



**?** Why focus our efforts on learners failing 1 or 2 subjects?

- Stand a chance to pass with directed attention and support.
- Will improve the school's pass rate.



Who should participate in the process



The School's SMT and Grade 12 teachers.



**?** What reports do we use?

Learner Chart Report End of Term1, 2 and 3	Learner Intervention Planning Report Available for: Term 1 and 2 only
<p>This report will help to:</p> <ul style="list-style-type: none"> <li>• Analyse the term results by showing individual learner levels of performance per subject per grade</li> <li>• Identify subjects that learners fail</li> <li>• Filter for learners failing 1 – 2 subjects</li> </ul>	<p>This report will help you:</p> <ul style="list-style-type: none"> <li>• Identify learner's recommended intervention/s</li> <li>• Compare subject performance against: Province; District and Circuit</li> <li>• Provide promotion stats which will assist in tracking progress of individual learners</li> <li>• Provide information on overaged learners which will assist in strategizing better</li> </ul>



**?** What do I do?

- Make learners aware of the chance they have of passing if they can put more effort into the identified subjects.
- Educators of the identified subjects should meet with learners to draw up an Action Plan for support following the SMART goals. Both the educator and the learner should sign the plan.
- Invite parents/guardian to sign the plan to pledge their support, and take their own copy.
- Bring cases to the attention of HOD, School Based Support Team and Subject Advisor.





**1. Root cause analysis – investigate the following:**

- Learner attendance – use the DDD Dashboard to filter for learner’s profile.
- External contributing factors, for example socioeconomic status, does the learner come from a child headed family?
- Internal contributing factors – periods attendance, submission and completion of tasks, any form of related truancy.
- Other educator’s strategies for subjects with passing learners.

**2. Plan intervention by:**

- Preparing three activities on the same topic using the previous NSC question papers ranging in levels of complexity according to Bloom’s Taxonomy.
- Learners completing all activities, starting with simple and finishing with complex activities.
- Emphasising hints taken from the NSC Subject Technical Report on common mistakes, misconceptions, and recommendations to warn and prepare learners to not repeat the same mistakes. Please click here to access this report: <https://www.education.gov.za/Resources/Reports.aspx>.
- Using the technique of group work, for example all groups tackling the same activities, agreeing on answers, and submitting one answer sheet. This technique makes marking and feedback easy.



**? Feedback sessions**

**When?**

- Timeously when curriculum content is easy to remember, make new learnings, reinforce, and make corrections.

**Why?**

- For learners to see their mistakes, misconceptions, and misunderstanding.
- This is an opportunity to correct, motivate, do remedial work, share good practices, reflect and review.
- Able to measure and evaluate progress.

**How?**

- Congratulate those that have achieved within or above the set targets.
- Encourage those that have failed or shown improvement no matter how small it may be.
- Show interest by asking how you can help.
- Be a good listener and show compassion.

