



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

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Circular No 312 of 2025

TO: Deputy Director Generals
Chief Directors
Provincial Directors
District Director
Chief Education Specialist
Circuit Mangers
Deputy Education Specialist
Senior Education Specialist

SUBJECT: SCHOOL READINESS MONITORING AND SUPPORT PROGRAMME FOR COMMENCEMENT OF 2026 SCHOOL ACADEMIC FIRST TERM.

1. This circular serves to guide departmental officials on how to conduct monitoring and support for the reopening of schools in the 2026 first school term.
2. The visit by officials intends to verify and support school preparation for a smooth start of 2026 first academic term. The oversight visit focuses primarily on the process and systems put in place by the school for 2026 first academic term.
3. First term school monitoring is aimed at assessing preparation for the new academic year and identifying challenges that may adversely impact on effective delivery of education and strives to address them promptly at the appropriate level of the system.
4. The Tool focuses on school preparedness for the 2026 first academic term. It includes basic functionality of the school. It is the responsibility of the principal or any member of the SMT to provide information to the Education Department in terms of Section 59 of the South African Schools Act 84 of 1996 (as amended), and the information provided must be accurate as required by section 16A of SASA.
5. It must also be noted that members of parliament and legislation have responsibility to conduct oversight monitoring School management team are advised to cooperate with them however they must introduce themselves properly
6. Officials must note that the first two days before learners could report intend to provide school managers, governing body members and school staff to make final preparation to enable learners to report in a conducive environment for teaching and learning which must commence from the 14th January 2025.

SCHOOL READINESS MONITORING AND SUPPORT PROGRAMME FOR COMMENCEMENT OF 2026 SCHOOL ACADEMIC FIRST TERM.

Cnr 113 Biccard & 24 Excelsior Street, POLOKWANE. 0700, Private Bag X 9489, Polokwane, 0700 Institutional Governance and Learner Support Sub-directorate Tel: 015 290 9420 / 015 290 7601

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7. The identified Departmental officials will embark on 2026 School Readiness Monitoring Programme which will commence from the 14th January 2026 until the 23rd January 2026.
8. The identified officials who will be involved in the School Readiness Monitoring Programme are directed not to disrupt teaching and learning while conducting monitoring. [Note that No Teacher nor a learner should be removed from classroom while teaching and learning is on]
9. Officials involved in the programme are required to verify the accuracy of the information provided (e.g. learner registration information, attendance registers, as well as timetables must be checked to verify accuracy of the information provided). This tool may be used in addition to other oversight mechanisms.
10. School Readiness Monitoring for the 2026 academic year first term shall be conducted by Provincial officials who are identified by the Head of Department and District officials at District level shall be identified by District Director. All identified officials participating in School Readiness Monitoring Programme are expected to attend online workshop based on the monitoring tool. The workshop will be conducted as per attached schedule by officials from Provincial Institutional Governance.
11. To ensure that the 2026 academic first term commences effectively, monitoring is required to be conducted from 14-23 January 2026.

12. PROCEDURES FOR ADMINISTERING THE TOOL


- a. *Each official is allocated four Sampled Schools to be monitored. Two of the allocated schools must be underperforming in terms of academic or functionality of governance and management, thus Primary and Secondary.*
- b. *Sampled schools will be two per circuit: one **Secondary** and one **Primary** school.*
- c. *Monitoring tools completed by officials shall be completed in triplicate: original copy shall be submitted to Institutional Governance Manager, another shall be kept by the monitor, and the third copy shall be left with the visited school principal as a means of verification. Furthermore, officials are requested to complete Google form in order to track reporting process.*
- d. *If the Identified official is appointed by the District Director, he/she shall submit the tool to the District Institutional Governance Manager. Officials from the Province shall submit the completed tools to Institutional Governance and Learner Support Sub-Directorate. The District appointed team is also expected to complete google form as provided by the province.*
- e. *Provincial officials are requested to submit copies of their monitoring tools to office No G21 of Ms Mariri SKM at corner 113 Biccard and 24 Excelsior Street, following the same process outlined in paragraph (c) above.*
- f. *The Provincial Institutional Governance and Learner Support Sub-Directorate and District Institutional Governance Managers shall compile a report based on the tools received as per Provincial and District School Readiness Monitoring and Support Programme [SRMSP] schedule.*

