

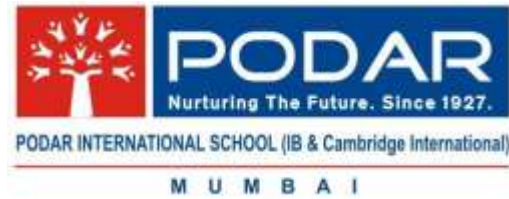
STUDENT PARENT HANDBOOK



Podar International School

Affiliated to International Baccalaureate and Cambridge Assessment International Education

Affiliation No.: IB - 002228 & Cambridge International - IN 420



Name: _____

Grade: _____ Section: _____

Date of Birth: _____ Gr. No. _____

Residence Address: _____

Telephone Resi: _____

Mobile Number: _____

Email Address: _____

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FROM THE DIRECTOR'S DESK

We believe, as John Dewey (1859-1952), the American education reformer, that 'Education is not a preparation for life, education is life itself.' Inspired from this our motto 'Excellence in Education' is a resounding echo to this very purpose and to which every Podarite is deeply devoted. This academic year we have seen deeply enriching responses to redefining our limits in all spheres of teaching and learning experience, be it curricula, assessment, new teachers or students too.

Real life application of knowledge and skills has been the hallmark of the education revolution at Podar International School. The caring and sensitized ethos at Podar has helped our students evolve into caring and achieving members of society and blossom into responsible, global citizens. We have seen ample evidence of cross-culture exposure and internationalism in classrooms and outside, in the year that has gone by. We lend the platform and work hard backstage to applaud our students in all their activities, be with them, behind them and around them. We celebrate and rejoice in their success and ours as we create a niche for ourselves in the field of education.

The world of education has acknowledged our triumph by ranking us 22nd country wide and 4th in the Western Zone as per a survey conducted by IMRB, India's most respected market research organisation. With yet another feather in our cap, I welcome you to a new year of achieving new milestones. The stage is set, the props are ready, and our students are perched like fledgling birds, eager to spread their wings and fly to more enriching and spiritual heights.

Dr. Mrs. Vandana Lulla
Director / Principal
principal.ib@podar.org

DIRECTOR'S LETTER TO PARENTS

Dear Parents,

Podar International School has always supported children with learning disabilities and special needs and integrated them in to mainstream education. The school's policy is to meet every child's needs, for the school believes that "Every child is unique".

Handling children with learning disabilities and special needs has always been my forte and holds a special place in my heart. My expertise lies in dealing with children with such needs as I have accomplished a Doctorate degree in dealing with children with learning disabilities. Over the past decade, I have worked closely with such children and they have performed outstandingly well.

My earnest request is for you parents, to inform me if your child is suffering from learning disabilities in the following areas, after getting your child tested and submitting your assessment report to the school authorities.

- Learning Disabilities in the areas of Reading (Dyslexia), Written Language (Dysgraphia) and Math (Dyscalculia)
- Deficits in auditory and visual perceptual skill and information processing skills
- Presence of Major Depressive Disorder
- Physical Disability
- Deficits in Personality adjustments and emotional and behavioral difficulties
- Attention Deficit Hyperactive Disorder
- Slow learner

I want to make a difference in the life of your child and sincerely request you all to support me in my dream. Together we can and we will achieve our dream.

Dear Parents, kindly note that after having worked closely with such children, I have decided not to hold back any child up to -Grade 8 with learning disability. You can avail certain concessions only after submitting your report.

Dr. Mrs. VandanaLulla
Director/Principal

OUR SCHOOL PHILOSOPHY

We intend to:

- Provide a stimulating, safe and supportive environment, in which all our students can aim for success.
- Provide opportunities for all our students to reach the best levels of achievement of which they are capable.
- Impart information, skills and processes which prepare students to function effectively in a rapidly changing world.
- Develop sporting, culture and social skill.
- Help our students to develop not only their knowledge but also gain the skills and understanding necessary for success in the 21st century.
- Help our students to become active and responsible world citizens
- Provide our students with strong moral values, especially tolerance and understanding of different cultures and religions.
- Celebrate culture and religious diversity, creating a truly international environment.
- Encourage and cultivate in the students an inquisitive nature as well as a love for learning so that both will be lifelong activities.
- Teach students the methods and discipline necessary to be able to utilize effective study habits for the rest of their lives.
- Make full use of opportunities and resources available in the school.
- Recognize and encourage the importance of co-operation and communication between home and school.

