

Lower Secondary Curriculum

# Implementation Guidelines

National Curriculum Development Centre



## **1.0 BACKGROUND**

The review of the Lower Secondary Curriculum was guided by the existing policy documents such as the Uganda Vision 2040, the National Development Plan II 2016-2020, the National Ethics and Values Policy of 2013, the East African Secondary School Harmonized Curriculum Framework, the Sustainable Development Goals (SDGs), the Government White Paper on Education and the Education Sector Strategic Plan (ESSP) 2009-2018. The ESSP set out strategies to improve the relevance of secondary education. The ESSP's sub-objective 2.2 was to ensure that "Post-primary students are prepared to enter the workforce with vocational skill". This was in line with the current Education Sector Strategic Plan of 2017 - 2020. To achieve this objective, the Education Sector decided to review the curriculum with key focus on instruction methodology, content overloads, knowledge obsolescence and assessment.

The review envisioned, producing a secondary school graduate with the relevant skills and competences for the 21<sup>st</sup> century. The reviewed curriculum structured the subjects to allow initial exposure of learners to the career paths of related subjects. This was to enable the learners to make informed career choices as their learning progresses. To realize the above, the review premised on the following:

- The development of a holistic education for personal and national development based on clear shared values.
- A commitment to higher standards, deeper understanding and greater opportunities for learners to succeed in life.
- A focus on the key skills essential to work, to learning and to promotion of life-long learning.
- Creation of core and elective subjects for choice and earlier specialization most especially at Senior Three and Senior Four.
- An integrated and inclusive approach that will develop the ability to apply learning in practical situations.

## **2.0 PURPOSE AND OBJECTIVES OF THE GUIDELINES**

### **2.1 Purpose**

The guidelines are intended to provide support to all education sector stakeholders in implementing the curriculum.

### **2.2 Objectives**

These guidelines provide:

- i) an overview of the revised curriculum.
- ii) the benefits of the revised curriculum.
- iii) the requirements for implementing the curriculum.
- iv) the roles and responsibilities of the key stakeholders in the implementation process
- v) the after class activities
- vi) guidance on the assessment of learners' achievement.
- vii) the guidance and counselling component in the revised curriculum.
- viii) information on Special Needs in the revised curriculum
- ix) the sample timetables for Senior 1-2 and Senior 3-4.



### 3.0 OVERVIEW OF THE REVISED LOWER SECONDARY SCHOOL CURRICULUM

The revised curriculum is meant to avert the gaps identified in the preceded curriculum. The gaps include but are not limited to: a teacher-centred knowledge-based curriculum that limits the learner's creativity and innovation; an over loaded curriculum with subject content which has become obsolete; a high stake assessment system and textbooks which are content heavy with little or no engagement for the learners.

There is now a global call for inclusion of skills and competencies, foundational aspects like gender equity, skills, values, attitude formation, plus global cross-cutting issues in the curriculum, which are commensurate with the current millennium.

The revised curriculum menu has been reduced from the previous 43 to 21 with some of the subjects merged to provide the required skills and knowledge. The subjects on the curriculum are grouped into four categories as shown in the table below:

Compulsory	Languages	Humanities	Skills
English language	Literature in English	Religious Education	Entrepreneurship Education
Mathematics	Foreign Languages		
History and Political Education	Local Languages		
Geography	Kiswahili		
Biology			
Physics			
General Science			

### 4.0 BENEFITS OF THE REVISED CURRICULUM

The design of the revised curriculum has been made to benefit the learners and the country as follows:

- The curriculum will produce learners who are self-assured, creative and critical thinkers and can contribute to the knowledge and innovations for the development of the country by solving problems in their families, communities and work through a scientific problem-solving approach which integrates critical, creative and innovative thinking, effective communication, a high degree of numeracy, use of appropriate technology, social and interpersonal skills.
- The competence based nature of the curriculum enables learners to acquire the skills which will contribute to their livelihood. Employability of these learners will depend on their job competence which will be shown by how skilled they are.
- The curriculum emphasises use of ICT in teaching and learning. This enables learners to learn on their own through e-learning hence expressing mastery of concepts and competences.
- The eight vocational subjects on the revised curriculum emphasise hands on training and have been aligned to the Skilling Uganda Policy.



- v) The curriculum focuses on providing learners with generic skills namely; Critical thinking and problem solving, Creativity and innovation, Communication, cooperation and self-directed learning, Mathematical computation and ICT proficiency.
- vi) Conscious effort has also been made in developing in the learners the desirable values as provided in the Uganda National Ethics and Values Policy of 2013. This will enable them to show human values, respect differences such as in cultures, develop self-management behaviours, adapt to new environments and make informed decisions that would result in a productive life.
- vii) The curriculum emphasises assessment of and for learning so as to be able to recognize the achievements of the learner right from Senior One.
- viii) In this curriculum there is reduced teacher - learner contact time in the classroom so as to provide learners with time to work independently on projects, research and group work.
- ix) Through this curriculum, learners are prepared to be more responsible and patriotic citizens, positive and motivated to contribute to the wellbeing of themselves, their communities and the nation at large by participating effectively in political, social, economic, scientific and technological development of their families, communities and the country at large.
- x) The revised curriculum helps learners to meet the global needs. Learning is centred on the real world of skills and competency development. Learners are prepared to become global citizens.
- xi) The revised curriculum will result in increased work productivity in future. The employees who will be products of this curriculum will be competent in meeting their work objectives, the performance expectations will improve, which will lead to higher job satisfaction and its attendant benefits.

