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1. INTRODUCTION

Subject/phase teachers should regularly consult this document to ensure that they teach within the guidelines of the Ministry.

The success of a teaching programme to enlarge extent depends on effective subject management. The purpose of this subject policy document is to guide subject management in the school, but it simultaneously strives to leave scope for each individual teacher to take initiative, especially in presenting subject content and facilitating learning.

This subject policy guide is applicable to Design and Technology in the Upper Primary, Junior and Senior Secondary phase in all government schools in Namibia. It is essential for subject teachers to consult the National Curriculum for Basic Education constantly to ensure that they teach within the guidelines of the Ministry.

Apart from the guidelines in this document, there are certain issues which will be dealt with in each school’s own internal subject policy, e.g. guidelines concerning the submission of examination and test papers, moderation and typing of papers, etc.

2. AIMS OF THE DESIGN AND TECHNOLOGY SUBJECT POLICY GUIDE

This document is the official subject policy guide for Design and Technology, and aims to:

- make provision for a well-organised and practically-orientated programme of activities in the teaching and management of Design and Technology in the school
- set a high standard of teaching according to expectations in the national standards and performance indicators policy
- guide teachers in the method to follow in planning their teaching, assessment and control activities
- assist teachers with guidelines in effective lesson preparation
- provide guidelines for the effective involvement of learners in the teaching and learning process
- provide guidelines for effective assessment of learners’ work
- guide teachers in organising their administrative duties and in planning teaching and learning to meet the expectations of the national standards and performance indicators

3. SUBJECT-SPECIFIC ISSUES

3.1 The Composition of phases and appropriate grades

Design and Technology is offered at three different phases; each phase with a different syllabus. Note: the syllabus content and assessment scheme for Grades 5-7 (upper primary phase syllabus) and Grades 8-10 (junior secondary phase) are described separately within the phase syllabus. The Senior Secondary phase syllabuses offer learners the choice between Ordinary and Higher level.

3.2 Time-tabling

Schools should select the number of periods according to the cycle they are following at the
Design and Technology includes a practical component, which requires at least one double period per cycle in which the “Practical activities” can be done. Provision should be made for at least one double period per cycle for the Junior Secondary and Senior Secondary phases.

Schools should ensure that lessons are given the required time allocation as outlined. Each teacher should have a copy of their personal timetables in their Administration files.

3.3 Syllabuses

The Design and Technology syllabuses remain the property of the school. One copy of the latest phase syllabus, as appropriate for the school is kept in the Subject File in the principal’s office, and one copy in the Administration File of the subject/phase teacher. The Subject Head will make sure that the latest syllabuses are available at the school.

All planning pertaining to the teaching and the learning of Design and Technology must be in line with the syllabus. It is the responsibility of each Design and Technology teacher to ensure that all the basic competencies as stated in the syllabus are fully covered within the specified teaching period. Teachers are advised to teach Design and Technology across the curriculum by including cross-curricular topics in their lessons.

Teachers should be well acquainted with the syllabus content and teach the syllabus, not the textbook.

3.4 Schemes of Work

It is MoE policy that teachers are responsible for writing their own schemes of work. These are not issued centrally, and teachers are required to write schemes of work for each grade they teach. In this instance, a scheme of work must be compiled in collaboration and consultation with other subject teachers to avoid overlapping. A scheme of work is developed from the syllabus and not the textbook. It is a long-term plan relating to WHAT (content) will be taught WHEN (time and control frame) during the course of the year.

A Scheme of Work is used by the subject teacher to plan teaching and learning for the year, divided into terms. If the syllabus changes, the Scheme of Work must be adapted accordingly. Teachers at the school teach the syllabus, and not the textbook. Schemes of Work must be developed at the beginning of the year and each grade should have an own Scheme of Work for Design and Technology.

The Scheme of Work should be kept in the Preparation File and a copy for reference in the Subject File. Provision should be made to mark off subject matter completed, and this should be
done on a weekly basis. Management should monitor progress on a weekly basis when the Preparation File is handed in by the end of the week.