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- g. Report by all levels, thus Province and District, shall be compiled by the 26 – 30 January 2026.
- h. The district report together with monitoring tool shall be forwarded to Ms Mariri SKM on or before 04th February 2026
- i. All officials are requested to summarise their findings and possible solutions, which will be submitted together with the monitoring tools to the offices identified above, and captured through google form.
- j. Reconciliation of District and Provincial report shall be done on 11th February 2026
- k. Note that Provincial and District management must be provided with the findings for intervention purposes. Presentation of the report to Provincial management will be done on 17th February 2026.
13. Attached is the provincial schedule for **THE 2026 1ST TERM SCHOOL READINESS MONITORING AND SUPPORT PROGRAMME**
14. District shall compile its own schedule, however adhering to the monitoring dates as identified by the provincial office in the above paragraph.
15. Your cooperation in this regard shall be appreciated



Mr. Seshibe MV
Head of Department

15/02/2025

Date



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PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF EDUCATION

2026 TERM 1 SCHOOL READINESS MONITORING TOOL

District	Circuit	Name of School	EMIS No.	Quintile					
	2026	Learner Enrolment	2025	2024					
CONTACT DETAILS OF THE SCHOOL									
Landline		E-mail address		Mobile					
Type of school		Lowest Grade		Higher Grade					
2025 LEARNER PERFORMANCE									
GRADES	R/8	1/9	2/10	3/11	4/12	5	6	7	Comments
Enrolment									
% Passed									

NO	KEY AREAS	REQUIREMENTS/ CRITERIA	YES	NO	COMMENTS (CHALLENGES AND MITIGATIONS)
1	Administration and Management of Learner Admission for 2026	1.1. Is admission and registration of learners for 2026 completed			
		2. Are 2026 newly admitted learners recorded in SA-SAMS or admission register			
		3. Existence of an approved admission policy aligned to SASA and departmental guidelines			
		4. Did the school submit electronic list of admitted learners and unadmitted applicants for to circuit for placement purpose			
		5. Did your school admit a learner(s) without Birth Certificate or any required document(s).			
2	Administration and Management of Teacher and Learner Attendance Registers	2.1. The school has downloaded and printed daily learner attendance registers from SA-SAMS			
		2.2. Class lists for 2026 are available			
		2.3. Is learner's daily attendance register accurately marked as required by SASA			
		2.4. 2026 Daily attendance registers for teachers have been prepared and administered			
		2.5. When or what time is the daily attendance registers for teachers signed and how often is it signed.			

NO	KEY AREAS	REQUIREMENTS/ CRITERIA	YES	NO	COMMENTS (CHALLENGES AND MITIGATIONS)
3	Annual academic Performance Report as per SASA requirement	3.1. Did the school compiled Annual Academic Performance Report as required by Section 16A of SASA			
		3.2. Is there evidence that the report was presented and discussed with Governing Body (Minutes serve as confirmation)			
		3.3. Does the Annual Academic Performance Report include comprehensive learner performance analysis for all grades and subjects?			
		3.4. Were the identified challenges and proposed improvement strategies clearly documented in the report?			
		3.5. Was the report submitted to the Circuit for Approval			
4	Development of plans to improve learner performance	4.1. Did the school develop School Improvement Plan (SIP) based on the AAPR, School Self-Evaluation) and includes clear Academic Improvement Plan			
		4.2. Has the school developed a grade-specific and subject-specific Learner Performance Improvement Plan informed by baseline, mid-year and end-year assessment data?			
		4.3. Did the School Management Team (SMT) and subject heads design targeted intervention programmes for learners at risk of underperformance?			
		4.4. If the school is underperforming as defined in Section 58B of the South			

NO	KEY AREAS	REQUIREMENTS/ CRITERIA	YES	NO	COMMENTS (CHALLENGES AND MITIGATIONS)
		African Schools Act (SASA) 84 of 1996, as amended, has an Academic Performance Improvement Plan been developed, submitted to the Head of Department, and implemented as required?			
		4.5. Are the implementation timelines, responsible officials, monitoring tools and expected outcomes for all improvement strategies clearly recorded and monitored?			
		5.1. Has the school developed compliant school timetables based on CAPS and policy-mandated minimum instructional time per subject?			
		5.2. Does every teacher have an approved subject timetable for the academic year, aligned to their teaching load and qualifications?			
		5.3. Are period registers available, updated daily, and monitored by SMT to ensure full curriculum coverage?			
		5.4. Is the school having schedule for meeting of Departments in order to improve learner performance			
		5.5. Does the SMT have a schedule to conduct regular classroom visits and lesson observations to monitor the quality of teaching and curriculum delivery?			
		6.1. The school has the Educator post establishment for 2026. In case of special			
6	Provisioning of Human Resources				
5	Management of Teaching and Learning Time				

