UNIVERSITEIT STELLENBOSCH UNIVERSITY

APPENDIX A

ANALYSIS OF SURVEY DATA

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A REPORT FOR THE GRADE 3 IMPROVEMENT PROJECT OF THE UNIVERSITY OF STELLENBOSCH, SUPPORTED BY THE WESTERN CAPE EDUCATION DEPARTMENT AND THE WESTERN CAPE PROVINCIAL TREASURY

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INTRODUCTION

This Appendix presents quantitative and qualitative data from the empirical findings primarily from the visits to the sample of 36 poor performing primary schools in the Western Cape. The aim of this part of the study is to provide an overview of Foundation Phase Numeracy, and Literacy teaching in the Grade 1-3 classrooms. The intention is to try to inform recommendations made towards improving Grade 3 learner Numeracy and Literacy performance in the Western Cape.

The Appendix has been structured in the following way:

Section 1 describes basic classroom equipment and conditions, and the availability of essential stationery. **Section 2** examines the organisation and management of time on task, including homework. **Section 3** presents findings on planning and delivery of the literacy and language and Numeracy curricula. **Section 4** provides data on the extent to which Foundation Phase teachers are placing appropriate reading, writing and Numeracy demands on learners for their grade level. **Section 5** presents findings on the availability and use of textbooks, workbooks and readers in classrooms, and the extent of use of worksheets for teaching and learning. **Section 6** discusses whether Grade 1-3 classroom environments promote a book culture and enrich literacy development through the display of print material. **Section 7** focuses on development of fluency and comprehension in reading instruction and the development of mental arithmetic skills and memorization of tables in Numeracy instruction. **Section 8** examines the extent to which the Foundation Phase teachers maximise individual learners' participation in reading, writing and Numeracy activities in class, and help them to develop the capacity to work independently. **Section 9** presents findings on teachers' formal evaluation of individual learner's learning. **Section 10** presents empirical findings on the language/s of teaching and learning (LoLT), the use of bilingual teaching approaches evident in classroom, and the teaching of First Additional Language (FAL) in the Foundation Phase. **Section 11** provides information on Foundation Phase teachers' qualifications and training. **Section 12** presents qualitative data the in-service support and training that fieldworkers and teachers said that they felt was still needed by Foundation Phase teachers and Foundation Phase Heads of Departments.

DATA COLLECTION ACTIVITIES

During the five day school visit fieldworkers completed the following **activities**:

1. Observation of one Grade 1, 2 and 3 classes (one each day) .
2. Reviewing each of the observed teachers' classroom documents, and learners' workbooks.
3. Conducting an interview with each of the teachers whose classes had been observed.
4. Administering an oral learner multiplication task to a sample of Grade 3 learners.
5. Visiting and reviewing the school library, if there was one.
6. Administering a school principal questionnaire

Classroom visits took place between 20 April 2010 and 26 May 2010.

DATA COLLECTION INSTRUMENTS

Data collection instruments included the following **classroom level** protocols for Grades 1-3:

- classroom observation schedule;
- classroom document review instrument;
- teacher interview schedule; and
- learner multiplication task.

School level instruments included a

- principal questionnaire; and
- school library review instrument.

DATA COLLECTION PROCESSES

Day 1 (Monday)

On the first day fieldworkers identified the Grade 1, 2 and 3 classes that they would observe and organised all research activities to ensure that all data collection activities would be covered before the end of the week. Their first priority was organising the classroom observations so that they could be conducted on Day 2, 3 and 4. The second priority was making arrangements and timeslots for the various other activities such as determining a suitable time to carry out the classroom document reviews and to conduct teacher interviews with each of the Grade 1-3 teacher after each classroom observation. On Day 1, fieldworkers also tried to spend some time (at least half an hour) observing each of the grade teachers classes so that teachers and learners became acclimatized to their presence in the classroom and ensure that teachers were aware of the classroom documents they required. Teachers and principal were asked to sign the consent forms. Fieldworkers showed them their signed confidentiality agreement form.

Days 2-4

On Day 2, 3 and 4 fieldworkers conducted **observations of Grade 1, 2 and 3 classrooms**. This necessitated getting into the classrooms from the start of the school day each day so that they observed one class for a full school day.

As it was only possible to finalise and complete most of the classroom observation schedule until after the observation has been completed, fieldworkers made extensive narrative notes of the observation during the classroom observation trying to track time in a separate column. They used these notes to complete the observation schedule which they handed in with their notes for each observation attached to each completed schedule. The schedule covered the following dimension: School and observation details; classroom conditions; time on task and pacing; homework; discipline; teaching style; teacher-learner relations and interactions; learner-learner relations and interactions; vocabulary development and the language of learning and teaching; textbook, apparatus and other material resources; reading and writing development; numeracy development; tasks and cognitive demand; assessment and feedback; library use.

For the **classroom document review** fieldworkers examined the following classroom documents from each teacher whose lessons were observed:

- the work schedules for Home Language (L1), Numeracy and First Additional Language (only if the language of learning and teaching (LoLT) at the school was an African language) for 2010. These sometimes took the form of a series of lesson plans for the term or year.
- Records of learner assessment and progress records in 2010 for each class for Home Language (L1), Numeracy and First Additional Language (only if the LoLT at the school is an African language)
- Learner attendance registers for each class.
- A random sample of three learner workbooks/exercise books/work files for Home Language, Numeracy and First Additional Language for all classes including classes where English/Afrikaans is the LoLT (i.e. all the books/files that reflect learners' written work. For example, for Home Language, this included any separate classwork or homework books; creative writing; handwriting books; phonics books; spelling books; and language writing books.

As far as was possible, the **teacher interviews** were conducted after each teacher had been observed, ideally on the same day as the observation and in ways that did not disrupt classes.

The oral learner multiplication task was completed for each Grade 3 class observed. For this 5-10 minute task fieldworkers randomly selected five learners from each grade class observed. The task was carried out in a location where there was minimal distraction and at a time when there would be minimal disruption to teaching and learning. Teachers were not present when the exercise was carried out. Essentially each child was asked two questions which learners answered orally. **.** The first question **was** easier and designed to put learners at ease, the second question was more challenging. Learners were asked to try to do the maths in their heads without writing or counting on their fingers. Fieldworkers tried to make them feel comfortable and at ease before they asked the questions orally, but other learners in each group were instructed not to call out answers or help each other.

Day 5 (Friday)

The last day of each school visit was used to conduct the one-on-one interview with the school principal. Day 5 was also used to 'mopping' up any missing data and to ensure that fieldworkers had completed all of the necessary data collection instruments.

Number of data collection instruments used as data sources for this report

Table 1: provides the number of data collection instruments completed during the visits to the sample of 36 poor performing primary schools.

TABLE 1: DATA COLLECTING INSTRUMENTS

No. of poor performing schools	36
No. of classroom observations	106
No. of teacher interviews	102
No. of classroom document reviews	105

Table 2 provides the number of instruments completed per grade at the 36 schools.

TABLE 2: INSTRUMENT, BY GRADE

	Grade 1	Grade 2	Grade 3
No. of classroom observations	36	34	36
No. of teacher interviews	35	33	34

Data from the **classroom observations** and the **teacher interviews** indicated that one of the Grade 2 teachers observed was not the usual class teacher but a substitute as the class teacher was attending a workshop. One of the Grade 3 teachers was not the usual teacher. According to this teacher, the usual teacher had asked the teacher to take the class for the day of the observation.

Data analysis

In terms of more quantitative data arising from classroom observations, teacher interviews and the classroom document and library reviews, frequencies were calculated directly. In terms of more open responses, parts of responses in the instruments were keyed in verbatim from the data collection instruments. The information was then categorised through expert judgment, and where useful, the data was coded and analysed mostly by means of frequency distributions. The relatively small size of the study and the nature of the study meant that the use content analysis software packages such as ATLAS TI or NUDIST was not a practical option.

Most of the data and analysis that follows relates to the poor performing school. Where information relates to all the schools in the sample, and not just poor performing schools, this is indicated in the text.

1. AVAILABILITY OF BASIC CLASSROOM EQUIPMENT AND CONDITIONS, AND AVAILABILITY OF WRITING IMPLEMENTS AND MATERIAL

In order to achieve optimal levels of learner participation in Foundation Phases classes, certain basic equipment and writing implements and material should be available. Section 1 presents data on the availability of desks, chalkboards etc., and other essential classroom material.

1.1 Basic equipment for Foundation Phase classrooms

Information from the Western Cape **classroom observations** on basic classroom equipment in Foundation Phase classrooms showed that

- there was adequate seating and desk space for all learners to write comfortably in all 106 classrooms observed with the exception of three classes. Desk space and seating was inadequate in the Grade 1, 2 and 3 classes in only **one** school.
- all the classrooms observed had usable chalkboards or similar.
- all learners in all the classrooms observations were able to see the teacher or chalkboard when the teacher provided front of class teaching or demonstrations (in one case data on this were not recorded).
- a reading mat, carpet (or similar e.g. cushions for story time or 'matwork') was evident in 81 (76%) of the 106 observations.

Table 3 shows frequencies for each grade as to whether or not a reading mat/carpet was or was available.

TABLE 3: AVAILABILITY OF READING MAT/CARPET, BY GRADE

	Grade 1		Grade 2		Grade 3	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	27	75%	27	79%	27	75%
No	7	19%	7	21%	8	22%
Not completed	2	6%		0%	1	3%
Total	36		34		36	3%

Three quarters of the Grade 1, 2 and 3 classes had mats or carpets for front of class reading or 'matwork'.

Summary statement: **Section 1.1 –Basic classroom equipment and conditions.** Almost all of the classrooms appeared to have the necessary desks and chairs. The provisions of carpets or mats in Foundation Phase in all classrooms, particularly at the Grade 1 and 2 levels, would make 'story time' or similar shared reading experiences as well as one-on-one interaction with the teacher more feasible.

1.2 Availability of essential writing material

The **classroom observation** schedule also required fieldworkers to indicate the proportion of learners in each class who had the requisite writing equipment (pens, pencils, etc.). Table 4 shows the proportion of learners in the 106 classes who had necessary writing implements.

TABLE 4: PROPORTION OF THE CLASS WITH NECESSARY WRITING EQUIPMENT

	Frequency	Percent
None		0%
Few (less than half of the class)	3	3%
Some (at least half of the class)	4	4%
Most (at least three quarters of the class	45	42%
All	53	50%
Responses unclear	1	1%
	106	

This data indicate that in 92% of the classroom observations all or most learners had required writing implements.

FOR THE **CLASSROOM DOCUMENT REVIEW**, FIELDWORKERS RECORDED WHETHER OR NOT TEACHERS WERE ABLE TO SHOW THEM THE DIFFERENT TYPES OF EXERCISE BOOKS USED FOR LEARNERS FOR **HOME LANGUAGE**. ACCORDING TO FOUNDATION FOR LEARNING (GOVERNMENT GAZETTE 14TH MARCH, 2008 PAGE 12) EACH LEARNER SHOULD HAVE A LINED LANGUAGE BOOK; A HANDWRITING BOOK; A PHONICS BOOK; AND A SPELLING BOOK.

Table 55 shows frequencies for whether or not learners had language writing books.

TABLE 5: LEARNERS WITH THEIR OWN LANGUAGE WRITING BOOKS

Q12.4	Frequency	Percent
Yes	78	74%
No	26	25%
Not completed	1	1%
Total	105	

74% of the classes evidently had their own language exercise books. Frequencies for each grade indicate that 60% of Grade 1 classes, 82% of Grade 2 classes, and 85% of Grade 3 classes had language writing books.

The next table show frequencies from **classroom document review** data on whether or not learners in each class had their own phonics books, spelling books, creative/story writing books, and handwriting books.

TABLE 5: LEARNERS WITH THEIR OWN PHONICS BOOKS, SPELLING BOOKS, CREATIVE/STORY WRITING BOOKS AND HANDWRITING BOOKS

	Phonic books		Spelling books		Creative writing books		Handwriting books	
Q12.2	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	47	45%	45	43%	41	39%	51	49%
No	57	54%	58	55%	60	57%	53	51%
Don't know	1	1%	1	1%	1	1%		
Response unclear							1	1%
Not completed			1	1%	3	3%		
Total	105		105		105		105	

Table 5 shows that

- About half of the Foundation Phase classes had handwriting books. Frequencies for each grade indicate that 47% of Grade 1, 55% of Grade 2, and 57% of Grade 3 classes, had handwriting books. More than half of the Grade 1 classes did not have handwriting books.
- 45% of the Foundation Phase classes apparently had phonics books. Frequencies for each grade indicate that 47% of Grade 1, 48% of Grade 2, and 52% of Grade 3 classes had handwriting books. More than half of the Grade 1 classes did not have separate phonics books.
- 43% of the FP classes evidently had spelling books. Frequencies for each grade indicate that only 27% of Grade 1 classes had spelling books, but 55% of Grade 2, and 59% of Grade 3 classes had spelling books.
- Only 39% of the FP classes had creative/story writing books. Frequencies for each grade indicate that only 36% of Grade 1, 43% of Grade 2, and 48% of Grade 3 classes had creative/story writing books. Half of the Grade 3 classes did not have creative writing books.

Summary statement: **Section 1.2 –Availability of essential writing material.** It seems that most Foundation Phase classes have necessary writing implements. However, about half the classes seem to have one language exercise book rather than separate books for different aspects as recommended in *Foundation for Learning*.

1.3 Class size

Although research evidence of correlations between learner performance and class size is limited, class size can affect the quality of the classroom environment and very large classes clearly pose particular challenges for teachers, especially in classes with children with learning difficulties. Class sizes of 40 or more in the Foundation Phase certainly place constraints on the amount of time that teachers can devote to individual learners.

In the **classroom observations**, fieldworkers collected data from the class teachers on the official class size. Table 6 shows average class size per grade and the minimum and maximum class size per grade.

TABLE 6: CLASS SIZE BY GRADE

Grades	Minimum	Maximum	Mean
1	28	49	39
2	25	59	38
3	26	55	38

- The average class size in the Foundation Phase (across Grade 1-3) was 38 with a minimum of 25 and a maximum of 59.
- Grade level data shows maximum class sizes of more than 50 in Grade 2 and 3.
- The official class size was forty or more in 46 of the 106 classrooms
- Seventeen of the 36 Grade 1 classes reportedly had forty or more learners in the class. In twelve of the 34 Grade 2 and seventeen of the 36 Grade 3 classes the class size was forty or more.

In the **classroom observations**, fieldworkers were required to count the number of learners who were actually present in the class on the day of the observation. This data show that the number of children present never exceeded the official class size provided by the teachers. Table 7 shows the minimum and maximum and average number of learners *present* in each of the grades when they were observed.

TABLE 7: NUMBERS OF LEARNERS PRESENT WHEN OBSERVED, BY GRADE

Grades	Minimum	Maximum	Mean
1	27	46	37
2	25	57	37
3	22	54	36

The classroom observation data seems to confirm data on class size collected from the teachers.

A teacher aide (for example, to help teachers cope with class size and under-prepared learners**)** was available to assist the teacher in eleven of 106 **classroom observations.** In six of the classroom observations, more than one teacher assistant was present. However, in the majority (88/83%) of classroom observations there was no teacher assistant. Table 8 shows a count of observations in each grade where none, one, and more than one teacher aide was present.

TABLE 8: PRESENCE OF TEACHER AIDES

	Grade 1		Grade 2		Grade 3	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
None	26	72%	31	91%	31	86%
1 teacher aide	9	25%		0%	2	6%
More than 1 aide	1	3%	3	9%	2	6%
Not completed		0%		0%	1	3%
Total	36		34		36	

Teacher aides are most frequently found in Grade 1 classrooms, but most of the Foundation Phase classrooms do not have teacher aides.

Summary statement: **Section 1.3 –Class size.** Class sizes of over 45 in the Foundation Phase suggest that in a few schools, management may be allocating available teaching staff inefficiently. In some cases there may be a shortage of classrooms. The reason for this oversubscription needs to be established and dealt with as such large classes are making it difficult and demanding for Foundation Phase teachers to involve the whole class. The allocation of properly trained teacher aides, where they are not already available, especially in classes with more than 40 learners, would to some extent help teachers cope.

2. TIME USE AND TIME ON TASK

The term 'time on task' generally refers to the time learners spend in the classroom.

2.1 Learner absenteeism and monitoring of learner attendance

Learner attendance at school impacts on time on task in class. Learners who are frequently absent or arrive late at school or after break have less time on task and exposure to teaching than their peers.

In the **classroom observations**, fieldworkers were required to record the number of learners who were actually present in each class. Available data indicate that learner absenteeism is generally low in most classes. However, there were three classes where absenteeism seemed particularly high with 18, 12 and 11 children reportedly absent.

In the **document review,** fieldworkers examined the **attendance registers** of 105 of the classes that were observed.

Table 9 shows frequencies for the number of learners in each class that are usually absent per day.

TABLE 9: NUMBER OF LEARNERS USUALLY ABSENT EACH DAY

Q28	Frequency	Percent
0	10	10%
1	24	23%
2	38	36%
3	15	14%
4	8	8%
6	1	1%
10	2	2%
Not completed	7	7%
Total	105	

90% of the registers showed that fewer than 5 children are usually absent per day.

However, Table 10 shows data on whether or not, according to the register, more learners were usually absent on a Friday or a Monday.

TABLE 10: MORE LEARNERS USUALLY ABSENT ON A FRIDAY OR A MONDAY

Q29	Frequency	Percent
Yes	32	30%
No	67	64%
Don't know	1	1%
Not completed	5	5%
Total	105	

30% of the school registers reportedly showed evidence of higher rates of learner absenteeism on Mondays or Fridays.

Fieldworkers reported seeing teachers take a daily register and marking which learners were absent at the start of the day in just 29 (27%) of the **classroom observations**. In 34 (32%) classes, the register was taken later on during the school day. In just over a third (37/35%) of the observations there appeared to be no evidence in class of the teacher marking who was absent during the day (6 responses were not completed). In the **classroom document review,** fieldworkers examined learner attendance registers for each class to see the extent to which they were properly maintained and up-to-data. Table 11 shows frequencies for this data.

TABLE 11: ATTENDANCE REGISTERS UP-T0-DATE

Q27	Frequency	Percent
Completed to end of previous week	17	16%
Completed to yesterday	42	40%
Completed to today	43	41%
Not completed	3	3%
Total	105	

81% of the registers appeared to be up-to-date either to the previous day or the current day.

Summary statement: **Section 2.1 –Learner absenteeism and monitoring of learner attendance.** Learner absenteeism did not appear to be a major factor limiting learning time in the majority of the Foundation Phase classrooms. Absenteeism appears to be a problem at specific schools. Certainly, the issue of higher learner absenteeism on Fridays or Mondays needs to be investigated and dealt with. In general, Foundation Phase attendance registers at schools seem to be kept up-to-date, but learners in about a third of the classes need to be made more aware in class that their attendance is being monitored.

2.2 Learner latecoming and teachers' monitoring of latecoming

During the classroom observation, fieldworkers observed the extent to which learners arrived late for school and returned promptly to class after break.

Table 12 provides information from the **classroom observations** on the extent to which the teacher responded and reacted when learners were late for class.

TABLE 12: TEACHERS REACTED TO LEARNERS TARDINESS

	Frequency	Percent
Not applicable - learners are never late	35	33%
Always	27	25%
Mostly	16	15%
Sometimes	8	8%
Hardly ever	8	8%
Never	12	11%
Total	106	

According to fieldworkers' reports there was no evidence of any learners arriving late for class (either at the start of the day or after breaks) in just over a third of the **classroom observations**. Fieldworkers reported that one or more learners arrived late, either at the start of the day or later after breaks, in 71 of the 106 observations. In 43 of the 71 observations where latecoming was reported, teachers always or mostly responded and reacted to their lack of punctuality. In 28 of the observations teachers only sometimes, hardly ever or never reacted or commented.

Summary statement: Section 2.2 – Learner latecoming and teacher monitoring of latecoming. As far as latecoming is concerned, children arriving more than 5 minutes late for the start of the first teaching session on the day of the classroom observation seems to be more of an issue in the Foundation Phase than children returning late to class after first or second break. The level of latecoming after breaks appears to be low overall. Data indicate that there were 13 (out of 36 schools) where one or more children arrived more that 5 minutes late for the start of the teaching day on all three days of the classroom observations (i.e. in each of the Grade 1-3 classroom observed). Teachers and schools in about a third of the classes needed to make their Grade 1-3 learners more aware that their latecoming is being monitored and to deal more effectively with the issue.

2.3 Use and management of allocated time for Numeracy and Language and Literacy teaching, and erosion of allocated teaching time

Foundations for Learning (page 8) states that the minimum contact time for Grade 1 and 2 learners is 22 and a half hours of schooling per week. In Grade 3 the minimum contact time is 25 hours of schooling per week. During the **classroom observations**, fieldworkers made extensive narrative notes of the observation trying to track time use in a separate column. From the available narrative notes, we were able to calculate estimates of the time spent in each class on Home Language, Language in general (i.e. First Additional Language and Home Language combined)' and Numeracy, as well as teaching and learning time that was not used for teaching and learning, in other words, non-teaching episodes during the observation. This time data was constructed for 72 of the Foundation Phase classes, that is:

- 26 of the Grade 1 classes;
- 23 of the Grade 2 classes; and
- 23 of the Grade 3 classes.

2.3.1 Time spent on Language and Literacy

Table 13 shows descriptive statistics for the number of minutes spent on **Home Language** in the 72 **Grade 1, Grade 2 and Grade 3 classroom observations** where the amount of time spent on the various Learning Programmes and non–teaching episodes was recorded.

TABLE 13: MINUTES SPEND ON HOME LANGUAGE BY GRADE

	Grade 1	Grade 2	Grade 3
Mean	115	132	142
Standard Deviation	40.26	38.42	44.23
Minimum	45	56	69
Maximum	245	205	225

According to *Foundation for Learning* (page 8), **Grade 1 and 2** learners are supposed spend a minimum 9 hours and ten minutes on **Literacy** per week. This translates into **110 minutes** per day. Descriptive statistics show that

- on average the 26 **Grade 1** classes spent 115 minutes on Home Language. The minimum time spent on Home Language in Grade 1 observations was 45 minutes and the maximum was 245 minutes.
- on average the 23 **Grade 2** classes spent 132 minutes on Home Language. The minimum time spent on Home Language in Grade 2 observations was 56 minutes and the maximum was 205 minutes.

Table 14 shows descriptive statistics for the number of minutes spent on **Literacy** (combined time spent on **Home Language and First Additional Language**) according to available data from the **Grade 3 classroom observations**. Six of the 23 Grade 3 classes had FAL lessons. (Hardly any of the Grade 1 and 2 classes had First Additional Language lessons).

TABLE 14: MINUTES SPENT ON LANGUAGE IN GRADE 3 (HOME LANGUAGE AND FIRST ADDITIONAL LANGUAGE COMBINED)

	Grade 3
Mean	149
Standard Deviation	45.98
Minimum	69
Maximum	245

According to *Foundation for Learning* (page 8) **Grade 3** learners are expected to spend 10 hours per week on **Literacy** (**Home Language and First Additional Language** combined). The minimum time allocation per day for Literacy is **120 minutes.**

On average the 23 **Grade 3** classes spent a total of 149 minutes on **Literacy**. The minimum time spent on Literacy in Grade 3 observations was 69 minutes and the maximum was 245 minutes. The table provides a summary of data on differences in the amount of minutes spent on **Literacy** in **each grade**

TABLE 15: MINUTES SPENT ON LITERACY, BY GRADE

	Grade 1		Grade 2		Grade 3	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Less than 110 minutes	13	50%	5	22%	5	22%
110 – 119 minutes	3	12%	2	9%	1	4%
120-130 minutes	3	12%	4	17%	2	9%
131-170 minutes	6	23%	8	35%	7	30%
171-200 minutes		0%	3	13%	5	22%
More than 200 minutes	1	4%	1	4%	3	13%
	26		23		23	

Table 15 shows that

- 50% of the 26 **Grade 1** classes spent less than 110 minutes on the **Language** Learning Programme on the day of the observation.
- 22% of the **Grade 2** classes spent less than 110 minutes on the **Language** Learning Programme on the day of the observation.
- 26% of the **Grade 3** classes spent less than 120 minutes on the **Language** Learning Programme on the day of the observation.

2.3.2 Time spent on Numeracy

According to *Foundation for Learning* (page 8) **Grade 1 and 2** learners are supposed to spend a minimum of 7.hours and ten minutes on **Numeracy** per week. This translates into **90 minutes** per day. In **Grade 3** the minimum time allocation for Numeracy per week is 8 hours 45 minutes. Grade 3 learners are supposed to spend at least **105 minutes** on Numeracy per day.

Table 16 shows statistics for time spent on **Numeracy** in the **Grade 1, Grade 2 and Grade 3 classroom observations** where this data were recorded.

TABLE 16: MINUTES SPENT ON NUMERACY, BY GRADE

	Grade 1	Grade 2	Grade 3
Mean	83	92	97
Standard Deviation	28.60	26.58	35.04
Minimum	24	38	40
Maximum	143	140	173

On average **Grade 1** classes spent 83 minutes on Numeracy, ranging from 24 to 143 minutes; **Grade 2** classes 92 minutes, ranging from 38 to 140 minutes; and **Grade 3** classes 97 minutes, ranging from 40 to 173 minutes.

Table 17 provides a summary of the differences in the amount of time reportedly spent on **Numeracy** in **each grade.**

TABLE 17: MINUTES SPENT ON NUMERACY, BY GRADE

	Grade 1		Grade 2		Grade 3	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Less than 60 minutes	5	19%	3	13%	4	17%
60 – 89 minutes	11	42%	8	35%	4	17%
90 – 104 minutes	4	15%	6	26%	7	30%
105 – 125 minutes	5	19%	3	13%	5	22%
More 125 than minutes	1	4%	3	13%	3	13%
	26		23		23	

The table shows that, according to available data, 61% of the **Grade 1** classes, 48% of the **Grade 2** classes and 64% of the **Grade 3** classes spent less than 90 minutes on the **Numeracy** Learning Programme on the day of the observation.

Summary statement: Section 2.3.1 &.2 – Use and management of allocated time for teaching. Data suggest that, in about half of 72 of the Foundation Phase classes observed, the time actually spent on Numeracy on the day did not 'match' the time that is supposed be allocated to this Learning Programme per day according to *Foundations for Learning* requirements. The time spent on Language and Literacy in about half of the Grade 1 observations, and about one quarter of the Grade 2 and 3 observations (where time scheduling information was properly recorded), did not 'match' the time that should be allocated to this Learning Programme per day according to *Foundations for Learning* requirements. It is crucial that teachers know exactly how much time should be spent in the classroom each day on the different Learning Programmes. They need to ensure that the time that is actually spent on particular Learning Programmes in class is in line with the time that should be allocated for the grade. The implication is that there needs to be clearer organisation of the teaching day in Foundation Phase timetables with specific times set for each of the Programmes.

2.3.3 Non-teaching episodes in Foundation Phase classrooms

Table 18 shows descriptive statistics for the number of minutes of non teaching episodes in the 72 **Grade 1, Grade 2 and Grade 3 classroom observations** (where specific information on how time was spent was available).

TABLE 18: MINUTES OF NON-TEACHING EPISODES, BY GRADE

	Grade 1	Grade 2	Grade 3
Mean	38	29	30
Standard Deviation	25.79	23.88	22.94
Minimum	0	0	0
Minimum	0	0	0

- On average there were 38 minutes of non-teaching in **Grade 1** classes on the day of the observations. The maximum time lost through non-teaching episodes in Grade 1 observations was 106 minutes.

- On average there were 29 minutes of non-teaching in **Grade 2** classes on the day of the observations. The maximum time lost through non-teaching episodes in Grade 2 observations was 83 minutes.

- On average there were 30 minutes of non-teaching in **Grade 3** classes on the day of the observations. The maximum time lost through non-teaching episodes in Grade 3 observations was 77 minutes.

Table 19 provides a summary of time lost through **non-teaching episodes** in **each grade**

TABLE 19: TIME LOST THROUGH NON-TEACHING EPISODES, BY GRADE

	Grade 1		Grade 2		Grade 3	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
None	3	12%	4	17%	4	17%
Less than 11 minutes	2	8%	2	9%	3	13%
11 - 20 minutes	2	8%	6	26%		0%
21 - 30 minutes	4	15%		0%	6	26%
31 - 40 minutes	3	12%	3	13%	2	9%
41 - 50 minutes	5	19%	5	22%	3	13%
51 - 60 minutes	3	12%	1	4%	3	13%
61 - 70 minutes	2	8%	1	4%		0%
More than 71 minutes	2	8%	1	4%	2	9%
	26		23		23	

The above table indicates that there was a total of more than forty minutes of non-teaching episodes recorded in

- 46% of Grade 1 classes;

- 35% of Grade 2 classes; and

- 35% of Grade 3 classes.

The following are some of the types of **non teaching episodes** or activities that took place inside the classroom during **classrooms observation**s as well as reasons teachers left their classrooms during the day of observations as reported by fieldworkers:

- Learners all going to the toilet/ teacher taking a learner to the toilet

- Learners eating food/getting food from feeding scheme

- Teacher helping to organise feeding scheme

- People selling food in class/ taking orders for food

- Learners having measles inoculation

- Tidying or cleaning of classroom

- Learners sitting and doing nothing

- Distribution of books/other material/stationery in class
- Teacher spending time pasting worksheets into learners' books
- Teacher spending time explaining and repeating classroom rules/disciplining learners
- Teacher repeating instructions for tasks over and over again
- Teacher organising work or preparing books etc. for next lessons
- Teachers going to borrow textbooks/readers/stationery form another classroom
- Teacher checking that library educator had unpacked books for learners to use later
- Teacher attending to classroom/ learner administrative matters (e.g. payment for photos), intercom announcements, teacher taking money/assessment tasks to office, etc.
- Teacher talking to curriculum adviser or NGO representative/ literacy/Numeracy trainer
- Teacher attending to parents who come to the classroom door
- Teacher goes to talk to learners outside of the classroom
- Teacher returning late back to class/delayed after break
- Teacher attending a meeting
- Teacher marking learners' work in class
- Teacher attending to HoD duties
- Teacher attending to ill learner/s/ taking ill learner/s to the office
- Teacher going to fetch a cup of tea;
- Teacher going to do photocopying;
- Teacher going to the toilet
- Teacher going to see why learners in another classroom are making a noise
- Other teacher/s coming to talk to the teacher
- Learners waiting for slower learners to finish
- Learners spending time colouring in pictures

In the **classroom observations**, fieldworkers also noted interruptions and disruptions from inside and outside the classroom. Table 20 shows frequencies for fieldworker reports on the amount of **interruptions** to teaching from **outside the classroom** during the observation period.

TABLE 20: INTERRUPTIONS FROM OUTSIDE THE CLASSROOM

	Frequency	Percent
None	22	21%
Very few	50	47%
Some	26	25%
A great deal	7	7%
Not completed	1	1%
	106	

In 68% of the observations, there were no or very few interruptions from outside. In almost a third (32%) of the observations there were some or a great deal of interruptions.

Table 21 provides information on the amount of noise or **disturbance from outside the classroom** that interfered with teaching and distracted the class during the observations.

TABLE 21: NOISE OR DISTURBANCE FROM OUTSIDE THE CLASSROOM

	Frequency	Percent
None	66	62%
Very little	23	22%
Some	10	9%
A great deal	5	5%
Response unclear	1	1%
Not completed	1	1%
Total	106	

The table indicates that there was no or very little noise or disturbance from outside in 84% of the observations. There was some or a great deal of disturbance from outside in 14% of the observations.

Fieldworkers reported the following types of disturbances from outside the room:

- Other classes making a noise with the teacher present
- Unattended class/es making a noise
- Other classes or learners making a noise in the playground or outside (e.g. for the feeding scheme, playing netball, going to the toilet, etc.)
- Parents coming to the classroom door to ask teachers questions
- Workmen outside the classroom making a noise (e.g. painters)
- Noise of passing traffic or airplanes taking off or landing
- Noise from rain on the classroom's tin roof
- Noise coming from outside because the classroom door was missing

Finally, **in the classroom observations**, fieldworkers identified the following reasons for a lack of logical flow and coherence in the teaching day evident in some classes:

- Problems with time management and pacing
- Lack of progression
- Problems with transition from one Learning Programme or activity to another
- Too much time was spent on non-teaching activities such as the feeding scheme, cleaning the classroom, etc.
- Teachers were unprepared and showed a general lack of planning
- Too many outside interruptions
- A lack of established classroom routines
- Too much or too little time being spent on different Learning Programmes.

Summary statement: Section 2.3.3 –Non teaching episodes in Foundation Phase classrooms. Evidence is that there is a critical need to look at ways of increasing the amount of time Foundation Phase learners are actually engaged in 'doing' Numeracy and Language and Literacy each day through school and classroom management that maximises the time spent on each Learning Programme/subject area. Teachers and schools need to recognize that 'every minute counts', and that non-teaching episodes inside that classroom and outside interruptions to classroom instruction must be minimal.

2.4 ACADEMICALLY ENGAGED TIME AND MICRO PACING

A key interest in the study was the extent to which time was lost to literacy and numeracy development through poor monitoring and pacing of work in class.

2.4.1 Classroom control and learner behaviour

In classroom observations fieldworker observed whether learners were not paying attention or disrupting teaching and how teachers responded to this behaviour.

Table 22 shows data from the **classroom observations** on fieldworkers' overall impressions of discipline in the **classes observed**.

TABLE 22: DISCIPLINE IN CLASSES

	Frequency	Percent
Poor	7	7%
Adequate	30	28%
Good	64	60%
Very good	5	5%
Total	106	

According to fieldworker reports, learners responded quickly to teachers' regulative requests, or appeared to be self-regulated and the teacher seldom had to make regulative requests in 65% of the classes observed. However, in over a third (35%) of the classes observed, teachers' regulative requests were not always obeyed, or learners largely ignored teachers' regulative requests and the teacher was clearly unable to deal with misbehaviour.

In 95 (90%) of the 106 **classroom observations**, fieldworkers reported that teachers were always or mostly able to get learners to pay attention and focus on them when they were talking to, teaching, or instructing the class. In 11 (10%) of the observations, teachers only sometimes or hardly ever managed to achieve this.

Table 23 provides data on fieldworkers' perceptions from the **classroom observations** as to whether or not learners treated teachers with respect.

TABLE 23: RESPECTFUL TREATMENT OF LEARNERS FOR TEACHERS

	Frequency	Percent
Yes	100	94%
No	5	5%
Response unclear	1	1%
Total	106	

Lack of respect for the teacher appeared to be an issue in a small number of classrooms (5/5%).

