



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION
STATE DEPARTMENT FOR BASIC EDUCATION**

**Guidelines for Timetabling and Curriculum Based Establishment in
Competency Based Education**

SECTION A

GUIDELINES FOR TIMETABLING

1. Introduction

Developing an effective timetable and daily routine is essential for fostering a productive learning environment where both learners and educators can interact to achieve intended learning outcomes. A well-structured timetable not only ensures that all learning areas are covered comprehensively but also promotes implementation of balanced academic and co-curricular activities. These guidelines outline procedure for developing timetables that optimize utilisation of time, teaching and learning experiences, enhance student engagement, and support the achievement of overall educational goals in institutions of learning.

Timetabling process

1. All schools shall establish a time tabling committee comprising of the following,
 - a. Deputy Head of the institution - Chair person
 - b. Senior teacher
 - c. Teacher representatives from pre-primary, primary, and junior school level
 - d. Heads of subject/each learning area
 - e. Heads of departments
2. The timetabling committee shall hold planning meetings at the beginning of every term to develop or review the school timetable.
3. The timetable shall be presented to the head of institution for approval
4. The approved timetable shall be displayed in all administrative offices, and notice boards.
5. Every teacher shall extract their respective timetable for use in implementing the curriculum.

2. Time tabling for regular school

2.1 Timetabling guidelines for pre-primary schools

- a) There shall be 5 lessons per day cumulatively adding up to 25 lessons per week inclusive of PPI/Religious programs.
- b) Each lesson shall be 30 minutes.
- c) Reporting time for all pre-primary schools shall be at 8.30 am.
- d) Learners who arrive before 8.30 am shall be guided by the the teacher on free choice activities.
- e) Lessons in all schools across the country shall start at 9.00 am and end at 12.00 pm.
- f) The time between 8.30am and 9.00 am shall be utilized for health check and roll call.
- g) When plotting lessons on the timetable, the committee shall ensure that learning areas with similar skills, knowledge or concepts do not follow one another.
- h) There shall be no double lesson on the timetable.
- i) Creative activities lessons shall be plotted before a break.
- j) Two health breaks shall be provided where the first break shall be 10 minutes and the second one 20 minutes.
- k) Plotting of lessons shall adhere to the allocation per learning area as tabulated in table 1.

Table 1: Lesson distribution per learning area for pre-primary schools

S/no	Activity learning area	Number of lessons
1	Language activities	5
2	Mathematical activities	5
3	Creative activities	6
4	Environmental activities	5
5	Religious activities	3
	<i>Pastoral Programme of Instruction (PPI) /Religious programs</i>	1
Total		25

Source : KICD

Note: See appendix 1 for sample Pre- Primary Time Table

2.2 Timetabling guidelines for Grade 1 to 3

- a) There shall be 6 lessons per day and one PPI per week cumulatively adding up to 31 lessons per week.
- b) Each lesson shall be 30 minutes.
- c) Reporting time for grade 1-3 in primary schools shall be at 8.00 am.
- d) Lessons in all schools across the country shall start at 8.20 am and end at 12.30pm.
- e) The time between 8.00am and 8.20 am shall be utilized for health check roll call and assembly.
- f) When plotting lessons on the timetable, the committee shall ensure that learning areas with similar skills, knowledge or concepts do not follow one another.
- g) There shall be no double lesson on the timetable.
- h) Creative activities lessons shall be plotted before a break.
- i) Health breaks shall be provided after every two lessons where the first break shall be 10 minutes and the second one 30 minutes.
- j) Plotting of lessons shall adhere to the allocation per learning area as tabulated in table 2.