## 5.0 REQUIREMENTS FOR THE EFFECTIVE IMPLEMENTATION OF THE REVISED LOWER SECONDARY CURRICULUM

This section presents some of the minimum requirements for the effective implementation of the revised curriculum. These include:

1. **Instructional materials:** these facilitate learning and make the learners active. They aid the use of multi senses and provide essential textual and visual input. Teachers are expected to use text and non-text materials (reagents, apparatus, equipment, tools and ICT materials) to help the learners understand the concepts in the syllabus. Head teachers are required to ensure that their schools are well resourced and that the teachers utilise the available resources.
2. **A safe learning environment:** for effective learning to take place, learning facilities must be adequate, gender responsive, safe and commensurate with the individual learners' age, interest and needs including any other special considerations.
3. **Learner-centred approach:** these methodologies put emphasis on the learners' activities as supported by the teachers. They call for the participation and performance of all the learners including those with special needs. Such methods include but are not limited to; exploring, observing, experimenting and practising.
4. **Language:** the medium of instruction at this level is English except for the language specific subjects. The language used for the other languages such as Foreign and Local Languages should not be tagged to the non-language subjects.



5. **Records of learner attendance and progress:** for the learners to benefit from this curriculum, it is important that the teachers and school administrators ensure that the learners attend all the school activities such as class activities and non-class activities like projects and research and that proper records of their attendance and performance are made and kept. Parents/guardians should desist from assigning learners chores that keep them away from school and this should be communicated to the parents through circulars and parents' and teachers' meetings/conferences. Local governments should help in enforcing by-laws that keep learners at school.
6. **Teachers:**
- (a) School administrators should ensure that qualified teachers are recruited to deliver the curriculum. Government will continue to deploy teachers in areas where they are lacking while private schools should ensure that they hire enough teachers.
  - (b) Teacher preparation and attendance: teachers are expected to prepare adequately for teaching, bearing in mind the abilities and needs of the learners so as to develop their potential. The teachers must try out the hands on activities before the lessons and suggest alternatives where need arises. Teachers are required to prepare schemes of work, lesson plans and records of work that should be certified by the HOD or other supervisors.
  - (c) Teacher support: in order to help the teacher effectively implement the curriculum, head teachers, school-based support supervisors, Boards of Governors, District officials, DES, NCDC and MoES (TIET) should offer support required for the successful implementation of this curriculum. Teachers should be oriented to the revised curriculum and be encouraged to attend courses that enhance continuous professional development to improve their skills in learner-centred teaching and learning.
7. **Special needs:** one basic feature of this curriculum is that it caters for the needs of all the learners, including those with learning difficulties. Schools should ensure full accessibility as stated by the Ministry of Gender, Labour and Social Development. There is need to explore low cost adaptations such as seating arrangements, using larger print on the chalkboards, ensuring walkways are not obstructed, to ensure learners with disabilities can adequately access and participate in the teaching and learning process. Ensure learners with disabilities are provided with assistive devices and auxiliary support such as sign language interpreters, where necessary.

## 6.0 THE ROLES AND RESPONSIBILITIES OF THE KEY STAKEHOLDERS IN THE IMPLEMENTATION PROCESS

Curriculum implementation involves considerable investment of resources such as time, human expertise, finances and materials. When these are used well, they will in turn lead to effective implementation of the revised curriculum especially if all stakeholders perform their duties appropriately. The following table shows the major responsibilities of the key stakeholders in the implementation process.

STAKEHOLDERS	ROLES	RESPONSIBILITIES
1. Learner	Participates actively in all the learning activities.	<ul style="list-style-type: none"> <li>Follows instructions to do school and class work and assessment activities.</li> <li>Mobilises and uses instructional materials from the respective local environment.</li> <li>Adapts and applies the knowledge and skills learnt.</li> <li>Attends school regularly up to completion of the Lower Secondary Education cycle.</li> <li>Is morally upright and abides by the law.</li> <li>Provides feedback on the teaching and learning process.</li> <li>Works with fellow learners to ensure that there is active participation of all.</li> </ul>
2. Teacher	Plans, organises, facilitates and assesses learning.	<ul style="list-style-type: none"> <li>Interprets the lower secondary education curriculum appropriately.</li> <li>Assesses learning.</li> <li>Plans for teaching and learning by selecting, developing using and storing relevant instructional materials.</li> <li>Designs appropriate graded activities to cater for the different learners.</li> <li>Implements effectively the curriculum with commitment and vision.</li> <li>Provides guidance and counselling to the learners and parents/guardians.</li> <li>Conducts classroom based assessment and keeps records for learners' achievements to give feedback to relevant stakeholders.</li> <li>Conducts action research on gaps identified in practice.</li> <li>Reflects at own practices and adapts alternative approaches.</li> <li>Uses assessment results and accepts learner feedback to improve teaching and learning.</li> <li>Analyses the curriculum and gives feedback to the various stakeholders.</li> <li>Recognises and records different levels of achievement within the school and gives support to the learners.</li> <li>Ensures that all learners access a wide variety of relevant materials that can support practical learning.</li> <li>Ensures that all instruction methods promote positive representation of all learners in respect to gender, disability, tribe, nationality, race and religion.</li> <li>Attends and actively participates in all trainings and retooling programs.</li> </ul>
3. Head teacher	Provides school leadership in the implementation.	<ul style="list-style-type: none"> <li>Inspects, monitors and supports the curriculum implementation process.</li> <li>Offers guidance and counselling to teachers.</li> </ul>