Summary statement: Section 2.4.1 – Classroom control and learner behaviour. Learner behaviour appeared to be disrupting teaching in about a third of the Foundation Phase classrooms. Fieldworkers indicated that the main causes of misbehaviour in some classes were that some learners were hyper-active and lacked concentration. It seemed that some learners simply did not (or could not) pay attention to the teacher. Some classes overall 'just seemed rowdy'. However, other data, presented later in the report, suggest the problem also seems to be that some teachers are not keeping their classes busy enough, with the result that learners become restless and bored. Boredom is often a consequence of slow pacing and low levels of cognitive demand of tasks, as well as learner under-preparedness.

2.4.2 Pacing within lessons

In classroom observations fieldworkers also observed teachers' pacing of activities and tasks, particularly written work.

Table 24 provides information from the **classroom observations** on the extent to which

a) teachers apparently monitored all learners to ensure that they were doing what they were supposed to be doing; and

b) learners appeared to be on-task when they were given independent written work or other tasks.

TABLE 24: TEACHER MONITORING OF LEARNERS AND LEARNERS WORKING ON PRESCRIBED TASK

	a) Teacher monitor		b) Learners on task	
	Frequency	Percent	Frequency	Percent
Always	45	42%	14	13%
Mostly	36	34%	59	56%
Sometimes	20	19%	28	26%
Hardly ever	4	3%	5	5%
Never	1	1%		
Total	106		106	

Data indicate that 76% of the teachers always/mostly monitored all learners to ensure that they were doing what they were supposed to be doing when they were give work in class. In 69% of the observations learners always/mostly appeared to be on-task when they were given work to do. However, in 31% of the observations learners appeared to be on-task only sometimes or hardly ever.

Table 25 provides data from the **classroom observations** on how many learners appeared to complete tasks/exercises given to them to do in the time allocated.

TABLE 25: NUMBER OF LEARNERS COMPLETING TASKS/EXERCISES IN ALLOCATED TIME

	Frequency	Percent
None	4	4%
Few	7	7%
Some	30	28%
Most	52	49%
All	12	11%
Not completed	1	1%
Total	106	

According to fieldworkers' reports most or all of the learners completed the work given to them in the time allocated in 60% of the observations. However, in 39% of the observations none, few or only some of the learners completed work in the allotted time.

Table 26 shows whether or not teachers used learners' copies of textbooks or pre-printed workbooks as a source or means for giving learners who finished classwork ahead of others, opportunities to do more exercises or work for Numeracy and Home Language in the **classroom observations**.

TABLE 26: TEACHERS' USE OF LEARNERS' TEXTBOOKS/PRE-PRINTED WORKBOOKS TO ACCOMMODATE FASTER LEARNERS

	Home Language		Numeracy	
	Frequency	Percent	Frequency	Percent
Yes	28	26%	26	25%
No	73	69%	76	72%
Don't know	2	2%	2	2%
Not completed	3	3%	2	2%
Total	106		106	

Data in the table indicate that in 69% of the **Home Language** lessons observed and in 72% of the **Numeracy** lessons observed, teachers never made use of textbooks or pre-printed workbooks for this purpose. As we will see later this high figure is largely because learners in most classes did not have their own copies of textbooks or workbooks.

In the classroom observations, fieldworkers noted what learners who finished work ahead of others in class generally did once they had completed their work. The following are the main ways in which fieldworkers said learners spent their time:

- Learners were given additional work/tasks (for example, activity cards or worksheets, or did corrections)
- Learners were told to take or were is given a book from the classroom book collection
- Learners sat and chatted to other learners
- Learners sat idly doing nothing, just waiting
- Learners could choose to do whatever they wanted to do. Some played or chatted and made a noise, or moved around, others read or did other work.

Table 27 provides fieldworkers' information from the **classroom observations** on the extent to which

a) teachers apparently supervised quite closely less capable learners as they worked; and

b) tended to focus too much attention on learners who were struggling and let them slow down the pace for the rest of the class.

TABLE 27: TEACHERS' SUPERVISION OF LESS CAPABLE WORKERS

	Supervise less capable		Give too much attention	
	Frequency	Percent	Frequency	Percent
Always	24	23%	7	7%
Mostly	36	34%	18	17%
Sometimes	30	28%	46	43%
Hardly ever	8	8%	17	16%
Never	4	3%	18	17%
Don't know	3	3%		
Not completed	1	1%		
Total	106		106	

In 57% of the observations, teachers always/mostly appeared to supervise less capable learners as they worked. However, in 24% of the lessons teachers apparently always/mostly gave too much attention to and allowed learners who were struggling to slow down the rest of the class.

Table 28 provides information on the extent to which the following classroom activities slowed down teaching and learning during the **observations**:

Handing out…

a) textbooks to learners;

b) worksheets to learners; or

c) workbooks/ exercise books to learners seemed to slow down teaching and learning during the observations.

d) the distribution of apparatus/equipment to learners

TABLE 28: ACTIVITIES THAT SLOW DOWN TEACHING AND LEARNING

	Handing out…..							
	a) Textbooks		b) Worksheets		c)Work/exercise books		d) Apparatus/equipment	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
To a large extent	1	1%	4	4%	7	7%	4	4%
To some extent	9	8%	22	21%	29	27%	17	16%
Hardly at all	20	19%	31	29%	22	21%	24	23%
Not at all	59	56%	36	34%	44	42%	48	45%
Not applicable	12	11%	11	10%	3	3%	11	10%
Not Completed	5	5%	2	2%	1	1%	2	2%
Total	106		106		106		106	

Table 29 shows data on the extent to which the following activities seemed to slow down teaching and learning during the observations:

a) learners moving around the class borrowing pens, pencils, rulers and other stationery;

b) the teacher writing exercises or problems on the chalkboard;

c) learners having to copy exercises or problems from the board into their notebooks before completing them

TABLE 29: FURTHER ACTIVITIES THAT SLOWED DOWN TEACHING AND LEARNING

	e) Learners borrowing pens etc.		f) Teacher writing on board		g) Learners copying ex. from board	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
To a large extent	3	3%	3	3%	5	5%
To some extent	31	29%	23	22%	30	28%
Hardly at all	31	29%	21	20%	13	12%
Not at all	41	39%	55	52%	50	47%
Not applicable			3	3%	4	4%
Not Completed			1	1%	4	4%
Total	106		106		106	

Data from the above tables suggest that of the above classroom activities, the ones that most frequently slowed down teaching and learning in the Foundation Phase classes were:

- learners copying exercises or problems from the chalkboard (33% of the observations);
- handing exercise books in class (33% of the observations);
- learners moving around borrowing stationery from each other (32% of the observations);
- the teacher writing exercises or tasks on the board (25% of the observations); and
- handing out worksheets to the class (25% of the observations).

Summary statement: Section 2.4.2 –Pacing within lessons: Although the Foundation Phase teachers mostly monitored learners and checked that they were doing what they were supposed to be doing when the class was busy with work, about a quarter of the teachers in the sample tended to pace writing activities and written tasks at the rate of slower or the weakest learners in the class. In about one third of the classes, teachers wrote classroom exercises on the chalkboard for learners to copy into their workbooks. When this practice takes place during lessons, it is time consuming and generally reduces learners' opportunities to engage with extended texts and written instructions as teachers find it too laborious to write out task instructions and extended text. The practice of writing work on the board also makes it difficult for teachers to give learners who complete work ahead of others in class, additional work. As will be shown later, the lack of individual textbooks and workbooks for learners plays a role in slow pacing as learners cannot easily continue with the next set of exercises without books. As far as learners moving around borrowing stationery from each other is concerned, of interest is that the data on the availability of writing equipment suggest that the problem may be caused by small groups of learners in classes who are not bringing the correct stationery with them when they come to school.

2.4.3 The amount of written work learners are expected to do each day in class

Language and Lifeskills

Table 30 provides an indication of the number of tasks involving writing that were given to learners to do during the course of the one day **observation** for **Language** and **Lifeskills.** (The criterion for 'writing tasks' was they involved writing letters, individual words, sentences, paragraphs but **not** drawing).

TABLE 30: TASKS INVOLVING WRITING

Q86	Frequency	Percent
None	17	16%
1	31	29%
2	25	24%
3	15	14%
4	12	11%
5	3	3%
Don't know	1	1%
Not completed	2	2%
Total	106	

Table 30 indicates that learners in most Foundation Phase observations were given few written/writing tasks to complete in **Language** and **Lifeskills**. In 16% of the observations, learners were given no writing/written tasks for these two Learning Programmes, and in 53% of the observations, learners were given only one or two written tasks in total for both Learning Programmes. Table 31 shows frequencies for number of tasks given in each grade.

TABLE 31: TASKS INVOLVING WRITING, BY GRADE

	Grade 1		Grade 2		Grade 3	
Number of tasks	Frequency	Percent	Frequency	Percent	Frequency	Percent
None	6	16%	5	15%	6	16%
1	13	36%	11	32%	7	19%
2	12	33%	4	12%	9	25%
3	2	6%	6	18%	7	19%
4	2	6%	6	18%	4	11%
5		0%	1	3%	2	6%
Don't know		0%		0%	1	3%
Not completed	1	3%	1	3%		0%
Total	36		34		36	

In Grade 1, 12% of the classes observed were given three or more tasks. In Grade 2, 39% of the classes observed were given three or more writing/written tasks. However, in Grade 3, 16% of the classes were given no writing tasks at all, and only 17% of the Grade 3 classes were given four or more writing/written tasks.

Numeracy

Table 32 provides information on the number of written computation tasks teachers gave **all** learners to do in **Numeracy** lessons on the day of the **observation**.

TABLE 32: WRITTEN COMPUTATION TASKS PRESCRIBED FOR ALL LEARNERS IN NUMERACY LESSONS

Q98	Frequency	Percent
None	10	9%
Fewer than 5	36	34%
5 to 10	31	29%
11-20	12	11%
More than 20	11	10%
Data unclear	2	2%
Not completed	4	4%
Total	106	

Data indicate that 9% of the Foundation Phase classes were given no written computation tasks and 34% of the classes were given fewer than 5 written computation tasks. Only 21% of the classes were given more than 10 written computation tasks. Table 33 provides grade-level comparisons from the **classroom observation**s of the number of written computation tasks given to learners.

TABLE 33: WRITTEN COMPUTATION TASKS, BY GRADE

	Grade 1		Grade 2		Grade 3	
Q98	Frequency	Percent	Frequency	Percent	Frequency	Percent
None	5	14%	2	6%	3	8%
Fewer than 5	15	42%	10	29%	12	34%
5 to 10	11	31%	11	32%	9	25%
11-20	1	3%	4	12%	7	19%
More than 20	3	8%	5	15%	3	8%
Not applicable as numeracy was not covered		0%	1	3%		0%
Not completed	1	3%	1	3%	2	6%
Total	36		34		36	

Data show that 11 % of the Grade 1 classes were given more than 10 written calculation tasks, and that 27 % of the Grade 2 classes were given more than 10 written calculation tasks. However, 31% of the Grade 3 classes were expected to complete fewer than five computations, and only 27% of the Grade 3 classes were given more than 10 written calculation tasks.

In the **classroom observations** fieldworkers were asked to estimate how many of the written **Numeracy** tasks/problems most learners in the class actually completed. Table 34 shows frequencies for the available options for this question.

TABLE 34: WRITTEN NUMERACY TASKS/PROBLEMS COMPLETED BY LEARNERS

Q101	Frequency	Percent
None	5	5%
1 or 2	10	9%
Less than half	7	7%
Most	60	57%
All	22	21%
Don't know	1	1%
Not completed	1	1%
Total	106	

According to the estimates most or all learners completed the written Numeracy tasks given in class in 76% of the observations.

When fieldworkers examined learners' **Numeracy** workbooks for the **classroom document review**, they estimated the number of **written computations** learners seemed to do on average per day. Table 35 shows frequencies for estimations for Foundation Phase books examined.

TABLE 35: AVERAGE NUMBER OF WRITTEN COMPUTATIONS IN NUMERACY PER DAY, BY GRADE

Q21	Frequency	Percent
1 to 4	30	29%
5 to 9	46	44%
10 to 15	15	14%
More than 15	13	12%
Data unclear	1	1%
Total	105	

Data in Table 36 indicate that, according to information in workbooks, just over one quarter (26%) of the Foundation Phase classes did ten or more computation problems on average per day. 73% of the classes did fewer than 10 computation problems or exercises on average per day.

Table 36 provides frequencies for **Grade 3** classes.

TABLE 36: AVERAGE NUMBER OF WRITTEN COMPUTATIONS IN NUMERACY PER DAY FOR GRADE 3

Q21	Frequency	Percent
1 to 4	8	22%
5 to 9	13	36%
10 to 15	10	28%
More than 15	4	11%
Data unclear	1	3%
Total	36	

Data in Table 36 indicate that 39% of the **Grade 3** classes did ten or more computation problems on average per day. More than half (58%) of the classes did fewer than 10 computation problems or

exercises on average per day. 22% of the Grade 3 classes only did 1 to 4 mathematical computations per day.

Summary statement: Section 2.4.3 – The amount of written work learners are expected to do each day in class. In about one third of classrooms teachers' seeming inability to maintain a consistent instructional focus meant that the teacher and learners were off-task. Fieldworkers reported that, in some classes, teachers and learners seem to have 'mastered the art' of procrastination. Learners in these classes spent too much time copying out exercises or writing the date, etc. and took a long time to begin work. In general, teachers did not urge learner enough to 'pick up the pace' and learners were allowed to work at a fairly slow pace on written tasks. However, it seems that in about half of the Foundation Phase classrooms the pace at which learners are required to work is also loosely regulated by teachers in terms of the number of written tasks learners are expected to do. In the interviews, Foundation Phase teachers complained that they are faced with the challenge of covering the grade level work whilst also trying to 'close the gap' for learners who are under-prepared for the grade, or who have not benefited from Grade R, and do not have pre-literacy skills. Whilst teachers may need to spend time in the classroom compensating for such gaps in knowledge and giving support to learners who need extra help, they still need to ensure that they cover the curriculum, and that all learners complete enough writing and computation tasks each day. Essentially, the pace of written work in class needs to be tied much more closely to specific curriculum requirements. Learners who demonstrate ability need to be given opportunities to engage with more challenging work and be given additional or new tasks to complete. Evidence is that teachers and learners are not using available time in class as productively as they could be, and that much more effective use could be made of time *in class*.

2.5 TIME SPENT ON TASK AT HOME AND THE PRODUCTIVE USE OF HOMEWORK

Section 2.5 provides findings on Foundation Phase teachers' regular use of homework to increase time on task and learners' opportunities to practice, and regular checking or marking of homework.

2.5.1 Home Language homework

Table 37 shows frequencies for whether or not there was any evidence at all of learners being given any reading, writing, spelling or Numeracy homework during each of the Foundation Phase **classroom observations**.

TABLE 37: EVIDENCE OF READING, WRITING, SPELLING OR NUMERACY HOMEWORK

	Reading homework	Writing homework	Spelling homework
Yes	45%	53%	48%
No	53%	46%	51%
Not completed	2%	1%	1%

Evidence of learners getting **Home Language writing** homework was recorded in just over half of all the Foundation Phase observations. There appeared to be less evidence of **reading** and **spelling** homework being given on the day.

Table 38 shows data on whether or not **reading, writing, or spelling** homework was given to during **Grade 3 classroom observations**.

TABLE 38: READING, WRITING OR SPELLING HOMEWORK GIVEN FOR GRADE 3

Grade 3	Reading		Writing/written		Spelling	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	17	47%	21	58%	18	50%
No	19	53%	15	42%	18	50%
Total	36		36		36	

In the **classroom document review**, fieldworkers examined a sample of learners' **Home Language** work/exercise books to look for evidence of how often learners do homework. Table 39 provides frequencies for **Home Language**

TABLE 39: REGULARITY WITH WHICH HOME LANGUAGE HOMEWORK IS DONE

Q17.1	Frequency	Percent
Daily	22	21%
Four times a week	3	3%
Three times a week	12	11%
Twice a week	8	8%
Once a week	6	6%
At least once every two weeks	4	4%
At least once a month	5	5%
Hardly ever/never	26	25%
Unable to assess this	14	13%
Not applicable	3	3%
Not completed	2	2%
Total	105	

Data indicate that the workbooks of only 35% of the sample of Grade 1-3 classes showed evidence of **Home Language** homework being done three or more times a week. Table 40 shows percentages for **each grade**.

TABLE 40: EVIDENCE OF HOME LANGUAGE HOMEWORK IN WORKBOOKS, BY GRADE

	Grade 1	Grade 2	Grade 3
Q17.1	Percent	Percent	Percent
Daily	27%	27%	24%
Four times a week	9%	0%	2%
Three times a week	4%	11%	15%
Twice a week	4%	7%	15%
Once a week	4%	7%	4%
At least once every two weeks	0%	7%	2%
At least once a month	4%	7%	2%
Hardly ever/never	27%	18%	20%
Unable to assess this	11%	11%	15%
Not applicable	7%	2%	0%
Not completed	2%	2%	0%

There does not appear to be much difference in the frequency of **Home Language** homework being given across the Grades 1, 2 and 3 classes per week. However, a slightly higher percentage of Grade 1 classes than Grade 2 and 3 classes appear to never or hardly even have written homework in their books.

2.5.2 Numeracy homework

Table 41 shows frequencies for whether or not there was any evidence at all of learners being given any **Numeracy** homework during the **classroom observations across Grades 1-3**.

TABLE 41: EVIDENCE OF NUMERACY HOMEWORK GIVEN, BY GRADE

	Numeracy homework
Yes	53%
No	46%
Not completed	1%
Total	100%

Evidence of Foundation Phase learners getting **Numeracy** homework was recorded in just over half of the 106 observations. In 46% of the observations there appeared to be no evidence of any Numeracy homework being given on the day.

Table 42 shows **classroom observation** data on whether or not **Grade 3** classes were given **Numeracy** homework on the day of the observation.

TABLE 42: NUMERACY HOMEWORK GIVEN FOR GRADE 3

	Frequency	Percent
Yes	21	58%
No	15	42%
Total	36	

Classroom observation data suggest similar trends in the observations for both Home Language and Numeracy in Grade 3 classes – 58% of the Grade 3 classes were given homework for Numeracy and

Home Language. However, across grade data also showed that in 10 of the 36 schools**,** there was no evidence of any Numeracy or Home Language homework being given in any of the grades (Grades 1-3) observed. This finding from the **classroom observations** suggests that, in certain schools in the sample, the giving of literacy and Numeracy homework during the school week is not feature of Foundation Phase teaching and learning.

In the **classroom document review**, fieldworkers examined a sample of learners' workbooks to look for evidence of how often Foundation Phase learners do homework. Table 43 provides frequencies for **Numeracy.**

TABLE 43: EVIDENCE OF NUMERACY HOMEWORK DONE IN WORKBOOKS

	Frequency	Percent
Daily	18	17%
Four times a week	3	3%
Three times a week	10	10%
Twice a week	11	10%
Once a week	9	9%
At least once every two weeks	3	3%
At least once a month	5	5%
Hardly ever/never	27	26%
Unable to assess this	14	13%
Don't know - books not made available	3	3%
Not completed	2	2%
Total	105	

Learners' books in only 30% of the classes showed evidence of **Numeracy** homework being done three or more times a week. Table 44 shows percentages for **each grade**.

TABLE 44: NUMERACY HOMEWORK DONE THREE OR MORE TIMES PER WEEK, BY GRADE

	Grade 1	Grade 2	Grade 3
Q17.3	Percent	Percent	Percent
Daily	24%	23%	22%
Four times a week	9%	2%	0%
Three times a week	4%	14%	9%
Twice a week	2%	9%	20%
Once a week	9%	5%	9%
At least once every two weeks	0%	7%	4%
At least once a month	4%	5%	2%
Hardly ever/never	27%	20%	20%
Unable to assess this	11%	11%	15%
Don't know - books not made available	7%	2%	0%
Not completed	2%	2%	0%

37% of Grade 1 classes', 39% of Grade 2 classes', and 31% of Grade 3 classes' Numeracy books showed evidence of homework being done three or more times a week.

In the **teacher interviews**, teachers gave the following reasons for **not** giving homework:

- Learners don't do their homework or forget to do it
- There is not enough time during the school day for learners to write homework down (we assume that this is because learners don't have textbooks that they can take home)
- Teachers can't afford to make copies of work for learners to take home as this will use up teachers' photocopy allocation
- Parents or siblings complete the homework for the children
- Teachers don't want to let learners take books home
- Teachers do not have enough time to mark homework
- Parents don't monitor children (e.g. are too young and/or irresponsible)
- Parents cannot assist children (e.g. illiterate), or they show them the 'wrong methods' in Numeracy
- Learners are only given daily reading homework

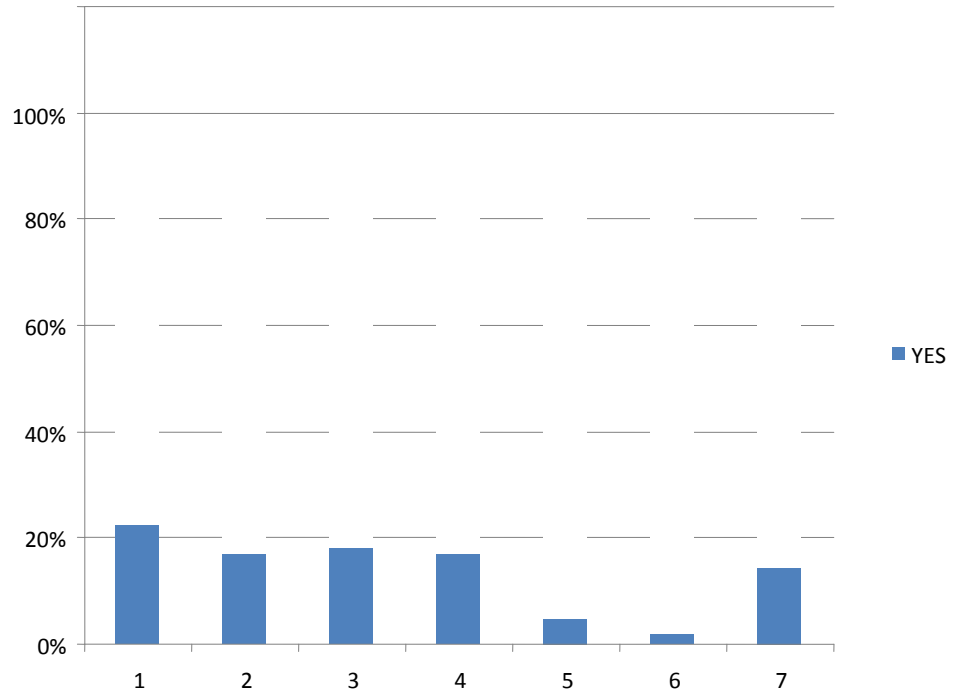
Some teachers said that they give homework but only on weekends

2.5.3 Productive use of homework in class

The graph below shows the frequencies for evidence in the **classroom observations** of teachers doing any of the following with homework that had been done:

1) Checking whether homework was completed (observed in just 23% of the observations)
2) Collecting and keeping homework to mark later (observed 17% of the observations)
3) Returning corrected homework to learners (observed in 18% of the observations)
4) Giving feedback on homework to the whole class (observed in 17% of the observations)
5) Having learners correct their own homework in class (observed in 5% of the observations)
6) Having learners exchange homework and correct it in class (observed in 2% of the observations)
7) Using homework as a basis for class discussion (observed in 14% of the observations)

FIGURE 1: TEACHERS' RESPONSE TO COMPLETED HOMEWORK



In just over 20% of the observations, there was some evidence that homework was checked to see if it was completed. Overall, evidence of teachers doing anything in class with homework was very low.

Summary statement: Section 2.5 – Time spent on homework and the productive use of homework in class. It seems that only about a third of the Foundation Phase classes are getting homework three or more times a week. In spite of the difficulties related to giving learners homework, teachers need to see homework as a means of extending time on task beyond the school day, and as a means of giving learners' additional opportunities to practice. It is also important that, if homework is given, teachers use it constructively in class. The practice of learners' exchanging homework to mark in class should be encouraged. Schools and teachers need to formulate homework policies for the Foundation Phase with realistic but concrete goals.

2.6 HOME-SCHOOL INTERFACE TO INCREASE AND ENSURE PARENTAL OR FAMILY SUPPORT FOR LEARNERS' OUT-OF-SCHOOL LITERACY, LANGUAGE AND NUMERACY LEARNING

This Section looks at the ways in which teachers said that they or their schools try to foster family-based or out-of-school literacy and Numeracy learning opportunities.

In the **interviews**, teachers were asked which strategies or practices they or their schools, made use of to increase and ensure parental or family support for learners' out-of-school literacy, language and Numeracy learning. Whilst some teachers said there was no strategy at their school, or were adamant that no help could be expected from parents, and that there is 'no point in trying to gain parental support', the following are some of the strategies cited by other Foundation Phase teachers:

- School has co-ordinated and well planned homework programme for every Learning Programme/Learning Area
- Parents have to sign homework diaries/ reading cards
- Have dedicated homework books/flipfiles
- Parents asked to buy exercise books specifically for their children's homework
- Have a weekly homework page so that parents can see exactly what learners and parents should be doing
- Learners get weekly learning list which indicate where parents can/should assist by providing examples e.g. for Numeracy
- Provide parents with lists of required learning e.g. counting chart, sounds, phonics, spelling
- Have a form that teachers complete for parents when homework is not done
- Encourage parents to ask learners about what they learnt each day and look at their work to see how they are doing
- Photocopies of books (textbooks/readers) are given to learners to take home
- Every child takes a reader home for home reading
- NGO (e.g. Shine) sends story books home with learners to use
- Parents provided with information regarding results of baseline testing
- Parents are given dates of the assessment tasks so they can prepare children
- Have an intervention programme for parents to show them how they can help their children
- Workshop or meeting to show/inform parents how they can help learners with reading/homework
- Notices of parent teacher school meetings sent to parents
- School meetings are arranged in the areas where learners live rather than at the school because most learners are bussed in. Special meetings are held at community sites.
- Parents are taken to the school library and shown ways of assisting children
- Parents encouraged to come to teachers (one on one) to talk about children's' progress
- Letters sent to parents who do not attend school meetings
- Home visits to parents if necessary
- Where necessary enlist the help of social workers to work with parents
- When teachers are absent, volunteer parents are enlisted to sit with classes

Summary statement: Section 2.6 – Home-school interface to increase and ensure parental or family support for learners' out-of-school literacy, language and Numeracy learning. There is a need for a concerted campaign, not only to make parents more aware of the importance of reading stories to and together with their children, but also of the importance of enhancing their literacy, language and numeracy development by assisting and monitoring homework. Schools and teachers should also try as much as possible to involve parents, or other family members such as older siblings, in basic activities such as helping children to learn the letters of the alphabet and numbers, practice mental arithmetic and memorise multiplication tables, and spelling. However, if Foundation Phase learners cannot get any kind of family or out of school support for school learning and homework, then more creative compensatory measures need to be explored and adopted, such as the involvement of volunteer community members. This involvement could entail 'prep' classes held at schools in the afternoon with parents or volunteers supervising and providing learners with opportunities to practice.

3. CURRICULUM, PLANNING, PACING AND COVERAGE

3.1 Curriculum planning

Curriculum planning and delivery is difficult to achieve without access to and familiarity with the necessary documents.

In the **teacher interviews**, 88% (90) of the 102 teachers surveyed said that they were familiar with the Foundations of Learning requirements for Grade 1-3. 12% (12) Foundation Phase teachers said they were not familiar with the requirements.

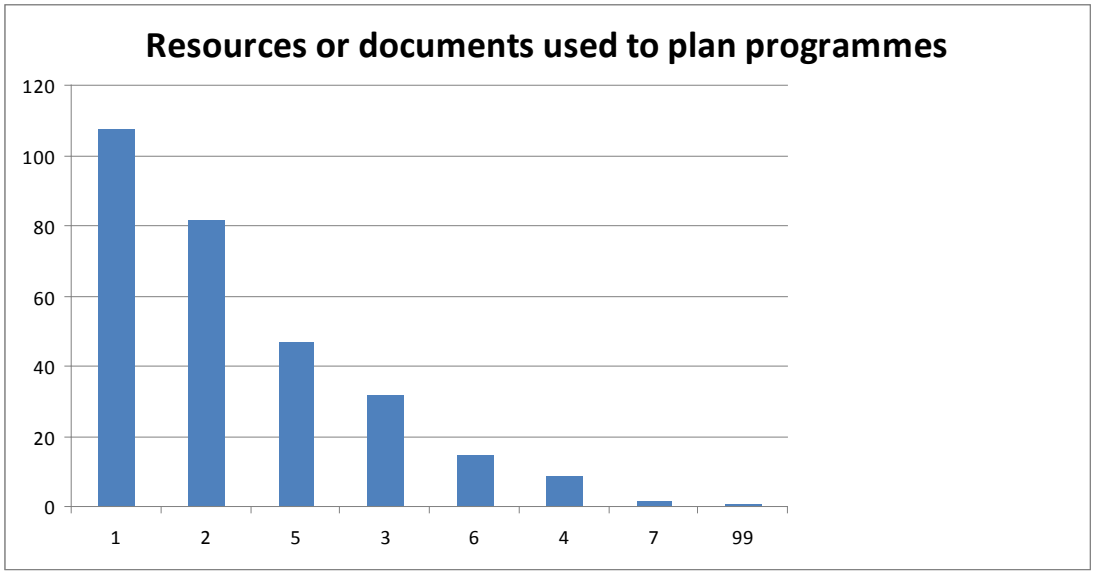
In the **interviews teachers** were also asked to name the resources or documents they mainly used to plan their teaching programme for **Home Language and Numeracy** each term and/or year. The following are core categories of responses identified.

TABLE 45: RESOURCES/DOCUMENTS MAINLY USED TO PLAN HOME LANGUAGE AND NUMERACY TEACHING PROGRAMMES

1	Blue Boxes/ WCED planning and schedules
2	Foundations for Learning/ Milestones
3	National Curriculum Statement Assessment Guidelines for FP (Learning programmes, Work schedules, Lesson plans and Assessment)
4	Own/school plan based on previous years (e.g. old syllabus)
5	Published/NGO materials: e.g. Maths Aids, MML, Macmillan, Clever Books, Maths Centre, Corner Library, READ, SAILI, Alles-in-Een/All-in-One, OBE Plus, Klawer CD Modules (worksheets)
6	Other unspecified sources
7	Combination of current planning programmes
99	Teacher does not know

The graph below indicates response frequencies for each of the above categories above (for all school including poor and better performing schools).

FIGURE 2: RESOURCES/DOCUMENTS MAINLY USED TO PLAN HOME LANGUAGE AND NUMERACY TEACHING PROGRAMMES



Most Foundation Phase teachers named multiple resources or documents. The most common source cited in the teacher interviews were the Blue Boxes/ WCED planning and schedules (108 teachers). 82 teachers said they used Foundations for Learning/ Milestones. 47 teachers said they used published/NGO material. 32 teachers indicated that they were also still using the National Curriculum Statement Assessment Guidelines for Foundation Phase. One teacher said she did not know what was used.

Summary statement: Section 3.1 – Curriculum planning. What is remarkable is the multiplication of effort that is evident with regard to curriculum plans (for example, published teachers' guides also have to produce exemplars of lessons). It seems that teachers and schools are confused about which curriculum documents or sources to mainly use, and are consequently using a variety of sources to plan their work. As a result, planning in most schools seems to be happening in an eclectic fashion which does not in any way help to ensure comprehensive coverage and curriculum coherence. There needs to be greater clarity about which curriculum policy document schools and teachers should mainly use to align their planning with policy.

3.2 MACRO PACING

3.2.1 Curriculum coverage

In the **teacher interviews**, teachers were asked whether or not they *usually* managed to cover the curriculum by the end of the year (i.e. in previous years). Table 46 shows frequencies for whether or not they said they managed in **Home Language** and **Numeracy**.

TABLE 46: HOME LANGUAGE AND NUMERACY CURRICULUMS COMPLETED BY THE END OF THE YEAR

	Home Language		Numeracy	
Q25.1	Frequency	Percent	Frequency	Percent
Yes	66	65%	68	67%
No	31	30%	29	28%
Not applicable	1	1%	1	1%
Don't know	4	4%	4	4%
Total	102		102	

At least 65% of the Foundation Phase teachers reported that they usually manage to cover the grade level curriculum by the end of the year in both Learning Programmes. Almost one third of the teachers indicated that they did not generally manage to do this.

Table 47 shows frequencies from the **teacher interviews** for each grade for **Home Language**

TABLE 47: HOME LANGUAGE CURRICULUM COVERAGE BY THE END OF THE YEAR, BY GRADE

	Grade 1		Grade 2		Grade 3	
Q25.1	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	25	71%	21	64%	20	59%
No	6	17%	11	33%	14	41%
Not applicable	1	3%		0%		0%
Don’t know	3	9%	1	3%		0%
Total	35		33		34	

Table 48 shows frequencies for **Numeracy** for **each grade**

TABLE 48: NUMERACY CURRICULUM COVERAGE BY THE END OF THE YEAR, BY GRADE

	Grade 1		Grade 2		Grade 3	
Q25.2	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	26	74%	21	64%	21	62%
No	5	14%	11	33%	13	38%
Not applicable	1	3%		0%		0%
Don’t know	3	9%	1	3%		0%
Total	35		33		34	

The **interview** data shows that the percentage of Grade 1 teachers who said that they usually cover the curriculum is slightly larger than the percentage of Grade 2 and Grade 3 teachers. More than a third of the Grade 3 teachers said that they did not usually manage to cover the grade level curriculum by the end of the year.

In the **teacher interviews,** teachers were asked if they were satisfied with how far they had progressed with the curriculum thus far **this year**. Table 49 shows data for **Home Language** and **Numeracy** for the 102 teachers who were interviewed.

TABLE 49: TEACHER SATISFCATION WITH CURRICULUM PROGRESS THIS YEAR IN HOMELANGUAGE AND NUMERACY

	Home Language		Numeracy	
	Frequency	Percent	Frequency	Percent
Yes	61	60%	61	60%
No	37	36%	37	36%
Don't know	2	2%	2	2%
Not completed	2	2%	2	2%
Total	102		102	

Over a third of the Foundation Phase teachers indicated that they felt that they would not be able to finish the curriculum for the year in Home Language and in Numeracy in 2010.