Table 2: lesson distribution per learning area for grades 1-3

S/No.	Learning Area	Number of Lessons
1.	Indigenous Language Activities	2
2.	Kiswahili Language Activities / Kenya Sign Language Activities	4
3.	English Language Activities	5
4.	Mathematical Activities	5
5.	Religious Education Activities	3
6.	Environmental Activities	4
7.	Creative Activities	7
	<i>Pastoral Instruction Programme (PPI)/ Religious programs</i>	1
	TOTAL	31

Source : KICD

Note: See appendix 2 for sample Time Table for grade 1, 2 and 3

2.3 Timetabling guidelines for Grade 4, 5, and 6

- a. There shall be 7 lessons per day and one PPI cumulatively adding up to 35 lessons per week.
- b. Each lesson shall be 35 minutes.
- c. Reporting time for grade 4, 5 & 6 in primary schools shall be at 8.00 am.
- d. Lessons in all schools across the country shall start at 8.20 am and end at 2.35pm.
- e. The time between 8.00am and 8.20 am shall be utilized for health check and roll call and assembly.
- f. When plotting lessons on the timetable, the committee shall ensure that learning areas with similar skills, knowledge or concepts do not follow one another.
- g. Plotting of lessons shall observe balance in distribution of learning areas for morning and afternoon hours across the week.
- h. There shall be no double lesson on the timetable.
- i. Creative activities lessons shall be plotted before a break.
- j. Health breaks shall be provided after every two lessons where the first break shall be 20 minutes, the second one 30 minutes and lunch break.
- k. Plotting of lessons shall be balanced allocating different learning areas for morning and afternoon hours
- l. Non-formal programmes shall be plotted on the timetable after the last lesson at 2.35 pm.
- m. Plotting of lessons shall adhere to the allocation per learning area as tabulated in table 3.

Table 3: Lesson distribution per learning area for grades 4, 5 and 6

S/No.	Leaning Area	Lessons
1.	English	5
2.	Kiswahili/ Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	3
5.	Science & Technology	4
6.	Agriculture	4
7.	Social Studies	3
8.	Creative Arts	6
	<i>Pastoral Programme of Instruction (PPI)/religious programs</i>	<i>1</i>
	TOTAL	35

Source : KICD

Note: See appendix 3 for sample Time Table for grade 4, 5 and 6

2.4 Timetabling guidelines for grade 7, 8 and 9

- a. There shall be 8 lessons per day and one PPI per week cumulatively adding up to 41 lessons per week.
- b. Each lesson shall be 40 minutes.
- c. Reporting time for grade 7, 8 and 9 in junior schools shall be at 8.00 am.
- d. Lessons in all schools across the country shall start at 8.20 am and end at 3.20 pm.
- e. The time between 8.00 am and 8.20 am shall be utilized for roll call, assembly and or house meetings where applicable.
- f. When plotting lessons on the timetable, the committee shall ensure that learning areas with similar skills, knowledge or concepts do not follow one another.
- g. Plotting of lessons shall observe balance in distribution of learning areas for morning and afternoon hours across the week.
- h. Creative art and sports lessons shall be plotted before a break.
- i. There shall be **only** one double lesson for integrated science, creative art and sports, pre-technical studies and Agriculture for practical activities.
- j. Non-formal programmes shall be plotted on the timetable after the last lesson at 3.20 pm.
- k. Health breaks shall be provided after every two lessons where the first break shall be 10 minutes, the second one 30 minutes and lunch break of one hour.
- l. Plotting of lessons shall adhere to the allocation per learning area as tabulated in table 4.

Table 4: Lesson distribution per learning area for grades 7, 8 and 9

S/No.	Learning Area	Number of Lessons
1.	English	5
2.	Kiswahili/Kenya Sign Language (KSL)	4
3.	Mathematics	5
4.	Religious Education	4
5.	Social Studies	4
6.	Integrated Science	5
7.	Pre-technical Studies	4
8.	Agriculture	4
9.	Creative Arts and Sports	5
	<i>Pastoral Programme of instruction</i>	1
		41

Source : KICD

Note: See appendix 4 for sample Time Table for grade 7, 8 and 9

3. Timetabling for special needs Education

3.1 Timetabling guidelines for foundation level

- a) There shall be 4 lessons per day cumulatively adding up to 20 lessons per week including PPI.
- b) Each lesson shall be 30 minutes.

Note: Learning is individualised for learners with special needs and therefore, time allocation is dependent on completion and mastery of specific tasks. The suggested time of 30 minutes per lesson is a guide.