STAKEHOLDERS	ROLES	RESPONSIBILITIES
		<p>learners and parents.</p> <ul style="list-style-type: none"> <li>• Provides motivation to the teacher through incentives and other means.</li> <li>• Coordinates teaching and learning activities such as allocation of roles and timetabling among others.</li> <li>• Analyses the curriculum and gives feedback to responsible officers.</li> <li>• Mobilises resources for teaching and learning.</li> <li>• Conducts/supports school-based CPDs for teachers.</li> <li>• Accounts for all school activities and resources.</li> <li>• Offers opportunities for staff development.</li> <li>• Ensures discipline and welfare of staff and learners.</li> <li>• Ensures admission of all learners including those with disabilities and other marginalised groups.</li> <li>• Involves learners in the management.</li> <li>• Involves parents in the teaching and learning process.</li> <li>• Encourages parents of learners with learning disabilities to provide the necessary support.</li> <li>• Provides all teachers with the opportunities to reflect and share best practices with each other.</li> <li>• Ensures safety and security of the learners while at school.</li> <li>• Provides all learners with regular health screening including vision and hearing.</li> </ul>
4. Foundation Bodies/Faith-based Organisations	Participates in the management of the school with the view to achieve the mission and vision of the school.	<ul style="list-style-type: none"> <li>• Give moral guidance; solicit for funds to support curriculum implementation.</li> <li>• Oversee the proper implementation of the curriculum.</li> <li>• Provide adequate space for teaching and learning.</li> <li>• Ensure representation from all groups within the community including those with disabilities and other marginalised groups on the PTA and Board of Governors. Check the education act for others</li> </ul>
5. Parents/Guardians	Provides for and supporting learner education.	<ul style="list-style-type: none"> <li>• Provide parental guidance and psychosocial welfare of the learner.</li> <li>• Participate in the promotion of discipline of the learners.</li> <li>• Monitor the implementation of the curriculum and provide necessary feedback.</li> <li>• Provide financial and moral support for learning.</li> </ul>

STAKEHOLDERS	ROLES	RESPONSIBILITIES
		<ul style="list-style-type: none"> <li>• Monitor learners' performance.</li> <li>• Provide scholastic materials and other necessities that learners need for effective learning.</li> <li>• Encourage the learners to go to and remain in school.</li> <li>• Actively participate in all school activities/programmes including community support.</li> <li>• Provide meals, clothing, medical care and transport to their children.</li> <li>• Ensure safety and security of their children to and from school.</li> </ul>
6. Community	Provides a supportive environment for effective curriculum implementation.	<ul style="list-style-type: none"> <li>• Participates in identifying and providing human and other resources.</li> <li>• Supports and oversees the work of the school committees.</li> <li>• Mobilises parents/guardians to support school activities and programmes.</li> <li>• Provides security to the school.</li> </ul>
7. Board of Governors	Plans, supervises and monitors the implementation of all school activities/programmes.	<ul style="list-style-type: none"> <li>• Provides public relations between the school and the community.</li> <li>• Mobilises the community to provide resources for the implementation of the curriculum.</li> <li>• Identifies and secures resources needed for curriculum implementation.</li> <li>• Ensures that there is sufficient infrastructure for curriculum implementation.</li> <li>• Supervises and guides the school administration and staff.</li> <li>• Monitors effective use of school resources.</li> <li>• Provides for the welfare and discipline of staff and learners.</li> <li>• Ensures all teachers and learners have access to a wide variety of materials that support practical teaching and learning.</li> </ul>
8. Local Government Authority	Supports the curriculum implementation process	<ul style="list-style-type: none"> <li>• Organise orientation activities for all school staff.</li> <li>• Identify and report on staffing gaps in schools.</li> <li>• Solicit and allocate resources to schools.</li> <li>• Provide support supervision to teachers and school administration.</li> <li>• Inspect, monitor and evaluate the implementation of the curriculum and provide feedback to relevant stakeholders.</li> <li>• Provide all learners with regular health screening including vision and hearing.</li> </ul>



STAKEHOLDERS	ROLES	RESPONSIBILITIES
9. Tertiary Institutions and Universities	Influence implementation of curriculum	<ul style="list-style-type: none"> <li>Analyse and interpret the Lower Secondary curriculum to produce quality teachers for Secondary Schools.</li> <li>Familiarise themselves with the curriculum and provide feedback.</li> <li>Harmonise the Lower Secondary Education Curriculum with their curricular.</li> <li>Conduct education research in relation to Secondary school education and publish feedback.</li> <li>Design appropriate in-service program for Secondary school teachers.</li> <li>Organise and conduct CPDs for pre-service and in-service teachers on the implementation of the curriculum.</li> <li>Encourage parents of learners with disabilities to raise awareness about disability issues with the school and a wider community.</li> <li>Ensure that issues of inclusion are considered in school development and local government planning.</li> </ul>
10. National Curriculum Development Centre (NCDC)	Guides and oversees the implementation of the curriculum.	<ul style="list-style-type: none"> <li>Forms an implementation team and develops a plan for dissemination of curriculum.</li> <li>Prepares relevant specifications for the production of appropriate curriculum support materials.</li> <li>Solicits for feedback from relevant stakeholders.</li> <li>Addresses gaps in curriculum identified during the implementation and provide the necessary support.</li> <li>Monitors the implementation process.</li> <li>Sensitises and advocates for the implementation of the curriculum.</li> <li>Carries out research for curriculum improvement.</li> </ul>
11. National Assessment Bodies	Organises and conducts end of cycle assessment of Learners	<ul style="list-style-type: none"> <li>Interprets and assesses the curriculum according the guidelines.</li> <li>Communicate to stakeholders about learners' performance in the national examinations.</li> <li>Publish examination results and reports on candidates' performance.</li> <li>Analyse the status of examinations in relation to the curriculum and gives a feedback to relevant stakeholders.</li> <li>Awards certificates to candidates.</li> <li>Trains teachers in assessment modalities.</li> <li>Conducts research on curriculum performance.</li> </ul>