Table 50 shows frequencies for **Home Language** for each grade

TABLE 50: LIKELY TO FINISH HOME LANGUAGE CURRICULUM BY THE END OF THE YEAR, BY GRADE

	Grade 1		Grade 2		Grade 3	
Q23.1	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	18	51%	23	70%	20	59%
No	17	49%	8	24%	12	35%
Don't know		0%	1	3%	1	3%
Not completed		0%	1	3%	1	3%
Total	35		33		34	

Table 51 shows frequencies for **Numeracy** for each grade

TABLE 51: LIKELY TO FINISH NUERACY CURRICULUM BY THE END OF THE YEAR, BY GRADE

	Grade 1		Grade 2		Grade 3	
Q23.1	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	18	51%	22	67%	21	62%
No	17	49%	9	27%	11	32%
Don't know		0%	1	3%	1	3%
Not completed		0%	1	3%	1	3%
Total	35		33		34	

Of interest is that almost half of the **Grade 1** teachers indicated that they felt they would be unable to cover the curriculum this year. It seems that **Grade 2 and Grade 3** teachers were more confident overall than Grade 1 teachers that they would be able to cover the Home Language and Numeracy curriculum this year.

In the **teacher interviews,** teachers were asked why they had not made satisfactory progress in **Home Language** and **Numeracy** this year. The following are some of the reasons teachers gave:

- Class size too large

- Curriculum (e.g. WCED work schedules) is too demanding (difficult and/or too much work to cover) for learners
- Teacher grappling to understand/make sense of various curriculum documents and needs more guidance
- Teacher has to work at learners' pace, and their progress is very slow
- Learners enter the grade without the pre-requisite knowledge/ low entry level/standard than previously
- Grade 1 learners who did not attend Grade R are very under-prepared
- Learners in Grade 1 who are too young for the grade hold back the class
- Learners just not performing as expected/ as previous years
- Learners whose home language is different from the LoLT struggle with understanding work and terms etc.
- Disruptions to teaching e.g. in the Term 1 because of baseline assessment/too many holidays; after the World Cup learners will have forgotten what they have learnt
- High absenteeism amongst other teachers at the school means doubling up classes and this makes teaching systematically difficult
- Teacher herself has been absent a lot due to illness
- Teacher had to attend course/s (e.g. CTLI)
- Teacher has too many other responsibilities e.g. HoD duties to attend to
- Learner absenteeism
- Learners' poor concentration. 'They don't pay enough attention and are ill-disciplined'
- Learners' lack of support with school work at home
- Parents are irresponsible/alcoholics/drug addicts, etc.
- Teacher is satisfied with progress but HoD and SMT are putting pressure on her to align Programmes more with Foundation for Learning
- Teacher not at all confident about teaching Numeracy or particular aspects of Numeracy
- Teacher is used to teaching a different grade and not accustomed to current grade level, or teacher unsure about what to teach as has returned to teaching after a long break
- Some teacher said they were not sure why

In the **classroom document review**, fieldworkers noted how well-organised learners' exercise books were. Table 52 shows frequencies for **Home Language** and **Numeracy**.

TABLE 52: ORGANISATION OF LEARNERS' EXERCISE BOOKS IN HOME LANGUAGE AND NUMERACY

	Home Language		Numeracy	
Q13	Frequency	Percent	Frequency	Percent
Very organised	27	26%	25	24%
Fairly organised	69	66%	70	67%
Very disorganised	6	6%	6	6%
Don't know - exercise books not available	1	1%	1	1%
Not completed	2	2%	3	3%
Total	105		105	

Data show that 92% of classes' **Home Language** exercise books and 93% of the classes' **Numeracy** exercise books were deemed to be very or fairly organised.

In the **classroom document review,** fieldworkers then checked teachers' workplans to see if the contents of the **Home Language** and **Numeracy** lessons they had observed in each classroom observation were in line with the work planned as indicated for the time of the year in teachers' term or year plans. Table 53 shows frequencies for whether or not there seemed to be a 'match'.

TABLE 53: LESSON PLANS IN LINE WITH WORK PRESENTED

	Home Language		Numeracy	
Q26	Frequency	Percent	Frequency	Percent
Yes	71	68%	69	66%
No	11	10%	10	10%
Plan not made available	6	6%	6	6%
Don't know – unable to ascertain this as dates not indicated on plan	10	10%	14	13%
Not completed	7	7%	6	6%
Total	105		105	

Data indicate that 68% of the Foundation Phase **Home Language** plans and 66% of the **Numeracy** plans were in line with the work actually done in class on the day of the observation. However, almost a third of the plans were either were not in line with work covered in the observations, or did not have dates specifying when aspects of the plan were to be covered, or were not made available for scrutiny.

Summary statement: Section 3.2.1 – Curriculum coverage: By April/May, at least one third of the Foundation Phase teachers in the sample seemed unlikely to cover their grade level Numeracy and Literacy curricula in 2010. Approximately one third of the Foundation Phase teachers' plans were not consistent with what had been covered in their learners' workbooks indicating that, in April/May 2010, teachers had not covered work as intended. More assistance seems to be needed in ensuring that the curricula are covered in these classes if learner under-preparedness in language and literacy development in subsequent grades is not to become cumulative.

3.2.2 Curriculum exposure and the number of days' work in learners' workbooks

For the **classroom document review,** fieldworkers also examined learners' **Numeracy** workbooks/exercise books to see to what extent the Numeracy learning outcomes (LOs) were reflected in the work in learners' books.

Table 54 shows data for Number concepts and Operations. It seems that by April/May 2010 most items in 91% of the Grade 1-3 classes' workbooks related to this LO.

TABLE 54: NUMERCY LEARNING OUTCOMES REFLECTED IN WORKBOOKS

	Number concepts and operations	
Q23.1	Frequency	Percent
Not at all	1	1%
One or two items	1	1%
Some items	7	7%
Most items	96	91%
Total	105	

Table 55 show data for the other four LOs.

TABLE 55: NUMERACY LEARNING OUTCOMES REFLECTED IN WORKBOOKS

	Patterns, functions and algebra		Geometry (shapes)		Measurement		Data handling and probability	
Q23.2	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Not at all	20	19%	25	24%	40	38%	47	45%
One or two items	23	22%	35	33%	36	34%	32	30%
Some items	52	50%	42	40%	25	24%	26	25%
Most items	6	6%	2	2%	2	2%		
Don't know	3	3%						
Data unclear			1	1%	2	1%		
Not completed	1	1%		0				
Total	105		105		105		105	

The two LOs least reflected in Foundation Phase learners' workbooks/exercise books overall by April/May were: Data handling and probability; and Measurement. However, 19% of the books appeared to have no items covering Patterns, functions and algebra, and 24% had no items covering Geometry (shapes).

In the **classroom document review**, fieldworkers recorded how often Foundation Phase learners' exercise books for **Home Language** and **Numeracy** were dated to show each day's work. Table 56 shows frequencies.

TABLE 56: LEARNERS' EXERCISE BOOKS DATED

	Home Language		Numeracy	
Q14	Frequency	Percent	Frequency	Percent
Always	64	61%	63	60%
Mostly	30	29%	29	28%
Sometimes	5	5%	7	7%
Hardly ever	3	3%	2	2%%
Never	3	3%	4	4
Total	105		105	

Data show that 90% of the Foundation Phase classes' Home Language and 88% of the classes' Numeracy exercise books always or mostly showed the dates of daily work.

By 20 April 2010, when the classroom observations in the sample of schools began, Foundation Phase learners should have had 58 days of teaching. In the **classroom document review,** fieldworkers used the dates in learners' workbooks to count the number of pieces of daily written work so far in April/May 2010 in the sample of learners' workbooks for each class. Table 57 shows frequencies for the amount of pieces of daily work in **Home Language** books for all Grades (1-3).

TABLE 57: DAILY WRITTEN PIECES IN HOME LANGUAGE WORKBOOK IN APRIL/MAY2010, BY GRADE

Q18	Frequency	Percent
More than 50 pieces of daily work	34	32%
41- 50 pieces of work	16	15%
21- 40 pieces of work	40	38%
10- 20 pieces of work	11	11%
Fewer than 10	3	3%
Not completed	1	1%
Total	105	

Indications are that 47% of the Foundation Phase classes had more than 40 pieces of daily work in their **Home Language** books. 14% of the books had fewer than 21 pieces of daily work.

Table 58 shows percentages for the amount of daily work in **Grade 3 Home Language** books.

TABLE 58: DAILY WORK IN HOME LANGUAGE WORKBOOKS FOR GRADE 3

Q18.1	Percent
More than 50 pieces of daily work	43%
41- 50 pieces of work	15%
21- 40 pieces of work	28%
10- 20 pieces of work	11%
Fewer than 10	0%
Not completed	2%
Total	

Data indicates that 58% of the **Grade 3 Home Language** books had more than 40 pieces of daily work in them. 39% had fewer than 40 pieces of daily work in them.

Table 59 shows frequencies for the amount of pieces of daily work in Foundation Phase **Numeracy** books.

TABLE 59: DAILY WORK IN NUMERACY WORKBOOKS

Q18.3	Frequency	Percent
More than 50 pieces of daily work	27	26%
41- 50 pieces of work	26	24%
21- 40 pieces of work	38	36%
10- 20 pieces of work	11	11%
Fewer than 10	2	2%
Not completed	1	1%
Total	105	

Data suggest that 50% of the Foundation Phase classes had more than 40 daily pieces of Numeracy work and 49% had fewer than 40 pieces of daily work. There were two Foundation Phase classes that had fewer than 10 pieces of daily work.

Table 60 provides percentages for **Grade 3 Numeracy** books.

TABLE 60: DAILY WORK IN NUMERACY WORKBOOKS FOR GRADER 3

Q18.3	Percent
More than 50 pieces of daily work	39%
41- 50 pieces of work	26%
21- 40 pieces of work	24%
10- 20 pieces of work	11%
Fewer than 10	0%

Data indicate that 65% of the **Grade 3 Numeracy** books had more than 40 pieces of daily work in them. 35% had fewer than 40 pieces of daily work in them.

Summary statement: Section 3.2.2 – Curriculum exposure and the number of days' work in learners' workbooks. According to available data, about half of the Foundation Phase classes are getting exposure to Numeracy and Home Language teaching every day. By 20 April, learners' books, especially in Grade 3, should reflect at least 50 pieces of daily work. Data indicate that more than half of the Foundation Phase learners' Numeracy and Home Language books had less than 40 pieces of daily work in them. However, most classes' books had at least 20 pieces of daily work in them. In Numeracy, teachers are mainly focusing on Number concepts and Operations. There does not seem to have been enough exposure to the Data handling and probability; Measurement: Patterns, functions and algebra; and Geometry (shapes).

3.2.3 Making up time lost to teaching

In the **teacher interviews,** teachers were asked how they usually made up teaching time when school days were lost or lessons missed. Fieldworkers categorised teachers' responses using option codes for methods that 'matched' the responses that teachers gave. Table 61 shows frequencies for each option code.

TABLE 61: MAKING UP LOST TEACHING TIME

Q18.3	Frequency	Percent
Extend teaching time so lessons run after school	38	37%
Extend teaching into breaks	5	5%
Give extra homework	8	8%
Have no way of making up missed lessons/lost teaching time	17	17%
Other	24	24%
Not applicable – lessons are seldom missed at this school	8	8%
Don't know	1	1%
Not completed	1	1%
Total	102	

The most frequently used method cited by teachers was that of extending teaching time so that lessons run after school (37% of the teachers). 17% of the teachers said they had no way of making up lost time.

Summary statement: Section 3.2.3 – Making up time lost to teaching. Over one third of the teachers claimed that, when school days are lost or lessons missed, lost time is usually recovered by extending teaching time so lessons run after school. It is possible that this happens under exceptional circumstance, but it seems more likely that most of these respondents provided socially desirable responses.

3.3 CURRICULUM SUPPORT AND MONITORING OF CURRICULUM IMPLEMENTATION BY SCHOOL MANAGEMENT TEAM

In the **interviews**, teachers were asked how members of the SMT/HoD/the principal checked whether they were managing to cover the grade level curriculum during the year. Fieldworkers categorised teachers' responses using option codes for methods that 'matched' the responses that teachers gave. Some teachers provided more than one method.

Table 62 provides an indication of the distribution of the methods that teachers said were used.

TABLE 62: DISTRIBUTION OF METHODS USED TO MAKE UP LOST TEACHING TIME

Q18.3	Frequency	Percent
Checks learners' workbooks	66	65%
Checks learner assessment (tests, mark books, etc.)	57	56%
Checks the work schedule	39	38%
Observes lessons	20	20%
Teacher give verbal report	17	17%
A range of other methods	18	18%
No monitoring	7	7%
Total	102	

The two most frequent approaches to monitoring curriculum coverage that were cited by teachers were i) checking learners' workbooks and ii) learner assessment. 7% of the teachers said there was no monitoring at all.

In the **teacher interview**, teachers were asked about support or guidance they received from the **school principal, members of the** SMT or from their HoDs. 75% (76) of the 102 teachers interviewed indicated that they received some form of support.

Most teachers said they had some sort of regular meeting with HoDs or cluster meetings with the SMTs; or Foundation Phase meetings or Grade level meetings; or meetings with the LitNum committee.

Teachers mainly said they received the following kinds of support from school management:

- Provide feedback from workshops
- Provide resources or information about resources
- Purchase books for the library and/or organise the library
- Share activities/worksheets e.g. Numeracy tasks
- Share ideas, for example about teaching methods
- Invite specialists in the field to talk to the staff
- Sometimes organise weekend or other occasional workshops for staff development e.g. on how to improve reading

- Organise external reading programmes e.g. Shine, Readathon programme and Numeracy programme/interventions e.g. Khanya
- Provide school management plans

Only a few teachers specified the following forms of support

- Class visits
- Demonstration lessons
- Curriculum planning support

Other teachers said that they mainly had meetings with the ELSEN teacher to discuss and deal with challenges. Some teachers said they mainly felt supported because they were able and permitted to attend any courses they believed would help them improve their teaching.

A number of teachers said that HoDs, SMTs/principals mainly play an advisory role, or they only have informal discussions with their HoDs, or HoDs assist with them with problems only on request.

Other teachers complained that SMT/HoDs mainly served a monitoring or 'judgmental' role and offered no support *per se*. Some teachers said that Foundation Phase or grade level teachers help each other, or that they get most support from their colleagues rather than from the members of the management team.

In the **teacher interviews**, teachers were asked if the school principal or another member of the SMT or HoD had observed them teaching this year. Table 63 provides this data.

TABLE 63: SCHOOL PRINCIPAL, SMT OR HOD OBSERVED TEACHING THIS YEAR

Q18.3	Frequency	Percent
At least twice	25	24%
At least once	16	16%
Never	58	57%
Not completed	3	3%
Total	102	

Over half the teachers said that they had not been observed in 2010.

Summary statement: Section 3.3 – Curriculum support and monitoring of curriculum implementation by School Management Team. Some form of monitoring of the Foundation Phase teacher's progress on covering their work plans by the School Management Team (SMT)/ Heads of Department (HoD) appears to be taking place in most schools. Indeed 65% of the teachers said that SMTs/HoDs are checking learners' workbooks, arguably one of the most reliable methods of monitoring time on task and learners' access to the curriculum. However, most SMTs/HoDs do not appear to be playing a significant enough role in ensuring that grade-appropriate and sufficiently demanding reading, writing and Numeracy activities and tasks are being done each day in class. Foundation Phase Heads of Department appear to need clearer input on what exactly they need to look for in learners' workbooks. The volume and standard of learners' written work (the amount and type of work in learners' workbooks) should be checked regularly by HoDs as well as curriculum advisers (who also need to observe Foundation Phase learners reading and check the development of their mental arithmetic skills). Curriculum advisers and HoDs should ensure that enough time is being spent on all the different aspects (LOs) of Numeracy in each phase (and not only on Number concepts and operations). Section 4 will show that there seems to be a need to enhance the capacity of heads of department to monitor the work demands placed on Foundation Phase learners, ensure progression across grades, and check that classes are covering the intended curriculum in line with grade level expectations. Schools should be having regular meetings with Foundation Phase teachers specifically to co-ordinate and discuss aspects of Foundation Phase curriculum coverage, ensure internal coherence in curricular content over the school year, and progression in the organisation of teaching and learning across grades. This co-ordination needs to take place with a view to preparing learners for the transition to the next phase of schooling. Schools need to know that the emphasis, when selecting and recommending heads of department for appointment, should be on instructional expertise and knowledge of the Foundation Phase curriculum, as well as commitment and interest in building stronger Foundation Phase departments.

4. CONTENT COMPLEXITY AND COGNITIVE DEMAND OF WRITTEN TASKS GIVEN TO LEARNERS

Teachers also need to maximise opportunities to learn in class through the cognitive challenge of the work demands placed on Foundation Phase learners.

In the **classroom observations** fieldworkers noted whether or not Foundation Phase teachers generally gave learners tasks to do that appeared

- too difficult for most of the class to begin or complete
- too easy for most of the class

Table 64 shows frequencies for each.

TABLE 64: TASKS TOO DIFFICULT OR TOO EASY FOR MOST OF THE CLASS

	Tasks too difficult		Tasks too easy	
Q104.1	Frequency	Percent	Frequency	Percent
Yes	13	12%	29	27%
No	86	81%	70	66%
Not Applicable - learners are never given tasks to complete	3	3%	3	3%
Don't know	2	2%	3	3%
Not completed	2	2%	1	1%
Total	106		106	

According to fieldworkers' reports teachers in nearly a third (27%) of the Foundation Phase classes generally gave learners tasks that were too easy for most of the class. Teachers in 12% of the classes generally gave learners tasks that were too difficult for them to complete.

Table 65 shows frequencies for whether or not the tasks or activities given to Foundation Phase learners to do across Grade 1, 2 and 3 during the **classroom observations** *mainly* involved drawing or colouring in.

TABLE 65: TASKS/ACITIVITES INVOLVED DRAWING OR COLOURING IN

Q84	Frequency	Percent
Yes	15	14%
No	85	80%
Not applicable – no tasks given	5	5%
Not completed	1	1%
Total	106	

Data indicate that tasks in 14% of the 106 Foundation Phase observations mainly involved drawing or colouring in.

Table 66 shows that tasks mainly involving drawing or colouring in were most prevalent in Grade 1 (10 or 28% of the Grade 1 observations) and least prevalent in Grade 3 (only 1 observation).

TABLE 66: TASKS/ACITIVITES INVOLVED DRAWING OR COLOURING IN, BY GRADE

	Grade 1		Grade 2		Grade 3	
Q84	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	10	28%	4	12%	1	3%
No	23	64%	28	82%	34	94%
Not applicable – no tasks given	2	6%	2	6%	1	3%
Not completed	1	3%		0%		0%
Total	36		34		36	

4.1 Writing demands

By the end of Grade 1, whole-sentence exercises and paragraph writing should be firmly in place. In Grade 2 and 3 learners should be writing full sentences and paragraphs in Home Language and Life Skills.

In the **classroom observations**, fieldworkers had to indicate on a checklist of writing demands which of the demands were made on **all or most** learners in each class on the day of the observation (across all Learning Programmes). Table 67 shows the percentage of **observations** (across Grades 1-3) in which each particular 'writing' demand on the checklist was made on all or most learners. The table is organised from the most frequent to the least frequent of the demands made across all the Foundation Phase classes observed. Multiple writing demands were made in most observations.

TABLE 67: WRITING DEMAND MADE ON ALL OR MOST LEARNERS

Writing numbers/maths notation (e.g. completing solutions)	66%
Copying numbers/maths notation (e.g. examples or solutions to numeracy problems)	40%
Colouring in	36%
Copying three to ten individual words	34%
Copying vowels/letters/syllables	31%
Writing three to ten individual words (learners' own productions without copying)	30%
Writing vowels/letters/syllables (learners' own productions without copying)	26%
Writing three to five sentences (learners' own productions without copying)	25%
Copying three to five sentences	23%
Drawing (own creation)	21%
Copying a drawing/diagram (e.g. from the chalkboard, overhead, textbooks, etc.)	15%
Writing one or two individual words	14%
Copying one or two individual words	12%
Writing one or two sentences (learners' own productions without copying)	12%
Writing more than five sentences (but not paragraphs)	10%
Copying one or two sentences	9%
Writing more than ten individual words	8%
Copying more than five sentences (but not paragraphs)	8%
Copying more than ten individual words	7%
Writing own paragraphs	5%
Copying paragraphs	1%
Writing paragraphs dictated by the teacher	1%

Table 68 shows the percentage of **classroom observations** in which each demand was reportedly made on all or most learners in **each grade**.

TABLE 68: WRITING DEMAND MADE ON ALL OR MOST LEARNERS, BY GRADE

	Grade 1	Grade 2	Grade 3
Colouring in	58%	29%	19%
Drawing (own creation)	33%	15%	14%
Copying a drawing/diagram (e.g. from the chalkboard, overhead, textbooks, etc.)	25%	15%	6%
Copying vowels/letters/syllables	36%	44%	14%
Writing vowels/letters/syllables (learners' own productions without copying)	39%	18%	22%
Copying numbers/maths notation (e.g. examples or solutions to numeracy problems)	44%	41%	33%
Writing numbers/maths notation (e.g. completing solutions)	53%	62%	83%
Copying			
a) one or two individual words	17%	12%	8%
b) three to ten individual words	39%	24%	39%
c) more than ten individual words	3%	12%	6%
Writing			
a) one or two individual words	17%	15%	11%
b) three to ten individual words	31%	26%	33%
c) more than ten individual words	0%	12%	11%
Copying			
a) one or two sentences	19%	6%	3%
b) three to five sentences	17%	32%	19%
c) more than five sentences (but not paragraphs)	3%	12%	11%
Writing			
a) one or two sentences	11%	21%	6%
b) three to five sentences	8%	35%	33%
c) more than five sentences (but not paragraphs)	0%	9%	22%
Copying paragraphs	0%	0%	3%
Writing paragraphs dictated by the teacher	3%	0%	0%
Writing own paragraphs	0%	6%	8%

According to this data, the five **most frequent writing demands** made in the one day observations in

- **Grade 1** classes were colouring in (58% of the observations); writing numbers/maths notation (e.g. completing solutions) (53%); copying numbers/maths notation (e.g. examples or solutions to Numeracy problems) (44%); writing vowels/letters/syllables (learners' own productions without copying), and copying three to ten individual words (39%).

- **Grade 2** classes were writing numbers/maths notation (e.g. completing solutions) (62% of the observations); copying vowels/letters/syllables (44%); copying numbers/maths notation (e.g. examples or solutions to Numeracy problems) (41%); and writing three to five sentences (35%); and writing three to five sentences (32%).

- **Grade 3** classes were writing numbers/maths notation (e.g. completing solutions) (83% of the observations); copying three to ten individual words (39%); copying numbers/maths notation (e.g. examples or solutions to Numeracy problems), writing three to ten individual words, and writing three to five sentences (each evident in 33% of the observations).

Data indicate that no **Grade 1** classes wrote more than ten individual words, or more than five sentences. None of the Grade 1 classes copied whole paragraphs or wrote their own paragraphs. None of the **Grade 2** classes copied paragraphs or wrote paragraphs dictated by the teacher, and only 6% of Grade 2 classes wrote their own paragraphs. None of the **Grade 3** classes wrote paragraphs dictated by the teacher, only 3% of the classes copied paragraphs and only 8% wrote their own paragraphs.

In the **document review,** fieldworkers examined a sample of learners' **Home Language** workbooks/exercise books/files in 105 of the Foundation Phase classrooms observed. They recorded the **three** most common forms of writing demands evident in daily work in **Foundation Phase** books. Table 69 lists responses from most frequent to least frequent demands evident in daily work

TABLE 69: DEMAND EVIDENT IN DAILY WORK

Writing demand	Percent
Writing 5 to 10 words/phrases	44%
Colouring in or drawing	42%
Writing 3 to 5 sentences (not paragraphs)	36%
Writing 1 to 5 words/phrases	32%
Writing 1 to 5 letters/syllables/phonemes	31%
Writing 5 to 10 letters/syllables/phonemes	30%
Writing 1 or 2 sentences	25%
Writing more than 5 sentences (not paragraphs)	25%
Writing more than 10 words/phrases	15%
Writing more than 10 letters/syllables/phonemes	14%
Writing 1 paragraph (extended text)	8%
Writing more than 1 paragraph	2%

The two most frequent forms of daily pieces of writing evident in over 40% of the Foundation Phase classes' Home Language books were writing 5 to 10 words/phrases, and colouring in and drawing. The two least frequent forms of daily pieces of writing evident in less than 10% Foundation Phase books were writing one paragraphs or more than one paragraph.

Table 70 shows the distribution of writing demands for **Grade 3 Home Language** books. (Fieldworkers listed more than one demand).

TABLE 70: WRITING DEAMDN FOR HOME LANGUAGE BOOKS IN GRADE 3

Writing demand	Percent
Writing more than 5 sentences (not paragraphs)	52%
Writing 5 to 10 words/phrases	50%
Writing 3 to 5 sentences (not paragraphs)	43%
Writing more than 10 words/phrases	33%
Writing 1 paragraph (extended text)	22%
Writing 5 to 10 letters/syllables/phonemes	20%
Writing more than 10 letters/syllables/phonemes	20%
Writing 1 to 5 letters/syllables/phonemes	17%
Writing 1 to 5 words/phrases	17%
Colouring in or drawing	15%
Writing 1 or 2 sentences	7%
Writing more than 1 paragraph	4%

Two of the most frequent forms of daily pieces of writing evident in **Grade 3** Home Language books were writing more than 5 sentences (52% of the Grade 3 classes' books) and writing 5 to 10 words/phrases (50% of the Grade 3 classes' books). Furthermore, amongst the more common demands in

- 20% of the classes' books was writing more than 10 letters/syllables/phonemes
- 17% of the classes' books was writing 1 to 5 letters/syllables/phonemes
- 17% of the classes' books involved writing 1-5 words/phrases;
- 15% of the classes' books involved colouring in or drawing; and
- only 4% of the classes' books was writing more than one paragraph.

Summary statement: Section 4.1 - Content complexity and cognitive demand of written tasks given to learners – writing demands. Data indicate that Foundation Phase learners are most commonly involved in writing numbers and maths notation, and individual letters and words. Not enough classes are involved in writing extended text**.** Data also show slight, but decidedly insufficient, evidence of grade-level progression from Grade 1 to 3 in task demands especially related to writing long sentences, paragraphs and extended text.

4.2 Mathematical demands

Table 71 reflects fieldworker reports from the **classroom observations** on the Mathematics 'topics' /activities covered across the sample of Grade 1-3 classes (in all schools i.e. poor and better performing) on the day of the observation. The table shows the count for each topic/activity reported. (Multiple topics were covered in some classes)

TABLE 71: MATHEMATICS TOPICS/ACTIVITIES COVERED

Topic code	Topics	Frequency
2	Counting in1s	51
19	Addition	44
3	Counting in a variety of whole number intervals (e.g. 2s, 3s, etc.)	38
9	Number sense (more than, less than, halving, doubling, etc.)	34
20	Subtraction	31
40	Problem solving (including word sums)	30
4	Counting forwards and backwards	28
31	Mental maths (in general)	21
22	Multiplication	18
18	Place value	15
33	Days of the week	15
7	Number recognition (including matching numbers with pictures)	14
28	Division	11
32	Time	11
10	Position/Ranking - 1st, 2nd, last etc.	10
34	Months of the year	8
5	Counting using number line/chart/abacus	8
25	Number patterns	7
30	Fractions –halves	7
43	Position i.e. above, below, on top, closest, etc.	7
8	Building and breaking up whole numbers/decomposition of numbers	7
11	Expanded notation and writing numbers in words	5
36	Seasons of the year and weather	5
41	Shapes (including 2/3D)	5
26	Using money (e.g. for counting, adding, etc.)	4
27	Estimation	4
37	Reading the clock/telling the time	4
21	Timestables	3
45	Assessment Tasks	3
14	Mathematical symbols	2
15	Ordinals &/Number patterns (recognising)	2
16	Odd/uneven numbers	2
29	Vocabulary - biggest ,smallest etc	2
38	Measurement - capacity litres, ml	2
44	Graphs/data handling	2
46	Corrections	2
6	Cardinal values	2
1	Counting fingers, toes etc.	1
12	Value of 0	1
13	Rounding off	1
17	Adding using counters	1
24	Multiples of double digit numbers	1
35	Reading the calendar	1
39	Measurement – length cm, m etc	1
42	Symmetry	1

The above are reflected on the graph below:

FIGURE 3: MATHEMATICS TOPICS/ACTIVITIES COVERED

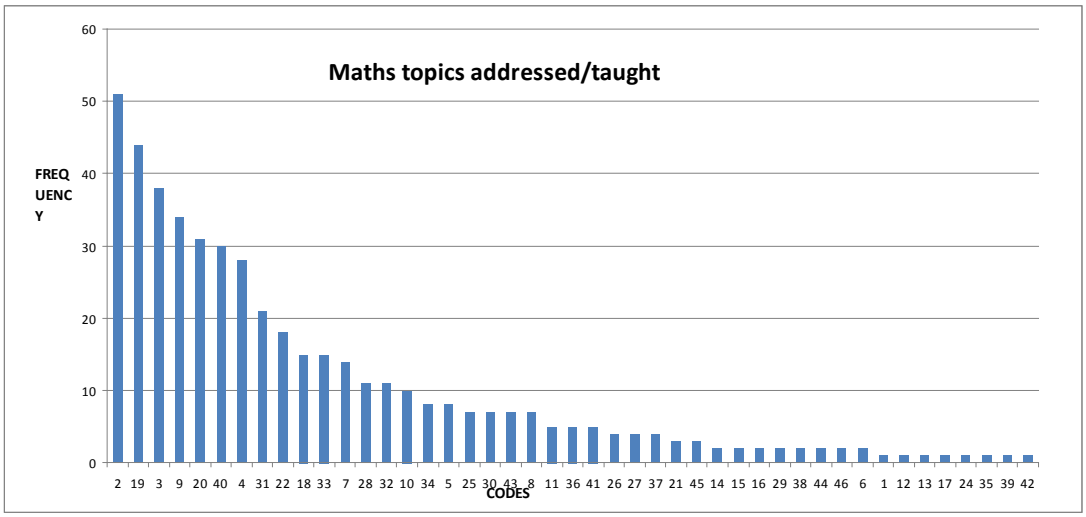


Table 72 shows the count of each of the **Numeracy** topics/activities covered in the **observations** for **each grade**. (Multiples topics were covered in some classes)

TABLE 72: NUMERACY TOPICS/ACITIVITIES COVERED, BY GRADE

Topic code	Topic	Grade 1	Grade 2	Grade 3
1	Counting fingers, toes etc.		1	
2	Counting in1s	22	14	15
3	Counting in a variety of whole number intervals (e.g. 2s, 3s, etc.)	12	16	10
4	Counting forwards and backwards	10	6	12
5	Counting using number line/chart/abacus	8		
6	Cardinal values	1	1	
7	Number recognition (including matching numbers with pictures)	9	2	3
8	Building and breaking up whole numbers/decomposition of numbers		2	5
9	Number sense (more than, less than, halving, doubling, etc.)	11	12	11
10	Position/Ranking - 1st, 2nd, last etc.	5	3	2
11	Expanded notation and writing numbers in words	2	1	2
12	Value of 0	1		
13	Rounding off			1
14	Mathematical symbols	1		1
15	Ordinals &/Number patterns (recognising)		2	
16	Odd/uneven numbers		1	1
17	Adding using counters	1		
18	Place value		7	8
19	Addition	13	19	12
20	Subtraction	6	11	14
21	Timestables	1	1	1
22	Multiplication		7	11
24	Multiples of double digit numbers			1
25	Number patterns	2	4	1
26	Using money (e.g. for counting etc.)		1	3
27	Estimation	3	1	
28	Division		4	7
29	Vocabulary - biggest ,smallest etc	1	1	
30	Fractions –halves		5	2
31	Mental maths (in generals)	4	8	9
32	Time	4	4	3
33	Days of the week	6	7	2
34	Months of the year	1	5	2
35	Reading the calendar			1
36	Seasons of the year & weather	3	1	1
37	Reading a clock/telling the time		1	3
38	Measurement - capacity litres, ml		1	1
39	Measurement - length cm, m, etc.		1	
40	Problem solving (including word sums)	9	12	9
41	Shapes (including 2/3D)	4	1	
42	Symmetry		1	
43	Position - above, below, on top, closest, etc.	4	2	1
44	Graphs/data handling	1	1	
45	Assessment Tasks	1	2	
46	Corrections		1	1

Data indicate that the following topics or activities were covered in ten or more of the observations in all three grades.

- Counting in 1s
- Counting in a variety of whole number intervals
- Number sense (more than, less than, halving, doubling, etc)
- Addition

TABLE 73: NUMBER OF NUMERACY TASKS GIVEN INVOLVING NUMBERS, WORD PROBLEMS AND DIAGRAMS

	Numbers		Word problems		Diagrams	
Q102.1	Frequency	Percent	Frequency	Percent	Frequency	Percent
None	17	16%	49	46%	88	83%
1 or 2	21	20%	28	26%	12	11%
3 or 4	24	23%	20	19%	4	4%
5 - 10	26	25%	7	7%	2	2%
11 - 20	15	14%		0%		0%
More than 20	1	1%		0%		0%
Not completed	2	2%	2	2%		0%
Total	36		34		36	

Table 73 provides data on the number of the **Numeracy** tasks given to Foundation Phase learners to do during the **classroom observation** (poor performing schools) that took the form of

1) problems consisting of numbers and maths notation only
2) word problems
3) problems which included referring to or reading any mathematical diagrams, graphs or tables, etc.

Data on Table 75 indicate that 83% of the Foundation Phase classes that were observed were not given any problems which involved referring to or reading mathematical diagrams, graphs or tables, etc. 46% of the Foundation Phase classes were given no word problems to solve.

The next two tables show grade-level comparisons from the **classroom observation**s of the number of tasks given**.** Problems consist of numbers and maths notation only.

TABLE 74: CLASSROOMS IN WHICH NO PROBLEMS REQUIRING REFERAL TO READING MATHEMATICAL DIAGRAMS, GRAPHS, TABLES ETC, WERE GIVEN, BY GRADE

	Grade 1		Grade 2		Grade 3	
Q102.1	Frequency	Percent	Frequency	Percent	Frequency	Percent
None	7	19%	6	18%	4	11%
1 or 2	11	31%	4	12%	6	17%
3 or 4	8	22%	10	29%	6	17%
5 - 10	5	14%	8	24%	13	36%
11 - 20	5	14%	5	15%	5	14%
More than 20		0%	1	3%		0%
Not completed		0%		0%	2	6%
Total	36		34		36	

TABLE 75: CLASSROOMS IN WHICH NO WORD PROBLEMS WERE GIVEN, BY GRADE

	Grade 1		Grade 2		Grade 2	
Q102.2	Frequency	Percent	Frequency	Percent	Frequency	Percent
None	20	56%	18	53%	11	31%
1 or 2	10	28%	6	18%	12	33%
3 or 4	3	8%	7	21%	10	28%
5 - 10	2	6%	3	9%	2	6%
Not completed	1	3%		0%	1	3%
Total	36		34		36	

Data indicate that more word problems are given in Grade 3.