A **Year Plan** should also be developed similar to example given (See **Annexe 1**). A year plan is a one-page summary of the periods needed to complete the different topics in Design and Technology, as set out in the Scheme of Work. A copy of the Year Plan should be kept in the Administration File, and one in the Subject File.

The template/s attached could be amended by schools to suit their needs.

### 3.5 Written lesson preparation (the templates on pages 16 and 17 can be used)

Written lesson preparation is compulsory for every teacher, irrespective of experience. Daily or weekly written preparation should be done on the template provided by the school, well in advance of delivery in the classroom, or as on **Annexe 2** (two examples given). Subject/phase teachers can do lesson planning together.

A successful lesson plan should include the date, theme or topic, teaching aids, learning objectives of the lesson, and basic competencies to be achieved.

For the presentation of the lesson the following should be planned:
- monitoring of homework done,
- a short appropriate introduction
- presentation of the subject content, etc.

Assessment is very important and the lesson plan should include:
- well-planned homework activities
- written work
- tasks
- exercises and/or
- assignments

After lesson delivery the teacher should write down critical reflections on the lesson, noting how teaching strategies could be changed to meet the lesson objectives. The lesson should then be filed for future adaptation.

Provision should be made in every subject for activities to improve learners’ skills in English reading, writing and spelling.

### 3.6 Homework

Quality homework strengthens the teacher’s efforts in class and enhances the learning process. Learners should get well-planned homework every day. Teachers in Design and Technology should establish the following study/homework guidelines:

**Homework:**
- must consolidate, exercise and allow to learn all the knowledge and skills that were experienced in the classroom
- must be well planned by the subject teacher and set definite standards
- must reinforce the learning process
- must develop a sense of responsibility among learners as well as sound study habits
• is an extension to and a consolidation of the daily lesson(s)
• should stimulate creativity
• should strengthen learners’ individual abilities
• should provide additional practice in weaker areas of competence
• should stimulate interest in learners
• should not be given over home weekends

Learners:
• should be quite clear about purpose of the given homework
• should be told what is expected of them; this is standard setting
• should have a diary to write down the homework
• should be signed by the parent
• should not be excused for not doing homework – whatever the reason

Teachers:
• must plan homework in writing every day, as part of their lesson planning and preparation
• must guard against overloading learners with homework assignments
• MUST CHECK homework every day and mark it where necessary
• must not regard homework as a form of punishment
• must write down the homework on the blackboard
• must not give work not done in class as homework.

Assignments:
• should stimulate creativity and own work
• should have a clear topic
• should have a clear due date for completion
• must be given to learners in writing
• must be marked in due time (max. 4 days later)
• must be initialled and dated by the teacher and handed back to the learner

3.7 Maximum time on task

Success in the Design and Technology class depends on maximum time on task and it is expected that:
• the teacher and learners attend every lesson as indicated on the time-table
• the teacher and learners arrive punctually in the morning for school and for every lesson
• lessons are planned so that there is as much time on task as possible
• the principal and management set the example as far as quality time on task is concerned

3.8 Teaching and learning materials

Teachers in Design and Technology should be creative and innovative to produce their own teaching and learning materials linked to practice.
3.8.1 Teachers’ Manuals/Guides

These very important official documents guide teaching and learning in the classroom and should be fully utilised. A copy or copies of the manual(s) is/are available in the Subject File and every teacher will receive a copy.

3.8.2 Other Resources (including ICTs)

The school should develop policy procedures for accessing, returning and storing resources (apparatus, equipment, etc.) provided by government or purchased through the school development fund. Teachers should use these to enhance learning and make teaching fun. A list of available items should be part of the school policy and updated regularly.

3.8.3 Classroom Displays

Wall displays are pictures, wall charts and/or artefacts displayed on the walls of the classroom that make learning interesting. Learners will learn better because they can see the same thing over a length of time, which makes it easier to remember and understand. Ideas for wall displays:

- pictures should be selected to stimulate learners to ask questions or begin working
- learners should make some displays themselves
- learners’ class or homework should be displayed
- displays should be changed regularly

Wall displays can be combined with displays on tables - of books or items of interest from the local environment. When learners spend time reading and discussing ideas in an interesting display, learning is better and more fun. Encourage learners to add to the display and change displays regularly.

