



Schools Evaluation Authority

Accountability • Quality • Respect



Schools' Responses to Covid-19 Report:
Twee Jonge Gezellen VGK Primêre Skool



School: Twee Jonge Gezellen VGK Primêre Skool
Address: Twee Jonge Gezellen-Landgoed, Tulbagh, 6820
Circuit: C6
District: Cape Winelands
Province: Western Cape
Category: Public Ordinary (No-fee)
Principal: Mr WC Fredericks (Acting Principal)



Areas of Evaluation:

	Teaching & Learning	To evaluate the quality of teaching and learning.
	Behaviour & Safety	To evaluate the level at which the school creates a positive learning culture, good behaviour, and a healthy, safe and secure environment for everyone.
	Leadership & Management	To evaluate the effectiveness of the leadership and management of the school.
	Governance, Parents & Community	To evaluate the effectiveness of the governing body in fulfilling its key roles and responsibilities including financial duties, and the effectiveness of the school in building good relationships with its stakeholders.

Summary:

Teaching & Learning:



Behaviour & Safety:



Leadership & Management:



Governance, Parents & Community:



Overall performance



KEY:

Outstanding

Good

Requires improvement

Inadequate

Main Findings



1. Teaching and Learning

1.1 The teachers maintain a safe and positive learning environment 3

Evaluative commentary

All classrooms are organised so that social distancing protocols are observed. The school follows a daily rotational timetable with learners from Grades 1-6 divided into two groups and attending school five days in a ten-day cycle. Grade 7 learners attend school every day. A farm owner donated two prefabricated classrooms for Grades 6 and 7 learners. The environment for teaching and learning is safe and the grounds are enclosed by a perimeter fence. Classrooms are clean and tidy. The school has started to implement its plans to improve the outside environment and a vegetable garden project has commenced. During observations and classroom visits, mutual respect between learners and staff was visible. Teaching and learning materials were displayed in all classrooms, but learners' artwork was displayed in only one Intermediate Phase classroom.

1.2 The adaptation of classroom teaching practice in the light of Covid-19 ensures that teaching and learning are of high quality 2

Evaluative commentary

The Annual Teaching Plans (ATPs) are followed and form the baseline of the work to be taught and learnt in each grade. The teachers supplement the plans with different resources. These reflect elements of the Temporary Revised Education Plan (TREP) which the school has implemented. In the Foundation Phase learners were engaged in the lessons and participated eagerly. In the Intermediate and Senior Phases, learners participated in and focused on the tasks at hand. Although there are some online teaching and learning resources in the classrooms, teachers did not get a chance to make use of them on the day of the evaluation due to load shedding which took place for most of the school day. Teachers also made use of the available resources to make lessons interesting for the learners. Because the Foundation Phase learners spend most of the day sitting at their desks, teachers also allowed for body movement opportunities through the singing of action songs which required the learners to stand up and move. Teachers downloaded teaching and learning resources from the Western Cape Education Department (WCED) website. In interviews, teachers referred to the backlogs that are prevalent in all grades, particularly in Grade 4. Therefore, learners in Grade 4 are divided into ability groups so that the teachers can work at a different pace with each group. These backlogs negatively impact on the pace of work and could hinder the completion of the curriculum. Although there is a computer room with online teaching and learning resources, including programmes such as Green Shoots, this room is currently not in use. Because the school focuses on reading, each day ends with a 30-minute silent reading period for learners and teachers.

Concerns, problems

Backlogs which need to be constantly addressed and which impact the pace of work and the effectiveness of learning are of concern.

1.3 Learners are supported well (in school and at home) so that they learn effectively 2

Evaluative commentary

In the Foundation Phase, there was evidence of some marking in the workbooks, but this was not consistent. However, during interviews it was stated that teachers marked a random selection of books and then checked the other learners' work by regularly walking around the classroom during lessons. In the Intersen Phase, most learners marked and corrected their own work from answers written on the white boards. In line with the school's Assessment Policy, teachers assess what they teach, and assessments are pre- and post-moderated. Question papers and memoranda must be handed to the moderators three days prior to being written. Vulnerable learners received work packs and also used their Department of Basic Education (DBE) workbooks. There was no online teaching and learning as most of the families do not have the facilities or data. The district is notified if any learner requires psycho-social support and the social worker visits the school. The statistics gathered by the school indicate that very few learners require psycho-social support.

Concerns, problems

The lack of regular and consistent marking of learners' books by teachers across the phases is of concern.



2. Behaviour and Safety

2.1 The school's environment is disciplined and purposeful and its ethos is positive..... (2)

Evaluative commentary

Although the learners and staff know the measures necessary to keep everyone safe, learners constantly need to be reminded to wear their face masks correctly. Although the teachers were on duty during breaks, many learners were seen not wearing their face masks or adhering to social distancing protocols. Classrooms are sanitised after school and the ablution blocks are cleaned daily. Learners sanitise their hands after they have used the ablution facilities. Each week the teachers go through the Covid-19 protocols with their classes. In the Foundation Phase, some learners were very lively and needed to be reprimanded. However, the majority completed their work with diligence and thoroughness. Most learners in the Intersen Phase were focused and engaged in their lessons, but a few learners had to be corrected and told to pay attention. There was no bullying reported at the school and learners, staff and parents who were interviewed confirmed this.