Problems which included referring to or reading any mathematical diagrams, graphs or tables, etc.

TABLE 76: CLASSROOMS IN WHICH PROBLEMS INCLUDING REFERAL TO OR READING MATHEMATICAL DIAGRAMS, GRAPHS, TABLES WERE GIVEN, BY GRADE

	Grade 1		Grade 2		Grade 2	
Q102.3	Frequency	Percent	Frequency	Percent	Frequency	Percent
None	27	75%	27	79%	33	92%
1 or 2	6	17%	3	9%	3	8%
3 or 4	2	6%	2	6%		0%
5 - 10		0%	2	6%		0%
Not completed	1	3%		0%		0%
Total	36		34		36	

The most common problems given to learners across all grades were problems consisting of numbers and maths notation only. 75% of Grade 1 classes observed were given no problems which entailed referring to mathematical diagrams, graphs or tables, etc. Of interest is that the percentage of classes that were **not** given problems which involved referring to or reading mathematical diagrams, graphs, etc. increased in Grade 3 to 92%.

Summary statement: Section 4.2 - Content complexity and cognitive demand of written tasks given to learners – mathematical demands. Clearly there needs to be much more progression in sequencing of Numeracy content and skills in terms of increasing developmental complexity across the Foundation Phase grades. Work in learners' exercise/workbooks show that learners are mostly not covering the curriculum at a high enough standard or level of content complexity and cognitive demand. Most teachers are not teaching learners how to use and interpret mathematical devices such as graphs and tables. A focus in about half the Foundation Phase observations seemed was reportedly on addition and counting, and about half the classes had no exposure to word problems. Most teachers need to raise their expectations of learners. They need to make sure that learners are being moved beyond their current levels of competence. It seems that some teachers are orientating Numeracy tasks towards the 'lowest common denominator' in their classes.

5. READERS AND TEXTBOOKS

The data relating to textbooks, in contrast to the other data presented in this Appendix, refer to all 45 schools visited, in order to get the full picture for all schools in the sample rather than only the schools performing weaker than one would have expected given the poverty of the community they are located in.

Section 5 provides information about the use of textbooks and readers in class and for homework. Ideally every Foundation Phase classroom should have enough sets of books for each learner in the class to have his/her own copy so that more individual reading can take place and the pace of writing and reading tasks can be speeded up. Providing individual learners with access to their *own* textbooks and readers can also help teachers cope with large classes and make it easier to give learners homework.

5.1 Use of Language and Numeracy textbooks and readers in the classroom

Table 77 provides available information on the number of **classroom observations** where various types of **Home Language and Numeracy** school books were actually used (or not used) during the course of the day of the observation. This data includes information from Foundation Phase observations conducted at better performing and poor performing schools (in this case data from 135 classroom observations are included).

TABLE 77: USE OF HOME LANGUAGE AND NUMERACY SCHOOL BOOKS

N = 135	Frequency for books	Percent	Frequency of books	Percent
Home language reader	19	14%	116	86%
Home language textbook	99	73%	36	27%
Home language pre-printed	115	85%	20	15%
Numeracy textbook	99	73%	36	27%
Numeracy pre-printed	108	80%	27	20%

Data shows that use was made of **Home Language (HL) readers** in 86% of the 135 Foundation Phase observations. Readers were not used in 14% of the observations.

Overall, there appears to be very little use of workbooks or other types of school books in the Foundation Phase classes. For example,

- **Numeracy textbooks** were **not** used in 73% of the observations;
- the use of **Numeracy pre-printed workbooks** was not evident in 80% of the observations;
- **Home Language pre-printed workbooks** were not used in 85% of the observations; and
- **Home Language textbooks** were not used in 73% of the observations.

Table 78 compares frequencies of actual use of **Home Language readers** during the observations (for the poor performing and better performing schools) **in each grade** (n=135).

TABLE 78: EVIDENCE OF USE OF HOME LANGUAGE READER, BY GRADE

Grade	Frequency for NO reader used	Percent	Frequency for reader used	Percent	Total
1	7	15%	39	85%	46
2	4	9%	40	91%	44
3	8	18%	37	82%	45

Data indicate that Home Language readers were used in most Grade 1, 2 and 3 observations. However, readers were **not** used in 15% of the Grade 1 observations, in 9% of the Grade 2 observations, and in 18% of the Grade 3 observations.

Table 79 compares evidence or no evidence of use of **Numeracy** textbooks during the **observations** in each of the **three grades** (for the poor performing and better performing schools) (n=135)

TABLE 79: EVIDENCE OF USE OF NUMERACY TEXTBOOKS, BY GRADE

Grade	Frequency for NO textbook used	Percent	Frequency for textbook used	Percent	Total
1	37	80%	9	20	46
2	35	80%	9	20	44
3	27	60%	18	40	45

Numeracy textbooks were used in 40% of the **Grade 3** observation, and in only in 20% of the **Grade 1** and **Grade 2** observations.

Table 80 compares evidence or no evidence of use of **Numeracy pre-printed workbooks** during the **observations** (for the poor performing and better performing schools) (n=135) **in each grade.**

TABLE 80: EVIDENCE OF USE OF NUMERACY WORKBOOKS, BY GRADE

Grade	Frequency for books NOT used	Percent	Frequency of books actually	Percent	Total
1	40	87%	6	13%	46
2	36	82%	8	18%	44
3	32	71%	13	29%	45

Numeracy workbooks were used in only 29% of the **Grade 3** observations, and only 13% of the **Grade 1** and 18% of **Grade 2** observations.

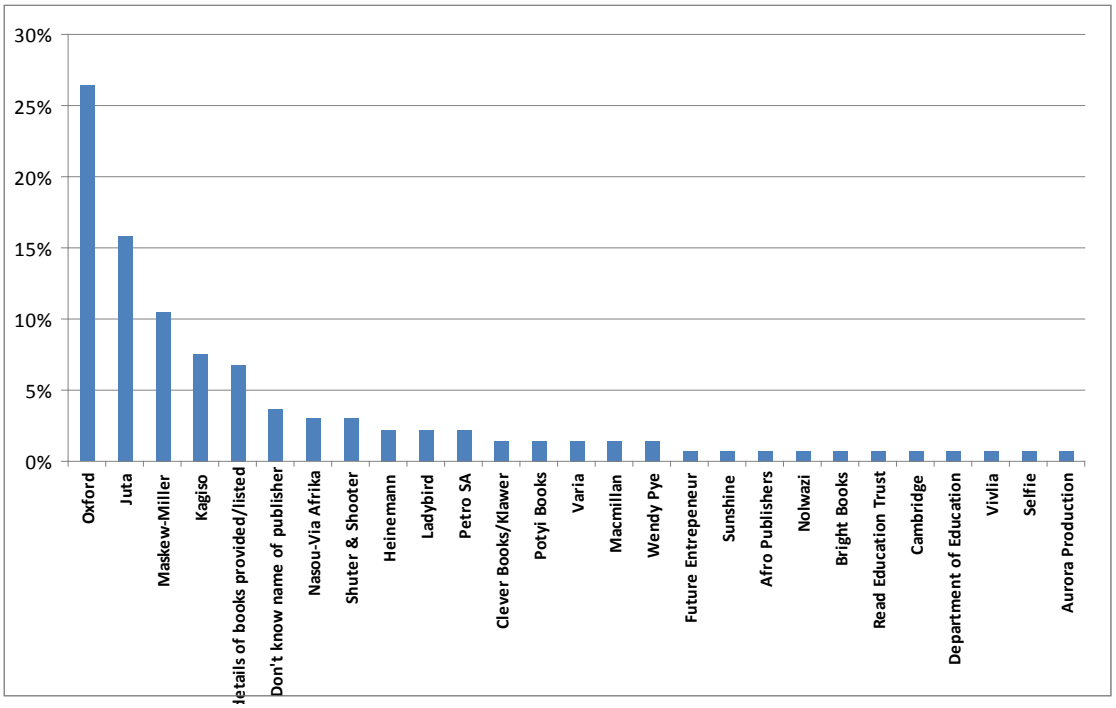
Table 81 provides data specifically on **Home Language readers** in the 135 Foundation Phase **classrooms observations**. The table provides an indication of the distribution of publishers of the readers that were available and actually used during **classroom observations**. Teachers used readers from more than one publisher.

TABLE 81: PUBLISHER OF HOME LANGUAGE READERS

Publishers: Home language readers	Frequency / Count
Oxford	33
Juta	28
Kagiso	13
Maskew-Miller	13
Shuter & Shooter	5
Nasou-Via Afrika	5
Ladybird	3
Wendy Pye Publishing Ltd	3
Heinemann	3
Macmillan	4
Aurora	1
Bright Books	1
Cambridge	1
Clever Books	1
Department of Education (National)	1
Garamond Publishers	1
Lovedale Press	1
Minuteman Press	1
Nolwazi	1
Potyi Books	1
Read Education Trust	1
Selfie – Mosselbaaid	1
Varia	2
Vivlia	1

In the **teacher interviews,** teachers were asked which HL readers they mainly used for their teaching. The graph below shows frequencies for the publishers of the readers:

FIGURE 4: PUBLISHER OF HOME LANGUAGE READER



Data from the teacher interviews generally confirms data collected through the classroom observations. The most frequently used or available **Foundation Phase readers** are those published by Oxford, Juta, Maskew Miller and Kagiso.

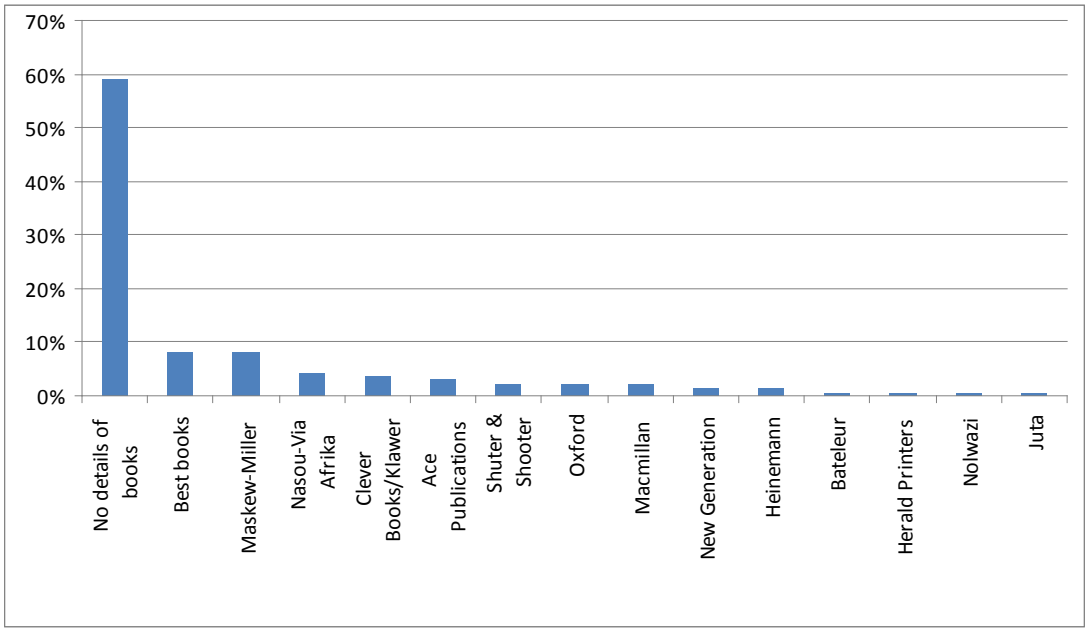
Table 82 provides data on **Numeracy textbook** for the 135 Foundation Phase **classroom observations.** It shows the distribution of publishers of the textbooks that were available and used during the observations. Teachers used textbooks from more than one publisher during the observation.

TABLE 82: PUBLISHER OF NUMERACY TEXTBOOK

Publishers: Numeracy textbooks	Frequency / Count
Maskew-Miller	9
Best Books	7
Nasou-Via Afrika	6
Shuter & Shooter	4
Juta	3
Clever books	2
Heinemann	2
New Generation Publishers	2
Oxford	2
Ace Publications	1
Creative Educational Aids	1
Ladybird	1
Kagiso	1
Macmillan	1

In the **teacher interviews**, teachers were asked what **Numeracy textbooks** they mainly used for teaching. The graph below shows frequency distributions for the publishers of the textbooks that Foundation Phase teachers most commonly reported using.

FIGURE 5: PUBLISHER OF NUMERACY TEXTBOOK



Again this self-report data generally confirm data from the classroom observations that Numeracy textbooks are either not available, or are not being used in Foundation Phase. Textbooks published by Best Books and Maskew-Miller appear to be most frequently used or available.

The main **Numeracy workbooks** evident in the **classroom observations** were:

- *All in one/Alles in een* Integrated Learning Programme published by Best Books
- *My clever Gesyferdheid deur kwessies* published by Clever Books
- *Day by day* published by Maskew-Miller

An analysis of **teacher interview** data (for the poor performing and better performing schools) on the availability of **Home Language readers** and **Numeracy textbooks** across the three grades in each school indicate that

- readers published by the same publisher were available in all three grades in 22 of the 43 schools
- Numeracy textbooks published by the same publisher were available in all three grades in only 4 of the 43 schools.

In the teacher interviews, teachers were asked why each learner in the class did not have his/her own copy of readers and textbooks. The following are the main reasons teachers provided:

- The school does not have the funds to buy textbooks/readers for each learner
- Books are not a priority

- The perception that it is acceptable for learner to share just one reader or text book per group
- Some classes don't use books as such because teachers make copies of reading matter for learners to store in their files
- Teachers and schools have a lack of knowledge and are insecure about which books to buy. They need advice about this.
- Available books are not at the correct level, or are not in learners' home language
- The school has not made provision for books, or books not ordered, or there are more learners than expected in the class
- Books get damaged, stolen, or lost.

Summary statement: Section 5.1 - Use of Language and Numeracy textbooks and readers in the classroom. Teachers in most Foundation Phase classrooms seem to be making use of readers including 'older' readers that are still usable. However, learners in the majority of the Foundation Phase classes do not each have their own copies of Numeracy and language textbooks. More disturbingly, it seems that some schools, teachers think that textbooks in the Foundation Phase are 'not applicable'. Where books are being used, a wide variety of different sets of readers and textbooks appear to be used across Foundation Phase grades. Schools and teachers are not systematically using the same series within grades and across the Phase. This is an important finding because well-structured reading and textbook series are designed to be used in a set sequence and to build progressively on learners' learning and language experiences from one book to the next. Good series are designed to ensure across grade and phase progression in terms of difficulty. Graded reading series, in particular, should form an important component of Foundation Phase teachers' literacy programmes. Not only does there appears to be a lack of availability and use of textbooks, but there also appears to be inefficient use of and a lack of 'know how' to use readers and textbooks for co-ordinating instruction across grades and phases. As the next section will show, textbooks are also not being used for giving homework.

5.2 Taking textbooks and readers home

Table 83 shows the extent to which there was evidence **in classroom observations** (in poor performing schools) of Foundation Phase learners being allowed to take different types of schoolbooks home for **Home Language.**

TABLE 83: LEARNERS ALLOWED TO TAKE HOME LANGUAGE BOOK HOME

	Reader		Textbook		Pre-printed workbook	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
None of the learners	68	64%	82	77%	83	78%
Few (less than half the	7	7%		0%		0%
Some (at least half of	4	4%		0%		0%
Most (at least three	19	18%	1	1%	1	1%
Don't know	2	2%	12	11%	12	11%
Not applicable	1	1%	11	10%	10	9%
Not completed	5	5%		0%		0%
Total	106		106		106	

There was evidence in only 18% of the observed Foundation Phase classes of most learners being allowed to take **Home Language readers** home. There was evidence of only one class that most learners were allowed to take **Home Language textbooks** home, and only one class where most learners were able to take **pre-printed Home Language workbooks** home.

Table 84 shows data for **Numeracy**.

TABLE 84: LEARNERS ALLOWED TO TAKE NUMERACY BOOK HOME

	Textbook		Pre-printed workbook	
	Frequency	Percent	Frequency	Percent
None of the learners	86	81%	83	78%
Few (less than half the class)		0%		0%
Some (at least half of the class)		0%	1	1%
Most (at least three quarters of		0%		0%
Don't know	11	10%	12	11%
Not applicable	9	8%	10	9%
Total	106		106	

There was no evidence in any of the observed Foundation Phase classes of most learners being allowed to take **Numeracy textbooks** or **workbooks** home.

In the **teacher interviews**, teachers were asked why learners were not allowed to take school books home. The following are the main reasons provided:

- Books get damaged (by learners or through fire/water, etc.)
- Books are not returned or lost
- There are not enough copies of books for each learner to take one home

Summary statement: Section 5.2 - Taking Home Language book home. Clearly very few of the classes are allowed to take any books home on the grounds that learners might damage or lose them. This makes it difficult for learners to read or work independently at home.

5.3 TEACHERS' VIEWS ON THE SUITABILITY AND APPROPRIATENESS OF AVAILABLE READERS AND TEXTBOOKS

5.3.1 Home Language

The next two tables show data from **teacher interviews** on whether teachers said they found the **Home Language** readers, textbooks, and pre-printed workbooks available for learners to use appropriate or suitable.

80% of the **Foundation Phase** teachers said they found the available **Home Language readers** appropriate and suitable for their learners. 9% said they found the readers available unsuitable.

30% of the **Foundation Phase** teachers said they found **Home Language textbooks** suitable. 9% said they were unsuitable. However, 20% of the teachers said that textbooks are not available. Of

interest is that 32% of the teachers responded that Home Language textbooks are 'not applicable' in the Foundation Phase. Table 86 shows frequencies for **Home Language textbooks for each grade**. This table shows that 44% of Grade 1 teachers and 33% of Grade 2 teachers said that textbooks were 'not applicable' in their Grade.

TABLE 85: TEACHERS' VIEW OF SUITABILITY OF LANGUAGE TEXTBOOK FOR HOME LANGUAGE, BY GRADE

	n = 39	n = 39	n = 37
	Percent	Percent	Percent
Yes	21%	31%	38%
No	8%	8%	11%
Ambivalent	0%	0%	3%
Books are not available	21%	21%	19%
Response unclear	0%	0%	3%
Not applicable	44%	33%	19%
Don't know	8%	8%	8%

23% of the Foundation Phase teachers said that available **pre-printed workbooks for Home Language** were suitable. 13% of the teachers felt that they were inappropriate. 21% said pre-printed workbooks were not available. 33% said that workbooks were 'not applicable' in their grade. Again this suggests that about a third of teachers are under the impression that Home Language workbooks are not necessary or applicable in the Foundation Phase. Table 87 shows frequencies for Home Language workbooks per grade.

TABLE 86: TEACHERS' VIEW OF SUITABILITY OF PRE-PRINTED WORKBOOKS FOR HOME LANGUAGE, BY GRADE

	n = 38	n = 40	n = 36
	Percent	Percent	Percent
Yes	16%	30%	22%
No	8%	10%	22%
Ambivalent	0%	3%	0%
Books are not available	21%	15%	28%
Response unclear	45%	35%	19%
Not applicable	11%	8%	8%
Don't know	16%	30%	22%

Data indicate that 22% of the Grade 3 teachers who responded to this question felt that available HL workbooks were not appropriate or suitable for their learners.

5.3.2 Numeracy

Data from **teacher interviews** on whether teachers said they found the **Numeracy textbooks** available for learners to use appropriate or suitable for their learners show that 30% of the **Foundation Phase** teachers felt they were suitable but 13% said they did not find them appropriate. However, 21% of teachers indicated that Numeracy textbooks are not available, and 28% said that Numeracy textbooks are 'not applicable' in their grade.

Table 87 shows frequencies for **Numeracy textbooks** for each grade.

TABLE 87: NUMERACY TEXTBOOKS, BY GRADE

	n = 39	n = 41	n = 39
Numeracy Text Books	Percent	Percent	Percent
Yes	21%	32%	38%
No	10%	10%	18%
Ambivalent	0%	2%	0%
Books are not available	21%	20%	23%
Not applicable	38%	29%	15%
Don't know	10%	7%	5%

Data suggests that 18% of Grade 3 teachers said that they felt that available **Numeracy textbooks** were not appropriate or suitable for their learners. This view might be more evident in Grade 3 because textbooks are used more in this grade than in the lower grades. 38% of Grade 1 teachers and 29% of Grade 2 teachers seemed to be under the impression that Numeracy textbooks are 'not applicable' in the Foundation Phase.

26% of Foundation Phase teachers said they found available **Numeracy pre-printed workbooks** suitable. 14% of the teachers said they found available workbooks unsuitable. However 19% indicated that workbooks were not available, and 30% indicated that workbooks are 'not applicable' in their grade.

TABLE 88: PRE-PRINTED NUMERACY TEXTBOOKS, BY GRADE

	n = 38	n = 40	n = 38
Pre-printed workbooks	Percent	Percent	Percent
Yes	16%	28%	34%
No	8%	10%	24%
Ambivalent	0%	5%	0%
Books are not available	21%	15%	21%
Not applicable	42%	35%	13%
Don't know	13%	8%	8%

Data suggests that 14% of the Foundation Phase teachers who responded to this question in interviews felt that available Numeracy workbooks were not appropriate or suitable for their learners. 24% of Grade 3 teachers said workbooks were not suitable. Data also suggest that 42% of the Grade 1 teachers and 35% of the Grade 2 teachers may think that Numeracy workbooks are not necessary or applicable in the Foundation Phase.

In the **interviews** teachers were asked to provide the reasons they thought the textbooks, workbooks or readers that were available were not appropriate for their learners. The following are the main reasons provided:

- the vocabulary is too difficult
- the books are too advanced or difficult for learners
- books have mistakes that confuse the learners

Summary statement: Section 5.3 – Teachers' views on the suitability and appropriateness of available readers and textbooks. It is possible that available Foundation Phase textbooks and workbooks are not being distributed to some classes because teachers do not find available books appropriate. Certainly some teachers, in the interviews, expressed a preference for a different series or publication from those that were available. A constraint in terms of pre-printed workbooks is that they can only be used by one learner for one year. A number of teachers expressed a preference for workcards over books or said they preferred to use their own (teacher-made) worksheets or photocopies of pages from books.

5.4 USE OF WORKSHEETS

Table 89 provides data from **classroom observations** (at poor performing schools) on the extent to which Foundation Phase **teachers used worksheets** for teaching across **all Learning Programmes**

TABLE 89: USE OF WORKSHEETS FOR TEACHING BY TEACHER

	Frequency	Percent
Not at all	17	16%
Sometimes	54	51%
Mainly/extensively	25	24%
Not completed	10	9%
Total	106	

The data show that teachers used worksheets sometimes or extensively in 75% of the 106 observations.

Table 90 shows **classroom observation** data on the number of copies that were available for learners, where worksheets were used in classroom observations specifically for **Home Language** and **Numeracy.**

TABLE 90: COPIES OF WORKSHEETS AVAILABLE TO LEARNERS

	Home language		Numeracy	
	Frequency	Percent	Frequency	Percent
No worksheets used	40	38%	36	34%
Per group of more than 3	1	1%	0	
Per group of 3	0		0	
Per pair	0		0	
Per learner	63	59%	70	66%
Not completed	2	2%	0	
Total	106		106	

Data indicate that in most cases where worksheets were used in Home Language and Numeracy teaching, learners each received their own copy. According to fieldworker reports from the **classroom observations**, 84% of the Foundation Phase classes appeared to systematically organise or paste worksheets used in class into files or notebooks. There was evidence that was not the case in just 8% of the classes observed.

In the **teacher interviews** teachers were asked for their reasons for using or for preferring to use worksheets over textbook. The following are main reasons provided by teachers

- Easier to work with and convenient especially when learners are still learning to write
- They save time and make it possible to cover the work because learners take too long to write
- Saves time as they can be prepared in advance (rather than writing up work on the chalkboard)
- Use them for projects; graphs, puzzles, pictures and activities that are difficult to reproduce on the board.
- Allow learners to work independently and to gain familiarity with print material (as opposed to using the chalkboard)
- Useful for promoting reading
- Use them as teachers cannot always organise books for learners
- Means that everyone can have their own copy
- Neater – 'learners first complete worksheets and then redo the work in their workbooks'
- Easier to organise and file than books. 'Children make a mess in their books and exercise books run out of space'
- Means that teachers can create their own material which is more appropriate for their particular learners and use more accessible language
- Make it possible to give different learners different tasks according to their ability
- Allows teacher to work with one group on the mat whilst others complete worksheets
- They are 'more fun and make learners feel more comfortable and at ease' e.g. 'learners can colour in'
- To make sure that learners have understood the work
- Use them only for giving learners extra practice work
- Use them mainly for assessment tasks and for getting them used to testing (as an introduction to testing)
- Mainly use them for Life Skills
- Use worksheets for stories as not enough story books
- Useful if teacher is absent as substitute teacher can easily give the class worksheets

However, a few teachers said they did not like using worksheet at all because they 'make the learners lazy about writing' and 'limit the development of writing skills.'

Summary statement: Section 5.4 – Use of worksheets. The widespread use of worksheets and photocopies appeared evident in about three quarter of the Foundation Phase classes. This practice, like the use of the chalkboard for writing exercises, has limitations. Firstly, the use of worksheets restricts learners' opportunity to handle books and find out how books work. Secondly, unless teachers consciously structure and build links between the tasks and activities that they give their learners, exercises or activities can be randomly selected in a very unsystematic fashion from different sources, and used in ways that do not reflect clear progression in terms of difficulty. Teachers need to recognize the difference between worksheets that consist of discrete activities and curriculum material that is systematically organized and sequenced. Thirdly, worksheets are usually used for cloze (writing single word/phrase) exercises.

6. BOOKS AND OTHER PRINT MATERIAL IN CLASSROOMS AND EXPOSURE TO A PRINT-RICH ENVIRONMENT

6.1 A print-rich classroom environment

Essentially, a print-rich classroom environment enhances learners' exposure reading opportunities and signals to learners that literacy is valued. To create a print-rich classroom environment teachers need to display as much grade appropriate print material as possible on the walls.

Row A on Table 91 below provides information on the amount of **grade-appropriate** learning material displayed on the walls in the 106 **classrooms observed** (posters, maps and other visual aids) which **learners were able to see and read** from their tables/desks.

Row B shows how much of the learning material displayed on the walls was teacher-made as opposed to commercially made.

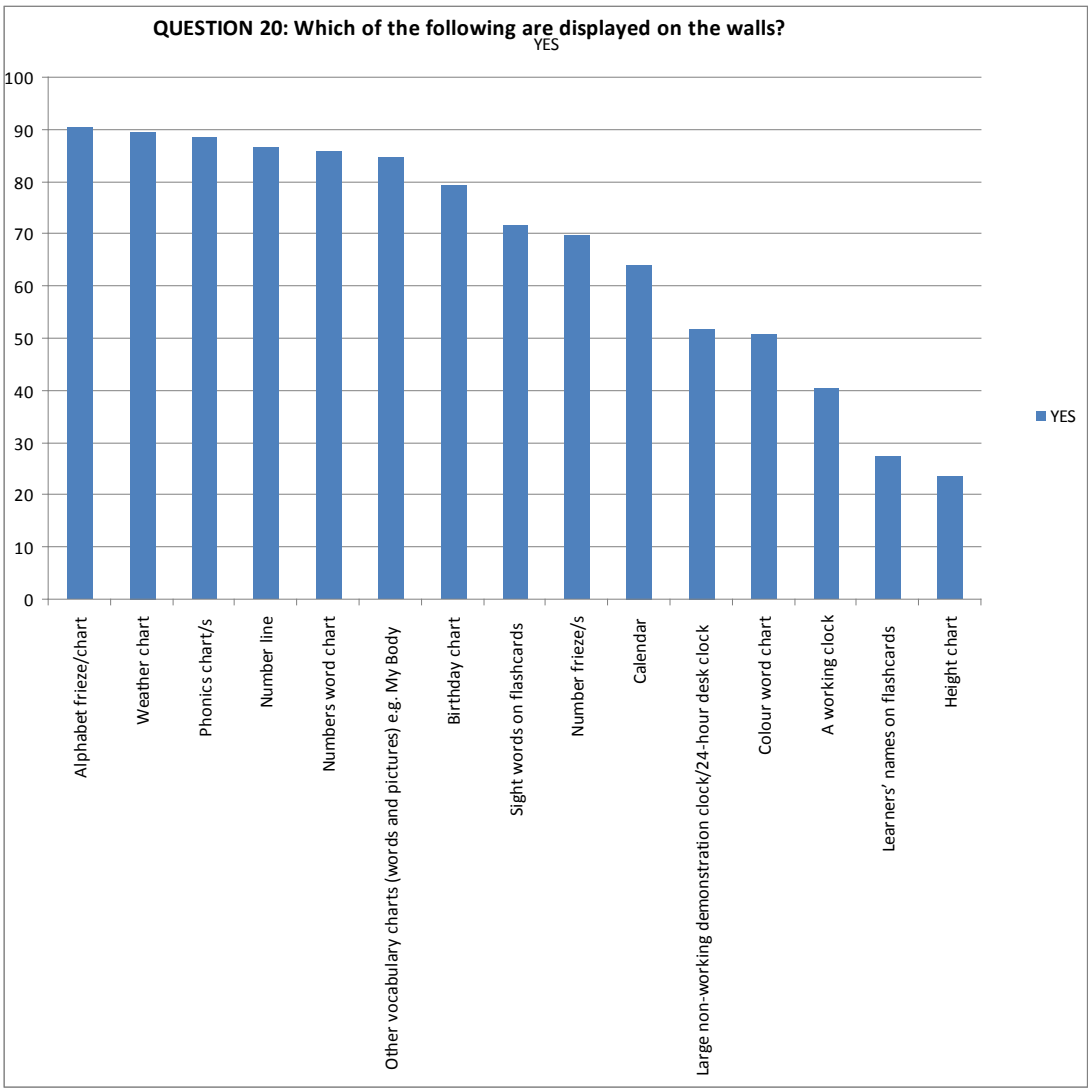
TABLE 91: LEARNING MATERIAL DISPLAYED ON CLASSROOM WALLS

Row A	None	Fewer than 5 items	5-10 items	11 to 20 items	More than 20 items	Not completed	Total
Items displayed		1 (1%)	9 (8%)	23 (22%)	72 (68%)	1 (1%)	106
Row B	**None**	**Only 1 or 2**	**Some**	**Most**	**All**	**Not completed**	**Total**
Teacher-made		7 (7%)	38 (36%)	56 (53%)	3 (3%)	2 (2%)	106

Data in Table 92 indicate that most classroom walls had more than 20 items on display (Row A) but that these were quite often teacher-made (Row B).

Table 92 provides an indication of the most common and least common forms of educational material on display in the Foundation Phase **classrooms observed**

FIGURE 6: MATERIAL DISPLAYED ON WALLS



The graph shows that more than 50% of the classrooms has alphabet frieze/charts, weather charts; phonics charts; number lines; numbers word charts, birthday charts, other vocabulary charts (words and pictures) e.g. my body; sight words on flashcards; number frieze/s; and calendars on display. Less than 50% of the classrooms had large non-working clock/24 hour desk clocks; working clocks; colour word charts; height charts; and learners' names displayed on flashcards.

Summary statement: Section 6.1 – A print-rich classroom environment. It seems that, in about three quarters of the sample of Foundation Phase classrooms, the walls were relatively print-rich. However, new replacement and up-to-data resources are important, especially mother-tongue resources in Afrikaans and African languages.

6.2 Availability of books collections and the promotion of a book culture in classrooms

Learners develop a book culture through opportunities to handle and read a variety of books. School and classroom environments need to promote a positive attitude towards books by providing opportunities for learners to self-select books, and to experience the pleasure of reading, through access to libraries, and/or relevant classroom book collections. In predominantly poor communities where learners get hardly any out-of-school exposure to books, opportunities to handle 'real' books at school and in class are indispensable.

As part of the **classroom document review**, fieldworkers noted whether or not each Foundation Phase classroom had a book collection/reading corner/box library or equivalent for use in the class. Table 92 shows data **from the classroom document review** on the absence or presence of a book collection.

TABLE 92: BOOK COLLECTION, READING CORNER, BOX LIBRARY OR EQUIVALENT IN CLASSROOM

Q6	Frequency	Percent
Yes	97	92%
No	5	5%
Not completed	3	3%
Total	105	

Of interest is that almost all (92%) the Foundation Phase classrooms had some sort of book collection available.

TABLE 93: COMPOSITION OF BOOK COLLECTION

	Picture books		Story books (mainly		Information / non		Magazines	
Q7a.1	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
None	34	32%	1	1%	46	44%	45	43%
Fewer than 10	21	20%	22	21%	26	25%	10	10%
More than 10	11	10%	10	10%	15	14%	11	10%
More than 20	27	26%	32	30%	7	7%	15	14%
More than 50	8	8%	35	33%	5	5%	18	17%
Not applicable - no collection	4	4%	1	1%	5	5%	4	4%
Don't know			4	4%	1	1%	1	1%
Not completed							1	1%
Total	105		105		105		105	

Data on Table 93 indicates that 73% had book collection with more than 10 story books. However

- 52% of the classrooms had book collections with fewer than 10 picture books
- 69% had collections with fewer than 10 information/non-fiction books

Table 94 provides an indication of how many of the books in class collections were available in English, Afrikaans and isiXhosa.

TABLE 94: BOOKS AVAILABLE IN ENGLISH, AFRIKAANS OR ISIXHOSA

	English		Afrikaans		isiXhosa	
Q7b.1	Frequency	Percent	Frequency	Percent	Frequency	Percent
None	11	10%	26	25%	27	26%
Fewer than 10	31	30%	9	9%	23	22%
More than 10	14	13%	13	12%	17	16%
More than 20	21	20%	17	16%	11	10%
More than 50	21	20%	27	26%	20	19%
Not applicable - no	6	6%	13%	12%	6	6%
Don't know	1	1%			1	1%
Total	105		105		105	

Data suggests that Afrikaans and isiXhosa books are available in about three quarters of Foundation Phase classroom book collections, but that English books are more available.

Table 95 shows data from the **review** of the book collection on whether or not the books seem to be made available for regular use by learners in the Foundation Phases classes.

TABLE 95: BOOKS AVAILABLE FOR REGULAR USE BY LEARNERS

Q7c	Frequency	Percent
Yes	81	77%
No	19	18%
Not applicable - no book collection	4	4%
Not completed	1	1%
Total	105	

Books in 77% of the 105 classrooms seem to be made available for regular use by learners in the class.