- c) Reporting time for foundation level in special schools shall be at 8.30 am.
- d) Learners who arrive before 8.30 am shall be given free choice activities.
- e) Lessons in all special schools across the country shall start at 9.00 am and end at 12.00 noon.
- f) The time between 8.30 am and 9.00 am shall be utilized for health check and roll call.
- g) When plotting lessons on the timetable, the committee shall ensure that learning areas with similar skills, knowledge or concepts do not follow one another.
- h) Health breaks of 30 minutes shall be provided after every two lessons.
- a) Psychomotor Activities shall be plotted before a break
- i) Plotting of lessons shall adhere to the allocation per learning area as tabulated in table 5.

Table 5: Lesson distribution per learning area in foundation level

S/No.	Learning Area		Number of lessons
1	Communication and Social Skills		4
2	Activities of Daily Living Skills and Religious Education	Activities of Daily Living Skills	4
		Religious Education	2
3	Sensory Motor and Creative Activities	Sensory Perception	1
		Psychomotor Activities	2
		Creative Activities	1
		Music and Movement	1
4	Orientation and Mobility		2
5	Pre-numeracy Activities		2
	<i>Pastoral Programme of Instruction (PPI)</i>		1
	Total Lessons Per Week		20

Source : KICD

Note: See appendix 5 for sample Time Table for foundation level

3.2 Timetabling guidelines for intermediate level

- b) There shall be 6 lessons per day cumulatively adding up to 30 lessons per week including PPI.
- c) Each lesson shall be 30 minutes.
- d) Reporting time for intermediate level schools shall be at 8.00 am.
- e) Lessons in all schools across the country shall start at 8.20 am and end at 12.10 pm.
- f) The time between 8.00am and 8.20 am shall be utilized for health check and roll call.
- g) When plotting lessons on the timetable, the committee shall ensure that learning areas with similar skills, knowledge or concepts do not follow one another.
- h) Plotting of lessons shall observe balance in distribution of learning areas for morning and afternoon hours across the week.
- i) Health breaks shall be provided after every two lessons where the first break shall be 20 minutes and the second one 30 minutes.
- j) Movement Activities shall be plotted before a break
- k) Plotting of lessons shall adhere to the allocation per learning area as tabulated in table 6.

Table 6: Lesson distribution per learning area for intermediate level

S/No	Learning Area		Number of lessons
1	Communication and Social Skills		5
2	Daily Living Skills and Religious Education	Daily Living Skills	4
		Religious education	2
3	Sensory Motor Integration		4
4	Numeracy Activities		3
5	Creative Activities	Art and Craft	4
		Music	2
6	Movement Activities		5
	<i>Pastoral Programme of Instruction (PPI)</i>		1
	Total Lessons Per Week		30

Source : KICD

Note: See appendix 6 for sample Time Table for intermediate level

3.3 Timetabling guidelines for pre-vocational level

- a) There shall be 8 lessons per day and one PPI cumulatively adding up to 40 lessons per week.
- b) Each lesson shall be 40 minutes.
- c) Reporting time for pre-vocational level schools shall be at 8.00 am.
- d) Lessons in all schools across the country shall start at 8.20 am and end at 3.20 pm.
- e) When plotting lessons on the timetable, the committee shall ensure that learning areas with similar skills, knowledge or concepts do not follow one another.
- f) There shall be **only** one double lesson for Pre-vocational skills
- g) Plotting of lessons shall observe balance in distribution of learning areas for morning and afternoon hours across the week.
- h) Health breaks of 30 minutes shall be provided after every two lessons.
- i) Non-formal programmes shall be plotted on the timetable after the last lesson at 3.20 pm.
- j) Physical Education shall be plotted before a break
- k) Plotting of lessons shall adhere to the allocation per learning area as tabulated in table 7.

Table 7: Lesson distribution per learning area for pre-vocational level

Sno.	Learning Area	Number of Lessons
1.	Prevocational Skills	18
2.	Communication and Functional Literacy Skills	4
3.	Daily Living Skills and Nutrition	4
4.	Physical Education	5
5.	Religious Education (CRE/IRE/HRE)	2
6.	Music and Movement	2
7.	Social Studies	4
	<i>Pastoral Programme of Instruction (PPI)</i>	<i>1</i>
	Total	40

Source : KICD

Note: See appendix 7 for sample Time Table for pre-vocational level

NOTES

1. Curriculum

The learning areas to be plotted on the timetable shall be derived from the KICD approved curriculum designs.

