# **Foundation Phase — Grade R–3**

1. **Motivation & Self-Awareness**

Trauma-Informed Learning Environment →

1. **Teamwork**

Project-Based Learner Engagement →

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| **Tier 1: Emerging** | **Tier 2: Developing** | **Tier 3: Advanced** |
| *Participates in pair or group tasks; begins to follow group norms and share ideas with guidance.* | ***Progressing:*** *Collaborates actively in peer discussions; contributes to shared problem-solving and clarifies ideas through questioning.* | *Leads or contributes to teams, coordinates peer roles, and manages group-level outcomes.* |
| 1. **[Participation] – Does the learner join group work when invited?**  **Hint:** Do they move to the group willingly, or require repeated calls? 2. **[Sharing Ideas] – Do they share ideas when guided?**  **Hint:** Note brief responses or whispers offered when asked directly. 3. **[Norms] – Do they follow simple group norms (waiting turn, listening)?**  **Hint:** Watch for turn-taking, listening, and fewer interruptions. | 1. **[Contribution] – Does the learner actively contribute ideas in group discussions?**  **Hint:** Do they speak up without needing to be selected? 2. **[Clarifying] – Do they ask peers questions or clarify others’ ideas?**  **Hint:** Listen for “What do you mean?” or restating a peer’s point. 3. **[Problem-solving] – Do they take part in shared problem-solving?**  **Hint:** Look for offering solutions rather than waiting for the teacher. | 1. **[Role Organisation] – Do they help organise or assign roles in the group?**  **Hint:** Examples include “You draw, I’ll write.” 2. **[Coordination] – Do they coordinate peer efforts to finish tasks?**  **Hint:** Check if they follow up on whether everyone has completed their part. 3. **[Motivation] – Do they step up as a group leader or motivator?**  **Hint:** Listen for encouragement like “Come on, let’s finish this.” |

Analytical Thinking

Design-Based Knowledge Progression →

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| **Tier 1: Emerging** | **Tier 2: Developing** | **Tier 3: Advanced** |
| *Begins to recognise patterns and links between past and current knowledge.* | *Links concepts, asks clarifying questions, and starts sense-making.* | *Shows analytical thinking through problem-solving and adapts strategies* |
| 1. **[Patterns] – Does the learner notice simple patterns or similarities?**  ***Hint:*** *Shapes, colours, or repeated numbers are good indicators.* 2. **[Connections] – Do they connect today’s learning to something from before when prompted?**  **Hint:** After “Did we see this yesterday?”, do they recall or relate correctly? | 1. **[Clarifying] – Do they ask clarifying questions about content?**  **Hint:** Listen for “Why?” or “How?” during lessons. 2. **[Linking] – Do they link new concepts with what they already know?**  **Hint:** Comments like “This is like the story we read” show linking. 3. **[Sense-Making] – Do they begin to make sense of information independently?**  **Hint:** They can explain in their own words, even if incomplete. | 1. **[Testing Ideas] – Do they test out their own thinking or solutions?**  **Hint:** Look for “Let me try another way.” 2. **[Adaptation] – Do they adapt strategies when something doesn’t work?**  **Hint:** They change approach without waiting for help. 3. **[Reasoning] – Do they explain reasoning clearly when solving problems?**  **Hint:** Step-by-step explanations of how they reached an answer.   . |

Curiosity & Creativity

Inquiry-Based Assessment-Informed Instruction →

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| **Tier 1: Emerging** | **Tier 2: Developing** | **Tier 3: Advanced** |
| *Begins to reflect on feedback, ask questions, and try new ways to improve.* | *Reflects on learning, explores simple connections, and shares creative ideas.* | *Curious about problems, proposes solutions, and adapts creatively.* |
| 1. **• [Questions] – Does the learner ask basic questions about new learning?**  **Hint:** Simple “What is this?” or “What does it do?” questions. 2. **[Feedback] – Do they try out new approaches when given feedback?**  **Hint:** They correct and retry rather than giving up.   **•** | 1. **[Connections] – Do they explore connections between ideas or topics?**  **Hint:** Linking maths to real-life or the class story. 2. **[Sharing] – Do they share creative ideas with the class or peers?**  **Hint:** Volunteering answers or adding their own twist. 3. **[Exploration] – Do they seek more information by asking questions?**  **Hint:** “What if we did it this way?” or similar inquiries. | 1. **[Problem-solving] – Do they suggest their own solutions to problems?**  **Hint:** Offers alternatives without being prompted. 2. **[Adaptation] – Do they adapt ideas when plans don’t work?**  **Hint:** Independently fixes or revises their drawing/model/task. 3. **[Curiosity] – Do they show curiosity by exploring beyond the basic task?**  **Hint:** Adds detail, trials variations, or extends the activity. |

Leadership & Social Influence

Leadership-Centred Instructional Approach →

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| **Tier 1: Emerging** | **Tier 2: Developing** | **Tier 3: Advanced** |
| *Practises new skills with support and begins engaging with peers.* | *Progressing – Collaborates to explore, discuss, and apply ideas, showing growing independence.* | *Applies learning in groups, takes initiative, and leads peer collaboration.* |
| * **[Skill Practice] – Does the learner practise new skills with support?**  **Hint:** Uses polite words, shares, or greets appropriately after reminders. * **[Peer Invitation] – Do they invite peers to join activities or games?**  **Hint:** “Come play with me” or similar invitations.   . | * **[Collaboration] – Do they collaborate independently with peers to apply ideas?**  **Hint:** Works smoothly with a partner without teacher help. * **[Ideas Sharing] – Do they share ideas with the class or group discussions?**  **Hint:** Raises a hand and contributes without prompts. | * **[Initiative] – Do they take initiative in tasks without waiting for the teacher?**  **Hint:** Starts work or organises others right away. * **[Peer Guidance] – Do they lead or guide peers in group work?**  **Hint:** Explains steps or demonstrates to help others progress. * **[Inclusion] – Do they make sure others are included in activities?**  **Hint:** Notices a left-out peer and brings them into the group. |