Table 96 shows data from the **classroom observations** on whether or not teachers generally or specifically demonstrated or modelled how to handle and care for books through their own behaviour.

TABLE 96: TEACHERS MODELLED HOW TO HANDLE AND CARE FOR BOOKS THROUGH OWN BEHAVIOUR

	Frequency	Percent
Yes	64	60%
No	28	26%
Don't know as teacher did not handle any	13	12%
Not completed	1	1%
Total	106	

Data reveals that 60% of the Foundation Phase teachers demonstrated how to handle books (for example, how to turn pages correctly, how to store and handle books without damaging them, etc.) through the care they took in the way they handed out learners' exercise or textbooks, and other more direct ways. In 26% of the observations, the teachers did not demonstrate how to handle books or exhibit good modelling of behaviour and, in 12% of the observations, teachers were not seen to handle any books (bound material) at all!

Table 97 shows **classroom observation** data on how many learners in each Foundation Phase class got to handle, read and look at picture books, story books, non-fiction or information books, or dictionaries (as opposed to readers and textbooks) on the day of the observation.

TABLE 97: LEARNERS ALLOWED TO HANDLE, READ AND LOOK AT BOOKS

	Picture books		Story books		Non-fiction		Dictionaries	
	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent
None of the learners	78	74%	57	54%	102	96%	104	98%
Only one or two learners	4	4%	8	8%	0		0	
Less than half the class	8	8%	10	9%	2	2%	0	
Some (at least half of the class)	5	5%	9	8%	0		0	
Most (at least three quarters of the class)	10	9%	19	18%	1	1%	1	1%
Not completed	1	1%	3	3%	1	1%	1	1%
Total	106		106		106		106	

Data suggest that most learners in only 18% of the classroom observations got to handle or read story books during the observations. In approximately three quarters of the observations none of the learners handled picture books. Children in only one of the classes handled non-fiction books on the day of the observation, and only one class actually had access to and used dictionaries on the day of the classroom observation.

Summary statement: Section 6.2 - Availability of books collections and the promotion of a book culture in classrooms. Most of the Foundation Phase classrooms had some sort of book collection. It seems that more picture books are needed in about half the classrooms, especially in Grade 1 and 2 classrooms. Classroom book collections also appear to need more information/non-fiction books with attractive pictures and appropriate language levels. It seems that most teachers need to foster an interest in books as sources of information as well as pleasure. The Foundation Phase classrooms visited did not particularly promote a reading culture which incorporates reading expository text, and reading (non-fiction/information) books to learn.

6.3 Availability and use of school libraries

Available data indicate that 20 of the 43 schools (in the poor performing and better performing schools) did not have functioning libraries. Fieldworkers visited school libraries where these existed to ascertain basic conditions and use.

Table 98 shows frequencies for whether or not the school libraries looked organised.

TABLE 98: ORGANISED SCHOOL LIBRARIES

Q5	Frequency
Yes	14
No, it is in disarray	6
Not applicable as no school library	20
Not completed	3
Total	43

Six of the libraries visited were not well organised and were in disarray.

Table 99 provides frequencies on the extent to which libraries appeared well-frequented.

TABLE 99: LIBRARIES WELL-FREQUENTED

Q6	Frequency
Data unclear	1
Very well-frequented	5
Fairly well-frequented	6
Not well-frequented	8
Not applicable as no school library exists	20
Not completed	3
Total	43

Eight of the libraries appeared not to be well-frequented.

Table 100 shows frequencies to the estimated number of books suitable for Foundation Phase learners in extant libraries.

TABLE 100: BOOKS SUITABLE FOR FOUNDATION PHASE LEARNERS IN EXTANT LIBRARIES

Q7	Frequency	Percent
More than 100 books	13	30%
50-100 books	3	7%
25-50 books	2	5%
15-25 books	1	2%
No applicable as no school library exists	20	47%
Don't know	1	2%
Not completed	3	7%
Total	43	

37% (16) of the schools had libraries with more than 50 books that were suitable for Foundation Phase learners.

Table 101 shows data on whether or not schools reported that there was a teacher or other person who was designated to act as librarian

TABLE 101: TEACHER OR OTHER DESIGNATED LIBRARIAN

Q8	Frequency	Percent
Data unclear	1	2
Yes	18	42
No	12	28
Not applicable	10	23
Not completed	2	5
Total	43	

Eighteen of the twenty schools with functioning libraries apparently had designated librarians.

None of the lessons took place in school libraries on the day of the **classroom observations**. Only one class (a Grade 3 class) visited the library during the course of the day of the classroom observation. During the visit, learners used or looked at the books in the library but were not able to take books home, and no library skills were taught during the visit.

In the **teacher interviews**, teachers were asked how often their classes visited the school library as a class. Table 102 shows frequencies for their responses

TABLE 102: FREQUENCY OF CLASS VISITS TO SCHOOL LIBRARY

Q44	Frequency	Percent
Twice a week	2	2%
Once a week	10	10%
At least once every two weeks	3	3%
At least once a month	1	1%
Hardly ever/never	31	30%
There is no school library	55	54%
Total	102	

Over half the 102 Foundation Phase teachers said that their school had no library. Only 15% of the teachers said that their classes visited the library at least once every two weeks or more often.

Table 103 shows frequencies for each grade

TABLE 103: FREQUENCY OF CLASS VISITS TO SCHOOL LIBRARY, BY GRADE

	Grade 1		Grade 2		Grade 3	
Q44	Frequency	Percent	Frequency	Percent	Frequency	Percent
Twice a week	1	3%		0%	1	3%
Once a week	4	11%	2	6%	4	12%
At least once every two		0%	1	3%	2	6%
At least once a month	1	3%		0%		0%
Hardly ever/never	8	23%	13	39%	10	29%
There is no school	21	60%	17	52%	17	50%
Total	35		33		34	

Summary statement: Section 6.3 - Availability and use of school libraries. Besides addressing the lack of provision of libraries in schools, there appears to be a need to address the issue of efficient use of, and the 'know how' to use libraries for assisting teaching and learning at the Foundation Phase level.

7. LITERACY AND NUMERACY INSTRUCTION

7.1 Reading instruction

The focus in this section is on two key aspects of reading instruction - the development of reading fluency, and comprehension skills.

7.1.1 Developing reading fluency

To ensure the development of reading fluency, Foundation Phase learners need to understand the alphabetic principle and be able to recognise and discriminate letters from one another. They need to develop phoneme awareness and understand that spoken words are divided into sounds and that these sounds can be linked to form words. They also need to be able to use their knowledge of letters, phonics and high frequency words to anticipate the most likely letters in new words, and apply these skill rapidly and accurately enough to recognise new words.

In the **classroom observation**s, fieldworkers indicated the extent to which the teacher did any of the following on the observation day

1) teach learners to identify **individual letter sounds** and/or the alphabetic principle (how to recognise and discriminate individual letters from one another)?

2) develop phoneme awareness (awareness that units of speech/spoken words can be segmented and broken up into small sounds, and that the segmented units of speech/spoken words can be represented in printed forms) and/or **phonics** skills (linking speech sounds to letters and letter patterns e.g. sounding out, reading separate syllables and phonemes, segmenting words into phonemes)?

3) promote **word recognition** (e.g. through word games, flash cards, etc)?

4) teach learners about the **grammatical structure** or ordering of text?

Table 104 shows frequencies for data across the Foundation Phase classes.

TABLE 104: WORD AND LANGUAGE EXERCISES

Q77	1		2		3		4	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Mostly	39	37%	42	40%	41	39%	21	20%
Some of the time	36	34%	32	30%	33	31%	35	33%
Hardly any time	13	12%	11	10%	6	6%	22	21%
Not at all/no time	17	16%	20	19%	25	24%	26	25%
No completed	1	1%	1	1%	1	1%	2	2%
Total	106		106		106		106	

Data suggests that

- in 71% of the observations teachers at least spent some time teaching learners to identify individual sounds and/or the alphabetic principle. There was no or hardly any evidence of these literacy skills being taught in 28% of the observations.
- in 70% of the observations teachers spent at least some time developing phoneme awareness or phonics skills. There was no or hardly any evidence of this skill being taught in 29% of the observations.
- teachers in70% of the observations spent at least some time promoting word recognition. There was no or hardly any evidence of teachers' promoting word recognition in 30% of the observations.
- in 55% of the observations, teachers spent at least some time teaching learners about the grammatical structure or ordering of text. There was no or hardly any evidence of teachers teaching any sentence structure in 46% of the observations.

The following two tables provide grade-level comparisons of the extent to which teachers taught each literacy skill.

TABLE 105: WORD AND LANGUAGE EXERCISES, BY GRADE

	Grade 1		Grade 2		Grade 3	
Identify individual	Frequency	Percent	Frequency	Percent	Frequency	Percent
Mostly	16	44%	11	32%	12	33%
Some of the time	17	47%	9	26%	10	28%
Hardly any time	1	3%	5	15%	7	19%
Not at all/no time	2	6%	8	24%	7	19%
No completed			1	3%		0%
Total	36		34		36	
	Grade 1		Grade 2		Grade 3	
Developing phoneme	Frequency	Percent	Frequency	Percent	Frequency	Percent
Mostly	17	47%	12	35%	13	36%
Some of the time	11	31%	11	32%	10	28%
Hardly any time	3	8%	3	9%	5	14%
Not at all/no time	5	14%	7	21%	8	22%
No completed		0%	1	3%		0%
Total	36		34		36	
	Grade 1		Grade 2		Grade 3	
Promoting word	Frequency	Percent	Frequency	Percent	Frequency	Percent
Mostly	17	47%	13	38%	11	31%
Some of the time	9	25%	11	32%	13	36%
Hardly any time	1	3%	1	3%	4	11%
Not at all/no time	9	25%	8	24%	8	22%
No completed		0%	1	3%		0%
Total	36		34		36	
	Grade 1		Grade 2		Grade 3	
Teaching about the	Frequency	Percent	Frequency	Percent	Frequency	Percent
Mostly	4	11%	7	21%	10	28%
Some of the time	7	19%	11	32%	17	47%
Hardly any time	12	33%	6	18%	4	11%
Not at all/no time	12	33%	9	26%	5	14%
No completed	1	3%	1	3%		0%
Total	36		34		36	

Table 107 shows data collected from the **classroom observations** on the extent to which the teacher provided learners with any of the following strategies for self-correcting when reading text aloud (text could be individual words, sentences, paragraphs):

- sound out a word (1);
- guess a word;
- use a word's similarity to words that are already known;

- skip or read past difficult words and then go back and use the context/meaning in which a word is embedded.

TABLE 106: TEACHER PROVISION OF SELF-CORRECTING STRATEGIES FOR LEARNERS WHEN READING ALOUD

	sound out a word		guess a word		use a word's similarity to words already known		skip or read past difficult words and then go back	
	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent
Extensively	32	30%	4	4%	10	9%	2	2%
Moderately	24	23%	13	12%	27	25%	10	9%
Minimally	15	14%	13	12%	14	13%	3	3%
Not at all	21	20%	62	58%	41	39%	76	72%
Not applicable - learners do not read text aloud	12	11%	11	10%	12	11%	12	11%
Not completed	2	2%	2	2%	2	2%	3	3%
Total	106		106		106		106	

Of interest, however, is that, according to observation data, Foundation Phase learners did not read aloud at all in about 10/11% of the 106 one day observations.

It seems that the main strategy that teachers promoted for self-correcting was sounding out a word. However, the development of this strategy was minimally or not at all evident in 24% of the observations. The second most common strategy provided was that of using a word's similarity to words that were already known. This strategy was promoted extensively or moderately in on third (34%) of the observations, and minimally or not at all in over a half (52%) of the observations. The least common strategy suggested by teachers was skipping or reading past difficult words and then going back and using the context/meaning in which a word was embedded to self-correct. Teachers apparently suggested this strategy in only 11% of the observations.

7.1.2 Developing reading comprehension

Table 107 contains combined **classroom observation** data for Grades 1-3 on whether or not, when any extended texts (sentences or paragraphs including textbook text or stories) were read or told, learners were encourage or required to

- Retell or summarise what they have read or what has been read to them (e.g. the story or plot) (Strategy 1)?
- Discuss or respond to pictures or illustrations (Strategy 2)?
- Use pictures or illustrations as clues to aid understanding the text (Strategy 3)?
- Identify and/or re-state the main theme/idea/principle (Strategy 4)?
- Answer predictive/inferential questions (e.g. questions about what will happen next before the next part of the text is read; writing their own version of how they think a story will end, etc.) (Strategy 5)?

TABLE 107: REQUIREMENTS IN EXTENDED TEXT EXERCISES

	Strategy 1		Strategy 2		Strategy 3		Strategy 4		Strategy 5	
	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent
Yes	48	45%	53	50%	47	44%	44	42%	27	25%
No	42	40%	35	33%	42	40%	45	42%	61	58%
Not applicable - no extended	13	12%	14	13%	14	13%	15	14%	15	14%
Not completed	3	3%	4	4%	3	3%	2	2%	3	3%
Total	106		106		106		106		106	

The most common strategy across Foundation Phase observations was to get children to discuss or respond to pictures or illustrations (50% of the observations). Of interest is that it appears that no extended texts were read at all during the course of the day in 12%-14% of the observations.

Also significant is that data indicate that learners were **not** required or encouraged to

- identify or re-state the main theme/idea in text in 42% of the observations.
- answer predictive/inferential questions about the text in 41% of the observations
- summarise what had been read in 40% of the observations.
- use pictures or illustrations to aid understanding in 40% of the observations.
- discuss or respond to pictures or illustrations in 33% of the observations

Table 108 provides frequencies for whether or not each of the above strategies was observed in each grade.

TABLE 108: STRATEGIES EMPLOYED IN THE CLASSROOM IN EACH GRADE

	Grade 1		Grade 2		Grade 3	
Identify or re-state the main theme/idea in text	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	12	33%	14	41%	22	61%
No	13	36%	16	47%	13	36%
Not applicable - no extended texts read	10	28%	2	6%	1	3%
Not completed	1	3%	2	6%		0%
Total	36		34		36	

	Grade 1		Grade 2		Grade 3	
Answer predictive/inferential questions about the text	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	19	53%	17	50%	17	47%
No	6	17%	12	35%	17	47%
Not applicable - no extended texts read	10	28%	3	9%	1	3%
Not completed	1	3%	2	6%	1	3%
Total	36		34		36	

	Grade 1		Grade 2		Grade 3	
Summarise what had been read	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	16	44%	13	38%	18	50%
No	9	25%	17	50%	16	44%
Not applicable - no extended texts read	10	28%	3	9%	1	3%
Not completed	1	3%	1	3%	1	3%
Total	36		34		36	

	Grade 1		Grade 2		Grade 3	
Use pictures or illustrations to aid understanding	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	11	31%	15	44%	18	50%
No	14	39%	15	44%	16	44%
Not applicable - no extended texts read	10	28%	3	9%	2	6%
Not completed	1	3%	1	3%		0%
Total	36		34		36	

	Grade 1		Grade 2		Grade 3	
Discuss or respond to pictures or illustrations	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	8	22%	10	29%	9	25%
No	17	47%	20	59%	24	67%
Not applicable - no extended texts read	9	25%	3	9%	3	8%
Not completed	2	6%	1	3%		0%
Total	36		34		36	

Summary statement: Section 7.1 – Reading instruction: the development of fluency and comprehension skills. About three quarters of the teachers seem to be teaching learners to identify individual sounds, the alphabetic principle, phonics skills, and word recognition. Nevertheless, data indicate that more emphasis needs to be put on directly developing learners' fluency and reading comprehension skills in most Foundation Phase classrooms. The ability to derive meaning when reading continuous text is dependent upon the ability to read fluently. Fluency depends on fast, accurate decoding and word recognition. 'Stop-start' reading, sounding out individual words, reading word-by-word, 'barking at print', and reading slowly makes comprehension difficult because it takes too long to reach the end of each sentence. To ensure the development of reading fluency learners need to be taught to use both 'bottom-up' and 'top-down' reading strategies. It seems that most of the Foundation Phase teachers need to adopt a more highly structured and systematic approach (rather than an incidental approach) to teaching aspects such as phonics, syntactic and grammatical skills, and spelling skills. About half of the Foundation Phase teachers did not deliberately teach learners a variety of strategies for making sense of extended texts during the classroom observations. The situation was exacerbated by the fact that learners in most classes were not engaged in reading ***expository*** texts and did not have their own textbooks. To ensure the development of fluency and grade-appropriate comprehension skills, teachers also need to be providing Foundation Phase learners with extensive opportunities to read continuous text (and not only isolated words), especially expository text at their reading level. This aspect is discussed in more detail in Section 8.

7.2 Numeracy instruction

7.2.1 Moving learners from concrete to abstract

Table 109 shows frequencies for the extent to which fieldworkers said they saw Foundation Phase teachers actively assisted and encouraged learners to deal with numbers mentally and to think about numbers without having to use a physical model/representation such as counting sticks or tallies during the **classroom observations**.

TABLE 109: ACTIVE ASSISTANCE AND ENCOURAGEMENT OF LEARNERS TO DEAL WITH NUMBERS MENTALLY

Q95	Frequency	Percent
Mostly	25	24%
Somewhat	36	34%
Hardly at all	16	15%
Not at all	26	25%
Not applicable – Numeracy not covered	2	2%
Not completed	1	1%
Total	106	

According to fieldworkers, teachers in 24% of the 106 observations mostly actively assisted and encouraged learners to deal with and think about numbers without having to use a physical model. However, in 40% of the observations teachers reportedly either did not or hardly assisted learners in their classes to work with numbers more abstractly.

Table 110 shows grade-level comparisons of the extent to which teachers assisted learners to work with numbers more abstractly.

TABLE 110: ACTIVE ASSISTANCE AND ENCOURAGEMENT OF LEARNERS TO DEAL WITH NUMBERS MENTALLY, BY GRADE

	Grade 1		Grade 2		Grade 3	
Q95	Frequency	Percent	Frequency	Percent	Frequency	Percent
Mostly	4	11%	11	32%	10	28%
Somewhat	11	31%	8	24%	17	47%
Hardly at all	5	14%	6	18%	5	14%
Not at all	14	39%	8	24%	4	11%
Not applicable –	2	6%		0%		0%
Not completed		0%	1	3%		0%
Mostly	4	11%	11	32%	10	28%
Total	36		34		36	

According to fieldworkers reports teachers tried mostly or somewhat to assist and encourage learners to work with numbers more abstractly in

- 42 % of the Grade 1 classes.
- 56% of the Grade 2 classes
- 75% of the Grade 3 classes

In the **classroom document review**, fieldworkers examined learners' **Numeracy** exercise books to assess the extent to which there was evidence of learners using tallies to carry out basic operations such as addition, subtraction and multiplication. Table 111 shows frequencies for this data for the whole sample (of poor performing schools)

TABLE 111: LEARNERS' USE OF TALLIES TO CARRY OUT BASIC OPERATIONS

Q22	Frequency	Percent
Always	2	2%
Mostly	4	4%
Sometimes	29	28%
Never	68	65%
Not completed	2	2%
Total	105	

There was evidence of learners always, mostly or sometimes using the tallies for basic operations in 34% of the books. Of interest is that there was no evidence of tallies being used in 65% of the books. Table 112 shows frequencies for **Grade 3** exercise books.

TABLE 112: LEARNERS' USE OF TALLIES TO CARRY OUT BASIC OPERATIONS FOR GRADE 3

Q22	Frequency	Percent
Always	1	3%
Mostly	1	3%
Sometimes	10	28%
Never	23	64%
Not completed	1	3%
Total	105	

There was no evidence of tallies being used in 64% of **Grade 3** books. However, learners may use tallies to count on separate pieces of paper or in their jotters.

Graphs 7 and 8 show the forms of physical apparatus that were used by teachers and learners in Numeracy lessons.

FIGURE 7:

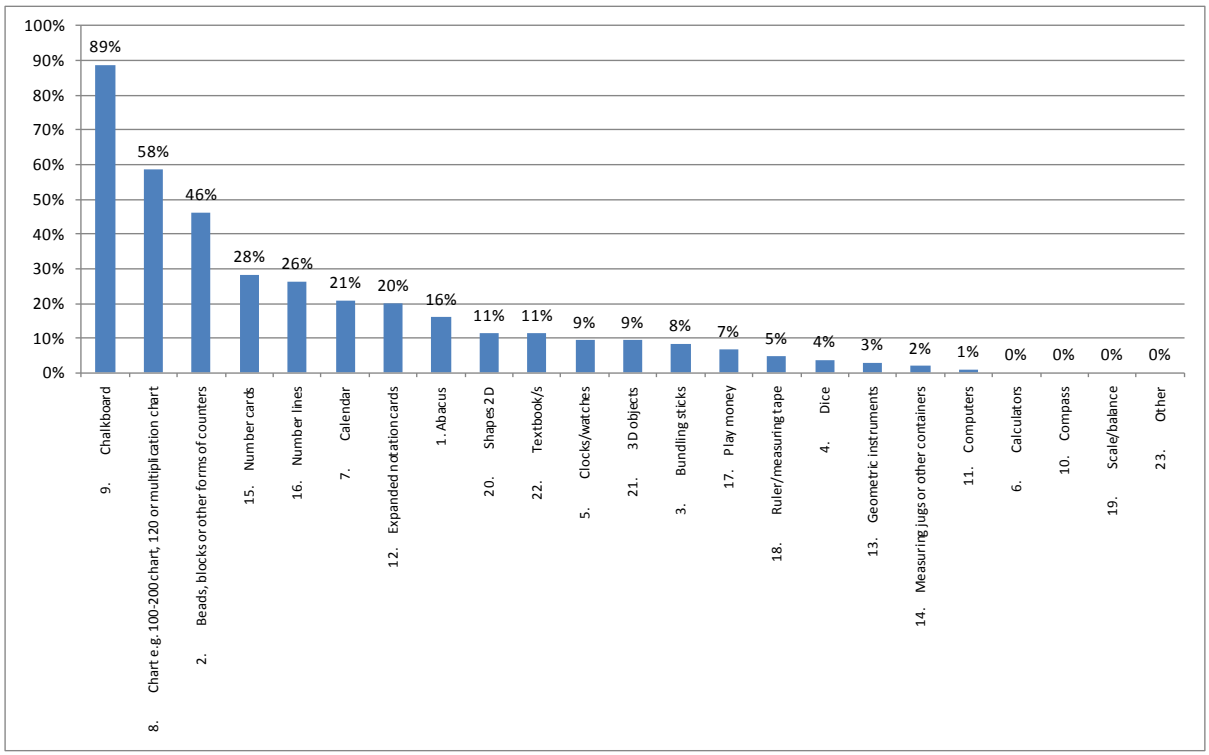


FIGURE 8:

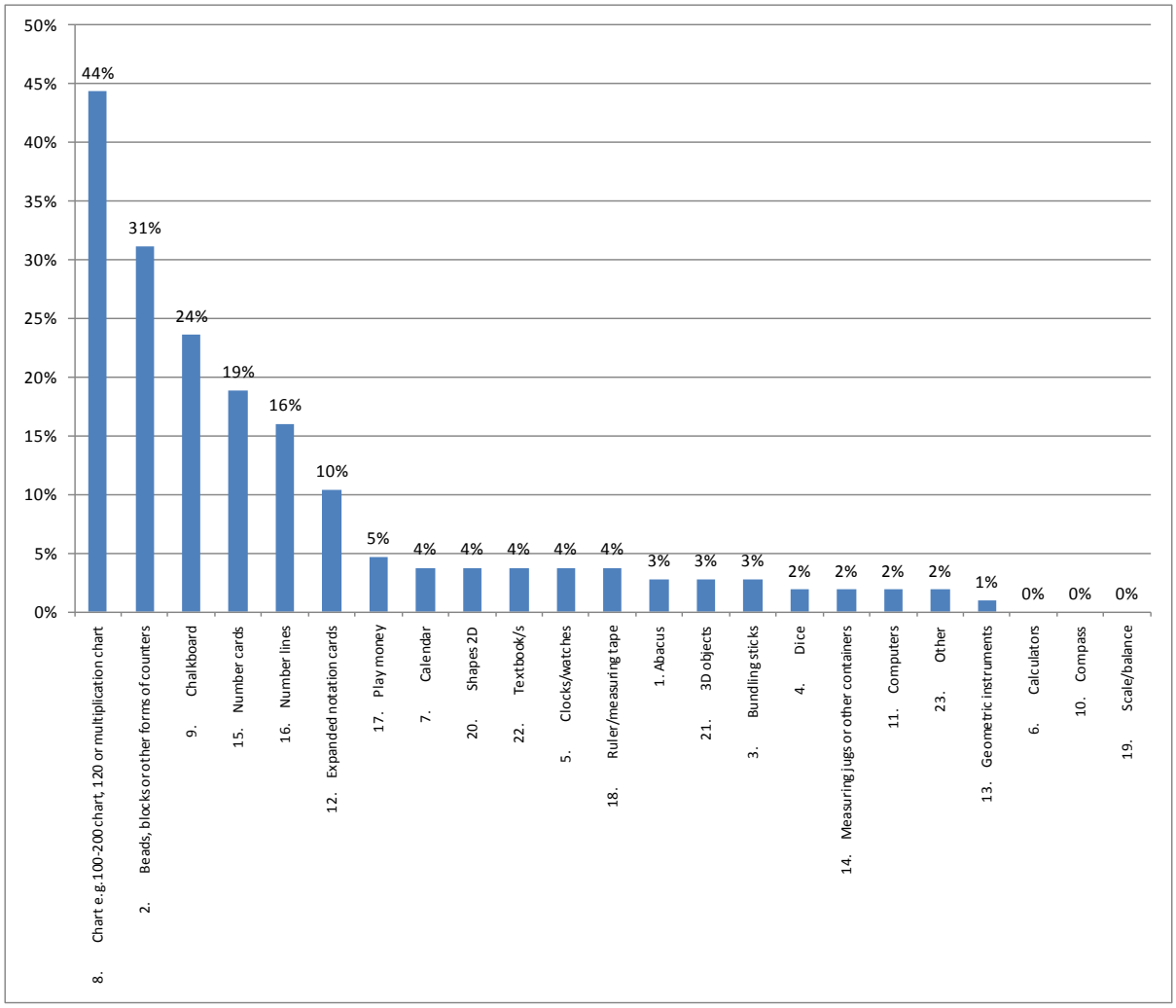
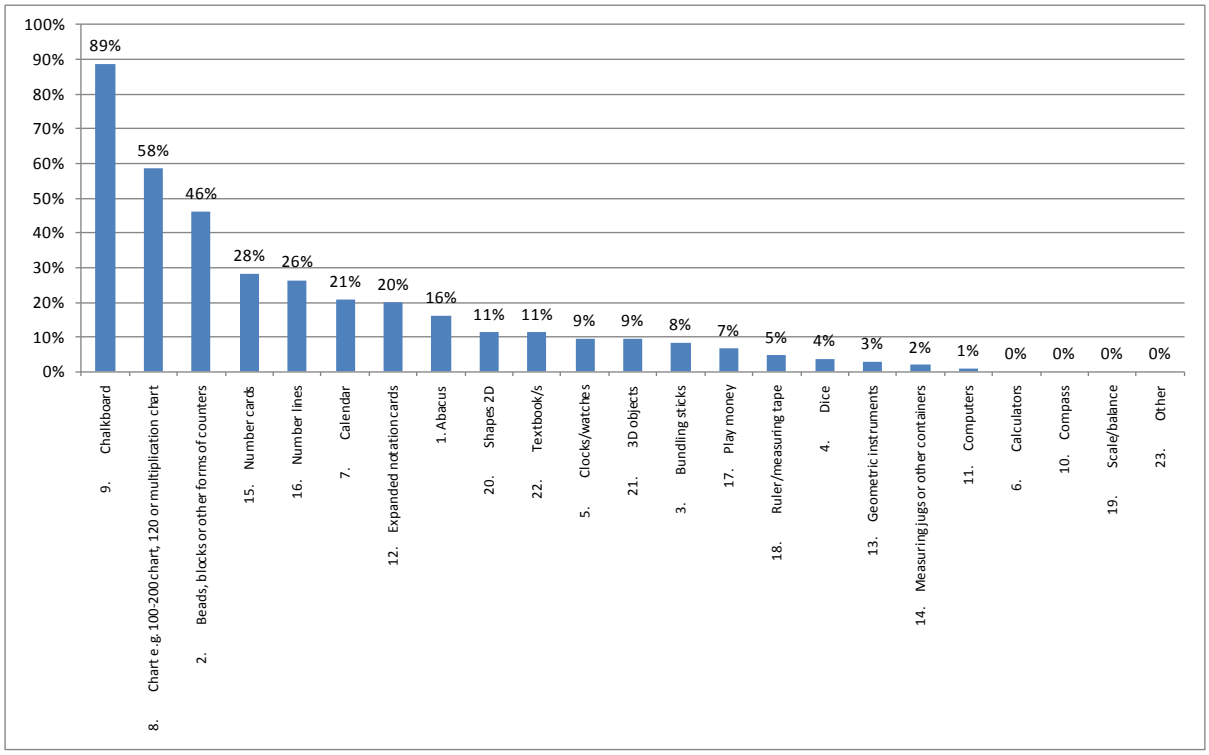


Figure 8 shows that the apparatus mostly frequently used by Foundation Phase **teachers** were: the chalkboard (89% of the observations - previous data indicated that, during the classroom observations, about a third of the teachers used the chalkboard to write exercises for learners to complete), Number Charts (58% of the observations) and different forms of counters (46% of the observations).

Graph 8 shows that the apparatus mostly frequently used by Foundation Phase **learners** were: Number Charts (44% of the observations) and different forms of counters (31% of the observations).

FIGURE 9: FORMS OF PHYSICAL APPARATUS USED BY TEACHERS TO DEMONSTRATE IN NUMERACY LESSONS



Data on whether or not teachers explicitly taught learners to interpret and 'read' mathematical diagrams such as fraction walls, number lines, graphs during the **classroom observation**, show that this happened in 25% (27) of the 106 observations. According to fieldworkers' reports in the **classroom observations,** the following are the types of 'mathematical diagrams' that the twenty seven teachers deliberately taught learners to read and interpret: Number line; drawing of abacus; wall chart, shapes; multiplication tables; drawing of a clock/watch (for time); a calendar; a graph; lines of symmetry; and fractions in diagrammatic form.

Table 113 shows grade-level comparisons.

TABLE 113: LEARNERS EXPLICITLY TAUGHT TO INTERPRET MATHEMATICAL DIAGRAMS, BY GRADE

	Grade 1		Grade 2		Grade 3	
Q96	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	14	39%	6	18%	7	19%
No	22	61%	26	76%	29	81%
Not completed		0%	2	6%		0%
Total	36		34		36	

Of interest here is that more teachers appeared to be teaching children how to interpret and read mathematical diagrams in **Grade 1** classes than in **Grade 2** and **3** classes. This could be ascribed to the prevalence of use of more 'concrete' methods where the focus is often on the representations themselves rather than on the conceptual link between the representations and the mathematical concepts or content taught.

7.2.2 Mental arithmetic and memorisation of tables

To develop the ability to compute rapidly, learners need to learn to deal with numbers without using a physical model and to have sufficient practice in mental arithmetic. Section 7.2.2 looks at data on these two aspects of Numeracy instruction.

Table 114 shows data from the **classroom observations** on estimates of how many **oral mental arithmetic tasks** Foundation Phase classes were asked to do on the day of the observation.

TABLE 114: ORAL MENTAL ARITHMETIC TASKS SET

Q99	Frequency	Percent
None	19	18%
Fewer than 5	24	23%
5 to 10	26	25%
11 to 20	19	18%
More than 20	17	16%
Not completed	1	1%
Total	105	

Data indicate that 18% of the classes observed were given no oral mental arithmetic tasks and that 23% of the classes were given fewer than 5 oral mental arithmetic tasks. Only one third (33%) of the classes were given more than 10 oral mental arithmetic tasks.

Table 115 provides grade-level comparisons of the numbers of mental arithmetic tasks given**:**

TABLE 115: ORAL MENTAL ARITHMETIC TASKS SET, BY GRADE

	Grade 1		Grade 2		Grade 3	
Q99	Frequency	Percent	Frequency	Percent	Frequency	Percent
None	9	25%	7	21%	3	8%
Fewer than 5	11	31%	6	18%	7	19%
5 to 10	10	28%	8	24%	8	22%
11-20	4	11%	4	12%	11	31%
More than 20	2	6%	8	24%	7	20%
Not completed		0%	1	3%		0%
Total	36		34		36	

Grade level data indicate that

- 17 % of the Grade 1 classes were given more than 10 oral mental arithmetic tasks.
- 36 % of the Grade 2 classes were given more than 10 oral mental arithmetic tasks.
- 51% of the Grade 3 classes were given more than 10 oral mental arithmetic tasks. However, only 20% of Grade 3 classes were given more than 20 oral mental arithmetic tasks.

Of concern is that data presented in Section 4.2 indicate that in at least half the Foundation classes, these oral mental arithmetic tasks involved counting or addition.

In the **teacher interviews**, teachers were asked how often they involved learners in their class in any memorisation of multiplication tables. Table 116 shows frequencies for this data.

TABLE 116: CLASS INVOLVED IN MEMORISATION OF MULTIPLICATION TABLES

Q55	Frequency	Percent
Daily	31	30%
Four times a week	1	1%
Three times a week	12	12%
Twice a week	7	7%
Once a week	5	5%
At least once every two weeks	1	1%
Hardly ever/never	36	35%
Not applicable	2	2%
Not completed	7	7%
Total	102	

55% of the Foundation Phase teachers said that memorisation of tables happened at least once a week or more often. 35% of the teachers said that they hardly ever or never got their class to repeat timestables.

Table 117 shows grade-level comparisons of how often teachers said they involved their learners in memorisation of multiplication tables.

TABLE 117: CLASS INVOLVED IN MEMORISATION OF MULTIPLICATION TABLES, BY GRADE

	Grade 1		Grade 2		Grade 3	
Q55	Frequency	Percent	Frequency	Percent	Frequency	Percent
Daily	5	14%	12	36%	14	41%
Four times a week		0%	1	3%		0%
Three times a week		0%	5	15%	7	21%
Twice a week		0%	4	12%	3	9%
Once a week	1	3%	1	3%	3	9%
At least once every two		0%		0%	1	3%
Hardly ever/never	24	69%	7	21%	5	15%
Not applicable	2	6%		0%		0%
Not completed	3	9%	3	9%	1	3%
Total	32		33		34	

17% of the Grade 1 teachers said memorisation of tables happened in class at least once a week or more often. 69% of the Grade 2 teachers said their class had to memorise tables in class at least once a week or more often. 80% of the Grade 3 said their class repeated multiplication tables at least once a week or more often.