2. Daily routine

The basic education regulations 2015 provides reporting time for day schools not be earlier than 7.15 am . 8.00 am to 3.30 pm is class hours and 3.30 pm to 4.45 pm cocurricular activities.

For boarding schools time is 8.am to 3.30 pm is class hours. 3.30 to 4.45 pm cocurricular activities. 5.00 pm to 7.30 pm is elf directed activities. 7.30 pm to 9.30 pm preps. 9.30 pm to 6am is bed time. 6am to 8am supervised routine activities.

3. Health breaks

Each level has been allocated two health breaks in the morning session. The durations of the health breaks for the various levels are different since they are determined by the number of learning areas/subjects per day and the duration of a lesson. The learning institutions should therefore make appropriate arrangements on how to manage health breaks for the different levels.

4. Creative Activities, Creative Activities and Sports/Psychomotor/Movement Activities/Physical Education

These learning areas shall be plotted before a break to allow learners adequate time to prepare for the next lesson

5. Plotting of lessons on the time table

When plotting lessons on the timetable, the committee shall ensure that learning areas with similar skills, knowledge or concepts do not follow one another. This enhances the learner's interest and reduces monotony in skill, concept and knowledge acquisition.

6. Exceptions

In areas that experience extreme temperatures, the time table start times and end time can be adjusted so long as the requisite contact hours for learners are maintained.

7. Pastoral programmes of instruction

The PPI lessons shall be handled by a responsible member of a recognized religious faith within the school community and which is legally registered in Kenya.

8. Parental Empowerment and Engagement

Learning institutions should create opportunities for information sharing and involvement of parents/guardians in the implementation of curriculum.

9. Non-formal activities

The timetable committee shall plot specified non-formal programmes after class activities as from 3.20 to 4.45 pm. This may include; games, clubs and societies, guidance and counselling and community service learning,

SECTION B

GUIDELINES FOR CURRICULUM BASED ESTABLISHMENT (CBE)

1.0 Introduction

Curriculum Based Establishment (CBE) is the number of teachers that a school needs for effective curriculum implementation. All schools including preprimary , primary, junior school and special needs school are required to have an approved CBE to ensure standards in curriculum delivery are adhered to.

2.0 Process

The following are the steps that preparation of a CBE takes:

- I. The school applies to Principal Secretary through the Sub County Director of Education (SCDE) for an approved CBE
- II. The Sub County Quality Assurance and Standards Officer (SQASO) verifies the learning areas/subjects taught and total number of lessons across all the streams in the school in order to determine the exact number of teachers required
- III. The Sub County Quality Assurance and Standards Officer (SCQASO) computes the school CBE and attaches the registration certificate for confirmation of approved number of streams and enrolment.
- IV. The SCDE forwards the school request to the PS for approval by the Head – Quality Assurance and Standards.
- V. Upon approval it is dispatched to CEO Teachers Service Commission (TSC) for provision of teachers and copied to County Director of Education (CDE), SCDE and the Directorate responsible for the respective level and the school.

3.0 Considerations for development of Curriculum Based Establishment

Curriculum Based Establishment considers the following areas:

- I. Learning areas/ subjects that are offered in an institution
- II. Number of lessons allocated for each learning area / subject
- III. Size of the institutions, in terms of streams in each class
- IV. Number of administrative positions in an institution
- V. Minimum /maximum number of lessons allocated to each teacher
- VI. Shortfall in lesson allocation based on the administrative posts available in an institution

N/B- Institutions should regularly review CBE so as to ensure that it is relevant

4.0 Curriculum Based Establishment at various levels

The guidelines provide instructions for determining CBE for Age Based and Stage Based pathways

4.1 Age Based Pathway

1. Curriculum Based Establishment for Pre-primary

The CBE for pre-primary schools is determined by the total number of classes. There will be one teacher per class. The recommended class size is 25 learners.

2. Curriculum Based Establishment for Primary

The CBE for primary schools is determined by the total number of classes plus one who is the Head of the Institution.

