



Republic of the Philippines
Department of Education
 MIMAROPA REGION
 SCHOOLS DIVISION OF MARINDUQUE

RECORDS SECTION
RELEASED
 Name: 000381
 Signature: [Signature]
 FEB 02 2024
 Time: [Time]

Office of the Schools Division Superintendent

February 1, 2024

DIVISION MEMORANDUM

No. 111, s. 2024

**ADDITIONAL LOCALIZED GUIDELINES ON THE IMPLEMENTATION
 OF CATCH-UP FRIDAYS**

To: Assistant Schools Division Superintendent
 Chief Education Supervisors, SGOD & CID
 Public Schools District Supervisors
 Public and Private Elementary & Secondary School Heads
 All Others Concerned

1. In view of DepEd Memorandum No. 1, s. 2024 titled "Implementation of Catch-Up Fridays" this Office, through the Curriculum Implementation Division hereby issues the **"Additional Localized Guidelines on the Implementation of Catch-up Fridays"** to support and strengthen its full implementation on February 2, 2024, in all public and private elementary and secondary schools, and learning centers.
2. The additional guidelines have the following objectives:
 - a) clarify the gray areas of the policy raised by school heads and teachers;
 - b) provide the field implementers with samples on how collaborative, team and integrative teaching can be done; and
 - c) offer a template for the preparation of the teaching guide for the Reading Program, Health, GMRC and Values, and Peace Education that may be adopted by teachers.
3. Attached is a copy of the localized guidelines for reference.
4. Immediate and wide dissemination of this Memorandum is desired.

For: [Signature]

LYNN G. MENDOZA, EdD

OIC - Schools Division Superintendent

Encl.: As Stated

Reference: DepEd Order No. 013, s. 2023, DepEd Memorandum No. 001, s. 2024

To be indicated in the Perpetual Index under the following subjects:

BASIC EDUCATION	PEACE EDUCATION	READING EDUCATION	VALUES EDUCATION
LEARNERS	PROGRAMS	PROJECTS	

*DepEd Marinduque: Heart of the Philippines.
 Lead to Excel. Excel to Lead.*



T. Roque St., Malusak, Boac, Marinduque
 Email: marinduque@deped.gov.ph
 Tel. No.: (042) 754-0247 • Fax No.: (042) 332-1611
 Facebook Page: DepEd Tayo Marinduque

I. Rationale

The present administration's Eight – Point Socioeconomic Agenda and the MATATAG Education Agenda are committed to deliver quality, relevant, inclusive, and responsive basic education. Such is geared to produce competent, job-ready, active, and responsible citizens equipped with essential competencies and skills for life long learning. In doing so, DepEd provides opportunities to enhance learners' academic performance with emphasis on strengthening the reading proficiency of every learner. One of these mechanisms is the conduct of Catch – up Fridays which commenced on January 12, 2024 in all elementary and secondary schools and community learning centers (CLCs).

As stipulated in DO No. 013, s. 2023 titled Adoption of the National Learning Recovery Program (NLRP), National Reading and Mathematics Program (NRMP) are critical subprograms intended to strengthen the foundational, social, and other relevant skills necessary to actualize the intent of the basic education curriculum. For SY 2023-2024, the National Reading Program during the first half of Fridays to enhance learners' knowledge and skills in and appreciation of reading. The second half of Fridays shall be used to foster Values, Health, and Peace Education including the Homeroom Guidance Program as provided in DepEd Memorandum No. 01, s. 2024 re: Implementation of Catch -up Fridays.

Prior to the actual implementation of Catch-up Fridays in schools and learning centers, the Schools Division of Marinduque through the Curriculum, Implementation Division (CID) conducted the Division Online Orientation on the Implementation of Catch-up Fridays via MS Teams on January 18, 2024 which was attended by all public elementary and secondary school heads. Provisions on DepEd Memorandum No. 1, s. 2024 were discussed including sample class routine and teaching guide. There was also an open forum where questions raised were answered by concerned facilitators.

Results of the M & E on the conducted orientation revealed positive results in terms of Program Management (3.71) but participants listed several topics which they would like to learn more about. These topics include crafting of implementation plan, integration of subject areas in the reading activity, teachers' preparation, M & E Tool to be used, lesson or teaching guides, contextualization of lessons, strategies to be used and a lot more. The same concerns have been received by instructional supervisors during their monitoring and these were raised during the CID Weekly Meeting. Hence, this Division Policy Guidelines on the Implementation of Catch-up Fridays is being issued.