69% of the Grade 1 teachers, 21% of the Grade 2 teachers, and 15% of the Grade 3 teachers said that they hardly ever or never got their class to repeat their timetables.

Summary statement: Section 7.2 – Numeracy instruction: Moving learners from concrete to abstract; Mental arithmetic and memorization of tables. Data suggest that about one third of the Foundation Phase teachers are encouraging learners to deal with and think about numbers without having to use a physical model. However, it seems that number charts and/or counters were used in about half the observations, and data indicate that, in at least half the Foundation Phase observations, oral mental arithmetic tasks mainly took the form of counting or addition. About a third of the teachers said they never involved their learners in memorisation of multiplication tables. It seems that what needs to be made explicit for Foundation Phase teachers is how to teach mental arithmetic and tables in practical terms. Demonstration lessons could be used to show teachers how to deal with numbers 'mentally', and how to assist learners to think about numbers without having to use a physical model. The demonstrations could also include exemplars of grade appropriate mental arithmetic activities. Foundation Phase teachers need to recognise that successful development of mental arithmetic skills is dependent on the ability to work with numbers more abstractly, and on practice. Grade 3 teachers, in particular, need to ensure sufficient practice in mental arithmetic and multiplication tables in class, so as to provide learners with opportunities to develop the ability to rapidly compute.

8. A FOCUS ON THE LEARNING OF INDIVIDUAL LEARNERS AND ON LEARNING TO WORK INDEPENDENTLY

The focus in Section 8 is largely on the ways which the Foundation Phase teachers differentiated between the Literacy and Language and Numeracy needs of their learners, and maximised individual learner participation in class through inclusive learner engagement in verbal interactions and written tasks.

8.1 Class interaction patterns

Table 118 reflects fieldworkers' assessment of the extent to which the following whole class or more 'individualised forms of instruction, interaction or activities occurred during the course of the day of each **classroom observation**:

1) teacher-based instruction to the whole class e.g. teacher explaining concepts, demonstrating procedures, etc. with no or very little interaction with learners ('lecture' style)

2) class-based instruction with teacher working with and interacting with the whole class

3) independent individual-based tasks or practice with the teacher circulating and working with individuals

4) independent individual-based tasks or practice with the teacher not working with individuals (e.g. sitting at her/his desks)

5) paired/group-based tasks with the teacher circulating and working with groups

6) paired/group-based tasks with the teacher not working with groups

TABLE 118: TYPE OF INTERACTION IN CLASSROOM

	1	2	3	4	5	6
Most of the time	10%	67%	30%	1%	15%	1%
Some of the time	10%	27%	47%	7%	33%	11%
Hardly at all	25%	0%	10%	9%	6%	10%
Never	54%	5%	10%	81%	42%	74%
Not Completed	1%	1%	2%	2%	4%	4%

Data indicate that the most frequent type of instruction, interaction or activity observed across **Foundation Phase** classrooms was class-based instruction with the teacher working with and interacting with the whole class. (Reportedly this was evident most or some of the time in 94% of the observation).

The second most frequent type of instruction, interaction or activity (evident most or some of the time in 77% of the observations) appears to be independent individual-based tasks or practice with the teacher circulating and working with individuals

The least frequent type of instruction, interaction or activity evident in the observations were

- independent individual-based tasks or practice with the teacher not working with individuals (e.g. sitting at her/his desks) (hardly at all or never evident in 90% of the observations)
- paired/group-based tasks with the teacher not working with groups (hardly at all or never evident in 84% of the observations);
- teacher-based instruction to the whole class e.g. teacher explaining concepts, demonstrating procedures, etc. with no or very little interaction with learners ('lecture' style) (hardly at all or never evident in 79% of the observations

Paired/group-based tasks with the teacher circulating and working with groups most or some of the time was apparent in 48% of the Foundation Phase observation. However, this type of instruction, interaction or activity was reportedly not at all evident in 42% of the lessons.

Table 119 shows frequencies for the extent to which Foundation Phase teachers promoted **verbal** knowledge 'exchanges' between learners by encouraging learners to ask one another task-orientated questions or to explain their understanding of work or each others' work to one another during the course of the day of **classroom observations**.

TABLE 119: DISCUSSION OF WORK AMONGST LEARNERS

	Frequency	Percent
Often	4	4%
Sometimes	18	17%
Hardly ever	21	20%
Never	63	59%
Total	106	

Data shows that this type of interaction was hardly ever or never evident in 79% (84) of the observations.

8.1.1 Verbal interactions between teachers and learners

In the Foundation Phase, teacher's knowledge of individual learner's ability and progress is informed to a large extent through teacher-learner interaction in class.

According to fieldworker reports, Foundation Phase teachers 'always' referred to individual learners by their names in 90 (85%) of **classroom observations** but only sometimes in 15 (14%) observations, and in one class the teacher never referred to individual learners by their names.

Table 120 reflect the extent to which **classroom observation** data show that Foundation Phase teachers made sure that a wide variety of learners had a chance to answer questions.

TABLE 120: WIDE VARIETY OF LEARNERS HAD A CHANCE TO ANSWER QUESTIONS

	Frequency	Percent
Always	56	53%
Mostly	39	37%
Sometimes	7	7%
Hardly ever	3	3%
Never	1	1%
Total	106	

Data suggest that teacher in 90% of the classes tried to ensure that a wide variety of learners had opportunities to answer questions in class.

Table 121 shows frequencies for the extent to which Foundation Phase learners were required simply to repeat responses after the teacher or other learners in unison, rather than coming up with their own responses when the teacher provided front of class explanations or instruction in the **classroom observations** .

TABLE 121: LEARNERS REQUIRED TO REPEAT RESPONSES AFTER TEACHER

	Frequency	Percent
Often	27	25%
Sometimes	47	44%
Seldom	27	25%
Never	5	5%
Total	106	

The data suggest that this type of repetition of responses after others occurred often or sometimes in 69% (74) of the observations. However, other **classroom observation** data indicate that, during the course of 96% of the one day observations, teachers also gave turns to and/or actively tried to involve those learners who did not voluntarily participate in teacher-learner interactions.

Table 122 provide information on whether or not Foundation Phase teachers always/mostly tended to ask the same learners to respond or write answers or solve problems on the chalkboard during the **classroom observations**.

TABLE 122: SAME LEARNER ASKED TO RESPOND

	Frequency	Percent
Yes	46	43%
No	57	54%
Not applicable - there are no or hardly any	1	1%
Not completed	2	2%
Total	106	

In 43% of the observations teachers tended to ask the same learners to respond. In one class, there were reportedly no or hardly any teacher-learner interactions at all!

8.1.2 Teachers' verbal assessment and feedback

An important aspect of literacy and Numeracy development is teachers' ability to work out when and why learners have made a mistake and correct mistakes. Teachers' handling and verbal feedback on learner error in class plays a role in enabling teachers to be more responsive to individual learner's needs.

Table 123 shows **classroom observation** data on the extent to which Foundation Phase teachers made it clear in class whether or not learners' answers, explanations or productions were correct or incorrect.

TABLE 123: LEARNERS ANSWERS CORRECT

Q111	Frequency	Percent
Always	60	57%
Mostly	25	23%
Sometimes	17	16%
Hardly ever	2	2%
Never	2	2%
Total	106	

Data indicate that, in the majority of classroom observations (80%), teachers always or mostly made it clear whether or not learners' answers were correct or incorrect. However, in 20% of the classroom observations teachers only sometimes, hardly ever or never made this clear for learners. When learners made mistakes, these teachers tended to simply pass over the mistakes.

Table 124 shows **classroom observation** data on the extent to which Foundation Phase teachers questioned learners when they gave incorrect answers so as to identify their misconceptions or mistakes, or to find out how they were thinking, understanding and working.

TABLE 124: TEACHERS QUESTIONED LEARNERS IF ANSWERS INCORRECT

Q112	Frequency	Percent
Always	27	25%
Mostly	31	29%
Sometimes	26	25%
Hardly ever	12	11%
Never	10	9%
Total	106	

Data indicate that in just over half of the classroom observations, teachers always or mostly questioned learners when they gave incorrect answers so as to identify their misconceptions or mistakes, or to find out how they were thinking, understanding and working. However, in 45% of the classroom observations, teachers only sometimes, hardly ever or never used of learners' errors to provide correct and explicit feedback on incorrect answers.

Summary statement: Section 8.1 – Classroom interaction patterns. It seems that most of the Foundation Phase classrooms are fairly interactive in terms of teacher-learner interactions, but not in terms of verbal knowledge 'exchanges' between learners. Most of the teachers tried to ensure that all learners participated in classroom interactions, although, in about half of the observations, the same learners tended to be asked to respond or solve problems on the chalkboard. However, almost half the teachers did not use learners' errors to identify misconceptions and provide explicit verbal feedback. The capacity to identify and work with learner error needs to be developed if teachers are expected to identify differences between learners' levels of learning, and to be more responsive to individual learner needs.

8.2 'Collectivised' and 'individualised' reading opportunities

In Foundation Phase classrooms reading activities should constitute a major portion of literacy activities. Successful reading development, however, is dependent on individual practice in reading. Foundation Phase teachers in particular need to ensure sufficient practice in reading aloud collectively and individually and silently so as to provide learners with opportunities to develop the ability to rapidly decode and/or recognise words. Frequent exposure to words in continuous text helps recognition of the words become automatic and builds reading fluency. This section presents data on learners' reading opportunities.

The next set of tables show the extent to which various reading opportunities occurred for learners during the course of the day of the **classroom observation** a) for the whole sample of poor performing schools and b) for each grade.

The tables reflect frequencies of the occurrence of more 'communal' reading opportunities

TABLE 125: TEACHER READING ALOUD TO THE CLASS (CLASS NOT FOLLOWING AS THEY DO NOT HAVE OR CANNOT SEE THE TEXT)

a)

Q80_1A	Frequency	Percent
Mostly	12	11%
Sometimes	28	26%
Hardly ever	9	8%
Never	55	52%
Not Completed	2	2%
Total	106	

b)

Q80_1A	Grade 1	Grade 2	Grade 3
Mostly	5	3	4
Sometimes	10	7	11
Hardly ever	2	4	3
Never	18	19	18
Not Completed	1	1	
Total	36	34	36

In 60% of the observations, teachers never or hardly ever read aloud to the class (who did not have the text but listened to the teacher reading). Teachers mostly or sometimes read aloud to the class in 37% of the observations.

TABLE 126: TEACHER READING WITH CLASS FOLLOWING SILENTLY

a)

Q80_2A	Frequency	Percent
Mostly	33	31%
Sometimes	24	23%
Hardly ever	6	6%
Never	41	39%
Not Completed	2	2%
Total	106	

b)

Q80_2A	Grade 1	Grade 2	Grade 3
Mostly	10	10	13
Sometimes	4	6	14
Hardly ever	1	5	
Never	20	12	9
Not Completed	1	1	
Total	36	34	36

In 44% of the observations the teacher never or hardly ever led of reading with the class following silently. Teachers mostly or sometimes read with the class following silently in 54% of the observations.

TABLE 127: CLASS READS ALOUD WITH THE TEACHER

a)

Q80_3A	Frequency	Percent
Mostly	28	26%
Sometimes	36	34%
Hardly ever	12	11%
Never	28	26%
Not Completed	2	2%
Total	106	

b)

Q80_3A	Grade 1	Grade 2	Grade 3
Mostly	10	5	13
Sometimes	9	11	16
Hardly ever	5	4	3
Never	11	13	4
Not Completed	1	1	
Total	36	34	36

In 36% of the observations the whole class never or hardly ever read aloud with the teacher. However, the whole class mostly or sometimes read aloud together with the teacher in 60% of the observations.

TABLE 128: CLASS READ ALOUD WITHOUT THE TEACHER

a)

Q80_4A	Frequency	Percent
Mostly	31	29%
Sometimes	24	23%
Hardly ever	6	6%
Never	43	41%
Not Completed	2	2%
Total	106	

b)

Q80_4A	Grade 1	Grade 2	Grade 3
Mostly	8	9	14
Sometimes	4	10	10
Hardly ever	4	1	1
Never	19	13	11
Not Completed	1	1	

In 46% of the observations the whole class never or hardly ever read aloud together without the teacher. The whole class mostly or sometimes read aloud together without the teacher in 52% of the observations

TABLE 129: CLASS READ IN PAIRS

a)

Q80_5A	Frequency	Percent
Mostly	15	14%
Sometimes	35	33%
Hardly ever	10	9%
Never	44	42%
Not Completed	2	2%
Total	106	

b)

Q80_5A	Grade 1	Grade 2	Grade 3
Mostly	5	6	4
Sometimes	8	11	16
Hardly ever	4	3	3
Never	18	13	13
Not Completed	1	1	
Total	36	34	36

In 50% of the **observations** learners never or hardly ever read together in groups or pairs. Learners mostly or sometimes read together in groups or pairs in 47% of the observations.

Summary of 'collectivised' reading opportunities

- The whole class mostly or sometimes read aloud together with the teacher in 60% of the observations
- Teachers mostly or sometimes read with the class following silently in 54% of the observations
- The whole class mostly or sometimes read aloud together without the teacher in 52% of the observations
- Learners mostly or sometimes read together in groups or pairs in 47% of the observations
- Teachers mostly or sometimes read aloud to the class in 37% of the observations.

Table 130 provides information on the proportion of learners in each class **observed** who appeared to be reading text off by heart or simply repeating what was read by the teacher or other learners who could read when text was read together in class

TABLE 130: PROPORTION OF CLASS READING TEXT OFF BY HEART OF REPEATING

Q81	Frequency	Percent
None of the learners	29	27%
Only one or two learners	8	8%
Less than a quarter of the class	28	26%
Less than half but at least a quarter of the class	15	14%
About half the class	6	6%
More than half the class	4	4%
All/most learners	6	6%
Not applicable	1	1%
Don't know	9	8%
Total	106	

Data indicate that half or more than half of the class appeared to be reading text off by heart or repeating after others when text was read aloud together in about 16% of the classes observed.

Table 131 shows the proportion of learners who appeared to be reading text off by heart or repeating after others in **each of the grades**.

TABLE 131: PROPORTION OF CLASS READING TEXT OFF BY HEART OF REPEATING , BY GRADE

	Grade 1		Grade 2		Grade 3	
Q81	Frequency	Percent	Frequency	Percent	Frequency	Percent
None of the learners	2	6%	11	32%	16	44%
Only one or two learners	3	8%	4	12%	1	3%
Less than a quarter of the class	11	31%	5	15%	12	33%
Less than half but at least a quarter of the class	5	14%	6	18%	4	11%
About half the class	4	11%	1	3%	1	3%
More than half the class	2	6%	2	6%		0%
All/most learners	3	8%	2	6%	1	3%
Data unclear		0%	1	3%		0%
Don't know	6	17%	2	6%	1	3%
Total	36		34		36	

Data suggest that this tendency was evident for half or more than half the class in 25% of Grade 1 observations, and in 6% of the Grade 3 classrooms.

The next five tables reflect the extent to which various **individual** reading opportunities occurred for learners during the course of the day of the **classroom observation** a) for the whole sample of poor performing schools and b) for each grade. Also included are tables showing frequencies for estimates of the proportion of learners who were actually involved in the specific opportunities to read **individually** c) for the whole sample of poor performing schools and d) for each grade

TABLE 132:

a)

Q80_6A	Frequency	Percent
Mostly	16	15%
Sometimes	37	35%
Hardly ever	6	6%
Never	44	42%
Not Completed	3	3%
Total	106	

b)

Q80_6A	Grade 1	Grade 2	Grade 3
Mostly	3	5	8
Sometimes	10	12	15
Hardly ever	3	3	
Never	18	13	13
Not Completed	2	1	
Total	36	34	36

d) for the whole sample of poor performing schools and e) for each grade

TABLE 133:

a)

Q80_6B	Frequency	Percent
None of the learners	44	42%
Only 1 or 2 learners	12	11%
Less than a quarter of the class	15	14%
Less than half but at least a quarter of	7	7%
About half the class	10	9%
More than half the class	5	5%
All/most learners	6	6%
Data unclear	1	1%
Not Completed	6	6%
Total	106	

b)

Q80_6B	Grade 1	Grade 2	Grade 3
None of the learners	18	13	13
Only 1 or 2 learners	2	6	4
Less than a quarter of the class	2	6	7
Less than half but at least a quarter of	5		2
About half the class	2	3	5
More than half the class	1	2	2
All/most learners	3	1	2
Data unclear		1	
Not Completed	3	2	1
Total	36	34	36

In 47% of the Foundation Phase observations learners never or hardly ever read individually aloud in class. Learners mostly or sometimes read individually aloud in class in 50% of the observations. However, this reading opportunity was available to more than half the class or all/most learners in only 14% of the observations. In most cases where this individual reading opportunity occurred, only half or less than half of the class were involved.

TABLE 134:

a)

Q80_7A	Frequency	Percent
Mostly	15	14%
Sometimes	40	38%
Hardly ever	8	8%
Never	41	39%
Not Completed	2	2%
Total	106	

b)

Q80_7A	Grade 1	Grade 2	Grade 3
Mostly	2	7	6
Sometimes	8	17	15
Hardly ever	5	2	1
Never	20	7	14
Not Completed	1	1	
Total	36	34	36

TABLE 135:

a)

Q80_7B	Frequency	Percent
None of the learners	41	39%
Only 1 or 2 learners	1	1%
Less than a quarter of the class	5	5%
Less than half but at least a quarter of	10	9%
About half the class	5	5%
More than half the class	10	9%
All/most learners	27	25%
Data unclear	1	1%
Not Completed	6	6%
Total	106	

b)

Q80_7B	Grade 1	Grade 2	Grade 3
None of the learners	21	6	14
Only 1 or 2 learners		1	
Less than a quarter of the class	1	4	
Less than half but at least a quarter of	2	5	3
About half the class	1	3	1
More than half the class	3	1	6
All/most learners	5	11	11
Data unclear		1	
Not Completed	3	2	1
Total	36	34	36

Learners never or hardly ever read individually silently independently in 46% of the Foundation Phase observations. Learners mostly or sometimes read individually silently independently in 52% of the observations. However, this reading opportunity was available to more than half the class or all/most learners 34% of the observations. In 20% of the observations only half or less than half of the class were involved in read individually silently independently.

Individual guided reading practise (where a learner gets a turn to read aloud so that the teacher can monitor their reading, give comment, make corrections, and ask questions)

TABLE 136:

a)

Q80_8A	Frequency	Percent
Mostly	23	22%
Sometimes	32	30%
Hardly ever	9	8%
Never	40	38%
Not Completed	2	2%
Total	106	

b)

Q80_8A	Grade 1	Grade 2	Grade 3
Mostly	7	9	7
Sometimes	7	8	17
Hardly ever	4	3	2
Never	17	13	10
Not Completed	1	1	
Total	36	34	36

Learners never or hardly ever had opportunities for individual guided reading practise in 45% of the Foundation Phase observations. They mostly or sometimes had opportunities for individual guided reading practise in 52% of the observations. However, this reading opportunity was available to more than half the class or all/most learners in only 20% of the observations. In 35% of the observations, only half or less than half of the class had opportunities for individual guided reading practise.

Table 137 shows data on the proportion of learners who were engaged in reading **narrative** (story) extended text (including poetry, plays, their own creative writing) during the **classroom observations**.

TABLE 137: PROPORTION OF LEARNERS INVOLVED IN READING EXTENDED OR NARRATIVE TEXT

Q83_2	Frequency	Percent
None of the learners	64	60%
Only one or two learners	3	3%
Less than a quarter of the class	4	4%
Less than half but at least a quarter of the class	4	4%
About half the class	3	3%
More than half the class	3	3%
All/most learners	10	9%
Data unclear	2	2%
Don't know	10	9%
Not completed	3	3%
Total	106	

Data indicates that none of the learners were involved in reading narrative extended text in 60% of the observations. More than half or most/all learners were engaged in reading narrative text in 12% of the Foundation Phase observations.

Table 138 provides grade-level comparisons of the number of learners involved in reading narrative text.

TABLE 138: PROPORTION OF LEARNERS INVOLVED IN READING EXTENDED OR NARRATIVE TEXT, BY GRADE

	Grade 1		Grade 2		Grade 3	
Q83_2	Frequency	Percent	Frequency	Percent	Frequency	Percent
None of the learners	27	75%	18	53%	19	53%
Only one or two learners		0%	2	6%	1	3%
Less than a quarter of the class	1	3%	2	6%	1	3%
Less than half but at least a quarter of the class		0%	1	3%	3	8%
About half the class		0%	1	3%	2	6%
More than half the class	1	3%	2	6%		0%
All/most learners		0%	2	6%	8	22%
Data unclear	1	3%		0%	1	3%
Don't know	6	17%	4	12%		0%
Not completed		0%	2	6%	1	3%
Total	36		34		36	

Data indicate that none of the learners in 53% of the Grade 2 and 3 classes observed were engaged in reading narrative extended text during the observation. In at least half of the classes, individual

learners were not getting sufficient practice in reading narrative text for word recognition to become rapid and accurate.

Table 139 shows data on the proportion of learners in Foundation Phase classes who were engaged in reading any **expository** (information) extended text (for example, whole sentences or paragraphs in textbooks) during the classroom observations.

TABLE 139: PROPORTION OF LEARNERS ENGAGED IN READING ANY EXPOSITORY TEXT

Q83_1	Frequency	Percent
None of the learners	64	60%
Only one or two learners	3	3%
Less than a quarter of the class	1	1%
Less than half but at least a quarter of the class	1	1%
About half the class	2	2%
More than half the class	3	3%
All/most learners	13	12%
Data unclear	3	3%
Don't know	11	10%
Not completed	5	5%
Total	106	

Data indicate that none of the learners were involved in reading expository text in 60% of the observations. More than half or most/all learners were engaged in reading expository text in only 15% of the observations. This low figure is probably linked to the fact that most learners don't have their own textbooks.

Table 140 provides grade-level comparisons of the number of learners engaged in reading expository text.

TABLE 140: LEARNERS INVOLVED IN READING ANY EXPOSITORY TEXT, BY GRADE

	Grade 1		Grade 2		Grade 3	
Q83_1	Frequency	Percent	Frequency	Percent	Frequency	Percent
None of the learners	25	69%	15	44%	24	67%
Only one or two learners		0%	3	9%		0%
Less than a quarter of the class		0%	1	3%		0%
Less than half but at least a quarter of the class		0%	1	3%		0%
About half the class		0%	1	3%	1	3%
More than half the class	1	3%	1	3%	1	3%
All/most learners	2	6%	5	15%	6	17%
Data unclear	2	6%		0%	1	3%
Don't know	6	17%	4	12%	1	3%
Not completed		0%	3	9%	2	6%
Total	36		34		36	

Data indicate that none of the learners in 67% of the Grade 3 classes observed were engaged in reading expository text during the observation. Although individual learners or small groups of learners in some classes may be getting more opportunities to read expository text than others, most Foundation Phases learners in all three grades are not getting enough exposure to expository texts.

Table 141 shows data on the proportion of learners who were required to read and refer to text to seek answers (including referring to pictures, graphs, diagrams) during the **classroom observations.**

TABLE 141: PROPORTION OF LEARNERS REQUIRED TO READ AND REFER TO TEXT TO SEEK ANSWERS

Q82	Frequency	Percent
None of the learners	49	46%
Only one or two learners	5	5%
Less than a quarter of the class	8	8%
Less than half but at least a quarter of the class	4	4%
About half the class	4	4%
More than half the class	6	6%
All/most learners	22	21%
Data unclear	1	1%
Don't know	6	6%
Not completed	1	1%
Total	106	

According to available data, none of the learners in 46% of the Foundation Phase classes observed were ever required to read and refer to text to seek answers independently. More than half the class or all/most learners were required to do look for answers in text in 27% of the observations.

Table 142 provides grade-level comparisons of the number of learners involved in seeking answers in text independently.

TABLE 142: PROPORTION OF LEARNERS REQUIRED TO READ AND REFER TO TEXT TO SEEK ANSWERS, BY GRADE

	Grade 1		Grade 2		Grade 3	
Q82	Frequency	Percent	Frequency	Percent	Frequency	Percent
None of the learners	20	56%	16	47%	13	36%
Only one or two learners	3	8%		0%	2	6%
Less than a quarter of the class	2	6%	4	12%	2	6%
Less than half but at least a quarter of the class	1	3%	1	3%	2	6%
About half the class	1	3%		0%	3	8%
More than half the class	2	6%	1	3%	3	8%
All/most learners	2	6%	9	26%	11	31%
Data unclear		0%	1	3%		0%
Don't know	4	11%	2	6%		0%
Not completed	1	3%		0%		0%
Total	36		34		36	

None or only one or two of the learners were required to read and refer to text to seek answers in 42% of the Grade 3 observations.

Summary statement: Section 8.2 - 'Collectivised' and 'individualised' reading opportunities. Daily individual reading was not evident in every Foundation Phase class. The lack of opportunity for individual guided reading practice in about half of the classroom observations, is of major concern. If every learner in the class does not regularly read individually to the teacher for guided reading so that s/he can monitor and record their individual progress, it is difficult for the teacher to accurately differentiate between learners' reading levels. Evidence also suggests that Foundation Phase teachers are generally placing the main emphasis on learning to read simple narrative text found in basic readers. Data show that learners have limited exposure to the language of explanation and a range of contents and syntactic structures. The reality is that, in Grade 4, learners will be required to 'read in order to learn' and to cope with texts with more complex language structures. Teachers need to be more aware that they are preparing Foundation Phase learners to make this academic literacy and cognitive leap in the Intermediate Phase. They also need to ensure that learners also have regular individual practice reading ***expository*** texts for different purposes (e.g. for Lifeskills and Numeracy, as well as Language). Evidence is that learners in most Foundation Phase classes made little use of informational or expository text for accessing information. They need to be more involved in answering questions that require them to read, search for and use information in expository texts for their responses.

8.3 'Collectivised' and 'individualised' writing opportunities

Teachers need to ensure that **all** learners have adequate opportunities to practice new literacy and Numeracy skills. Section 8.3 looks at data on the extent to which individual learners were involved in writing/written tasks.

Table 143 reflects data on the extent to which learners in each Foundation Phase **classroom observed** were engaged in completing exercises/tasks …

- individually
- in pairs
- in groups of three or more

TABLE 143: COMPLETION AND ENGAGEMENT IN TASKS

	Individually		In pairs		In groups of 3 or more	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Always	48	45%		0%		0%
Mostly	42	40%	2	2%	2	2%
Sometimes	10	9%	12	11%	7	7%
Hardly ever	4	4%	18	17%	15	14%
Never		0%	67	63%	75	71%
Not applicable	1	1%	6	6%	5	5%
Not completed	1	1%	1	1%	2	2%
Total	106		106		106	

Data indicate that in 85% of the observations learners were engaged in completing exercises or tasks individually. In most cases, learners were never or hardly ever involved in working in pairs or groups.

Table 144 shows data on the proportion of learners in Foundation Phase **classroom observations** that were involved in working on any tasks involving writing at all for **Language** and/or **Lifeskills** during the course of the day.

TABLE 144: PROPORTION OF LEARNERS INVOLVED IN TASKS REQUIRING WRITING FOR LANGUAGE AND LIFESKILLS

Q85	Frequency	Percent
None of the learners	7	7%
Less than a quarter of the class	3	3%
Less than half but at least a quarter of the class	4	4%
About half the class	8	8%
More than half the class	33	31%
All/most learners	49	46%
Data unclear	2	2%
Total	106	

Data suggest that more than half or all/most learners in 77% of the observations worked on tasks involving writing.

Table 145 provides grade-level comparisons of the number of learners involved in tasks involving some or other form of writing.

TABLE 145: PROPORTION OF LEARNERS INVOLVED IN TASKS REQUIRING WRITING FOR LANGUAGE AND LIFESKILLS, BY GRADE

	Grade 1		Grade 2		Grade 3	
Q85	Frequency	Percent	Frequency	Percent	Frequency	Percent
None of the learners	3	8%	3	9%	1	3%
Less than a quarter of the class	2	6%	1	3%		0%
Less than half but at least a quarter of the	1	3%	2	6%	1	3%
About half the class	3	8%	2	6%	3	8%
More than half the class	10	28%	11	32%	12	33%
All/most learners	15	42%	15	44%	19	53%
Data unclear	2	6%		0%		0%
Total	36		34		36	

More than half the class was involved in working on tasks involving writing in 70% of the Grade 1 observations, 76% of the Grade 2 observations, 86% of the Grade 3 observations.

Summary statement: Section 8.3 - 'Collectivised' and 'individualised' writing opportunities. It seems that all or most learners in just under half of the Foundation Phase classroom observations were involved in written or writing tasks. The importance of every learner being involved in daily writing in class, particularly writing involving extended texts, needs to be stressed.

8.4 Strategies for coping with differences among learners

The focus in Section 8.4 is on Foundation Phase teachers' differentiation of learners on the basis of ability.

In the **interviews, teachers** were asked whether or not they ever differentiate learners on the basis of their ability (for example, whether or not different levels of work or readers were distributed to different groups of learners. 8% (91) of the 102 **Foundation Phase** teachers interviewed said that they differentiated between learners on the basis of their ability.

Table 146 shows frequencies from the interview data for **each grade**

TABLE 146: DIFFERENTIATION OF LEARNERS BASED ON THEIR ABILITY, BY GRADE

	Grade 1		Grade 2		Grade 3	
Q17	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	33	94%	30	91%	28	82%
No	2	6%	2	6%	5	15%
Not completed		0%	1	3%	1	3%
Total	35		33		34	

Most teachers in each Foundation Phase grade indicated that they differentiate between learners on the basis on ability.

Table 147 provides fieldworkers' assessment of whether or not there was any evidence in the Foundation Phase **classroom observations** that learners were differentiated on the basis of ability (for example, through the use of graded readers or different content or exercises distributed to different learners or groups of learners).

TABLE 147: EVIDENCE OF DIFFRENTIATION OF LEARNERS BY ABILITY

Q85	Frequency	Percent
Yes	81	76%
No	18	17%
Don't' know	5	5%
Not completed	2	2%
Total	106	

Fieldworkers reported evidence of differentiation on the basis of ability in 76% of the observations, but no evidence of differentiation in at least 17% of the classes observed.

The following are the main categories of evidence that fieldworkers provided from the **classroom observations :**

- Different groups of learners were given work to complete individually (either different work of the same level of difficulty or work of different difficulty levels, for example, some learners were required to write/read one sentence whilst other were required to write/read three sentences);
- The teacher worked intensively with a small group (for example, on the mat) in order to have more one-on-one interactions, whilst other learners in the class worked on tasks;
- The teacher gave more attention in class to learners who were struggling, or to weaker groups of learners;
- Slower or weaker learners were given more time to complete tasks, whilst other learners continued with another activity;
- Different groups of learners were given different work to complete together (either different work of the same level of difficulty or work of different difficulty levels)
- The teacher used 'more concrete' methods with 'slower learners', while more capable learners were expected to 'think more abstractly';
- In some cases, the main form of differentiation evident was learners being given different levels of graded readers.

Table 148 shows more specific **classroom observation** data on the extent to which **all** learners were required to **complete similar tasks** or exercises in **Home Language** and **Numeracy**.

TABLE 148: ALL LEARNERS REQUIRED TO COMPLETE SIMILAR TASKS IN HOME LANGUAGE AND NUMERACY

	Home language		Numeracy	
	Frequency	Percent	Frequency	Percent
Always	34	32%	33	31%
Mostly	33	31%	33	31%
Sometimes	12	11%	17	16%
Hardly ever/Never	20	19%	21	20%
Not applicable	2	2%	2	2%
Not completed	5	5%		0%
Total	106		106	

According to fieldworkers' reports for this item, learners in just over 60% of the **Foundation Phase** observations were always or mostly given similar Numeracy and Home Language tasks. In over a third of the observations learners were sometimes or hardly ever or never required to complete similar tasks (i.e. different groups were given more difficult or less demanding tasks).

In the **interviews with teachers**, teachers were asked why they did or did not differentiate learners on the basis of ability. The following are **reasons** teachers provided **for differentiating**:

- Large differences between learner levels of progress
- Children are more confident in smaller groups
- Children are more comfortable when they are in a 'like group'

- It is easier for teachers to cope
- Different learners have different learning styles
- Allows learners to work at their own pace
- Availability of graded readers/reading series makes it possible for learners to progress at different rates
- Allows learners more time to consolidate if necessary
- Allows teachers to give more attention to those who are struggling
- Otherwise the fast learners are held back by the slow learners
- The need to use more concrete methods/apparatus with slower learners
- To improve performance
- Teachers can do more intense work on the mat with slower learners/group whilst others do other work
- Teachers simply cannot give weaker learners the same work as 'they will not be able to do anything'
- To give more capable learners extra work and 'keep them interested'

The following are **reasons** teachers provided **for not differentiating** on the basis of ability

- Whole class teaching makes classroom management easier and helps keep control
- To put pressure on all learners to achieve at the grade level
- Not enough copies of readers to give learners different books
- No need to differentiate as learners in the class are all at the same level
- It's too early in the year to differentiate. Teachers do not know learners' abilities well enough yet
- Teacher lacks experience and know-how about differentiation
- The remedial /ELSEN teacher deals with the issue of learners who cannot keep up
- Teacher said she is unable to work with different groups as the classroom mat was stolen and the floor is too cold for learners to sit on for 'matwork'.

Summary statement: Section 8.4 - Strategies for coping with differences among learners. It seems that most Foundation Phase teachers are trying to address the issue of diversity amongst their learners. Methods for dealing with differences that some teachers mentioned included working intensively with one group of learners at a time in class. Unfortunately, especially in large classes, this often means that not all learners get equal 'contact time' with the teacher. Teachers who work with one group may also neglect to keep the remainder of the class on-task. This problem can be exacerbated when different groups are given a wide variety of concurrent activities. The issue of ability grouping is complex and very demanding in terms of classroom management, and one danger is that learners who are deemed weak are given tasks of very low cognitive demand. Teachers need to be assisted with classroom management and provided with appropriate support material such as individual workbooks and textbooks, as well as enough sets of graded readers, if they are to differentiate between learners who are performing at different competency levels. The challenge is to ensure that all learners are on-task and putting in their best effort, and that time is used productively.

8.5 Developing the capacity to work independently

In systemic and other testing, Foundation Phase learners are expected to read and follow item instructions by themselves. Section 8.5 looks at learners' opportunities to develop the capacity to work independently.

Table 149 shows data on whether or not learners in the **classroom observations** ever had to read instructions for tasks themselves and work out what was required independently from the teacher.