3.8.4 Textbooks

The ideal situation is that every learner has a textbook for Design and Technology. The subject teacher takes full responsibility for control over the textbooks. Learners should be educated to look after their textbooks and respect them as very important resources. Textbooks should be covered with plastic. A list of textbooks in use and other equipment is available in the Subject File.

3.8.5 Exercise Books

Schools will make their own arrangements regarding files/exercise books for notes and tests. Exercise books should be covered with brown paper (with name, grade and title) and plastic (optional). The drawing pads should be kept in appropriate envelopes.

3.8.6 Specialised Equipment

List of tools for the learners’ needs:

a) General: (needed by all options)
   - Selection of paper and cardboard
   - Modelling equipment: scissors, craft knives, adhesives and adhesive tape
   - Cutting tools
• Drawing aids: stencils and templates
• Marking-out tools: rule, try-square, callipers, dividers, vernier calliper, rule, sliding bevel, spirit level, scriber, punches, vee-blocks, combination set
• Fittings and fixings: nails, screws, washers, nuts and bolts, rivets and dowels
• Selection of abrasive papers, paints, polishes and adhesives
• Cutting tools: saws (back-, hack-, coping, figure saw, etc), snips, knives, files, scrapers, planes, chisels, drills, rasps, combination pliers, side cutters

b) Design Communication:
• Basic drawing equipment: board, T-square, rule, compasses, pencils, rubber
• Coloured pencils, markers, paints
• Computer and CAD/AutoCAD-related programmes

c) Resistant Materials:
• Selection of available woods, metals and plastics
• Holding devices: bench with wood and metal vices, ‘G’-cramps, sash cramps, carpenter’s / engineer’s bench / vice
• Driving tools: hammers, mallets, pincher, screwdriver sets, hand drill, spanners, wrenches, rivets
• Power tools: bench-drilling machine, band/buff machine (combination)
• Soldering equipment, arc-welding equipment
• Protective clothing: gloves, apron, helmet, goggles
• Portable electric tools:— jigsaw, orbital sander, belt/disc sander, router

d) Technology:
• Power tools: bench-drilling machine, jigsaw, orbital sander, angle grinder, belt/disc sander
• Heat treatment: brazing hearth, strip heater
• Soldering equipment, arc-welding equipment
• Protective clothing: gloves, apron, helmet, goggles
• Plastic heater: overhead heater or strip heater or oven
• Laboratory equipment (According to Pert Industrial list)
• Multimeter
• Megger
• Oscilloscope
• Selection of pliers
• Selection of screwdrivers

3.9 Assessment

A record of learners’ marks and test attempts should be kept in the teacher’s administration file. Proof of assignments for project purposes should always be available in the resource file. The following documents should guide assessment in (insert subject name):
• the subject syllabus
• Towards improving Continuous Assessment in schools: a Policy and Information Guide (a NIED document)
• Guidelines for Teachers on Setting and Marking Assessments, January 2005.
• Guidelines in the Teacher’s Manual (a NIED document for every subject)
• DNEA Circular 37/2001: Guidelines for teachers on setting and marking assessments (this is an important document)
• DNEA directives
• Form Ed. Circulars on assessment

3.10 Marking and Moderation

Guidelines on the marking and moderation of tests, examination scripts, projects and assignments:
• marking should be done by the teacher in red
• consolidation tests and test/examination scripts should be marked and handed back to the learners as soon as possible
• learners should see their marked test/examination scripts before the marks are finalised
• the HOD/subject head will moderate a sample of at least 5% of the marked scripts in green
• marking of projects and assignments should be done by the teacher and handed back to the learners as soon as possible

3.11 Learner-Centred Education (LCE) in the classroom

Learner-centred education sometimes requires that learners have space to move around or work in small groups. This might be challenging in overcrowded classes, and teachers will need to be creative to ensure that teaching and learning is learner-centred. Principles for learner-centred education can be found in the following publications:
• the subject syllabus
• Learner-Centred Education: A Conceptual Framework
• How Learner-Centred are you?