The school shall be staffed with a head teacher, Deputy Head teachers, Senior teachers and teachers depending on the number of streams, number of classes and enrolment as tabulated below. Where the school qualifies to have two deputy head teachers, they will be in charge of academics and administration respectively. The recommended class size is 45 learners.

Establishment of House Teachers (Senior Master) will be based on enrolment of boarders in the school where there shall be one house teacher for every 270 learners where applicable

The head teacher will have a workload of at least 15 lessons

Table 1: Curriculum Based Establishment (CBE) for grade 1 - 6

Stream/s	Classes	Maximum Enrolment	CBE	Deputy Head Teachers	Senior Teachers
1	6	270	7	1	1
2	12	540	13	1	1
3	18	810	19	1	2
4	24	1080	25	2	2
5	30	1350	31	2	2
6	36	1620	37	2	3
7	42	1890	43	2	4
8	48	2160	49	2	4
9	54	2430	55	2	4
10	60	2700	61	2	5

3. Curriculum Based Establishment for grade 7, 8 and 9

The CBE for junior school shall be guided by the following:

- I. CBE shall be based on a minimum teaching load of 27 lessons per week for a teacher and maximum class size of 45 learners.
- II. Where there are two Deputy Principals in an institution, one shall be responsible for Academics and the other Administration. The principal will have a workload of at least 10 lessons and the deputy principals and Senior masters will have a workload of at least 20 lessons per week
- III. Establishment of deputy principals and senior masters shall be based on school enrolment as presented in table 3
- IV. Establishment of House Teachers (Senior Master) shall be based on enrolment of boarders in the school where there shall be one house teacher for every 270 learners
- V. Calculation of CBE shall be based on the learning areas/subjects offered in the school and the number of streams. Calculation of CBE for a one streamed school shall be as follows:

Step 1. Determine Teachers required per learning/subject

- i. The number of lessons per learning area/subject is calculated by adding the lessons taught at each grade for example, English Grade 7 =5, Grade 8=5, Grade 9 =5, Total 15 lessons
- ii. A teacher is required to have a workload of 27 lessons
- iii. To calculate the number of teachers required per learning area/subject, divide the total number of lessons by 27, therefore teachers required to teach English from grade 7 to 9 will be $15/27 = 0.555$
- iv. Step iii shall be repeated for all learning areas
- v. The total number of teachers required by the school shall be calculated by adding up the teachers required in all the learning areas
- vi. The above steps are illustrated in table 2.

Table 2. Lesson allocation per learning/subject area per week and teachers required

Subject/learning area	Grade 7	Grade 8	Grade 9	Total Lessons	Teachers Required
English	5	5	5	15	0.555
Kiswahili/Kenya Sign Language (KSL)	4	4	4	12	0.444
Mathematics	5	5	5	15	0.555
Religious Education	4	4	4	12	0.444
Social Studies (Including Life Skills)	4	4	4	12	0.444
Integrated Science	5	5	5	15	0.555
Pre-Technical Studies	4	4	4	12	0.444
Agriculture	4	4	4	12	0.444
Creative Arts and Sports	5	5	5	15	0.555
PPI	1	1	1	3	0.111
GRAND TOTAL	41	41	41	123	4.551

Note: If the number of streams is more than one, multiply the number of lessons per learning area with the number of streams and divide by 27 to get the number of teachers required per learning area/Subject.

Step 2: Determining shortfalls in lesson allocation

Shortfalls in lesson allocation arise as a result of Principals, Deputy Principals and Senior Masters being allocated less than 27 lessons per week due to their administrative duties. The recommended lessons allocation is as follows:

- i. Principal - 10 lessons per week
- ii. Deputy Principal - 20 lessons per week
- iii. Senior Master - 20 lessons per week

The shortfalls for a one streamed school are calculated as follows:

Principal	$(27 - 10) \times 1 = 17$ Lessons
Deputy Principal	$(27 - 20) \times 1 = 7$ Lessons
Senior Master	$(27 - 20) \times 1 = 7$ Lessons
Total shortfall	= 31 lessons

Therefore, teachers required for the shortfall are $31/27 = 1.148$

Step 3: Determining the total CBE for a one streamed Junior School

C.B.E = Teachers required in Step 1 + Teachers Required in Step 2

$$= 4.551 + 1.148 = 5.699 = 6 \text{ Teachers}$$

Note: If the answer has decimals, it should be rounded off to **the next whole number**.