STAKEHOLDERS	ROLES	RESPONSIBILITIES
12. Ministry of Education and Sports (MoES)	Coordinates, monitors and supports curriculum implementation.	<ul style="list-style-type: none"> <li>• Sets policies and guidelines to aid curriculum implementation.</li> <li>• Interprets the curriculum and provides necessary support.</li> <li>• Ensures timely budgeting and acquisition of financial and other resources.</li> <li>• Provides instructional materials to aid curriculum implementation.</li> <li>• Plans and monitors co-ordination of the implementation of the curriculum, and shares feedback from the process.</li> <li>• Evaluates the impact of curriculum implementation.</li> <li>• Coordinates activities of all development partners in the education sector.</li> <li>• Conducts Education and Sports Review (ESSR).</li> <li>• Recruits and deploys staff in secondary schools.</li> </ul>
13. Directorate of Education Standards (DES)	Sets, defines and monitors education standards.	<ul style="list-style-type: none"> <li>• Analyses the curriculum content and implementation requirements in relation to the Basic Minimum Requirements and Standards (BRMS).</li> <li>• Strengthens school supervision and monitors the teaching and learning activities.</li> <li>• Monitors adherence to policies regarding curriculum implementation.</li> <li>• Supports and supervises teachers during the implementation of the curriculum.</li> <li>• Monitors curriculum implementation process.</li> <li>• Disseminates timely feedback to relevant stakeholders.</li> </ul>
14. Parliament	Passes laws on education and lobbying for resources to support the implementation of the curriculum.	<ul style="list-style-type: none"> <li>• Organises advocacy programs to popularise the curriculum as a national program in the constituencies.</li> <li>• Mobilises resources for the implementation of the curriculum.</li> <li>• Works with other stakeholders to maximize compliance with and support for the curriculum.</li> <li>• Ensures that education is a right for all learners including girls and boys of all backgrounds, abilities and physical characteristics.</li> </ul>
15. Publishers	Produce relevant learning materials to support the implementation of the curriculum.	<ul style="list-style-type: none"> <li>• Internalise and interpret the Lower Secondary Education Curriculum.</li> <li>• Design and develop relevant materials following specifications by NCDC in collaboration with MoES.</li> <li>• Market their products countrywide</li> </ul>



STAKEHOLDERS	ROLES	RESPONSIBILITIES
		<p>following guidelines issued by the MoES.</p> <ul style="list-style-type: none"> <li>• Train and facilitate local authors.</li> <li>• Ensure that issues of inclusion are considered in the instructional materials they publish.</li> <li>• Ensure the availability of their materials countrywide.</li> <li>• Helps in popularising the curriculum.</li> </ul>
16. Education Development Partners (EDP)	Provides resources and guides on innovations in the curriculum.	<ul style="list-style-type: none"> <li>• Support the implementation of the curriculum.</li> <li>• Facilitate the achievement of national goals and objectives of Uganda's education system.</li> <li>• Facilitate sustainability for the implementation of the curriculum.</li> <li>• Work hand in hand with the Government to identify priorities in Lower Secondary Education.</li> <li>• Monitor periodically the utilisation of resources provided for curriculum implementation.</li> <li>• Provide support in research, supervision and monitoring of the curriculum and provide feedback.</li> <li>• Provide resource persons.</li> </ul>
17. Line Ministries	Mobilise and provide additional resources for implementation.	<ul style="list-style-type: none"> <li>• Budget for the implementation of the curriculum.</li> <li>• Make provisions for services and materials to support the implementation of the curriculum.</li> <li>• Make suggestions for curricular innovations in schools.</li> <li>• Provide resource persons to handle specific curricula requirements.</li> </ul>

## 7.0 TEACHER GUIDED ACTIVITIES AFTER INSTRUCTION

Teaching time will end at 2: 55 pm as shown in **Annex 1** of this document. After classes, from 2:55 pm to 4:30pm, learners should not be left idle but shall be engaged in productive learning activities aimed at consolidating and furthering what has been learnt in class.

These activities may include:

- Research
- Group discussions
- Debates
- Remedial and accelerated learning programmes
- Projects work
- Club activities
- Guidance and counselling sessions
- Games and sports
- Community work
- Field visits



### **Project/Community Work/ Field Work/Research Guidance to the Teacher**

1. Engage learners in practical tasks to enable them apply the theory content they received during class time.
2. It is a time for learners to learn through participation in the attainment of knowledge by gathering information and processing it in order to solve challenges using what they have learnt in class.
3. Provide opportunities for every learner to do meaningful and independent research.
4. Each learner should have a role in creating, designing and developing a product.
5. Guide the learners to identify and organise the major learning resources and ensure that each learner is available for the projects/activities.
6. Guide learners to plan well so that the process of the project/activity flows smoothly from one step to the next. This helps to ensure quality of the projects and ultimately the quality of the products.
7. Involve resource persons from the community or other areas to help learners connect the academic work to the real world. Guide learners to assume the professional roles during the process so that they get a sense of what it means to be professionally engaged in meaningful work.
8. Encourage challenge-based learning in which learners come up with big ideas and look out for solutions through research and investigation. You will need to provide guiding questions during class.
9. Encourage teamwork and provide guidelines on how to share the work amongst the learners in the team.
10. Plan a final experience for learners to showcase their work to the public or outside of school.
11. Ensure that each learner keeps a portfolio of their work throughout the process.