Documents are available for downloading from the NIED website at www.nied.edu.na

3.12 Continuous Professional Development

The school should be partner and share the responsibility for in-service training of staff members. Workshop materials and handouts must be kept in the Resource File and remain the property of the school. Applicable parts should also be kept in the Administration File of the subject teacher. Teachers should share information, experiences and strategies they were equipped with during training with their colleagues. In the Subject File a record sheet will indicate the dates, venues and names of teachers who attended workshops in Design and Technology

In-service training

Records of workshops held should be kept in the Design and Technology Subject File, indicating dates, venues and the names of teachers who attended. All other workshop handouts should be kept in a Design and Technology Workshop File, which will remain the property of the school.

The Subject Head is responsible for in-service training at the school, should the need for informal training arise.
4. SUBJECT MANAGEMENT ISSUES

4.1 Line Management

4.1.1 The Principal

The principal is accountable for the effective management of every subject in the school and the attainment of satisfactory results. The principal may, by way of delegation, assign managerial responsibilities for the subject to the Subject Head (HOD/phase head/senior teacher).

4.1.2 Head of Department

The HOD, to whom the Non-Promotional Subjects teacher(s) will be reporting, does not need to be a teacher of Non-Promotional Subjects. The HOD(s) form part of the management team of the school, which should continuously monitor teaching and learning by:

- Motivating teachers and learners,
- Monitoring learners’ progress by analyzing written work, assignments and assessment results.

4.1.3 Subject Head

The subject head is a member of the staff who is responsible for the instructional leadership, mainly through co-ordinating curriculum implementation of a subject or a group of related subjects, and by facilitating and creating opportunities for team-building and continuous professional development in order to improve the teaching competence of the teachers involved. The subject head is not an official position. The role of the subject head can be performed by the principal, vice-principal, head of department or senior teacher. Specific responsibilities of the subject head may include the following:

Planning

- promote a conducive teaching and learning environment in every classroom
- ensure that all the latest subject/phase-related documents and textbooks are available at the school
- develop and implement an assessment policy according to guidelines in the teachers’ manual
- review internal test/examination results and plan actions to improve on weaknesses
- implement Key Areas 2 and 3 of the National Standards and Performance Indicators
- be involved in planning and implementing the Plan of Action for Academic Improvement (PAAI) for the school
- allocate teachers according to their specialisation
- identify needs for support from Advisory Teachers and arrange with Regional Office
- study Advisory Teacher reports and examination reports, and implement the recommendations
- identify the subject’s/phase’s financial needs and submit these to the budget committee of the School Board

Organising

- expect full accountability for academic performance from subject/phase teachers and learners
- influence, enhance and sustain the academic performance of Design and Technology teachers
• establish effective communication within Design and Technology
• ensure that the latest subject-related documents are available and in use
• establish and maintain proper subject administration:
  - Preparation File
  - Administration File
  - Resource File
  - Subject File
  - Question-Paper File
• conduct regular subject meetings
• ensure that sufficient textbooks, teachers’ resources and learning materials are available
• establish and monitor a practical textbook control system
• create a positive working environment for the Design and Technology teachers
• establish and maintain good discipline

**Leading and Guidance**

• discuss the outcome of the Teacher Self-Evaluation (TSE) with individual teachers and give support, guidance and assistance to (insert subject name) teachers
• assist new and beginner teachers in all respects
• guide teachers to set academic targets for themselves and for learners
• assist teachers to achieve improved academic targets
• defuse internal conflicts between subject teachers
• ensure and guide full implementation of the internal school subject policies and procedures
• encourage teamwork and recognise good work
• provide for specialist assistance to the subject teachers, e.g. by advisory teachers, cluster subject groups, etc.
• promote the image and status of the subject
• allocate mentor teachers to beginner teachers and conduct an effective induction programme for new teachers
• provide school-based staff development programmes to the subject teachers

**Monitoring**

• establish and implement continuous monitoring and control of prescribed files
• moderate tests, examination papers, marking grids, mark schemes and answer scripts
• coordinate the setting of question papers of different teachers of the same grade
• monitor the quantity and quality of continuous assessment marks, written work, tests and tasks
• monitor record-keeping and ensure their accuracy
• conduct classroom observation visits, write reports and provide follow-up support
• control of compensatory teaching
• establish a disciplined teaching and learning environment