Principals, Deputies and Senior Masters Establishment

If the School has more than one stream, the Principals, Deputies and Senior Masters establishment shall be as tabulated in table 3

Table 3. Principals, Deputies and Senior Masters Establishment

Stream/s	Classes	Principal	Deputy Principal/s	Senior Master/s
1	3	1	1	1
2	6	1	1	2
3	9	1	1	2
4	12	1	1	4
5	15	1	1	4
6	18	1	1	5
7	21	1	1	5
8	24	1	2	6
9	27	1	2	6
10	30	1	2	6
11	33	1	2	7
12	36	1	2	7

Note: See appendix 8 for calculated Curriculum Based Establishment for Junior School

4.2 Stage Based Pathway

1. Curriculum Based Establishment Foundation and Intermediate Level

The CBE for foundation and intermediate levels will be determined by the number of learners, type and severity of disabilities as indicated in table 4.

Table 4. Ratio of teacher to learners

S/NO	Disability	Teacher: learner ratio
1.	Severe Autism	1:1
2.	Severe Cerebral Palsy	1:1
3.	Deaf blindness	1:1
4.	Multiple disabilities	1:1
5.	Intellectual disabilities (Mild to Moderate)	1:4

2. Pre-Vocational Level

The CBE for pre-vocational level will be determined by the number of learners and type of disabilities as indicated in table 5.

Table 5. Ratio of Teacher to Learners

S/NO	Disability	Teacher: learner ratio
1.	Autism	1:4
2.	Cerebral Palsy	1:4
3.	Deaf blindness	1:4
4.	Multiple disabilities	1:4
5.	Intellectual disabilities (Mild to Moderate)	1:4

Appendix 1: Sample timetable for pre-primary level

Time Day	Before 8:30	8:30 - 9:00	9:00 - 9:30	9:30 - 10:00	10:00 - 10:10	10:10 - 10:40	10:40 - 11:00	11:00 - 11:30	11:30 - 12:00	12.00- 1.00	After 1.00
Monday	Free choice activities	Health Check and Roll Call	Language Activities	Mathematical Activities	Health Break	Creative Activities	Health Break	Religious Activities	Environmental Activities	Lunch Break	Rest/quiet activities/home
Tuesday	Free choice activities	Health Check and Roll Call	Mathematical Activities	Creative Activities	Health Break	Language Activities	Health Break	Environmental Activities	Creative Activities	Lunch Break	Rest/quiet activities/home
Wednesday	Free choice activities	Health Check and Roll Call	Environmental Activities	Religious Activities	Health Break	Creative Activities	Health Break	Language Activities	Mathematical Activities	Lunch Break	Rest/quiet activities/home
Thursday	Free choice activities	Health Check and Roll Call	Mathematical Activities	Language Activities	Health Break	Creative Activities	Health Break	Environmental Activities	Religious Activities	Lunch Break	Rest/quiet activities/home
Friday	Free choice activities	Health Check and Roll Call	PPI	Creative Activities	Health Break	Environmental Activities	Health Break	Language Activities	Mathematical Activities	Lunch Break	Rest/quiet activities/home

Appendix 2: Sample
timetable for grade 1-3

Time Day	8:00 - 8:20	8:20 - 8:50	8:50 - 9:20	9:20 - 9:30	9:30 - 10:00	10:00 - 10:30	10:30 - 11:00	11:00 - 11:30	11:30 - 12:00	12:30 pm
Monday	Health Check & Roll Call	Indigenous Language	Creative Activities	Health Break	English Language	Mathematical Activities	Health Break	Religious Education Activities	Environmental Activities	Lunch Break
Tuesday	Health Check & Roll Call	Kiswahili Language	Mathematical Activities	Health Break	English Language	Creative Activities	Health Break	Indigenous Language	Creative Activities	Lunch Break
Wednesday	Health Check & Roll Call	English Language	Religious Education Activities	Health Break	Mathematical Activities	Creative Activities	Health Break	Kiswahili Language	Environmental Activities	Lunch Break
Thursday	Health Check & Roll Call	Mathematical Activities	Creative Activities	Health Break	Environmental Activities	Kiswahili Language	Health Break	English Language	Creative Activities	Lunch Break
Friday	PPI	English Language	Environmental Activities	Health Break	Kiswahili Language	Creative Activities	Health Break	Mathematical Activities	Religious Education Activities	Lunch Break