### **Club Activities/ Debate/ Sport**

Schools should encourage a number of clubs to support the subjects taught on the curriculum. The teachers assigned to the clubs should monitor the various club activities and have an agreed programme for the term/year. There is need to ensure that the activities of the club compliment what is studied in the classroom. Such activities could include:

- Indoor and outdoor games
- Foreign and local games
- Practice of the games and sports
- Role playing, creating and acting
- Writing
- Displays
- Demonstrations and performances
- Real life situations

### **Guidance and Counselling**

Each learner should be attached to a teacher as a way of follow up. It is through this initiative that teachers can provide guidance and counselling through peer talks, mentoring, engaging resource persons, and sharing case-studies. These sessions can be programmed at school level and records should be made for each of the learners giving the recommendations for the sessions. Such recommendations could result in remedial or accelerated learning for the learner.

Other areas which could be handled could include but not limited to:

- Growing up
- Career guidance
- Social interaction
- Sexuality education

## **8.0 ASSESSMENT OF LEARNER'S ACHIEVEMENT**

### **8.1 Introduction**



Assessment is the process of gathering information that accurately reflects how well a learner is achieving the curriculum expectations in a course. Each subject syllabus includes a section concerned explicitly with assessment although there are references to assessment matters elsewhere in the syllabuses and of course, an assessment section can only be properly understood in relation to the whole syllabus to which it belongs.

The primary purpose of assessment and evaluation is to improve learning. An appropriate model of assessment for the revised curriculum is one that respects the fundamental principles that underpin the curriculum and is fully integrated into it. The assessment is focussed on skills and deeper understanding. All the key aspects of learner assessment that will take place in the course of S1-S4 and the learning processes to which they relate are summarised in this section. The details of learner assessment are contained in a document called the *Assessment Guidelines*.

In this section in the guidelines will be limited to the following: Assessment principles, reporting learner achievement and assessing competences for the World of Work.

## **8.2 Fundamental Principles**

This curriculum is based on seven fundamental principles of assessment which teachers/assessors should use. This will ensure that assessment, evaluation and reporting are valid and reliable, and will lead to the improvement of learning. The practices and procedures teachers and other assessors use, should be based on these principles:

- Fairness, transparency and equity for all learners
- Support for all learners, including those with special educational needs Achievement of curriculum expectations and key learning outcomes
- Clear communication to learners and parents/guardians at appropriate points throughout the school year or course
- Variation in nature and administration of assessment over a period of time to provide multiple opportunities for learners to demonstrate the full range of their learning
- Provision of descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement
- Development of learners' self-assessment skills to enable them to assess their own learning set specific goals, and plan next steps for their learning.

## **8.3 Formative Assessment Principles**

It should be noted that formative assessment is not only a classroom management tool but also a key process in each learner's learning. Formative assessment should be understood as:

- a core aspect of learning experience.
- an assessment for learning where Classroom Based Assessment (CBA) is key.
- an interactive activity involving the teacher and the learner.
- subject-specific and its methods and outputs will be recognised in the summative assessment provision.

Formative assessment will be applied in five key areas namely; practical skills, written work, oral work, group work, and values and attitudes.

## **8.4 Summative Assessment Principles**



There are two categories of summative assessment; **School** based and **End of Cycle** summative assessments. Generally, summative assessment is meant to provide certification of learners by the **National Assessment Body** and reflect the extent of the knowledge, understanding and skills that each learner has acquired in each subject of the curriculum.

Summative assessment should:

- be as efficient as possible.
- incorporate school-based assessment.
- be compatible with the curriculum.
- be objective.

### 8.5 School-based Summative Assessment Principles

Summative assessment provision in each subject will reflect teachers' use of Classroom Based Assessment methods in that subject. School-based assessments that are designed to be summative (that is, to lead to the recording of marks or grades) should be held only when it is important to identify the stage of learning reached by learners. School-based summative assessment will contribute 20% to the end of cycle assessment.

### 8.6 End of Cycle Summative Assessment Principles

This assessment will be designed to provide certification for learners of all abilities. Assessments to be provided by the **National Assessment Bodies** will be appropriate for all learners with no age restriction.

**National Assessment** regulations will be produced by UNEB for the new UCE examinations and there will be restrictions on the number of subject examinations that each learner may enter and there will be no group certification.

Assessment materials, both **school**-based and **end of cycle** will be designed so that they clearly relate to the learning outcomes to be assessed; they will use a wide variety of appropriate methods (written, oral, practical, performance).

### 8.7 Reporting Learner Achievement

For the success of this curriculum, records and record keeping are essential. Every subject teacher is required to maintain records of learner attendance and achievement throughout the course.

### 8.8 Reporting on Formative Assessment at School

Learner achievement will be guided by the achievement chart. The achievement chart is a standard national guide and is to be used by all teachers as a framework within which to assess and evaluate learners' achievement of the expectations in a particular subject. **Table 1** gives a description of the expected learner's achievement levels of a particular subject, as well as development of the learning skills and work habits.

Table 1: Learner Grading Scale

Descriptor	Identifier
Some LOs achieved, but not sufficient for overall achievement	1



Most LOs achieved, enough for overall achievement	2
All LOs achieved – achievement with ease	3

Learners' subject achievement will be recorded in an *Achievement Record Chart* as shown in table 2. The Achievement Record Chart shows learners' achievement at specific points (end of topic/unit) in the school year for a specific subject. Table 2, for example, shows the end-of-topic/unit assessment for six learners in ten topics.