**4.1.4 The Subject Teacher**

The Design and Technology teacher as the classroom manager has, inter alia, the responsibility to:
• strive towards the achievement of the objectives contained in the National Standards for Schools and Performance Indicators
• create conducive environment in the classroom for quality teaching and learning
• establish a disciplined teaching and learning environment in the Design and Technology class
• meet the requirements of the curriculum and the Design and Technology syllabus
• facilitate teaching and learning both inside and outside the classroom in order for the learners to acquire the necessary knowledge and skills
• develop an effective and efficient scheme of work
• establish positive attitudes among learners towards Design and Technology
• promote the establishment of project work in Design and Technology be creative and innovative in daily/weekly lesson preparation and the production of own teaching and learning materials
• consult the nearest resource centre in connection with training opportunities, as well as sources of information and teaching and learning materials
• liaise with the subject head with regard to the smooth running of the subject
• control and mark learners’ written work and give feedback
• plan special activities to improve the English reading, writing and spelling skills of learners
• communicate with parents

4.2 Monitoring learners’ written work/homework

The HOD/Subject Head/Phase Head/Senior Teacher should monitor learners’ written work at least once per term. The Design and Technology teacher should:
• control the written work of learners on a regular basis, paying special attention to: grammar (e.g. using full sentences), spelling, neatness, format and display
• mark at least 70%-80% of all written assignments, exercises, tasks and worksheets – feedback from the teacher is immediately, praising, encouraging, positive and informative

4.3 Subject meetings

Subject meetings for Design and Technology will be held every term with no fewer than two in the first term, minimum of 2 per term. The purpose of the meetings will not only be administrative, but also include activities such as planning, guest speakers, sharing of ideas, lesson presentations (a good lesson), improvement of results, improvement of methodology, feedback on workshops, etc. An agenda will be followed; minutes will be kept and stored in the subject and administration files.

4.4 Managing subject / phase materials

Procedures should be developed for the ordering of textbooks, materials, control of materials, storage, distribution, collecting and annual stocktaking. The procedures should be included here. A textbook control system will be put in place. One person should be identified by management to be responsible for this task.

Detailed procedures should be developed for the subject in terms of: setting, typing, duplicating, marking and moderation of worksheets, tests and examination scripts, the storing of these, etc.

Through your principal, a letter should be drafted to your regional inspector to make provision for finances for the maintenance of tools and equipment. The tools and equipment received must be controlled and maintained properly.
4.5 The Advisory Teachers

Advisory Teachers (ATs) has knowledge of the relevant subject areas and their responsibilities are, amongst others, to ensure quality in education through rendering liaison services and subject guidance. The school should fully utilise the expertise provided by ATs.

4.6 Cluster Subject Groups

Attending and participating in cluster subject activities can play a positive role in developing quality teaching and learning.

4.7 Teachers’ Resource Centres (TRCs) and School Libraries

Procedures for the use and management of facilities/resources should be developed and utilised at each individual school. A list of contact persons at the TRCs should be in the Administration file. These names should include courses available, material to use or borrow and possible timetables of annual training programmes. From the school library there must be a list of books available to staff members as well as the rules and regulations for class visits to the library. It is also advisable to have the procedure for setting tasks for projects and the possible use of the Internet. Teachers are enabled to make inter-library or inter-TRC loans with the help of the managers. Strong links with the NIED Resource Centre make loans from that source possible for teachers.

4.8 School Based Studies

During school-based studies, the class teacher plays a crucial role in assisting the student teacher and modelling good practice. Student teachers are required to analyse and reflect critically on their teaching experiences, and evaluate their own learning with a view to improving their teaching ability. In this way, they will develop appropriate subject knowledge and concepts.

5 OPERATIONAL FILES

5.1 The Preparation File
(Responsibility: Every Subject/Phase Teacher)

Written lesson preparation is compulsory for all subject teachers in Namibia. This file contains the written preparation done by a teacher, and includes all relevant information. It is the responsibility of management to monitor these files regularly. Teachers may keep all the subjects they teach in one file. (An example of the table of contents for the preparation File is attached as Annexe 4).