II. Scope

This contextualized policy guidelines was crafted with the intent of guiding the schools in the implementation of Catch – up Fridays in the light of DepEd Memorandum No. 01, s. 2024. Procedures contained herein are intended to be implemented in all public and private elementary and secondary schools from Kindergarten to Gr. 12 classes as well as in Community Learning Centers (CLCs) on all Fridays of February 2024 and onwards until DM No. 01, s. 2024 is superseded by a new policy guidelines.

III. Definition of Terms

To establish better understanding of this localized policy, the following terms are being defined:

Catch - up Fridays. It is a learning mechanism intended to strengthen the foundational, social, and other relevant skills necessary to actualize the intent of the basic education curriculum.

Class flow/routine. This means the repeated actions done by the teachers and learners during the NRP Period and in the integration of Health, Peace, and Values Education.

Homeroom Guidance Program. It is a program which equips learners with life skills focused on academic, personal, social, and career development which are essential tools for their personal development and growth.

Integration in Health Education. This catches up, reinforces, and deepens learners' understanding of vital health concepts such as disease prevention and control, mental health, sexual and reproductive health, and drug education.

Integration in Peace Education. This is intended to equip learners with the knowledge and skills needed to contribute positively to their communities and the global society.

Integration of Values Education. This commits to develop learners who are not only academically accomplished but also exhibit strong character traits such as compassion, empathy, responsibility, and moral integrity.

National Reading Program. It is one of the subprograms of the National Learning Recovery Plan which aims to promote literacy and enhance learners' knowledge and skills in the appreciation of reading both for Reading Intervention and Reading Enhancement groups of learners.

Quarterly themes and subthemes. These contain list of concepts or topics to be integrated in Peace and Values Education and for Health Education.

Reading Enhancement. Learners in this group are exposed to routine which provide them with greater depth, breadth, and complexity of reading competencies.

Reading Intervention. Learners in this group are exposed to routines which are mostly accomplished with teachers' support during the pre-reading, during reading, and post- reading activities.

Teacher Guide. This is a teacher resource material used to facilitate the NRP and Integration of Health, Peace, and Values Education.

Teaching Strategies. These are methods that teachers use to deliver the NRP and Integration of Health, Peace, and Values Education that keep learners engage in the class routine.

IV. Policy Statement

The Schools Division of Marinduque, through the Curriculum Implementation Division (CID), is committed to implement the Catch-up Fridays in the light of existing DepEd policy guidelines. Through the school implementers, learners shall be provided with opportunities to address learning gaps and strengthen their reading proficiency. The CID shall take the lead in the monitoring, provision of technical assistance to schools, as well as submission of reports relative to the conduct of Catch-up Fridays.

V. Procedure

1. The Drop Everything and Read (DEAR) Day which is a 30-minute reading time done during the Reading Remediation and Enhancement (RRE) as provided in Enclosure 1 of the Unnumbered Division Memorandum dated January 11, 2024, shall continue to be in effect from Mondays to Thursdays of the current school year. Schools shall utilize the RRE period for this purpose.
2. Aside from the collaborative expertise sessions, teachers may also employ combined team teaching especially when two to three teachers are teaching the same class. They may come up with one teaching guide for Reading, Peace, GMRC and Values, Health, and HRGP and may adopt the scheme in preparing and teaching the class.
3. Reading materials that were borrowed from the Library Hubs and pulled out from the School Library/ Learning Resource Centers may be organized in such a way that books for intervention and enhancement can be easily accessed in a bin box. However, this does not limit the learners from bringing their books or reading materials of their choice to school.
4. For the learners not to stay late in the afternoon during Fridays, one of the subjects to be taught in the 2nd half of Fridays may be discussed/held after the reading program during the 1st half since the reading time is intended for only 2 hours and 20 minutes (for Grade 1), and 3 hours for Grades 2 to 12.