TABLE 149: LEARNERS REQUIRED TO READ INSTRUCTIONS THEMSELVES

Q109	Frequency	Percent
Yes	32	30%
No, they always rely entirely on the teacher to tell them what to do without referring to and reading written instructions	67	63%
No classwork or exercises with instructions are given	7	7%
Total	106	

Learners in 63% of the Foundation Phase classes were not required to read written instructions for tasks or exercises themselves and always relied on the teacher to explain and tell them what to do.

Table 150 provides grade-level comparisons of whether or not learners read instructions themselves.

TABLE 150: LEARNERS REQUIRED TO READ INSTRUCTIONS THEMSELVES, BY GRADE

	Grade 1		Grade 2		Grade 3	
Q109	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	3	8%	11	32%	18	50%
No, they always rely entirely on the teacher to tell them what to do without referring to and reading written instructions	29	81%	21	62%	17	47%
No classwork or exercises with instructions are given	4	11%	2	6%	1	3%
Total	33		34		36	

Data on table 150 indicate that 81% of the **Grade 1** classes relied completely on the teacher. Evidence is that almost half of the Grade 3 classes observed were not expected to read and interpret any task instructions independently.

Finally, Table 151 shows data from **classroom observations** on the extent to which most learners in **Home Language** and **Numeracy** lesson appeared to understand what to do, or what was being asked when they were given tasks or activities to complete, or when the teacher asked children questions

TABLE 151: EXTENT TO WHICH MOST LEARNERS UNDERSTAND WHAT IS REQUIRED OF THEM

	Home language		Numeracy	
Q107_1	Frequency	Percent	Frequency	Percent
Always	16	15%	14	13%
Mostly	51	48%	60	57%
Sometimes	22	21%	21	20%
Hardly ever/Never	6	6%	8	8%
Not Applicable – no tasks given	3	3%	3	3%
Not completed	8	8%		0%
Total	106		106	

Data indicate that, in just over 60% of the **Home Language** lessons and 70% of the **Numeracy** lessons, most children mostly or always understood what was required. However in, just over a quarter of both Learning Programmes most learners only sometimes, hardly ever, or never seemed to be clear about what they were being asked to do.

The following are the main explanations that fieldworkers provided from the **classroom observations** as to when or why learners appeared unclear about what to do:

- The teacher did not provide clear enough instructions
- There was a problem with task design

- The instructions for tasks were too difficult or complicated for learners to understand
- Insufficient resources were provided or available for learners to complete tasks
- The quality of the photocopy of instructions for tasks on worksheets was poor and not easy to see
- The task/s were too difficult for the learners or most learners did not have requisite knowledge to complete the tasks
- Learners did not pay enough attention when teacher explained the task/s
- Learners were unable to cope with more open-ended questions (e.g. Why? How do you know…?) in task/s
- Learners had language difficulties, for example, IsiXhosa speaking children who were in an in Afrikaans/English LOLT class struggled to understand what to do
- Learners were on very different levels, some could not understand task instructions

In some cases fieldworkers were unable to ascertain the reasons. Some fieldworkers also reported that some teachers simply insisted on repeating instructions over and over again.

Table 152 shows frequencies for how many learners in each Foundation Phase class asked teachers questions in class during the **classroom observations**.

TABLE 152: NUMBER OF LEARNERS ASKING QUESTIONS IN CLASS

	Frequency	Percent
None	74	70%
Only one or two	16	15%
Less than one quarter of the class	2	2%
More than one quarter of the class	10	9%
Not completed	4	4%
Total	106	

Indications are that, in 85% (90) of the observations, no or only one or two learners asked the teacher questions.

Table 153 provides frequencies for the extent to which fieldworkers could see learners who were copying from other learners when they were supposed to work alone in the **classroom observations**.

TABLE 153: LEARNERS COPYING FROM EACHOTHER WHEN INSTRUCTED TO WORK ALONE

	Frequency	Percent
Frequently	13	12%
Sometimes	71	67%
Never	19	18%
Not completed	3	3%
Total	106	

Apparently learners were seen copying from each other frequently or sometimes in 79% of the observations.

Summary statement: Section 8.5 - Developing the capacity to work independently. Evidence is that learners in most Foundation Phase classes are not being taught how to read and follow instructions for themselves. Teachers need to realise that, unless learners have practise in working out what tasks require of them, Grade 3 learners cannot be expected to cope independently with assessment items. It seems, however, that most learners are not encouraged to ask questions, and some teachers are giving learners poorly constructed tasks or tasks with confusing instructions. Teachers need to be more aware that they should be developing learners' capacity to work independently.

8.6 Displaying learners' work

Section 8.6 presents data on the extent to which teachers encourage and validate learner effort by displaying learners' written and other work in classrooms and/or in other prominent areas around the school.

Table 154 provides information on how many different types of **learners' recent work** or other **recent learner-made objects or artwork** were on display **in each Foundation Phase classroom** (e.g. pictures, texts, Numeracy shapes, etc.) in Row A. Row B provides information on whether or not there was any evidence that learners' work, learner-made objects or artwork were on display anywhere **outside each classroom** (e.g. in the corridors or school foyer/entrance).

TABLE 154: LEARNERS' WORK ON DISPLAY

Row A	None	1 or 2 types	More than 3 types	Not completed	Total
Learner work	68 (64%)	29 (27%)	9 (8%)	0	106
Row B	**No**		**Yes**	**Not completed**	**Total**
Displayed outside classroom	105 (99%)		1 (1%)	0	106

Data suggests that Foundation Phase teachers tend not to display much of learners' own efforts in their classrooms (Row A) and not to display any of their efforts in areas outside of the classroom (Row B).

Summary statement: Section 8.6 – Displaying learners' work. Teachers need to be aware of the ways in which they can adopt strategies such as the display of learners' work to enhance Foundation Phase learners' self-esteem, encourage individual and group effort, and foster learners' desire to achieve.

9. FORMAL ASSESMENT OF INDIVIDUAL LEARNERS

Individual differentiation of learners at the instructional level through frequent monitoring and assessment of their work is crucial for teachers to judge what and how their learners have learned.

In the Foundation Phase, teachers need to keep track of learners' individual progress in ways that make it possible to truly differentiate between their reading, writing and Numeracy levels so that they can identify children who need additional help and who genuinely in need of more specialist help.

9.1 Assessment of written work

The next tables provide **classroom observation** data on the extent to which Foundation Phase learners **Home Language** and **Numeracy** written work was marked or checked individually in class by

- the teacher
- learners who mark their own work
- learner who mark each other's work

Table 155 shows frequencies for **Numeracy**

TABLE 155: LEARNERS' WRITTEN WORK IN NUMERACY MARKED OR CHECK INDIVIDUALLY IN CLASS

	Teacher		Learners' own		Learners' each other	
Teacher	Frequency	Percent	Frequency	Percent	Frequency	Percent
Always	81	76%		0%		0%
Mostly	18	17%		0%		0%
Sometimes	5	5%	4	4%	5	5%
Hardly ever/never	1	1%	96	91%	96	91%
Not applicable - no/hardly any written tasks given	1	1%	5	5%	4	4%
Not completed		0%	1	1%	1	1%
Total	106		106		106	

Table 156 shows frequencies for **Home Language**

TABLE 156: LEARNERS' WRITTEN WORK IN HOME LANGUAGE MARKED OR CHECK INDIVIDUALLY IN CLASS

	Teacher		Learners' own		Learners' each other	
Teacher	Frequency	Percent	Frequency	Percent	Frequency	Percent
Always	82	77%	1	1%		
Mostly	17	16%				
Sometimes	4	4%	3	3%	4	4%
Hardly ever/never	1	1%	96	91%	96	91%
Not applicable - no/hardly any written tasks given	1	1%	6	6%	5	5%
Not completed	1	1%			1	1%
Total	106		106		106	

In most of the Foundation Phase **observations** teachers always or mostly marked or checked learners' Numeracy/ Home Language work themselves and learners hardly ever or never marked their own or each others' Numeracy/ Home Language work.

For the **classroom document review**, fieldworkers examined learner's **Home Language** and **Numeracy** work/exercise books and checked how regularly Foundation Phase teachers marked work (using symbols, ticks and crosses or other ways of clearly indicating that work or answers were correct or incorrect, i.e. not just signatures). Table 157 shows frequencies.

TABLE 157: WORK/EXERCISE BOOKS MARKED

	Home language		Numeracy	
Q15	Frequency	Percent	Frequency	Percent
Always	76	72%	80	76%
Always but only in assessment files/books			1	1%
Mostly	21	20%	16	15%
Sometimes	5	5%	5	5%
Hardly ever	3	3%	3	3%
Total	105		105	

Data indicate that 92% of the Foundation Phase classes' Home Language and 91% of the classes Numeracy workbooks/exercise books showed evidence of the teacher always or mostly marking work regularly.

Table 158 shows frequencies from the **classroom document review** where fieldworkers examined learner's work/exercise books and checked for evidence of how regularly learners appeared to do corrections for **Home Language** and **Numeracy**.

TABLE 158: LEARNERS DO CORRECTIONS

	Home language		Numeracy	
Q16	Frequency	Percent	Frequency	Percent
Always	26	25%	71	68%
Mostly	14	13%	11	10%
Sometimes	14	13%	6	65%
Hardly ever	51	49%		
Don't know – books not available			10	10%
Not completed			7	7%
Total	105		105	

Evidence is that learners in 78% of the classes always or mostly did corrections for Numeracy, but 62% of the classes only sometimes or hardly ever did corrections in Home Language.

Summary statement: Section 9.1 – Assessment of written work. Data show that most of the Foundation Phase teachers are marking learners' classwork regularly themselves, and that learners in most classes regularly do corrections in their Numeracy workbooks. However, learners in only 38% of the classes regularly did correction in their Home Language books, and there was little evidence in the Foundation Phase classrooms of learners marking their own work or each others' work as a form of reinforcing learning.

9.2 Assessment records

In the **classroom document review,** fieldworkers recorded how many marks, symbols or assessment tasks were recorded in total for each learner in each Foundation Phase class for

- Home Language
- Numeracy

Table 159 shows frequencies for the number of marks/assessment records per learner for **Home Language.**

TABLE 159: MARKS/ASSESSMENT RECORDS PER LEARNER FOR HOME LANGUAGE

Number of records	Frequency	Percent
0	1	1%
1	1	1%
3	1	1%
4	66	63%
5	9	9%
6	3	3%
7	3	3%
8	1	1%
11	1	1%
12	5	5
14	1	1%
15	2	2%
16	1	1%
18	2	2%
24	2	2%
Don't know	3	3%
Not completed	3	3%
Total	105	

63% of the Foundation Phase teachers had four assessment records per learner for **Home Language**, but the number of records ranged from a minimum of 0 to a maximum 24. A similar pattern was reflected across the grades. 58% of **Grade 1** teachers, 55% of the **Grade 2** teachers, and 57% of the **Grade 3** teachers had four assessment records per learner.

Table 160 shows frequencies for the number of assessment records for **Numeracy**.

TABLE 160: MAKRS/ASSESSMENT RECORDS PER LEARNER FOR NUMERACY

Q8.3	Frequency	Percent
0	1	1%
1	1	1%
3	66	63%
4	12	11%
5	3	3%
6	1	1%
8	1	1%
9	5	5%
10	1	1%
13	1	1%
15	2	2%
17	1	1%
20	1	1%
22	2	2%
Don't know	3	3%
Not completed	4	4%
Total	105	

63% of the Foundation Phase teachers' records had at three assessment records per learner for Numeracy, but the number of records ranged from 0 to 22. This pattern was reflected across the grades. 56% of **Grade 1** teachers, 59% of the **Grade 2** teachers, and 63% of the **Grade 3** teachers had three assessment records per learner.

In the **classroom document review**, fieldworkers were asked to list the types of activities/tasks that each teacher had indicated or demarcated in their assessment records for **Language and Literacy**. Whilst in a number of teachers' records, learning outcomes (LOs) formed the main categories, other teachers recorded more specific activities, skills or content. However, overall categories of records kept appeared to be fairly *ad hoc* with different teacher tracking different skills or topics in different ways. Data indicate that learners are being evaluated against different criteria both across grades within schools and across different school sites. Some Foundation Phase teachers said that no records are actually kept at this level but that a term mark was awarded based on marks in learners' books. Numeracy assessment records reflected similar trends. The following list provides an indication of the wide variety of categories found in Foundation Phase **Home Language** assessment records:

- Rhyming words
- Phonics including subcategories such as vowels
- Oral including subcategories such as answering questions, speaking, reciting poems, story telling
- Reading

- Word building/recognition including sub categories such as matching words with pictures
- Drawing linked with writing
- Handwriting including sub categories such as letters
- Writing including subcategories such as creative writing, sentence writing
- Sentence structure or building including sub-categories such as correct sequencing of pictures, words, or sentences
- Spelling
- Punctuation
- Dictation
- Grammar or language structure including sub categories such as nouns; prepositions, adjectives, plurals, diminutives, opposites, present and past tense.
- Dialogue
- Comprehension
- Labelling a diagram
- Visual literacy
- Literature including sub categories such as poetry, acting out a play or story
- Thinking and reasoning
- Project work

Table 161 shows data from **the review** of Foundation Phase **Home Language and Numeracy assessment records** on whether or not records included informative/constructive comments about individual learners' progress. For example, whether teachers keep daily or running notes or checklists tracking each learner's level of development and progress such as the number of different letters or words each learner had learnt, or the level of graded reading series attained.

TABLE 161: RECORDS INCLUDE INFORMATIVE/CONSTRUCTIVE COMMENTS REGARDING LEARNERS' PROGRESS

	Home language reading		Home language writing		Numeracy	
Q11	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	53	50%	49	47%	52	50%
No	45	43%	49	47%	46	44%
Don't know - assessment records not made available	3	3%	3	3%	3	3%
Not completed	4	4%	4	4%	4	4%
Total	105		105		105	

According to fieldworker reports about half of the assessment records showed that individual learner's reading, writing and Numeracy progress is being tracked through some sort of running records. Roughly 45% of the records showed that this type of individualised running record is not being maintained.

Summary statement: Section 9.2 – Assessment records. It seems that Foundation Phase teachers need greater clarity about structuring their programmes of work coherently through specified (standardized) targeted goals for reading, writing, language, and Numeracy achievement. Regular assessment points, where teachers establish whether learners are ready to continue to the next level, need to be built into year plans so that a common core of concepts, knowledge and skills are assessed *as they are covered*. The provision of well-designed and user-friendly exemplars of 'diagnostic' assessment tasks illustrating different levels of cognitive demand and content complexity would assist schools and teachers in this process. However, teachers also need to know how to use assessment information to work out where and what type of revision or intervention is or is not needed, and what to do when learners are not reaching required levels. Another important aspect that seems to require attention in about half of the classes, is the teacher's own ongoing informal gathering of information on individual learner progress, and how to use this data purposefully as a basis for knowing when learners are ready to move to the next level.

10. LANGUAGE/S OF TEACHING AND LEARNING, LANGUAGE TRANSITION, AND DEVELOPMENT OF FIRST ADDITIONAL LANGUAGE

The South African Department of Education's language-in-education policy (LIEP) follows an additive approach to multilingualism. The underlying theory of and additive approach is that learners need to reach adequate levels of proficiency, and learn to think and read and write in their mother tongue up to a certain 'threshold' before they are ready to switch to learning in a second language. Many learners' whose home language is an African language are expected to make a transition to learning in a second language. This section looks at the Language of instruction in the Foundation Phase classrooms primarily through this lens.

10.1 Language/s of instruction for Home Language and Numeracy, and vocabulary development

Table 162 shows **classroom observation** data on the use of language in Foundation Phase **Home Language** lessons and whether the language of teaching and learning was mainly used by

- the teacher to instruct,
- learners in teacher-learner interactions and
- learners in learner-learner interactions on the day of the observation

TABLE 162: USE OF LANGUAGE IN HOME LANGUAGE LESSONS

	Frequency	Percent
English Home Language		
English used in all three types of interactions	20	19%
English used in teacher-led interactions but learners used isiXhosa to interact with each other	2	2%
Afrikaans Home Language		
Afrikaans used in all three types of interactions	48	45%
isiXhosa Home Language		
isiXhosa used in all three types of interactions	34	32%
isiXhosa used in all three types of interactions but the teacher and learners used English for certain terminology	2	2%
Total	106	

Data indicate that the LoLT in

- 45% (48) of the observations was Afrikaans.
- 34% (36) of the observations was isiXhosa.
- 21% (22) of the observations was English

According to fieldworkers' reports, English, Afrikaans or isiXhosa as the LoLT where mainly used in all three forms of interactions in **Home Language** lessons. In only 2% of the observations where English was the Home Language, learners used isiXhosa to interact with each other but English was used in teacher-led interactions. In only 2% of the observations where isiXhosa was the Home Language, the teacher and learners used isiXhosa with English words for certain terminology.

Table 163 shows data on the language used in Foundation Phase **Numeracy** lessons in the **classroom observations** and whether the language of teaching and learning was mainly used

- by the teacher to instruct,
- by learners in teacher-learner interactions and
- by learners in learner-learner interactions on the day of the observation

TABLE 163: LANGUAGE OF TEACHING AND LEARNING IN NUMERACY LESSONS

	Frequency	Percent
English LoLT		
English used in all three types of interactions	18	17%
English used in teacher-led interactions but learners used isiXhosa to interact with each other	3	3%
Afrikaans LoLT		
Afrikaans used in all three types of interactions	47	44%
isiXhosa LoLT		
isiXhosa used in all three types of interactions	10	9%
Use of isiXhosa in all three types of interactions but with maths terms etc. in English	24	23%
isiXhosa and English are used equally in all three types of interactions	1	1%
Insufficient/incorrect data	3	3%
Total	106	

In 3% of the classes where English was the LoLT, learners mainly used isiXhosa to interact with each other in Numeracy. In 23% of the classes where isiXhosa was the LoLT, English was used for mathematical terminology. The teacher in one class appeared to use a bilingual approach for teaching Numeracy.

Teachers also need to be providing children with extensive opportunities to develop vocabulary and conceptual language. **Classroom observation** data show that explicit **vocabulary development** (learning new words, terms and meanings) took place across Foundation Phase Numeracy, Lifeskills or Language lessons in just over half (55%) of the 106 observations.

Table 164 shows data on whether or not any vocabulary development in the home language was observed in **Grade 3** classrooms.

TABLE 164: VOCABULARY DEVELOPMENT IN HOME LANGUAGE IN GRADE 3

	Grade 3	
Q64	Frequency	Percent
Yes	6	17%
No	29	81%
Not applicable	1	3%
Total	36	

The deliberate teaching of new words, terms and their meaning appears to have been evident in only 17% of the **Grade 3** classrooms.

Table 165 shows data provided by fieldworkers on the extent to which Foundation Phase teachers focused on form rather than meaning when introducing new vocabulary or terminology during **classroom observations**.

TABLE 165: FOCUS ON FORM RATHER THAN MEANING WHEN INTRODUCING NEW VOCABULARY

	Frequency	Percent
Mostly	17	16%
Sometimes	18	17%
Hardly at all/Never	31	29%
Not applicable	37	35%
Not completed	3	3%
Total	106	

Data on table 166 indicate that, in 33% of the observations, teachers mostly or sometimes focused on form rather than meaning or understanding when they introduced new vocabulary or terminology (for example, by involving learners only in verbally repeating words or terms).

In the **classroom observation,** fieldworkers provided examples of the vocabulary or terms that were explicitly taught. The following are some of the words and terms they provided:

IVAZI (VASE) UMLAMBO (RIVER) ISIXEKO/ISIXEKWENI (CITY/IN THE CITY) UMBONA (MAIZE) IMBOTYI (BEAN) OOJINGI (SWINGS) XHUNGU (SUDDENLY) ISOPHI (SOAPIE) IMBOLA (OCHRE) IQATYWA (SMEAR) ISAQHWITHI (STORM) UTOLO (CROSSBOW) INTLABATHI (SAND) UKUNGQISHA (STAMP) UKUGQOTSA(RUN AWAY) WAKHONKOTHA (BARKING) EHLATHINI (IN THE FOREST) IKHEFU (REST) MSINYA (QUICK) ISIKHUKUKAZI (HEN) UMAKAZI (AUNT) IWETALA (WAITER) IZAKHA MZIMBA (VITAMINS) KUFUTSHANE (NEAR) IZIQHAMO NEMIFUNO (FRUITS AND VEGETABLES) ISENZI (VERB) AMAXESHA ONEQAKA – (SEASONS) IHLOBO (SUMMER) UBUSIKA (WINTER) APRIL (UTHAZIMPUZI) UXANDE (RECTANGLE) HOMONIEMIE LAAI DAPPER - WERSKAF	SWOEG KARDINALE WAARDE SAMESTELLINGS UITBROEI, KERKTORING, TAXIS GEBOUE, GEWOEL OORLOGTYE FORTUIN LEWENSVAARDIGHEID - TABERNAKEL. SMUL SMEUL SMEEK SMELT SNERT WEESKIND REUKWATER MOLLIG FEETJIE, FIETS, FLITS, FONTEIN, FAMILIE BRUID BRUIDEGOM SLUIER HUWELIKE BRUID-SKAT TROUE KOK ROK FROMMEL FRAAI FROKKIE GRAS GROEN SMAAK ONTEVREDE SWIM, SWEEPING FINGER, ALONG, SHARK, SHAPE, SHADOW PLASTIC	PRETTY WOODEN COLD SLAUGHTERED CELEBRATIONS HALL LAMB RAM EWE HAM DOVE HATCH TRENCH HORIZON APPLE, FISH, MAT DOG, SUNNY FIND, RAINY ANT, WINDY WATER VAPOUR LESS, BOSS, TOSS, MOSS, LOSS WATER BRIDGE, STREAM, FELL CROCODILE ROCK MIGHT APPETITE MEAT AND MEET GROAN AUTUMN CONTENT, SPINE, NON-FICTION AUTHOR, PUBLISHED, TITLE LITTLE, THEIR, THERE, SHOULD ORPHAN ORPHANAGE TRUNK, TRAVEL ESTIMATE BLUE NAUGHTY

Summary statement: Section 10.1 - Language/s of instruction for Home Language and Numeracy, and vocabulary development. Of concern is that there does not seem to be enough deliberate development, particularly in Grade 3, of the conceptual language learners will need if they are to cope with subjects areas in the Intermediate Phase. Evidence is that there is some 'general' everyday vocabulary development (i.e. learning new 'everyday' words and meanings) taking place but very little development of the 'specialist' vocabulary or terminology and conceptual language that relates to Mathematics, Social Sciences or Natural Sciences. This limited development makes it unrealistic to expect all learners to cope with the academic and linguistic demands of the curriculum from Grade 4 onwards. Foundation Phase teachers need to understand the relationship between language and learning and the importance of developing basic academic literacy. They need to understand the importance of developing the conceptual language and 'specialist' vocabularies and terminology for the various Learning /subject areas for the next phase of schooling, and not only more 'general' or 'everyday' vocabulary (for example, by using terms such as 'subtract', 'divide', and 'multiply' when teaching new concepts).

10.2 Transition to learning in a second language

In schools where the majority of learners' home language is an African language, South African learners are generally instructed in their home language until the end of Grade 3. From Grade 4 onwards, although learners continue learning their home language as a subject, there is a sudden switch to English as the medium of instruction and learners are taught all subject areas through the medium of English. This sudden change places an enormous expectation on them compared with learners who continue with mother-tongue education throughout their schooling.

Data from the **classroom observations** showed that the LoLT in 36 (34%) of the Foundation Phase observation was isiXhosa. By implication, one third of learners in the classes observed will be required to make a transition to learning in English later on in their schooling.

Table 166 shows data from the Foundation Phase **teacher interviews** on whether or not teachers said that most learners at their schools had to make a transition from learning in their mother-tongue to learning in a language which is not their mother-tongue.

TABLE 166: LEARNERS HAVE TO MAKE TRANSITION FROM LEARNING IN MOTHER-TONGUE TO LEARNING IN ANOTHER LANGUAGE

Q41	Frequency	Percent
Yes	44	43%
No	57	56%
Don't know	1	1%
Total	102	

Data show that 43% of the teachers said that most learners at their schools had to cope with making a transition to having to learn in a language that was not their mother-tongue. The table below suggests that some of the teachers who said learners made a transition to learning in a second language were referring to learners in Grade 1 who had to learn in a second language when they started school.

Table 167 shows data from the **teacher interviews** on the grade in which teachers said that a transition to learning in another language took place.

TABLE 167: GRADE IN WHICH TRANSITION TO LEARNING IN ANOTHER LANGUAGE TOOK PLACE

Grade	Frequency	Percent
1	15	15%
3	6	6%
4	19	19%
7	1	1%
Data unclear	7	7%
Not applicable	53	52%
Don't know	1	1%
Total	102	

Clearly teachers interpreted this question differently from the intention. What the data in the table suggest is that at least 15% of the teachers felt that, because the LoLT at the school is different from their home language, most learners at their schools have to cope with making a 'transition' to learning in a language which in not their home language in Grade 1. Indeed, in the **interviews**, a number of teachers expressed concern about the challenge of accommodating learners from different language backgrounds in one class and difficulties experienced in this respect.

Table 168 shows **teacher interview** data on whether or not learners at their school are suddenly required to learn all learning areas in English or Afrikaans, or whether the transition is gradual with learners having to do so initially only in some Learning Areas.

TABLE 168: LANGUAGE TRANSITION ACROSS SUBJECTS

Q43	Frequency	Percent
All learning areas	41	40%
Only some	10	10%
Not applicable	46	45%
Don't k now	1	1%
Not completed	4	4%
Total	102	

45% of the teachers interviewed said that no transition to learning in a language other than their home language was required for most learners at their school. However, 40% of the teachers said that the transition to learning all subject areas in a language which was not learners' mother-tongue at their school was a sudden rather than a gradual or phased introduction.

Summary statement: Section 10.2 – Transition to learning in a second language. Data from the classroom observations showed that the Language of Learning (LoLT) in about one third of the classes observed was isiXhosa. About 15% of the Foundation Phase teachers indicated that the LoLT at their school is different from most learners' home language from Grade 1 onwards. Data suggest that at least half of the classes in the sample are either learning in a language other than their home language from Grade 1 onwards, or will be required to cope with a making transition to learning all subject areas in the First Additional Language (FAL) later on. The implication is that the medium of instruction in some schools, either currently, or at some point in the future, places an additional burden on these learners compared with learners who have instruction in their mother-tongue throughout their schooling. Such learners require very specific language education support to succeed.

10.3 Use of bilingual approaches

Clearly there are Foundation Phase teachers who need to know how to cope with learners whose home language differs from the language of instruction, as well as teachers who need to know how to begin to prepare learners who will be required to make a transition to learning in English. Section 10.3 presents data on the use o bilingual approaches in the Foundation Phase classes.

Table 169 provides frequencies for the extent to which Foundation Phase teachers were observed **codeswitching** during the **classroom observation** when explaining unfamiliar words or ideas to learners. (The criterion for codeswitching was 'speaking at least one or two sentences in, for example, Afrikaans/ isiXhosa and then another few sentences in English/Afrikaans')

TABLE 169: CODESWITCHING WHEN EXPLAINING UNFAMILIAR WORD OR IDEAS

	Frequency	Percent
Extensively	2	2%
Moderately	7	7%
Minimally	18	17%
Not at all	57	54%
Don't know	1	1%
Not applicable	20	19%
Not completed	1	1%
Total	106	

Teachers apparently alternated between two languages extensively or moderately in just 9% of the observations. In most observations, this level of codeswitching happened minimally or not at all.

Table 170 provides data from **classroom observations** on whether or not new words or terms were introduced in more than one language in Foundation Phase classes.

TABLE 170: NEW WORDS OR TERMS INTRODUCED IN MORE THAN ONE LANGUAGE

	Frequency	Percent
Yes	14	13%
No	90	85%
Don't know	2	2%
Total	106	

New vocabulary was reportedly introduced in more than one language in 13% of the Foundation Phase observations.

Table 171 provides available data on frequencies for the languages used when new words or terms were introduced in more than one language in **classroom observations**.

TABLE 171: NEW WORDS OR TERMS INTRODUCED IN MORE THAN ONE LANGUAGE

	Frequency	Percent
English and Afrikaans	5	5%
English and isiXhosa	6	6%
No new terms/vocabulary introduced or, if introduced only done so in one language	94	89%
Not completed	1	1%
Total	106	

Data in the next two tables indicate that less than 15% of the Foundation Phase teachers observed were assisting learners to some extent to develop the terminology or conceptual language needed for learning in a second language.

Ideally classrooms also need to display print material which includes bi- / multi-lingual material. **Table 172** shows information on the amount of **grade-appropriate bi-lingual material** displayed on walls in the Foundation Phase **classrooms observed** (posters, maps and other visual aids) which learners were able to see and read from their tables/desks.

TABLE 172: GRADE-APPROPRIATE BI-LINGUAL MATERIAL DISPLAYED IN CLASSROOM

	None	Only 1 or 2	At least 5	More than	Not	Total
Bilingual	45 (42%)	29 (27%)	20 (19%)	11 (10%)	1 (1%)	106

Data on Table 173 indicate that in most cases no or only one or two of the items on display in Foundation Phase classrooms were bilingual (i.e. in isiXhosa and English/Afrikaans and English).

Summary statement: Section 10.3 – Use of bilingual approaches. It seems that *few* Foundation Phase classes are being given opportunities to develop the conceptual language of Mathematics, Science, Geography, History, etc. in the FAL, or bilingually during the observations. Few teachers used bilingual approaches to enhance second language learners' comprehension of and engagement with the Foundation Phase curriculum. Teachers may need input on the theory and practice of bilingual education, and when, where and how best to use bilingual approaches such as code switching, and where languages should be kept separate.

10.4 Teaching First Additional Language (FAL)

The National Curriculum Statement (NCS) for the Grades R-9 Languages Learning Area (DoE, 2002, p.5) states that 'where learners have to make a transition from their home language to an additional language as the language of learning and teaching', the additional language should be introduced as a subject in Grade 1. This section presents data on the teaching of FAL as a subject in the Foundation Phase.

10.4.1 Time spent on First Additional Language

In **teacher interviews,** teachers were asked in which grade their school introduced **First Additional Language** as **a subject** with reading and writing (i.e. not just for oral communication). Table 173 shows frequencies for the grades.

TABLE 173: FIRST ADDITIONAL LANGUAGE INTRODUCED AS SUBJECT WITH READING AND WRITING

Q39	Frequency	Percent
Grade 1	12	12%
Grade 2	13	13%
Grade 3	74	73%
Grade 4	2	2%
Don't know	1	1%
Total	106	

Nearly three quarters of the teachers stated that FAL was introduced as a subject in Grade 3. Only 12% of the teachers said that FAL was introduced as a subject in Grade 1.

Data from the **lesson observations** showed that FAL was **not** taught on the day of observation in 82% of the 106 classes. From the available data it seems that **First Additional Language** (FAL) was taught in 19 observations.

Data from the **classroom observations** showed that FAL was taught in only 12 of the 36 Grade 3 classes. In the **teacher interviews** some Grade 3 teachers said that First Additional Language was only taught in the second part of the year or in the 4th term of Grade 3. A number of teachers indicated that they had decided rather to focus attention only on Numeracy and Home Language as these are the two Learning Programmes where learners are assessed in the external/systemic testing.

Table 174 shows the number of minutes spent on **First Additional Language** in the six **Grade 3 classroom observations** where the amount of time spent on the various Learning Programmes was recorded and where FAL was taught.

TABLE 174: MINUTES SPENT ON FIRST ADDITIONAL LANGUAGE IN GRADE 3

1	20 minutes
2	34 minutes
3	18 minutes
4	30 minutes
5	35 minutes
6	25 minutes

The average number of minutes spent on FAL across the six Grade 3 observations was 27 minutes. The minimum time spent on FAL was 18 minutes and the maximum was 35 minutes.

10.4.2 Language use in FAL

Table 175 shows data on the use of language in **FAL** teaching and learning in the Foundation Phase **classroom observations** and whether or not the first additional language was mainly used where FAL was taught on the day of the observation

- by the teacher to instruct,
- by learners in teacher-learner interactions and
- by learners in learner-learner interactions on the day of the observation

TABLE 175: LANGUAGE USE IN FIRST ADDITIONAL LANGUAGE TEACHING AND LEARNING

	Frequency	Percent
English LoLT		
English as FAL used in all three types of interactions	5	5%
English as FAL used in teacher-led interactions but learners used Afrikaans to interact with each other	3	3%
English as FAL used in teacher-led interactions but learners used isiXhosa to interact with each other	1	1%
Teacher used English as FAL to instruct, learners used Afrikaans and English equally in interactions with the teacher, learners mainly used Afrikaans to speak to each other	1	1%
Afrikaans as FAL		
Afrikaans as FAL used in all three types of interactions	5	5%
Other, unspecified	1	1%
FAL not taught/observed on the day	87	82%
Incomplete data	3	3%
Total	106	

It seems that most of the teachers who taught FAL are mainly using the FAL when teaching FAL.

10.4.3 FAL curriculum planning

In the interviews teachers were asked what resources or documents they mainly used to plan their teaching programme for **First Additional Language** (where this was taught). Again most Foundation Phase teachers who responded named multiple resources or documents. Most said they used the same documents as they used for the other two Learning Programmes. Teachers said they simply 'translated' their Home Language work schemes for FAL. Some teachers said they drew up their own programme focusing mainly on listening, oral work and story-telling. Others said they still relied on the old syllabus, or publishers'/NGO material such as *All in One, At home in English, Best Books Panel, English for the new nation, Storiestraat, Nuwe Afrikaans sonder grense; Doen en leer;* and *Maskew Miller Daybreak*.

Teachers at one school said they used information that had been provided at a District workshop. In another cases, teachers said their curriculum adviser had provided them with a plan developed by another school. A few teachers said they did not really have a plan or work schedule for FAL.

10.4.4 Use and suitability of FAL readers and textbooks

From the available data it seems that **First Additional Language** (FAL) was taught in 19 of the Foundation Phase observations, and that 12 of these were Grade 3 classes. Data indicate that 19 classes actually used FAL books on the day of the classroom observation. Table 176 provides available information on the number of observations where various types of FAL school books were actually used during lessons.