Appendix 3: Sample timetable for grade 4, 5 and 6

Time Day	8:00 - 8:20	8:20 - 8:55	8:55 - 9:30	9:30 - 9:50	9:50 - 10:25	10:25 - 11:00	11:00 - 11:30	11:30 - 12:05	12:05 - 12:40	12:40 - 2:00	2:00 - 2:35	2:35 - 4.00
Monday	Assembly, Health Check & Roll Call	English	Mathematics	Health Break	Social Studies	Creative Arts	Health Break	Science & Tech	Kiswahili/KSL	Lunch Break	Religious Ed	Non-formal Programs
Tuesday	Assembly, Health Check & Roll Call	Kiswahili/KSL	Creative Arts	Health Break	Science & Tech	English	Health Break	Mathematics	Creative Arts	Lunch Break	Agriculture	Non-formal Programs
Wednesday	Assembly, Health Check & Roll Call	Mathematics	English	Health Break	Agriculture	Kiswahili/KSL	Health Break	Creative Arts	Religious Ed	Lunch Break	Social Studies	Non-formal Programs
Thursday	Assembly, Health Check & Roll Call	English	Mathematics	Health Break	Social Studies	Science & Tech	Health Break	Kiswahili/KSL	Agriculture	Lunch Break	Creative Arts	Non-formal Programs
Friday	Assembly, Health Check & Roll Call	PPI	English	Health Break	Mathematics	Creative Arts	Health Break	Religious Ed	Science & Tech	Lunch Break	Agriculture	Non-formal programs

Appendix 4 Sample timetable for grade 7, 8 and 9

Time Day	8:00 - 8:20	8:20 - 9:00	9:00 - 9:40	9:40 - 9:50	9:50 - 10:30	10:30 - 11:10	11:10 - 11:40	11:40 - 12:20	12:20 - 1:00	1:00 - 2:00	2:00 - 2:40	2:40 - 3:20	3:20 - 4:45
Monday	Roll Call/Assembly	English	Mathematics	Health Break	Integrated Science	Integrated Science	Health Break	Religious Education	Kiswahili/KSL	Lunch Break	Agriculture	Social Studies	Non-formal Programs
Tuesday	Roll Call/Assembly	Agriculture	Social Studies	Health Break	Creative Arts/Sports	Creative Arts/Sports	Health Break	Mathematics	English	Lunch Break	Pre-technical Studies	Kiswahili/KSL	Non-formal Programs
Wednesday	Roll Call/Assembly	Kiswahili/KSL	Integrated Science	Health Break	English	Mathematics	Health Break	Religious Education	Creative Arts/Sports	Lunch Break	Social studies	Pre-technical Studies	Non-formal Programs
Thursday	Roll Call/Assembly	Integrated Science	Social Studies	Health Break	Mathematics	Religious Education	Health Break	Agriculture	Agriculture	Lunch Break	Creative Arts/Sports	English	Non-formal Programs
Friday	PPI	Religious Education	Integrated Science	Health Break	English	Mathematics	Health Break	Kiswahili/KSL	Creative Arts/Sports	Lunch Break	Pre-technical Studies	Pre-technical Studies	Non-formal Programs

Appendix 5 Sample timetable for foundation level

Time Day	8:00 - 8:30	8:30 - 9:00	9:00 - 9:30	9:30 - 10:00	10:00 - 10:30	10:30 - 11:00	11:00 - 11:30	11:30 - 12:00
Monday	Free choice activities	Health Check and Roll Call	Communication and Social Skills	Activities of Daily Living	Break	Sensory Perception	Pre-numeracy Activities	Lunch Break
Tuesday	Free choice activities	Health Check and Roll Call	Religious Education	Activities of Daily Living	Break	Orientation and Mobility	Psychomotor Activities	Lunch Break
Wednesday	Free choice activities	Health Check and Roll Call	Pre-numeracy Activities	Music and Movement	Break	Communication and Social Skills	Creative Activities	Lunch Break
Thursday	Free choice activities	Health Check and Roll Call	Communication and Social Skills	Psychomotor Activities	Break	Activities of Daily Living	Orientation and Mobility	Lunch Break
Friday	Free choice activities	Health Check and Roll Call	PPI	Activities of Daily Living	Break	Communication and Social Skills	Religious Education	Lunch Break