5. Teachers may opt not to follow the format in preparing DLL per DepEd Order 42, s.2016 on Catch-up Fridays. Hence, they may follow the suggested class program flow and routines provided in the different enclosures of DepEd Memorandum No. 01, s. 2024. Said class program flow and routine are contextualized as reflected in the different tables contained in this policy.
6. For learners with different reading profiles in a class under one (1) teacher who shall handle the class, the suggested teaching plan template is also provided.
7. Kindergarten teachers shall also participate in the Catch-up Fridays by implementing the NRP both in the morning and afternoon sessions. In case the Kindergarten teacher has teaching loads in the intermediate grades in the afternoon, he/she has to collaborate with other subject teachers for the integration of GMRC and Values Education, Health Education, Peace Education and Homeroom Guidance Program.
8. School Head roles and responsibilities:
 - a) Attend Division Orientation on Catch-up Fridays;
 - b) Conduct Orientation with teachers and Parents;
 - c) Ensure that Catch-Up Fridays is being implemented in the school and in adherence to the existing policies;
 - d) Monitor and evaluate the implementation of Catch -Up Fridays using the prescribed M&E Tool;
 - e) Provide feedback to teachers and Monitoring Officials on the result of the M&E; and
 - f) Prepare and submit quarterly reports on the conduct of Catch -Up Fridays to concerned offices.
9. Teachers' roles and responsibilities:
 - a) Attend School Orientation on Catch -up Fridays during the In-Service Training;
 - b) Orient parents/ guardians on Catch-Up Fridays;
 - c) Prepare the results and analyses of CRLA and Phil- IRI;
 - d) Engage collaborative Expertise sessions through Learning Action Cell to agree on the schedule, prepare Teaching Log and materials, and share effective practices;
 - e) Document Catch-Up Fridays activities as well as learners attendance and reading progress; and
 - f) Provide feedback to parents, teachers, and Monitoring Officials on the implementation of Catch-Up Fridays.
10. Suggested Lesson Plan/ Teaching Guide Template

Table 1

For National Reading Program - Reading Intervention

School: _____

Grade Level: _____

Teacher/s: _____

Date/Time: _____

Topic: _____

Quarter: _____

Class Flow/Routine	Time Allotment	Activities
Pre-reading Activities	30 minutes	<ul style="list-style-type: none">• Refer to the Pre-reading activities in Table 1 of Enclosure 2 of DM 1, s. 2024
During Reading	120 minutes	<ul style="list-style-type: none">• Refer to During reading activities in Table 1 of Enclosure No. 2 of DM 1, s. 2024
Post-reading Activities	30 minutes	<ul style="list-style-type: none">• Refer to Post-reading activities in Table 1 of Enclosure No. 2 of DM 1, s. 2024

Table 2

For Reading Intervention Using Content-Based Instruction (CBI)

Class Flow/Routine	Time Allotment	Activities
Introduction and Preparation (Preparation and Setting In) (Dedicated Reading)	15 45	<ul style="list-style-type: none"> • Introducing the theme through visuals and simple explanation • Providing selection related to the theme • Exploring pictures and attempting to read words and phrases • Making picture-word associations
Engaging with the Content (Interactive Activity) (Guided Reading)	30 30	<ul style="list-style-type: none"> • Simple activity integrating language/ reading • Choosing simple story related to the theme • Reading aloud, participating in "Repeat After Me"
Reinforcement and Reflection (Application Activity) Reflection and sharing)	30 30	<ul style="list-style-type: none"> • Engaging in hands-on activity using vocabulary and concepts learned • Sharing of output and Application Activity • Discussing learning using questions related to the content • Summarizing the key learning points • Encouraging learners to explore more about the topic

Table 3

For National Reading Program - Reading Enhancement

School: _____

Grade Level: _____

Teacher/s: _____

Date/Time: _____

Topic: _____

Quarter: _____

Class Flow/Routine	Time Allotment	Activities
Preparation and Settling In)	30 minutes	<ul style="list-style-type: none"> • Brief relaxation exercise • Learners gather their chosen reading materials • Teacher creates a quiet and conducive reading atmosphere
Dedicated Reading Time	60 minutes	<ul style="list-style-type: none"> • Independent Reading • Teacher monitors and assists learners • Teachers and staff set a positive example by engaging in reading • Sharing parts of reading, discussing themes, relating the story to learners experience • Brief relaxation exercise for a reading mindset
Progress Monitoring through Reflection and Sharing	45 minutes	<ul style="list-style-type: none"> • Voluntary sharing of interesting parts, themes, or book recommendations • Teacher facilitates brief discussions on the importance of reading • Learners relate stories to personal experiences • Learners read their reading log in the group
Activity	30 minutes	<ul style="list-style-type: none"> • Games, Interactive learning activities
Wrap-Up	15 minutes	<ul style="list-style-type: none"> • Reinforce key points or main takeaways from the materials • Teachers ask questions about the reading experience • Encourage general feedback • Learners set the next reading goal

Table 4

For Key Stage 2 (Grade 4 to Grade 6)