NO	KEY AREAS	REQUIREMENTS/ CRITERIA	YES	NO	COMMENTS (CHALLENGES AND MITIGATIONS)
		school does the school have two post establishment for Educators and Support staff			
		6.2. Are all educators and support staff absorbed to the post in accordance to the post establishment provided to school			
		6.3. Have all staff members been allocated duties, subjects, and responsibilities that match their qualifications and workload requirements as guided by PAM?			
		6.4. Are all HR records (leave forms, service records, and contracts) properly completed, updated, and securely filed?			
		6.5. Is a list of educators and support staff expected to return to school available?			
		7.1. Have all teachers prepared and submitted their, Annual Teaching Plans (ATPs), and lesson plans in alignment with CAPS for Term 1?			
		7.2. Is the school's Term 1 assessment plan, including formal tasks, finalised and ready for communication to learners and parents?			
		7.3. Has the SMT developed performance targets for the year and strategies to improve learner achievement?			
		7.4. Are the SMT's monitoring tools in place for curriculum coverage, assessment implementation, and classroom practice from the first week of Term 1?			
7	Curriculum Management				

NO	KEY AREAS	REQUIREMENTS/ CRITERIA	YES	NO	COMMENTS (CHALLENGES AND MITIGATIONS)
7	Curriculum Management	7.5. Are class allocations, subject allocations, and the signed 2025 promotion/progression schedules finalised and available to support readiness for teaching and learning?			
8	Provisioning of Learning and Teaching Support Material / Resources	8.1. Has the school received, recorded, and verified all L TSM deliveries for the new academic year (textbooks, stationery, and other learning materials)?			
		8.2. Have all learners received the required textbooks and stationery packs for Term 1, and is there evidence of an updated L TSM distribution register?			
		8.3. Have the Term 1 workbooks for 2026 been delivered for all learners in Grades R to 9?			
		8.4. Is a functional L TSM retrieval and control system in place, including records of outstanding, lost, or damaged materials from the previous academic year?			
		8.5. Are all classroom-based teaching resources (e.g., furniture, ICT devices, teaching aids, and consumables) available, functional, and ready for immediate use at the start of the term?			
9	Provisioning and Management of Infrastructure	9.1. Is the school's physical infrastructure such as classrooms, offices, toilets, and learning spaces clean, safe, and ready for use at the start of the term?			

NO	KEY AREAS	REQUIREMENTS/ CRITERIA	YES	NO	COMMENTS (CHALLENGES AND MITIGATIONS)
10	Functionality of School Leadership and Management	9.2. Are essential services such as water, sanitation, electricity, and waste management fully functional and accessible to all learners and staff?			
		9.3. Has the school conducted an infrastructure condition assessment, and are identified maintenance needs recorded with mitigation plans?			
		9.4. Is all safety and security infrastructure (fencing, gates, burglar proofing, fire extinguishers, alarms) in good working order and compliant with safety regulations?			
		9.5. Is the school having sufficient classrooms and adequately furnished with desks, chairs, boards, and relevant teaching equipment to support effective teaching and learning from the first day			
		10.1. Is the School Management Team (SMT) under the leadership of the principal, fully functional, meeting regularly, and maintaining signed minutes and action plans to guide school operations?			
10	Functionality of School Leadership and Management	10.2. Did the principal ensure that SGB and RCL structures are properly constituted, functional, and actively participating in decision-making processes that support teaching, learning, and school improvement? Provide evidence of their involvement such as minutes or projects led by the two structures			

NO	KEY AREAS	REQUIREMENTS/ CRITERIA	YES	NO	COMMENTS (CHALLENGES AND MITIGATIONS)
10	Functionality of School Leadership and Management	10.3. Does the school have a formally established QLTC committee that reports to and is accountable to the SGB? 10.4. Has the principal prepared and issued a formal schedule for the election of SGB office bearers and RCL elections in January? 10.5. Are school policies such as admission, language, safety, code of conduct, curriculum management, and finance, reviewed, approved, and implemented effectively?			

Overall Observation and Comment

Station of a visiting official (Mark with a tick✓)

Province

District

Circuit

Official Monitor	Surname and Initials	Signature	Date
School Principal			

SCHOOL STAMP