2.2 The school is safe, and protects and cares for its learners and staff well (3)

Evaluative commentary

The school follows the regulations for managing Covid-19. The School Management Team (SMT), together with governing body members, painted suitable markers so that the learners could adhere to social distancing when lining up for screening in the mornings and before entering their classrooms. Class teachers undertake the screening process and check that the learners are all wearing their face masks. All learners and staff understand the procedures for responding to a suspected or confirmed case of Covid-19. No unauthorised visitors are allowed onto the school premises. There are very few visitors to the school, but all authorised visitors are screened by the Covid-19 Compliance Officer. The National School Nutrition Programme (NSNP) is well run. The kitchen facility is clean, and the food is hygienically prepared. Learners receive porridge in the mornings and lunch is served at breaks. The utensils are washed after usage. Throughout lockdown, food parcels were delivered to families in need. The Learner Transport Scheme (LTS) transports learners to and from the farms. There is sanitiser available on all buses and learners confirmed that they also must wear their face masks.

2.3 (Where applicable) The school's boarding facilities (hostels), cater well for the safety, care and welfare of learners – Not Applicable



3. Leadership and Management

3.1 The School Management Team (SMT) gives clear direction to the school (3)

Evaluative commentary

The SMT gives clear direction to the school. Both members of the SMT are currently in acting posts. Staff who were interviewed admired the way the acting principal solved problems quickly. He also meets with staff one-on-one to discuss any concerns or problems. The school has a clear and appropriate plan for complying with the DBE Standard Operating Procedures (SOP) and the WCED Guidelines, including the TREP. The SMT orientated the teaching and non-teaching staff and the teachers orientated the learners on their return. The major risk identified is teacher burn-out. The staff interviewed said that they supported each other during this difficult time. Learner attendance is good (+ 95%) on the days that they are expected to be at school. Staff attendance is good.

Concerns, problems

Burn-out of a few teachers is of concern.

3.2 The SMT acts effectively to improve the quality of teaching and learning in the school (3)

Evaluative commentary

The SMT monitors the organisation of teaching, learning and assessment. The acting principal often visits classrooms. There is pre- and post-moderation of all assessments. The classrooms have chalk boards or white boards and there are five data projectors and a laptop available for use. There are plans to improve the computer room and to acquire additional computers. The school wants to commence with the Green Shoots

programme for Grades 3 and 6 learners to help improve the systemic test results. Teachers continue with their professional development largely on virtual platforms and the principal ensures that all teachers attend at least some of the workshops. Vulnerable learners received work packs and know what work to complete in the DBE workbooks. Online teaching and learning are difficult due to the fact that few families have the necessary access to online facilities at home.

3.3 The SMT ensures that good use is made of all school resources (human, financial and physical) 2

Evaluative commentary

The teaching and non-teaching staff assist with the screening process and the teachers supervise the learners during break. The acting secretary is also the Covid-19 Compliance Officer. The cleaning and safety materials are stored securely. It is difficult to use online teaching and learning resources as the learners do not have facilities and data at home. Connectivity in the area is also often unreliable which hinders the use of online resources at school.

Concerns, problems

The lack of online resources is a concern.



4. Governance, Parents and Community

4.1 The governing body fulfils its key responsibilities well 3

Evaluative commentary

The governing body supports and is passionate about the school. It prefers to let the parents do the maintenance themselves instead of using outside companies to save funds. Three members of the governing body serve on the Health & Safety Committee. The governing body is busy replacing all fire-extinguishers because of the danger of fires in the area. Five new ones have been purchased already. The governing body received training on its roles and responsibilities. The governing body is currently revising school policies. In February 2020 it revised its Assessment, Safety & Security Policies and in May 2021 it revised its constitution, Code of Conduct for Learners, Admissions, Language, Religious and Finance Policies.

4.2 The governing body fulfils well its functions with regard to the school's finances within its legal mandate 3

Evaluative commentary

The governing body has reviewed its budget. The budget has not been greatly affected since it is a no-fee school.

4.3 The school engages effectively with all stakeholders 3

Evaluative commentary

The staff are motivated, positive, and work well together in a healthy environment. Learners interviewed said that they can speak to their teachers and the principal. In an interview, a parent said that the school informed them of the safety protocols that would be in place to keep their children safe in the light of Covid-19. During the lockdown period, work packs were delivered to all learners. The best form of communication between the school and its parents is via online platforms. The circuit manager and subject advisers are supportive and conduct many virtual meetings. The district social worker visits the school to provide support. There is a positive, helpful relationship between the owner of the farm and the school.

Recommendations

1. The school must make a concerted effort to address the backlogs created by the pandemic in every grade.
2. Learners' workbooks must be marked by teachers more regularly across the grades as a means of tracking their progress more effectively.
3. Greater effort must be made to avoid complacency setting in, particularly regarding the wearing of face masks correctly.

4. Psycho-social support for teachers is required to prevent burn-out.
5. The three vacant posts must be settled as soon as possible.
6. Online teaching and learning resources must be maintained and utilised.
7. Maintenance and the improvement to the outside of the premises must continue to be a priority.