School: _____

Teacher/s: _____

Topic: _____

Grade Level: _____

Date/Time: _____

Quarter: _____

Class Flow/Routine	Time Allotment	Activities
Preparation and Settling In)	30 inutes	<ul style="list-style-type: none"> • Brief relaxation exercise • Learners gather their chosen reading materials • Teacher creates a quiet and conducive reading atmosphere
Dedicated Reading Time	60 minutes	<ul style="list-style-type: none"> • Partner reading, choral reading , making prediction • Teacher guides students
Progress Monitoring through Reflection and Sharing	45 minutes	<ul style="list-style-type: none"> • Sharing of insights from the reading • Summarizing the text
Activity	30 minutes	<ul style="list-style-type: none"> • Taking turns in reading • Discussing the text • Asking questions • Exploring different viewpoints
Wrap-Up	15 minutes	<ul style="list-style-type: none"> • Discussing main takeaways • Reflecting on learning and setting goals for further reading sessions

Table 5**For Key Stage 3 (Grade 7 to 10)**

School: _____

Grade Level: _____

Teacher/s: _____

Date/Time: _____

Topic: _____

Quarter: _____

Class Flow/Routine	Time Allotment	Activities
Preparation and Settling In	30 minutes	<ul style="list-style-type: none"> • Choosing materials that challenge comprehension and critical thinking skills
Dedicated Reading Time	60 minutes	<ul style="list-style-type: none"> • Silent sustained reading • Teacher monitors and offers support
Progress Monitoring through Reflection and Sharing	45 minutes	<ul style="list-style-type: none"> • Engaging in book clubs or literature circles • Discussing readings in depth • Exploring themes • Providing critical analysis
Activity	30 minutes	<ul style="list-style-type: none"> • Working on book report, author study or genre explanation
Wrap-Up	15 minutes	<ul style="list-style-type: none"> • Discussing on the importance of reading how it applies to everyday lives • Setting goals for next reading adventure

Table 6

For Key Stage 4 (Grade 11 to 12)

School: _____

Teacher/s: _____

Topic: _____

Grade Level: _____

Date/Time: _____

Quarter: _____

Class Flow/Routine	Time Allotment	Activities
Explanation and Engagement	60 minutes	<ul style="list-style-type: none"> • Introduction and ice-breaker activity • Group reading session • Choosing articles, short stories, or excerpts from Filipino literature and Contemporary text • Focusing on understanding context, cultural references, and thematic elements
Interactive Learning and Discussion	60 minutes	<ul style="list-style-type: none"> • Group discussions and presentation of insights, analysis, interpretation, and personal reflections
Creative Application and Reflection	60 minutes	<ul style="list-style-type: none"> • Creative writing (creating a short story, poem or essay, visual representation like sketch or collage) • Sharing and giving of feedback

Table 7

For GMRC and Values Education

School: _____

Grade Level: _____

Teacher/s: _____

Date/Time: _____

Quarter: _____

Themes, Topics, and Issues: _____

Class Flow/Routine	Time Allotment	Activities
Introduction	5 minutes	<ul style="list-style-type: none"> • Warm Welcome/Greetings • Sharing a brief uplifting story or anecdote to set a positive tone, visual representation or stories of individuals who exemplify the values discussed • Facilitating a brief discussion on how academic achievement and character development are encouragement • Using engaging springboards such as metaphorical image
Reflective Thinking Activities	15 minutes	<ul style="list-style-type: none"> • Providing reflective prompts for journaling • Encouraging learners to write about a personal experience related to the topic • Sharing or discussing scenarios related to everyday situation • Have learners discuss and reflect on the values demonstrated in each scenario • Providing magazines, images, and art supplies • Creating a visual collage • Facilitating collaborative activity
Structured Values Activities	15 minutes	<ul style="list-style-type: none"> • Values Sorting and Categorization • Role-playing real-life Scenarios • Values Reflection Situation
Group Sharing and Reflection	10 minutes	<ul style="list-style-type: none"> • Roundtable Reflection • Pair Share Reflection • Values Reflection Gallery Walk
Feedback and Reinforcement	10 minutes	<ul style="list-style-type: none"> • Quick Polls and Reflection • Values Commitment Cards • Positive Affirmation Circle • Reinforcements

Table 8

For Health Education

School: _____

Grade Level: _____

Teacher/s: _____

Date/Time: _____

Quarter: _____

Themes, Topics, and Issues: _____

Class Flow/Routine	Time Allotment	Activities
Friday routine exercise/Dynamic stimulator	5 minutes	
Current Health New Sharing	5 minutes	<ul style="list-style-type: none">• Class Sharing/ Pair Sharing
Health sessions	30 minutes	<ul style="list-style-type: none">• Playing Games• Sample activities per theme
Reflection and Sharing	10 minutes	<ul style="list-style-type: none">• Sharing of experiences on the activities• Asking reflective questions• Writing of journal entries
Wrap up	10 minutes	<ul style="list-style-type: none">• Reinforcing key points or main takeaways from the activity• Encouraging general feedback• Providing opportunities to apply the learnings at home or in other relevant situations