Content of the Preparation File
- Control sheet
- Table of content
- The teacher’s personal timetable
- The register class’s timetable
- Syllabuses for all the subjects taught this year (the latest editions)
- Schemes of Work for all the subjects taught this year (neatly typed)
• Year planner (s) for the subject(s) taught this year
• Up to date daily/weekly written lesson preparation etc
• Teacher’s commitment to PAAI
• A completed mark sheet for each class
• Register class list

5.2 The Administration File
(Responsibility: Every Subject Teacher)

The Administration File is the file that every subject teacher keeps with important subject information and any other school-related information. (Please use the word Administration File. A personal file (according to the Act) is a personal file with the teacher’s ID, appointment letter, etc. that is being held in the office of the principal).

Content of the Administration File
• Control sheet
• Table of content
• Organisation:
  - Personal Time Table
  - Times the bell rings between periods
  - Time Tables for Tests/Examinations
  - Official School Calendar of the MoE
  - Scheme of work
• List of textbooks, listed in the Textbook Catalogue, used by the school
• List of Reference Books for teachers available in the school
• Register class lists indicating the attendance of learners for each class taught by the subject teacher
• Mark sheets with continuous assessment, test and examination marks
• Planning:
  - Allocation of duties to members of management/subject heads
  - School’s programme for the 1st term, 2nd term, 3rd term
  - PAAI (A copy of the school’s overall Plan for Academic Improvement)
    In this document management should set academic targets to be achieved by every subject teacher
  - A review of the school’s results per subject (April, August, November) as prepared by management
• Policies
  - The Code of Conduct for Teachers and the Code of Conduct for learners
  - The school’s internal Subject Policy Guide for the subject(s) taught by the teacher
  - The Generic Subject Policy Guide (a NIED document)
  - Teacher’s Manual for the subject (a NIED document for the subject teacher)
  - Towards improving Continuous Assessment in schools: A Policy and Information Guide (a NIED document)
  - MoE’s policy on Pass Requirements (Circular Form Ed. 3/2004)
  - Language Policy of the MoE (a NIED document)
  - LCE Policy (a NIED document)
  - Dress Code for teachers
  - Copies of the National Standards and Performance Indicators, the Teacher’s Self-Evaluation Instrument and the Classroom Observation Instrument
Monitoring:
- Continuous Monitoring and a timetable for implementation
- JSC/NSSC and Grade 7 Examiners’ Reports for the past three years, for subjects applicable
A summary of the aspects mentioned in the examiner’s reports that need to be attended to by the school
- Meetings: Agendas and Minutes of Staff, Departmental, Subject and Cluster meetings
- Classroom observation reports
- Circulars and Reports from the MoE, Regional Office and Advisory Teachers
- Workshop Handouts
- Inventory of items in the classroom
- Textbook Control
  - List of numbered textbooks in learner’s possession
  - Textbook Inventory of register class
- Assessment: Mark Sheets with CA, test and examination marks
- Classroom Observation reports
- General
- Correspondence

5.3 The Resource File
(Responsibility: Every subject teacher)
- control sheet
- table of contents
- worksheets
- projects, assignments, topic tasks, practical investigations, artefacts, including marking criteria
- course material and workshop handouts
- information on compensatory teaching in the subject

5.4 The Subject File
(Responsibility: HOD)

For any subject to be taught and administered successfully it is essential to be well organised. A functional Subject File should be put in place. (One Subject File can be kept for all five non-promotional subjects.) The file should be used regularly and kept up to date continually, and be accessible to all subject teachers. When there is uniformity in a subject it does not only simplify the administration thereof, but also makes control by the school management easier.

The subject file serves as a source file for the subject teachers of a specific subject, and is the property of the school. It is aimed at promoting effective organisation and management of the subject at school. Subject files should be created for the Upper Primary phase, the junior secondary phase and the senior secondary phase separately.