**Table 2: Subject Achievement Record Chart**

English											
	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	Average
Learner A	3	3	2	3	3	3	3	2	3	3	2.8
Learner B	2	2	3	2	3	2	2	2	3	2	2.3
Learner C	1	1	2	1	1	2	2	3	2	3	1.8
Learner D	1	1	2	1	1	2	1	1	2	1	1.3
Learner E	2	1	1	1	2	1	2	1	2	1	1.4
Learner F	1	2	1	3	1	1	1	2	1	2	1.5

For end of term/year summative purposes, it will be possible to add up the identifiers for each topic/unit to arrive at an average overall score as shown in **table 2**. If necessary, an overall achievement score could be set. If it were set at 1.5 in the above example, then learners A, B, C and F would be seen as achieving whilst learners D and E would not.

A learner's achievement should be continuously communicated to the learner, the parent and will contribute to the final grading of the learner achievement at the UCE. This unit-by-unit approach is a more effective way of assessing learners' progress than an end-of-term or end-of-year test. This form of "continuous assessment" also has the advantage of emphasizing to learners the importance of each unit and maintaining their motivation.

### 8.9 Assessing Competences for the World of Work

Practical skills and work habits are critical in the World of Work (WoW) and they form an integral part of learning in the revised curriculum. For World of Work or industry, learners should be assessed on six key areas: responsibility, organisation, independence, collaboration, initiative and self-regulation. The curriculum provides for vocational education in eight subjects: Performing Arts, Agriculture, ICT, Nutrition and Food Technology, Fine Art, Technology and Design, Physical Education and Entrepreneurship. Learners studying these subjects will have the option of being assessed in the occupation competence at Level 1. This will be conducted by the relevant national assessment body and a separate certificate will be awarded at the end of Senior Three. This assessment will be optional and will not require separate preparations other than what is specified in the syllabus.

### 9.0 GUIDANCE AND COUNSELLING IN THE CURRICULUM

Education is the total process of development. It contributes to the personal and social development as well as the academic development. It is assumed that career education is career decision making in the process; meaning that individuals have to decide their own way and are responsible for their choices hence the need for career guidance. It is important that they have some broad knowledge and understanding of curricula and career matters, as well as self-awareness of own personality.



Therefore, the role of guidance and counselling particularly career guidance/education consists of self-awareness, opportunity awareness and decision making and providing learners with labour market information and developing their information gathering skill, self-assessment abilities, self-knowledge and self-esteem. The ultimate aim of career education and guidance is to equip learners to develop their careers throughout their lives.

Teaching learners an identified set of understanding, skills and attitudes, career management competencies helps them achieve their life, learning and work goals.

Career management competencies based on international research and practice are grouped into three areas namely:

- i) Developing self-awareness competencies that enable learners to understand themselves and the influence on them.
- ii) Exploring opportunities that enable learners to investigate in learning.
- iii) Deciding and acting competencies that enable learners to make and adjust their plans, to manage change and transition, and take appropriate action.

Career services should be provided as a process from S.1 to S.4, to help learners do things they are good at and interested in.

Personnel in charge of guidance and counselling should help learners to manage psychosocial and developmental challenges that may hinder their learning.

Teachers should also integrate guidance and counselling services in their day-to-day activities, putting into consideration the social, career/vocational, spiritual and psychological aspects.

## 10.0 SPECIAL NEEDS IN THE NEW CURRICULUM

Well aware that the introduction of Universal Education led to schools having a much wider range of learners in terms of background, characteristics and ability, there is a need to recognise that they all have a right to equally access, participate and achieve in the learning process. This is also in line with the 1994 Salamanca Statement from United Nations Educational, Scientific and Cultural Organization (UNESCO) which asserts every child's right to education, '**regardless of their physical, intellectual, social, emotional, linguistic or other conditions**'.

However, the current lower secondary curriculum has been faced with barriers related to:

- approaches and methods of instruction which are not suitable for learners with different learning styles and varied ages.
- too much pressure for high academic grades which may develop stress if not adapted to individual potentials and needs.
- teachers not understanding the needs individual learners have because of a disability or any other condition.
- teachers not understanding the need for differentiated teaching and learning and how to organize it.
- teachers not knowing enough about:
  - how to assess learners' potentials and needs.
  - how to adjust teaching to learners' needs.

In this Revised Lower Secondary Curriculum, inclusion is a priority. The revised curriculum focuses on making it more inclusive. It focuses on providing for all learners with a relevant and appropriate



education in which they can acquire the necessary competencies to participate and engage fully within society as they move into adult life, irrespective of their abilities.

To cater for the wide range of learners in terms of background, characteristics and ability, the Lower Secondary Curriculum has made provision for learners with special educational needs. For example, General Science has been designed to help the visually impaired learners to become scientifically literate; a sign language syllabus has been developed to provide communication skills for the hearing impaired learners; resource books for the gifted and talented, autism spectrum disorders, specific learning difficulties (dyslexia, dyscalculia, and dysgraphia) have been developed as resources for the teachers to identify and support the different categories of learners with learning difficulties.