Table 9

For Peace Education

School: _____

Grade Level: _____

Teacher/s: _____

Date/Time: _____

Quarter: _____

Themes, Topics, and Issues: _____

Class Flow/Routine	Time Allotment	Activities
Preparation and Settling In	5 minutes	<ul style="list-style-type: none"> • Learners look for a comfortable spot. • Teacher create a quiet and conducive learning atmosphere
Peace Education Learning Session	45 minutes	<ul style="list-style-type: none"> • Introduction • Ice Breaker Activity • Multimedia Exploration • Small Group Discussion • Group Presentation
Progress Monitoring through Reflection and Sharing	5 minutes	<ul style="list-style-type: none"> • Class Reflection
Wrap Up	5 minutes	<ul style="list-style-type: none"> • Conclusion and Homework

Table 10

For Intervention and Enhancement under the Supervision of a Lone Teacher

School: _____

Grade Level: _____

Teacher/s: _____

Date/Time: _____

Quarter: _____

Themes, Topics, and Issues: _____

Class Flow/ Routine	Intervention	Enhancement
Pre-reading Activities/ <i>Preparation/ Settling-In</i>	With the Teacher <ul style="list-style-type: none"> • Pre-reading Activities in Table 1 of DM No. 1, s. 2024 • Learners gather their chosen reading materials 	
During Reading Activities/ <i>Dedicated Reading</i>	With the Teacher During Reading Activities in Table 1 of DM No. 1, s. 2024	Independent Activity <ul style="list-style-type: none"> • Independent Reading • Brief relaxation exercise for a reading mindset
Post-reading Activities/ <i>Reflection & Sharing</i>	With a Learner Leader Post-reading Activities in Table 1 of DM No. 1 s. 2024	With the Teacher <ul style="list-style-type: none"> • Voluntary Sharing of Interesting Parts • Relating Stories to Personal Experiences • Reading of Learners' Reading Log
Wrap-Up	<ul style="list-style-type: none"> • Reinforce key points or main takeaways from the materials • Teachers ask questions about the reading experience • Encourage general feedback • Learners set the next reading goal 	

SUGGESTED COLLABORATIVE / TEAM TEACHING SCHEME

Table 11

Model A – Single Grade Schools

Day/ Duration	Activity/ies	Team
Tuesday – Thursday 1 & ½ hr – 2 hours may or may not be staggered.	Collaborative Practice Sharing of best practices on Catch-up Fridays' implementation Preparation of Teaching Guide and Learning Materials	Team A (Elementary) Teacher A (Grade 1) Teacher B (Grade 2) Teacher C (Grade 3) Team B (Elementary) Teacher A (Grade 4) Teacher B (Grade 5) Teacher C (Grade 6) Team A (Secondary) Morning session teachers Team B (Secondary) Afternoon Session teachers

Table 12

Model B – Medium to Big Schools

Day/ Duration	Activity/ies	Team
<p>Tuesday – Thursday 1 & ½ hr – 2 hours may or may not be staggered.</p>	<p>Collaborative Practice</p> <p>Sharing of best practices on Catch-up Fridays’ implementation</p> <p>Preparation of Teaching Guide and Learning Materials</p>	<p>Team A (Elementary) All Grade 1 teachers</p> <p>Team B (Elementary) All Grade teachers</p> <p>Team C All Grade 3 teachers</p> <p>Team D – All Grade 4 teachers</p> <p>Team E – All Grade 5 and /or Grade 6 teachers</p>
<p>Fridays</p>	<p>NRP Class</p> <p>Pre Reading-Activities During Reading Post Reading Activities Technical Support /Logistics</p>	<p>Teacher A Teacher B Teacher C Teacher D (Duties/tasks shall be Round Robin until all have assumed all the tasks)</p>
	<p>Integration</p> <p>Peace Health Values Education RHGP</p>	<p>Teacher A Teacher B Teacher C Teacher D</p>

Table 13

Model C

Day/ Duration	Activity/ies	Team
After Catch – up Friday Classes	Sharing of best practices on Catch-up Fridays' implementation Agreement on the next tasks	Teams from Model A & B
Tuesday – Thursday	Preparation of Teaching Guide and learning materials	