TABLE 176: FIRST ADDITIONAL LANGUAGE BOOKS USED

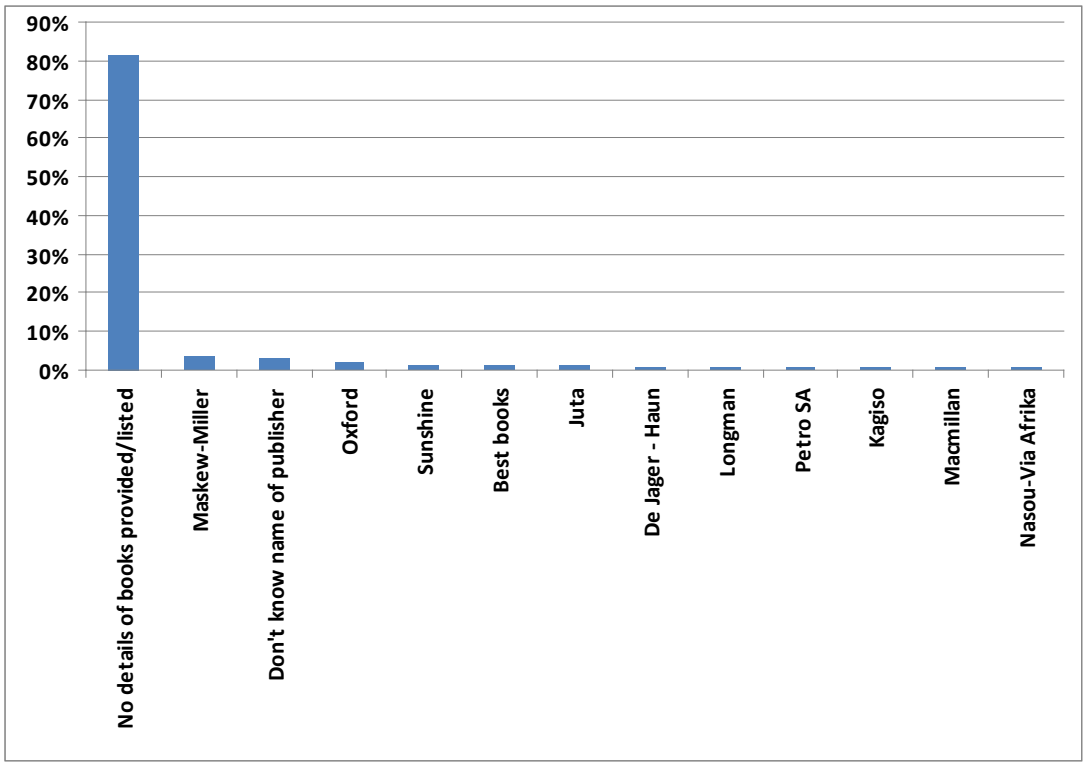
	Frequency
First Additional Language reader	13
First Additional Textbook	4
First Additional Language pre-printed workbook	2

As far as a grade level breakdown of use of FAL books is concerned, evidence is that

- two Grade 1 classes made use of a FAL reader and a workbooks
- one Grade 2 class made used of FAL workbooks.
- four Grade 3 classes made use of FAL textbooks.
- twelve Grade 3 classes made use of FAL readers.

In the **interviews, teachers** were asked which **readers** they mainly used for teaching **First Additional Language**. The graph below shows frequencies for the names of publishers of the readers that teachers cited.

FIGURE 10: FIRST ADDITIONAL LANGUAGE BOOKS USED



Data suggest that Maskew-Miller and Oxford are most often used or available FAL readers in Foundation Phase. However over 80% of the Foundation Phase teachers apparently do not use any FAL readers.

In the **teacher interviews**, teachers were asked if they found the **First Additional Language** readers, textbooks, and pre-printed workbooks available for learners to use appropriate or suitable for their learners.

- Eighteen teachers indicated that learners used **FAL readers**. Sixteen of the eighteen teachers who said that learners used FAL readers were Grade 3 teachers. Twelve of the teachers said they found available **readers** appropriate, four teachers said they were not suitable, and two teachers said they were unsure about the suitability of the books. Most teachers either said that readers are not available or that FAL is not taught in their grade.

- Eleven teachers indicated that their learners used **FAL textbooks.** Ten of these teachers were Grade 3 teachers. Six teachers said they found the books appropriate, four found them inappropriate, and one teacher was unsure about the suitability of the textbooks.

- Ten teachers said they used **FAL pre-printed workbooks.** Nine of these teachers were Grade 3 teachers. Five teachers found the books appropriate. Three said they were unsuitable, and one teacher was ambivalent about the workbooks' suitability.

Summary statement: Section 10. 4 – Teaching of First Additional Language. Data confirm that there is a delayed introduction to English FAL as a subject with reading and writing, usually in Grade 3, in the isiXhosa mother-tongue sample schools. Data show that, in most of these schools, learners switch to English medium (LoLT) in Grade 4, just the point at which the primary school curriculum becomes more subject-focused. This means that, by the end of Foundation Phase, about a third of the Foundation Phase classes need adequate levels of proficiency in FAL (English) to cope when they are taught all other Learning Areas in English from Grade 4 onwards. Data also suggest that there is a mismatch between what this group of Foundation Phase learners are being expected to know in the FAL as their second language by the end of Grade 3, and what they will be expected to be able to do in the Intermediate Phase. It is vital that learners in these Grade 1-3 classes have time that is clearly demarcated and specifically allocated for teaching the FAL, and that this time is used to the maximum. Foundation Phase teachers need high levels of language proficiency in the FAL and the quality of FAL instruction needs to be of the highest standard. In the **teacher interviews**, most Foundation Phase teachers complained that there was far too little guidance for the FAL curriculum and that guidance about teaching FAL in general was neglected. Teachers of isiXhosa mother-tongue classes need explicit guidelines and activities that are specifically designed to help their learners in making the transition to learning in the second language. For example, it is very important that learners in these classes are given opportunities to read carefully graded readers which gradually expand their reservoir of FAL vocabulary, and that they gain a good grasp of the linguistic structure of the FAL. Consideration could also be given to introducing a 'FAL component' in the systemic testing at the end of Grade 3.

11. TEACHER TRAINING AND QUALIFICATIONS

11.1 Teacher qualifications

In the **teacher interviews**, teachers were asked to provide their **highest qualification**. Table 177 shows the percentage of Foundation Phase teachers who had various qualification levels.

TABLE 177: TEACHER QUALIFICATION LEVELS

Q45A	Percent
Teacher diploma or certificate without having achieved Matric	4%
Matric plus a 1- or 2- year teacher diploma or certificate	4%
Matric plus a 3-year teacher diploma or certificate	40%
Matric plus a 4-year teaching qualification (diploma, certificate, and/or degree)	47%
Post-graduate degree	4%
Other	1%

The majority of the teachers in the sample (87%) had a 3 or 4-year teaching diploma or degree. Only 8% of the teachers were under-qualified in terms of current requirements.

Table 178 provides data on the distribution of institutions where teachers said they had obtained their qualification in the interviews. Some teachers gave more than one institution as they had multiple qualifications.

TABLE 178: INSTITUTIONS WHERE TEACHERS OBTAINED QUALIFICATIONS

Institution	Frequency	Percent
CAPE PENINSULA UNIVERISTY OF TECHNOLOGY/CPUT	15	10.6%
GOOD HOPE COLLEGE	12	8.5%
SÖHNGE ONDERWYS COLLEGE	12	8.5%
ROGGEBAAI TRAINING COLLEGE	11	7.8%
BELLVILLE COLLEGE/ OPLEIDINGSKOLLEGE (BOK)	10	7.1%
HEWAT COLLEGE/ ONDERWYSKOLLEGE	10	7.1%
WESTERN CAPE COLLEGE OF EDUCATION	10	7.1%
ZONNEBLOEM TEACHERS COLLEGE	10	7.1%
UNIVERSITY OF THE WESTERN CAPE/ UWC/UWK	7	5.0%
BATTSBOOD TRAINING COLLEGE/ONDERWYSKOLLEGE	5	3.5%
SUID-KAAP OPLEIDING KOLLEGE	4	2.8%
UNIVERSITY OF CAPE TOWN/ UCT	3	2.1%
CAPE TOWN COLLEGE OF EDUCATION	2	1.4%
LOVEDALE TRAINING COLLEGE	2	1.4%
NOORDWES UNIVERSITEIT	2	1.4%
PENTEC	2	1.4%
PERSEVERANCE COLLEGE	2	1.4%
RHODES UNIVERSITY	2	1.4%
UNIV STELLENBOSCH/US	2	1.4%
WESLEY TRAINING COLLEGE	2	1.4%
ATHLONE OPLEIDINGSKOLLEGE/TRAINING COLLEGE	1	0.7%
BENSONVILLE COLLEGE	1	0.7%
BOLAND ONDERWYSKOLLEGE	1	0.7%
BUTTERWORTH COLLEGE	1	0.7%
CAPE TECH (MOWBRAY CAMPUS)	1	0.7%
CLERKBURG TRAINING COLLEGE	1	0.7%
DR WB RUBUSANA COLLEGE	1	0.7%
KUILS RIVER COLLEGE/ ONDERWYSKOLLEGE	1	0.7%
MT ARTHUR GIRLS COLLEGE	1	0.7%
SALLY DAVIES	1	0.7%
SIGCAWU COLLEGE	1	0.7%
SÖHNGE OPLEIDINGS SKOOL	1	0.7%
ST MATTHEWS	1	0.7%
UNIVERSITY OF SA/UNISA	1	0.7%
UNIVERSITY OF NAMIBIA	1	0.7%
UNIVERSITY OF PRETORIA	1	0.7%
VISTA UNIVERSITY	1	0.7%
Total	141	100.0%

Data show the wide range of institutions that the sample of teachers obtained their qualifications. The teachers have obtained qualifications from a range apartheid-based education institutions - qualification are likely to differ in quality. The largest count is of more current qualifications obtained is at the Cape Peninsula University of Technology (CPUT). CPUT is the largest provider of new Foundation Phase teachers in the Western Cape.

11.2 Literacy teaching

In the **teacher interviews** 94% (96) of the 102 Foundation Phase teachers interviewed said they had received training in literacy teaching in their initial training to become a teacher. Only 6 teachers said they had not had literacy teaching in their initial training.

Teachers were also asked how prepared and confident they felt about teaching **literacy** at the Foundation Phase level. Table 180 shows frequencies for teachers' responses.

TABLE 179: PREPARATION AND CONFIDENCE ABOUT TEACHING LITERACY

Q59	Frequency	Percent
Very confident	84	82%
Somewhat confident	11	11%
Not at all confident	2	2%
Don't know	1	1%
Not completed	4	4%
Total	102	

Table 180 shows frequencies for teachers in each grade.

TABLE 180: PREPARATION AND CONFIDENCE ABOUT TEACHING LITERACY, BY GRADE

	Grade 1		Grade 2		Grade 3	
Q59	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very confident	26	74%	27	82%	31	91%
Somewhat confident	7	20%	2	6%	2	6%
Not at all confident		0%	2	6%		0%
Don't know		0%	1	3%		0%
Not completed	2	6%	1	3%	1	3%
Total	35		33		34	

At least three quarters of the teachers in all three grades said they felt very or somewhat confident about teaching literacy. The percentage of Grade 1 teachers who said they felt very confident is lower than the percentage of Grade2 and 3 teachers.

In the **teacher interviews** teachers were asked why they did or did not feel properly prepared or confident about teaching **literacy** at the Foundation Phase level. The following are reasons teachers gave in **teacher interviews** for feeling confident and prepared for teaching **literacy**:

- Enjoys teaching literacy and language teaching (e.g. phonics, comprehension, dramatising, etc.)
- Finds available teaching resources/books very useful
- Sees learners' progress and that results are good
- Has taught this grade for many years so is very experienced

- Feels s/he knows what s/he is doing and has good knowledge of what must be covered and expected in the grade
- Is well-qualified in language (e.g. major in English at university)
- Foundations for Learning and Milestones provide good guidance and support
- Finds WCED Blue Box gives good guidance
- Excellent support from NGOs (such as READ e.g. work schedules, etc.)
- Is not afraid to ask for help and is able to get help if unsure
- Good within-school support and collaboration (HoD; SMT, etc.)
- Keeps up to date with new demands and curriculum changes
- Able to make literacy fun and interesting for learners
- Always makes sure she is well prepared
- Attends the workshops provided
- Learning programme/plan provides support
- Passionate about ensuring that all learners can read
- Has been successful with learners when other teachers have failed
- Loves reading herself
- Is teaching literacy and language in teacher's own home language which makes it easier

The following are reasons some teachers gave for **not** feeling confident or prepared:

- Need more guidance in understanding curriculum and other documents
- Unsure about what teaching methods to use
- Learners struggle and are at very low levels for the grade
- Do not feel adequately trained or qualified
- Find teaching literacy a challenge

11.3 Numeracy/Mathematics teaching

Table 181 shows data from the **teacher interviews** on whether or not the Foundation Phase teachers said they had matric/Grade 12 level **Mathematics.**

TABLE 181: TEACHER COMPLETED MATRIC/GRADE 12 MATHEMATICS

Q47	Frequency	Percent
Yes	24	24%
No	78	76%
Total	102	

Three quarters of the Foundation Phase teachers said they did not have Grade 12 Mathematics. Table 182 shows data for teachers in each grade.

TABLE 182: TEACHER COMPLETED MATRIC/GRADE 12 MATHEMATICS, BY GRADE

	Grade 1		Grade 2		Grade 3	
Q47	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	6	17%	9	27%	9	26%
No	29	83%	24	73%	25	74%
Total	35		33		34	

The data show that the percentage of Grade 1 teachers who did not have Grade 12 Mathematics is higher than the percentage of Grade 2 and 3 teachers.

In the **interviews** teachers were asked how many years of **Mathematics** they had done in their initial training to become a teacher. Table 183 shows frequencies for the number of years completed.

TABLE 183: YEARS OF MATHEMATICS IN INITIAL TEACHER TRAINING

Years*	Frequency	Percent
None	13	13%
1	6	6%
2	20	20%
3	50	49%
4	12	12%
5	1	1%
Total	102	

* Fieldworkers were also asked to indicate if teachers had courses of less than a year.

More than half of the Foundation Phase teachers reported that they had at least 3 years of Mathematics in their initial training. 13% said they had not done Mathematics courses in their initial training. Table 184 shows frequencies for teachers of each grade.

TABLE 184: YEARS OF MATHEMATICS IN INITIAL TEACHER TRAINING, BY GRADE

	Grade 1		Grade 2		Grade 3	
Q48	Frequency	Percent	Frequency	Percent	Frequency	Percent
None	5	14%	4	12%	4	12%
1	3	9%	1	3%	2	6%
2	7	20%	7	21%	6	18%
3	13	37%	17	52%	20	59%
4	6	17%	4	12%	2	6%
5	1	3%		0%		0%
Total	35		33		34	

Teacher self-report data in the interviews suggests that 57% of the Grade 1 teachers, 62% of the Grade 2 teachers, and 65% of Grade 3 teachers, have three of more years of Mathematics in their qualifications.

In the **teacher interviews** teachers were asked how prepared or confident they felt about teaching **Numeracy** at the Foundation Phase level. Table 185 shows frequencies for teachers' responses:

TABLE 185: PREPAREDNESS AND CONFIDENCE ABOUT TEACHING NUMERACY

Q57	Frequency	Percent
Very confident	79	77%
Somewhat confident	17	17%
Not at all confident	2	2%
Don't know	1	1%
Not completed	3	3%
Total	102	

Table 186 shows frequencies for teachers in each grade.

TABLE 186: PREPAREDNESS AND CONFIDENCE ABOUT TEACHING NUMERACY, BY GRADE

	Grade 1		Grade 2		Grade 3	
Q48	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very confident	22	63%	30	91%	27	79%
Somewhat confident	11	31%	1	3%	5	15%
Not at all confident		0%	1	3%	1	3%
Don't know		0%	1	3%		0%
Not completed	2	6%		0%	1	3%
Total	35		33		34	

Most Grade 1, 2 and 3 teachers said they were very or somewhat confident about teaching **Numeracy.**

In the **teacher interviews** teachers were asked why they did or did not feel properly prepared or confident about teaching **Numeracy** at the Foundation Phase level. The following are **reasons** some teachers gave for **not** feeling confident or properly prepared:

- Unsure about what teaching methods to use
- Does not feel able to provide good explanations
- Needs more guidance in understanding curriculum documents, etc.
- Not familiar enough with mathematical terms
- Unsure about teaching some topics and Learning Outcomes e.g. symmetry
- Has insufficient resources for teaching Numeracy
- Needs more help with group work
- Does not feel adequately trained or qualified
- Is still very inexperienced in level/teaching
- Not trained for teaching this phase

11.3.1 Teachers and fieldworkers perceptions of gaps in Foundation Phase teacher's teaching competence

The following are the knowledge and skills gaps that **fieldworkers** identified in Foundation Phase teacher's **Numeracy** teaching competence as most in need of development and support:

- Curriculum planning, spread and coverage of all LOs
- Lesson planning, focus and coherence and how to use Foundations for Learning
- Time on task, management and pacing in class
- Teaching strategies and methods (e.g. how to teach multiplication)
- Subject content knowledge
- Assessment planning
- Assessment task design
- Making the most of available resources, use of workbooks and textbooks instead of worksheets, and creating own classroom resources
- Use of differentiated tasks
- Effective group work
- How to make the most of 'incidental' learning opportunities (e.g. when dealing with learner error)
- Use of manipulables and visual aids such as number lines.
- Shifting learners from concrete to abstract and 'bridging' through the use of 'the semi concrete'

- The importance of mental arithmetic, learning multiplication tables and practice, and spending more time on a variety of mental maths activities.
- Increasing levels of content complexity and cognitive demand (e.g. problem solving)
- Language issues arising from LoLT and home language difference including use of isiXhosa terms for Numeracy

In the **teacher interviews,** teachers were asked what were their greatest difficulties or problems with teaching their learners **Numeracy**. The following are difficulties teachers provided (some teachers specified content areas):

- Number concept (value of numbers)
- Number recognition
- Expanded notion
- Cardinal values
- Doubling and halving
- Fractions
- Teaching the basic operations of subtraction/addition 'especially with borrowing'. Learners who cannot add or subtract 2/3/4 digit numbers.
- Multiplication
- Timestable
- Division
- Recognising number patterns
- Digital time and/or analogue time
- Abstract thinking and understanding without concrete/real life props
- Learners struggle to work independently of the teacher
- Learners who are lazy about reading and interpreting text for themselves
- Word sums because learners cannot read
- Understanding and following instructions because learners cannot read for meaning
- Problem solving (including word sums)
- Understanding and using mathematical terminology
- Names of isiXhosa maths terms and numbers especially large numbers
- Learners whose home language is not the LoLT

- Learners who make ‘reversals' when writing numbers e.g. 175 becomes 157; 15 becomes 51
- Learners with ‘low number range’
- Learners who cannot count
- Learners who have trouble ‘counting on’ in 2s, 3s etc.
- Learners who can't calculate or do mental arithmetic (‘they have to count without counters’)
- Learners who cannot estimate
- Learners cannot differentiate between maths symbols such as + and X
- Learners' poor memory
- Learners' tire easily and have poor concentration
- Learners are slow to grasp or understand
- Learners' lack of general knowledge
- Learners are under-prepared for the grade
- Learners deprived of proper pre-school development
- Under-age learners
- Great variety of levels amongst learners
- Differentiation and working in groups is challenging
- Groups are too large because of class size
- Teacher lacks resources/apparatus such as enough maths kits for each learner
- Available maths apparatus gets stolen from school
- Not enough time for thorough teaching
- Learners do not do homework
- Lack of Numeracy support from parents/caregivers at home

Finally, in the **teacher interviews,** teachers were asked what the **knowledge or skills gaps** in **Foundation Phase** teachers’ teaching competence in general are most in need of development or support at their school. Whilst some teachers expressed the view that there were no gaps (e.g. 'We have strong and hard working teachers'), the following is the list emerging from other interviews:

- How to deal with remedial/psychological issues (e.g. ‘We need psychologists and physiotherapists to guide and advise us.’)
- The importance of doing practical consolidation and revision work

- Effective implementation of group work and differentiation of learners in terms of levels
- How to use or design more challenging tasks and tasks with different levels of cognitive demand
- Improving classroom management
- How to use (new) apparatus/resources provided such as maths kits effectively
- How to develop good assessment tasks and how to assess
- Subject content knowledge in all three Learning Areas, especially improving Numeracy knowledge. (In some cases teachers said there was a wide variety of levels of competence and subject knowledge amongst teachers themselves at a school)
- Some teachers leave out some topics and Learning Outcomes in Numeracy because they do not know enough, especially 'Data handling' and 'Measurement'.
- How to teach mental arithmetic and teacher's own mental maths skills
- How to help children develop conceptual understanding
- Teaching Life Skills
- Literacy and Language teaching, and teaching reading and writing, especially phonics and getting children to write extended text
- Teacher's own handwriting is bad and needs development
- Computer skills especially for scheduling and planning
- Clear direction. Setting the right standards and appropriate levels of expectations of learners
- How to cope when teachers are 'rotated' to a different grade or phase from that they are used to or trained to teach
- Planning term/year's work and lessons
- Ensuring progression across grades in the phase and achieving adequate levels of performance each year
- Provision of teaching and learning resources
- Fostering collegiality and working together as a team
- Building leadership who can carry out ongoing monitoring of teachers
- Motivation, commitment and co-operation amongst grade and phase teachers
- Time to observe each other teaching

Some teachers admitted that they did not know what help was needed. 'Based on literacy and Numeracy results, we need help, but we don't know what help.'

Summary statement: Section 11 – Teacher training and qualifications. In terms of future requirements of Matric + 4 years of professional training, 48% of the Foundation Phase teachers appear to be under-qualified. The need for this group of teachers to upgrade their qualifications provides an opportunity to enhance their capacity through targeted teacher development. Of interest is that most teachers in all three grades at the poor performing schools said that they had received training in literacy teaching in their initial training to become a teacher, and felt confident about teaching literacy. Approximately 60% of the teachers reported that they had three or more years of Mathematics in their teacher training, and 94% of the teachers said they felt confident about teaching Numeracy. However, only one quarter of the Foundation Phase teachers in the poor performing schools had Grade 12 Mathematics, and fieldworkers and most teachers recognised knowledge or skills gaps in Foundation Phase teachers' teaching competence that are in need of development or support. In the Western Cape, only the University of Stellenbosch and the Cape Peninsula University of Technology currently provide education and training for new Foundation Phase teachers. There is a need to establish the capacity of all Western Cape Higher Education Institutions to help with providing the kind of in-service teacher development and education required for the Foundation Phase. The possibility of testing teachers to identify areas where Numeracy knowledge is weak could be investigated so that these areas can be targeted. If Foundation Phase teachers do not have cognitive command of the Mathematics topics they are required to teach, it is difficult for them to teach for conceptual understanding regardless of the teaching methods they employ.

12. GENERAL OBSERVATIONS

Fieldworkers and teachers (in interviews) also made more general observations or comments about Foundation Phase teaching and learning.

12.1 Positive factors

The following are the main **strengths** that **fieldworkers** identified in some schools and amongst some of the Foundation Phase teachers:

- Teachers' recognition of own limitations and the need to improve
- Reasonable class size ('maximum of 30 learners')
- Sufficient resources, which are well managed and available for use and put to use
- Teacher's attitude, effort, comportment and commitment
- Teachers' initial training and ongoing development
- Teachers' maximising of learners' opportunities to learn and practise
- Good ELSEN/remedial support
- High expectations of learners
- Teachers' familiarity with curriculum and Learning Programme content

- Good planning
- Teachers' ability to explain work clearly and emphasis comprehension
- Intense and effective support from NGOs
- Good Numeracy and literacy teaching methods
- Ability to use systemic and school assessment (test result) data
- Teachers' good knowledge of each child in the class
- Provision of additional attention to learners who need it (including extra lessons)
- Encouraging learners to ask questions
- Ability to organise differentiated grouping and tasks well
- Collegiality of grade/phase teachers working and planning together
- Neat, clean and organised classrooms and school environment
- Teacher's remedial background
- Giving learners reading homework
- Use of the school library
- Teacher enjoys reading
- Strong home-school work programme and connections

In the **teacher interviews**, teachers were asked what **support or resources** at their school most helped them as a Foundation Phase teacher. The following are the main categories of support cited:

- Availability of learner support/LSEN staff at the school
- Collegiality - grade/phase level teachers work and plan together and support each other, for example, by sharing resources such as worksheets, etc.
- Insights from colleagues who are currently studying or have recently studied e.g. ACE
- HoD provides strong curriculum leadership
- Regular meetings scheduled for grade/phase level teachers at the school to discuss their work and problems
- Highly supportive principal
- The computer lab and availability of computer software (e.g. Khanya)
- Resources and physical equipment such as My World; Talking Stories; charts; Numeracy kits; 100 Books; MST kit and colour shapes; White board; Idemkis (Maths)

- Having sufficient books for each learner
- Material/books which are relevant and appropriate for learners
- School library
- Availability of box/classroom libraries
- Facilities such as computers and printers for staff use
- Volunteers e.g. SMILE and other outside assistance such as retirees give time to teach children Numeracy/ private teacher offers service
- NGOs (e.g. Shine, Help to Read) offer extra reading support
- Use community library staff to assist with reading practice
- Special interventions for learners who are struggling
- Availability of teacher aides
- Having smaller classes
- Home schooling programme/strong working relationship with parents/caregivers
- Regular assessment and testing
- Good support from curriculum advisers
- Workshops held for Phase level teachers (WCED and within school)

12.3 General barriers to learning in schools

The following are **barriers** to learning in general that **fieldworkers**' noted in their observations:

- Some learners clearly have had no or very poor Grade R exposure
- There are some learners who are way behind the rest of the class
- Language barriers for learners who are not learning in their home language
- Some learners have remedial problems that need to be attended to
- Some learners have difficulty concentrating and are hyper-active
- There are individual learners who disrupt teaching and have behavioural problems
- In some classes there are discipline problems in the class as a whole
- Some learners live far from the school
- Some learners change schools frequently
- Some learners look very neglected

- Learners arrive at school hungry but have to wait until first break to get food from the feeding scheme
- Feeding schemes make inroads into teaching time
- Parents who cannot or do not help with homework
- Some parents are alcoholics or drug addicts, and some learners have foetal alcohol syndrome or other related problems
- Some learners have health problems and are on medication/under hospital care

The following are **fieldworkers' observations** as to what they saw as the **main barriers** to learners learning to **read:**

- Lack of individual guided reading with monitoring by the teacher
- Some class sizes are too large for individual attention
- Lack of phonics instruction or poor quality of phonics instruction. Children do not know the sounds and have pronunciation problems
- Lack of focus on reading comprehension
- Insufficient variety/range in teacher's reading instruction strategies (e.g. too much emphasis given to repeating individual words over and over)
- Lack of challenge (e.g. learners over-exposed to same texts/worksheets/words so they can memorise rather than read them)
- The very slow pace in class
- Over reliance on worksheets/photocopies for teaching reading
- No or poor use of graded readers
- Reading resources are available but are not optimally used by teacher
- Inappropriate material/readers used (too easy, or too difficult, learners cannot relate to content, etc.)
- Children are not handling books themselves in class
- Insufficient reading material/readers/charts etc are accessible or on display in the classroom
- Not all learners are participating in the reading process or getting opportunities to read aloud or practice (e.g. teacher focuses on stronger groups)
- Learners lack adequate opportunities to read in class especially extended text. (e.g. there was no reading done at all during some observation periods).
- Weak readers are ignored by teachers, and teachers don't not know how to deal with slow or struggling readers

- The very wide variety of reading levels in class
- Learners are not grouped by reading levels for reading (no differentiated reading tasks are given)
- Reading groups are too large to give individual attention
- Learners have to learn to read in a language other than their home language
- The half hour reading period is not implemented
- Teachers do not motivate learners and help them enjoy reading
- Learners who have difficulty paying attention and are over-active
- Learners who have remedial or other psychological problems
- Low levels of literacy or education of parents or caregivers, or very young parents who can't, don't or won't assist with reading homework
- The lack of books at home
- Children have problems at home and social problems that impact on learning

The following are **fieldworkers' observations** as to what they think are the **main barriers** to learners in the schools they visited developing good **writing skills:**

- No or too few opportunities to write at all in class
- The low challenge of the writing tasks given, and low expectations of teachers
- Not enough writing of extended text in class
- Too much focus on writing single words in class
- Lack of opportunities for creative writing
- Teachers need to show children how to write stories, etc.
- The different levels of development and knowledge of learners in the same class
- Weak learners are given very undemanding writing tasks
- Learners lack the pre-requisite skills for the grade they are in
- Class size is too large for the individual attention learners require
- LoLT different from learners' home language
- The slow pace
- Lack of vocabulary development
- Learners are not being taught how to hold pens and pencils

- Learners are provided with wrong pencils ('should have thick pencils when starting to write') or have incorrect books for learning to write
- Learners do not know how to sit properly for writing
- Teachers need to develop learners' pre-writing skills and fine motor skills
- Teachers are not directly teaching handwriting
- Learners' lack of knowledge of phonics, spelling, etc.
- Learners' general lack of exposure to print
- Teacher are not developing learners' communicative competence even orally
- Inappropriate/incorrect writing books available for learning to write
- Inappropriate/incorrect desks and other equipment for writing
- Learners do not always have writing books or other material for writing (e.g. pens)
- Learners' written work is generally very disorganised (e.g. not systematically filed etc.)
- Learners who have trouble concentrating
- The lack of opportunities to practice writing at home/out of school and lack of parental support with writing

The following are **fieldworkers' observations** as to the **main barriers** to learners' **Numeracy** development:

- No or very little Numeracy teaching and learning taking place in classes
- Teachers who are un/under-prepared for lessons
- No/not enough consolidation practice for learners
- Learners not given opportunities to work independently.
- Not enough spread of learning outcomes covered. The main focus is on Number and other LOs and aspects are neglected
- Too much work or too many concepts are covered in one lesson
- Not all learners participate/are involved in class
- Too much emphasis on counting in 1s or reliance on using a number chart to count
- Low challenge and expectations or the content level is too low for learners' grade
- The expected rate of work is a very slow pace
- A pace that is too fast for most learners

- Learners are at very different levels (weaker learners slow down the pace)
- Not enough mental maths (e.g. teacher not doing required 10 minutes mental maths every day)
- A lack of Numeracy teaching resources and material
- Class sizes that are too big for teachers to give individual attention
- Learners who don't pay attention and struggle to concentrate
- A LoLT that is different from learners home language
- Ineffective use of group work (e.g. learners working in groups that are too big)
- Lack of differentiation in terms of tasks given to learners
- Some LP lessons go on for too long. Teacher not sticking to time allocations per LP.
- Teachers do not provide any or adequate feedback on learners' incorrect responses
- Learners' poor/under-developed number concept
- Teachers who struggle to shift learners from the concrete to the abstract and to develop conceptual knowledge
- Learners who lack pre-requisite grade level knowledge
- Learners who are unable to work on their own because of poor reading skills and comprehension
- Learners who do not understand or are unfamiliar with mathematical terms in the LoLT. For example, isiXhosa learners are not learning isiXhosa versions of methematical terms, numbers etc
- Learners are not sufficiently exposed to problem-solving (e.g. word problems)
- Lack of support at home for learners

12.4 WCED support for raising literacy levels

This section presents teachers' and fieldworkers' views on the kind of literacy and Numeracy support and training that the Foundation Phase teachers required.

In **teacher interviews**, teachers were asked to suggest how the WCED support for improving learners' **literacy and Numeracy** levels could be improved. Whilst some teachers said that WCED is doing enough. 'It is up to teachers to implement the programmes and stop complaining'. 'A qualified teacher should know what is required and how to do the job', the following are suggestions other teachers made:

- More relevant **workshops** for teachers (not simply going over Departmental documents as teachers can read them themselves). For example, workshops on: *Foundation for Learning*;

teaching reading; number concept and teaching mental maths; how to deal with backlog in learner knowledge and skills; how to deal with learning difficulties and giving remedial help; specific literacy workshops for isiXhosa home language 'because isiXhosa is different from English/Afrikaans'. Teachers stressed that presenters should be experts in their field and should be more knowledgeable than teachers they are talking to. However, they said they wanted 'more practice and less theory' in workshops.

- A conference for teachers on **language issue**/s, LoLT and transition to learning in a second language and the development of a programme targeting issue of language development (language and learning)

- Assistance to schools with developing and strengthening within **school management support team**s (HoD, SMT departments). Targeted workshops for HoDs on assessment and curriculum planning.

- Clearer guidance on the **standards** expected e.g. through comprehensive learning programmes for the whole phase. Introduction of 'uniform' year **plans**/syllabi for all schools 'as was the case in the past'. Provision of work schedules and curriculum documents ***in*** *teachers' home language*, specifically isiXhosa. Less confusion and more cohesion and alignment in information coming from the Department. An increase in the time for teaching

- An increase in provision of and more effective **support from the Districts**. Curriculum advisers in the field should visit schools regularly, and advisers should be experts in the field and knowledgeable about subject matter. Curriculum advisers should also provide demonstration lessons. Advisers should monitor implementation and coverage of the curriculum more closely. There should be more and better follow-up and feedback from advisers to teachers on their performance and provision of specific support for new teachers. On the other hand, some teachers suggested fewer visits from advisers/WCED. 'They should rather only come when invited or if there is a problem.'

- The allocation for **books** and other learning and teaching **resources** for schools must be adequate (as these are 'presently insufficient'). Every child should have his/her own readers, textbooks and workbooks. The quality of books provided needs to improve (some are 'currently inferior'). Provide Numeracy workbooks for home use so that learners can practice at home. There needs to be effective monitoring of schools' procurement systems to ensure that schools buy the best books and resources. Advice should be provided regarding the purchasing and use of material and books in terms of level and series. The authors of isiXhosa books should be isiXhosa speakers rather than translations of English/Afrikaans books. Reading series should be 'standardised' so there are no problems when learners change schools/grades. isiXhosa phonics (sound) work cards etc. should be provided. More Afrikaans/ isiXhosa books/material (charts etc.)/resources are required. All schools should have enough copies of Big Books. Provide enough dictionaries and computers for learners' use. 100 Books is a good idea but the choice of books is poor. Need a library at each school or at least ensure that there is a library in the area. Provide enough computers for learners' use.

- Reduce **administrative burden**. Install computers in classrooms to assist with administration e.g. absentees.

- **Smaller classes**. Provide teacher assistants. Provide additional learner **support** staff e.g. psychologists, speech therapists, physiotherapists
- Tutoring for **parents** on how to support their children's learning
- Make **Grade R** compulsory
- Re-introduce **pass requirements** so learners have to repeat if they fail. Don't mainstream children who are never going to cope. Rather send them to special school.
- Get companies to sponsor children on extension trips or **enrichment** visits or outings
- **Systemic testing** should be done in the middle of the year and results given to schools and teachers so that they can see what needs to improve before the formal assessment at the end of the year. WCED should differentiate more between the needs and profiles of different schools and not compare them unfairly. Different tests should be used for assessment in weaker schools to register improvements.