To further elaborate the categories of learners that the lower secondary curriculum is addressing, it is important to understand the following terms:

- a) **Special needs education** refers to education for learners with disabilities and those learners with special educational needs, in consideration of their educational needs, which aims at full development of their capabilities and their independence and social participation.
- b) **Learners with Special Educational Needs** refer to learners who require additional or special support for learning and instruction. The category includes learners with:
  - communication and interaction difficulties.
  - sensory or physical impairment.
  - behavioural, emotional and social difficulties.
  - cognitive and learning difficulties.
- c) **Autism Spectrum Disorder (ASD)**: ASD is a life-long developmental disability significantly affecting verbal and non-verbal communication and social interaction.
- d) **Gifted**: Gifted specifically refers to the abilities in academic subjects such as science, math, and language.
- e) **Talented**: talented refers to the abilities in art, music, design and other practical skills.
- f) **Dyslexia**: Is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading, writing and spelling.
- g) **Dyscalculia** - refers to a difficulty with arithmetic such as unable to do basic addition, subtraction, multiplication, and division.
- h) **Dysgraphia** - a specific learning difficulty that affects written expression. It can appear as difficulties in spellings, poor handwriting, and trouble putting thoughts on paper.

### 11.0 General Science for Learners with Special Educational Needs

In Uganda, making learning accessible and meaningful particularly in science for all learners is an educational priority. All learners require a central set of knowledge and skills to be scientifically literate citizens. Science is very important to humanity because of its applications which include;

- Use in our daily lives, at work, at leisure and at home; all items that we use have a component of science in them.
- Being an area of innovation, it is central to the economic future of this country.
- Contributing to the improvement of the health and wellbeing of individuals.

Science as a subject focusses on developing:

- basic scientific ideas and understanding.
- critical thinking, creativity, invention and innovation.
- science inquiry skills, investigative skills and scientific attitude.

Lower secondary school education has a number of practical subjects including Biology, Chemistry and Physics (science) through which various skills, values and attitudes are acquired. However, because of the practical nature of the above science subjects, the process of teaching and learning is quite



challenging and is usually an uphill task for the teachers and learners especially those with special educational needs. In addition, there is a category of learners who do not go through normal schooling such as adult learners not attached to schools and the prisoners who do not have practical facilities. These learners find so much difficulty when doing science subjects.

National Curriculum Development Centre (NCDC) has designed and developed an alternative science subject to enable learners with special educational needs acquire scientific knowledge that is central to their lives. This alternative science is called **General Science** and will be assessed through both formative and summative approaches.

### **Implementation Procedure**

- General science will be taught to learners who cannot be able to do practical sciences due to their disability such as those who are visually impaired, amputated.
- Other category include adult learners not attached to schools and/ the prisoners who do not have practical facilities.
- Teachers of science subjects will be able to teach General Science.
- The time allocated for other science subjects (Chemistry, Physics, Biology) will be used for teaching and learning General Science.
- A manual containing exemplar activities and lesson plans in general science will be developed to build the capacity of the teachers.
- The centre will train teachers on use of the syllabi and manuals.

### **12.0 Ugandan Sign Language Subject**

The National Curriculum Development Centre (NCDC) has introduced Ugandan Sign Language at secondary school level as one of the subjects to be taught to both the hearing and the deaf learners at Senior One and Senior Two as an optional /elective subject. However, for schools that are inclusive, it should be one of the core subjects at that level.

#### **What is Sign language?**

Sign Language is a visual and gestural language based on the use of hands, eyes, face, mouth and body. A manual alphabet (or finger spelling) may be used along with sign language. It is a separate language which continuously develops and changes. It is a visual language expressed with eye and body movements as well as facial expressions.

#### **Why sign language?**

- The constitution of Uganda (1995) Article 35, Principle XXIV (c) states: "The state shall promote the development of a sign language for the deaf" (p.8).
- Uganda has a national sign language called Ugandan Sign Language which is used and is recognised like any other local language.
- Sign language is an important language used widely by the Deaf community but also by other hearing people as their common means of communication.
- In this era of inclusiveness, it is important that the hearing community access the Ugandan sign language in order to fully integrate the deaf and hard-of-hearing into the hearing community. This integration can best be achieved if the hearing community understands the language and other cultural aspects of the Deaf. The change of attitudes of the hearing community will tantamount to further acceptance of the Deaf.
- In today's world, the knowledge of a second language and culture in general is an advantage for individuals providing language skills that enable them to communicate and interact effectively in the workplace and community, while broadening the world for people who are Deaf/hard-of-hearing.



- In Sign Language lessons, learners will build on the skills acquired in English language to understand and practice as a means of communication and learning.

### **Implementation of Ugandan Sign Language**

Ugandan Sign Language is implemented at Lower Secondary school level by sign language trained teachers as one of the local language subjects.

- The time allocated for library and for local languages will be used for learning Ugandan sign language.
- A manual containing exemplar activities and lesson plans in Ugandan Sign Language will be developed to build the capacity of the teachers.
- The centre will orient teachers on use of the syllabus and the manual.
- In- service training courses will be conducted focusing on Ugandan Sign Language as a visual teaching skill.
- Both pedagogical and sign language advisors will be contacted to facilitate the trainings.

### **13.0 Resource Books**

Many learners with learning difficulties progress from primary to secondary level. It has been observed that teachers presently have limited knowledge and understanding in the area of special needs and inclusive education in general. Therefore, the introduction of the resource books will serve as an essence for Special Needs Education (SNE) interventions in the revised curriculum and they will further demonstrate curriculum support towards the teaching and learning of learners with learning difficulties.

The major focus is to create awareness and to provide information to teachers and other stakeholders on what counts to be a learning difficulty or disability and how this relates to difficulties teachers and learners experience in teaching and learning and the possible measures on how to minimize the barriers.