Appendix 6 Sample timetable for intermediate level

Time Day	8:00 - 8:20	8:20 - 8:50	8:50 - 9:20	9:20 - 9:40	9:40 - 10:10	10:10 - 10:40	10:40 - 11:10	11:10 - 11:40	11:40 - 12:10	12:10- 1.10pm
Monday	Assembly Health Check and Roll Call	Communication and Social Skills	Numeracy Activities	Break	Sensory Motor Integration	Movement Activities	Break	Daily Living Skills	Art and Craft	Lunch Break
Tuesday	Assembly Health Check and Roll Call	Numeracy Activities	Movement Activities	Break	Religious Education	Art and Craft	Break	Music	Communication and Social Skills	Lunch Break
Wednesday	Assembly Health Check and Roll Call	Sensory Motor Integration	Communication and Social Skills	Break	Numeracy Activities	Movement Activities	Break	Art and Craft	Daily Living Skills	Lunch Break
Thursday	Assembly Health Check and Roll Call	Daily Living Skills	Religious Education	Break	Music	Sensory Motor Integration	Break	Communication and Social Skills	Movement Activities	Lunch Break
Friday	Assembly Health Check and Roll Call	PPI	Movement Activities	Break	Communication and Social Skills	Daily Living Skills	Break	Sensory Motor Integration	Art and Craft	Lunch Break

Appendix 7 Sample timetable for pre-vocational level

Time Day	8:20-9:00	9:00-9:40	9:40-9:50	9:50-10:30	10:30-11:10	11:10-11:40	11:40-12:20	12:20-1:00	1:00-2:00	2:00-2:40	2:40-3:20	3:20-4:00
Monday	Communication and Functional Literacy Skills	Prevocational Skills	Break	Prevocational Skills	Music and Movement	Break	Daily Living Skills and Nutrition	Physical Education	Lunch Break	Prevocational Skills	Social Studies	Non-formal Programmes
Tuesday	Daily Living Skills and Nutrition	Prevocational Skills	Break	Prevocational Skills	Physical Education	Break	Social Studies	Prevocational Skills	Lunch Break	Prevocational Skills	Religious Education	Non-formal Programmes
Wednesday	Social Studies	Prevocational Skills	Break	Prevocational Skills	Daily Living Skills and Nutrition	Break	Prevocational Skills	Physical Education	Lunch Break	Prevocational Skills	Communication and Functional Literacy Skills	Non-formal Programmes
Thursday	Communication and Functional Literacy Skills	Prevocational Skills	Break	Prevocational Skills	Physical Education	Break	Religious Education	Music and Movement	Lunch Break	Prevocational Skills	Social Studies	Non-formal Programmes
Friday	PPI	Prevocational Skills	Break	Prevocational Skills	Physical Education	Break	Communication and Functional Literacy Skills	Daily Living Skills and Nutrition	Lunch Break	Prevocational Skills	Prevocational Skills	Non-formal Programmes

Appendix 8: Calculated Curriculum Based Establishment for 1 - 12 streams for Junior School

Stream/s	Classes	Maximum Enrolment	Number of lessons	CBE	Deputy Principal/s	Senior Master/s /HODs
1	3	135	123	6	1	1
2	6	270	246	11	1	2
3	9	405	369	16	1	2
4	12	540	492	21	1	4
5	15	675	615	25	1	4
6	18	810	738	30	1	5
7	21	945	861	35	1	5
8	24	1080	984	40	2	6
9	27	1215	1107	44	2	6
10	30	1250	1230	49	2	6
11	33	1485	1353	54	2	7
12	36	1620	1476	58	2	7