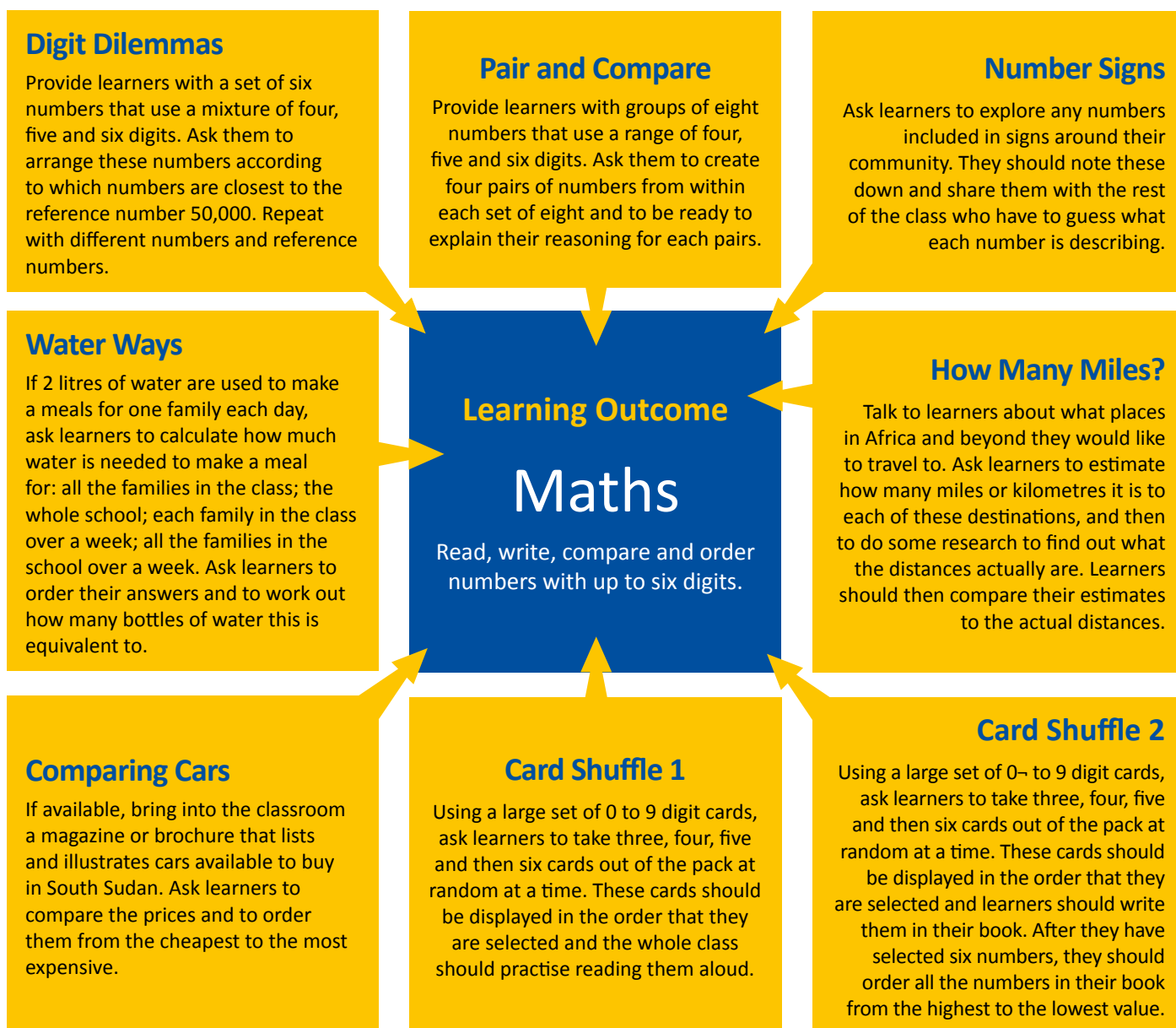
Principle 2: One learning outcome needs more than one learning activity.



Maths ALP Level 3, Unit 1:

Numbers – Operations 1

Principle 2: One learning outcome needs more than one learning activity.



Science ALP Level 3, Unit 6:

Earth and Space

Principle 3: Learning activities are part of a sequence of progressive learning.

To begin...

Learners should consider their prior knowledge about the shape of the earth and the sun, and about the duration and causes of day and night. They should work together to create some questions about the sky, weather and other planets.

In groups, learners should create a sphere to represent planet earth. They should make this using any available materials and then stick on some shapes or make some rough drawings to represent Africa and some other continents. As they are doing this they should talk with each other about the weather where they live and what might create the seasons.

Learners should watch a short video clip, if possible, about the rotation of the earth around the sun and the way that the earth spins on its axis. They should consider the way that the earth is tilted on its axis and how this affects the position of South Sudan in relation to the sun.

FEATURE ACTIVITY

Learners should know about the rotation of the earth around the sun and how the earth's spin on its axis creates seasons. Learners should discuss how the weather changes through the year in South Sudan and how this might be different in places like Spain or another northern hemisphere country. Learners should consider how and why night and day take place and how the duration of day and night might differ in other countries.

Learners should create a living model of the earth and sun using a table or chair as the sun and the model they made earlier to represent the earth. They should move the 'earth' around the 'sun', stopping at every quarter to explain the weather or season at that point, as well as to talk about the length of day and night.

To conclude...

Learners should create a short article suitable for a science magazine for younger learners. The article should describe the rotation of the earth and its impact on the seasons and the length of day and night. Learners should include a short quiz and some diagrams to enhance their descriptions and explanations.

Social Studies ALP Level 4, Unit 4:

Justice and Gender Equity

Principle 3: Learning activities are part of a sequence of progressive learning.

To begin...

Learners should reflect, as a whole class, on their prior learning about the governance of South Sudan. They should create a list that outlines the features of governance in South Sudan and then discuss what they have found out about the differences and similarities to governance in neighbouring countries.

Learners should work in pairs to explain what they think makes a good leader, especially in relation to how decisions are made. They should talk about leaders they know and respect in their community and then create a diagram to illustrate the features of effective leadership.

Learners should combine pairs and share what they have described as being effective features of leadership. They should move on to discuss what how law and order is shaped and maintained in their school community, the wider community and at national level. They should discuss similarities and differences in these places and write a list of which laws they feel are most effective in keeping them safe and well.

FEATURE ACTIVITY

Learners should reflect on the effectiveness of law and order in their own society through an organised debate in their class. This debate should allow them to respectfully share with others their views about the laws that affect their community.

Further reflecting on their debate, learners should explore local challenges by working in small groups to prepare some questions for community leaders or their head teacher. Each question should be written and presented in such a way that it clearly explains the need to ask the question, including some recent examples of challenging situations.

To conclude...

Having completed their questions and put them to their local leaders, learners should then consider solutions to conflict by analysing the answers given by the leaders. Learners should discuss with each other how their community has changed, for example over the last ten years, and suggest plans to cope with these changes. They should share suggestions these with the leaders they interviewed.





1. Head of School