The developed resource books to support learners:

- who are gifted and talented.
- with Autism Spectrum Disorders.
- with Specific learning difficulties.

### **Implementation Procedures**

- All teachers and other stakeholders will make use of the developed resource books during the curriculum implementation.
- Resource books will be distributed to schools.
- Teachers will be oriented on the developed resource books.



# ANNEX 1

## SAMPLE TIMETABLE FOR LOWER SECONDARY CURRICULUM FOR SENIOR ONE & TWO

(Proposed timetable for secondary schools of 8 periods per day and 40 periods per week for a single stream)

	8.00- 8.15am Morning parade	8.15- 8.55am Biology /GS	8.55- 9.35am English	9.35- 10.15am English	10.35- 11.15am Math	11.15- 11.55am Math	11.55- 12.35 pm Chem /GS	1.35- 2.15pm CRE/IRE	2.15- 2.55pm CRE/IRE	2.55pm 4.25pm Library
MON								L		
TUE	Morning parade	Physics/GS	Physics/ GS		Geog	English	English	U	ELECTIVE [LIT, LL, FL, USL, TD, FN, A&D, PA, ICT, AGRI]	Project
WED	HEAD OF SCHOOL ASSEMBLY		Math	Math	E	Biology /GS		N	History & Political	Clubs/ Society
THUR	Morning parade	Chem /GS	Chem /GS	Math	A	Kiswahili	History & Political	C	English	DEBATE for class
FRID	Morning parade	Geog	Geog	Physics	K	ENTRE		H	Physical Education	Games /Sports

### KEY

AGRI-AGRICULTURE

CRE- CHRSTIAN RELIGIOUS EDUCATION

ENTRE-ENTREPRENEURSHIP

PA-PERFORMING ARTS

FN- NUTRITION AND FOOD TECHNOLOGY

NUMBER OF LESSONS PER SUBJECT

LL-LOCAL LANGUAGE

ICT- INFORMATION AND COMMUNICATION TECHNOLOGY

IRE- ISLAMIC RELIGIOUS EDUCATION

TD- TECHNOLOGY AND DESIGN

USL- UGANDA SIGN LANGUAGE

- GS - GENERAL SCIENCE

- FL-FOREIGN LANGUAGE

- A&D- ART AND DESIGN

English	6	History & Political Education	3	Religious Education [CRE/IRE]	2	Information and Communication	2
Mathematics	5	Geography	3	Literature in English	2	Performing Art	2
Physics	3	Kiswahili	2	Art and Design	2	Local Language	2
Chemistry	3	Entrepreneurship	2	Performing Art	2	Foreign Language	2
Biology	3	Physical Education	2	Agriculture	2	Uganda Sign Language	2
Geography	3	Technology and Design	2	Nutrition and Food Technology	2	General Science	6



# **SAMPLE TIMETABLE FOR LOWER SECONDARY CURRICULUM FOR SENIOR THREE AND FOUR**

Proposed timetable for secondary schools for 8 periods per day and 40 periods per week for a single stream

	8.00-	8.15	8.55-	9.25	10.35-	11.15-	11.55-	1.35-	2.15- 2.55	2.55pm
<b>MON</b>	<b>Morning parade</b>	English	English	History & Political	<b>B</b>	Biology /GS	Chem /GS	L	Geog	Library /USL
<b>TUE</b>	<b>Morning parade</b>	Physics /GS	Physics /GS	Physics /GS	<b>R</b>	Math	English	<b>U</b>	<b>ELECTIVE 2</b>	<b>Project</b>
<b>WED</b>	<b>HEAD OF SCHOOL ASSEMBLY</b>		Math	Math	<b>E</b>	Biology /GS	Biology /GS	<b>N</b>	History&Political	<b>Clubs</b>
<b>THUR</b>	<b>Morning parade</b>	Chem /GS	Chem /GS	Chem /GS	<b>A</b>	<b>ELECTIVE 1</b>		<b>C</b>	<b>ELECTIVE 3</b>	<b>DEBATE</b>
<b>FRID</b>	<b>Morning parade</b>	Math	Math	<b>ELECTIVE 1</b>	<b>K</b>	English	Physics /GS	<b>H</b>	<b>ELECTIVE 3</b>	<b>Games</b>

## **KEY**

**AGRI-AGRICULTURE**

**CRE- CHRSTIAN RELIGIOUS EDUCATION**

**ENTRE-ENTREPRENEURSHIP**

**PA-PERFORMING ARTS**

**FN- NUTRITION AND FOOD TECHNOLOGY**

**LL-LOCAL LANGUAGE**

**ICT- INFORMATION AND COMMUNICATION TECHNOLOGY**

**IRE- ISLAMIC RELIGIOUS EDUCATION**

**TD- TECHNOLOGY AND DESIGN**

**USL- UGANDA SIGN LANGUAGE**

**GS - GENERAL SCIENCE**

**FL-FOREIGN LANGUAGE**

**A&D- ART&DESIGN**

## **NUMBER OF LESSONS PER SUBJECT**

Compulsory Subjects	Elective 1	Elective 2	Elective 3
English	6	3	3
Mathematics	5	3	3
Physics	4	3	3
Chemistry	4	3	3
Biology	4	3	3
Geography	3		
History & Political Education	3		
General Science	6		
	Uganda Sign Language	Religious Education [CRE/IRE]	Performing Art
	Kiswahili		Art and Design
	Literature in English		Agriculture
	Local Language		Information and Communication
	Foreign Language		Nutrition and Food Technology
			Technology and Design
			Entrepreneurship
			Physical Education