Requirements of the Subject File
- it should be planned systematically
- it should be at the school at all times as part of the school’s filing system
- it should be accessible to all subject teachers at all times
• it should be kept up to date on a continual basis

**Contents of the Subject File**

- Control sheet
- Table of content
- The National Curriculum for Basic Education
- The Subject Policy Guide:
  1. The school’s internal Subject Policy Guide
  2. The Generic Subject Policy Guide (a NIED document):
     - A copy of the completed PAAI document
     - Subject teachers’ information:
- Names and the grades they teach
- Timetables of teachers teaching the subject
- Personal information: qualifications and experience
- Latest Syllabus applicable to the subject/phase
- Schemes of work for all the grades
- Year plan for the subject
- Minutes of subject/cluster meetings
- Minutes of Staff, Departmental Meetings, etc
- Classroom observation reports
  AT reports and Examination reports summary of results of final exams for each grade (past three years)
- Circulars (subject related)
- Correspondence (subject related)
- Text books
  - used by learners;
  - available to the teachers
- Examination results for at least three years and an evaluation thereof
- Towards improving Continuous Assessment in schools: A Policy and Information Guide (NIED)
- Teacher’s Manual for the subject (a NIED document)
- DNEA Circular 37/2001: Guidelines for teachers on setting and marking assessments
- Inventory of teaching and learning materials applicable to the subject
- Record sheet with dates, venues and names of teachers who attended workshops
- General

5.5 The QUESTION-PAPER FILE
(Responsibility: Subject Head)

- Control sheet
- Table of contents
- Specimen papers and mark schemes
- Question papers per grade/test/examination/April/August/November
- Mark schemes, Marking grids per grade / test / examination / April / August / November
Example of Year Plan

YEARN PLANNER: 200... SUBJECT TEACHER: ... SUBJECT: ... GRADE: ...
(Teaching Time = 22-30 weeks)

<table>
<thead>
<tr>
<th>1st TERM</th>
<th>Week 1: Jan...</th>
<th>Week 2: Jan...</th>
<th>Week 3: Jan...</th>
<th>Week 4: Feb...</th>
<th>Week 5: Feb...</th>
<th>Week 6: Feb...</th>
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<td>Schools Reopen...</td>
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<td>Week 8: March...</td>
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### 1st Example of Design and Technology LESSON PREPARATION FORMAT

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#### Connect

- **Start Positively**
  Congratulate/remind about previous lesson, positive comment about what is coming up

- **Connect Learning**
  Why are we learning what we learn? Connect to real life.

- **Show Big Picture**
  Connecting to previous/future learning.

- **Share Learning Outcomes**
  By the end of this lesson you will be able to….
  (WALT)
  More able group, higher up the ladder – see Bloom’s levels

- **Bloom’s Thinking Ladder**
  5. Synthesis.
  4. Analysis
  3. Application
  2. Comprehension
  1. Knowledge

#### Lesson outline

- **Title**

- **Start (Hook)**
  Fun, wake up – VAK booklet

- **Introduce New Information**
  This is the talking part

- **Activity 1**
  Main Activity
  In a long practical break-up into timed chunks – helps the boys
  If not practical – timed, short, clear goals.

- **Review Learning (Plenary)**
  Summarising learning – learning diaries

- **Show New Understanding**
  Assessment activity – what is it? (may be Act 3, may be part of plenary)

- **Consolidate**
  Show New Understanding

- **Preview next lesson**
  Can be a word or two

- **End positively**
  Congratulate

#### Resources

- **Home Learning/Work**
  - objective(s)
  - activity

- **Student(s) with additional needs**

- **Role TA**
### 2<sup>nd</sup> Example of Lesson Preparation Format

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#### Theme, Topic and Sub-Topic:

#### Teaching Materials and Resources to be used:

#### Lesson Objectives: Learners will:

#### Basic Competencies (Refer to Syllabus): Learners should be able to:

#### Presentation of the lesson:
1. An appropriate short introduction:

2. Presentation of subject matter and learning activities:

3. Consolidation:

4. Assessment / Tasks / Exercises:

**English across the Curriculum:**
- Reading activities:
- Writing activities:

**Reflections:**