TIMINGS

WORKING HOURS

PYP – IGCSE : 08.00 am to 03:00 pm (Mon, Tue, Wed)
08.00 am to 01:00 pm (Thu, Fri)

OFFICE TIMINGS

Office : 9:00 am to 02:00 pm

Fee Counter : 09:00 am to 02:00 pm

Director/Principal : Dr. Mrs. Vandana Lulla (M.A. , M.Ed., Ph.D.)
(By prior appointment only)

Parents may meet the coordinators, teachers by prior appointment only and on the schedule open days.

Parents may telephone the school only if absolutely necessary.

SCHOOL GUIDING STATEMENTS

VISION

To achieve excellence by creating globally competent, ethical and high performing world citizens through world class education.

MISSION

At Podar International School, we provide opportunities to students through stimulating, safe and supportive environment for attaining personal mastery and team spirit through collaborative learning. Students develop not only their knowledge, understanding and skills necessary for success in the 21st Century but also develop strong moral values, especially appreciation and respect of different cultures and religions and become proactive and responsible world citizens.

VALUES

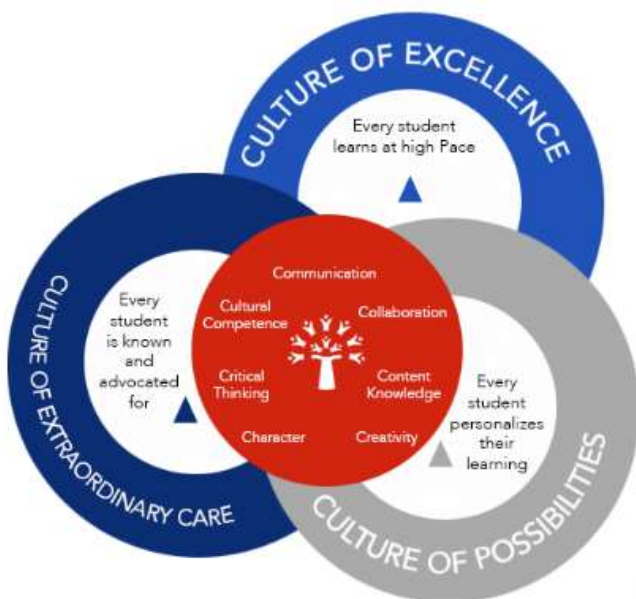
- Innovative
- Open
- Committed
- Long-term

IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

CAMBRIDGE INTERNATIONAL MISSION STATEMENT

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world.



WE BELIEVE IN



Providing a stimulating, safe and supportive environment, in which all our students can aim for success.



Providing opportunities for all our students to reach the best levels of achievement of which they are capable.



Imparting information, skills and processes which prepare students to function effectively in a rapidly changing world.
Develop sporting, cultural and social skills.



Helping our students to develop not only their knowledge but also to gain the skills and understanding necessary for success in the 21st century.



Helping our students to become active and responsible world citizens.



Providing our students with strong moral values, especially tolerance and understanding of different cultures and religions



Celebrating cultural and religious diversity, creating a truly international global environment.



Cultivating and encourage in the students an inquisitive nature as well as the love of learning so that both will be lifelong activities.



Imparting students the methods and disciplines necessary to be able to utilize effective study habits for the rest of their lives.



Making full use of opportunities and resources available in the school.



Recognizing the importance and encourage co-operation and communication between home and school.

HIGHER EDGE (Educational Directions, Goals & Expectations) of PIS School

INTERNATIONAL MINDEDNESS

At Podar International School, international mindedness is integrated into all learning rather than viewed as an add-on subject. We included the role of culture in our lives and the lives of others, the independence of natural and human systems on our planet, the role of peace and conflict resolution in our world, environmental awareness and sustainability and citizenship and service as an expression of individual responsibility. It is woven inextricably in the fabric of the subject curriculum. The ravages of the past century, resulting from both conflict and progress, gives international mindedness a fillip and makes us look on with satisfaction, that as educators, we have provided the tools of an international education for our students to understand and create a more secure, sustainable existence on our fragile planet.

INTERCULTURAL EDUCATION

Inter-cultural education is the response to classroom diversity aiming to equip students with skills to go beyond passive co-existence to achieve a developing and sustainable way of living together in a multicultural society. Education at Podar focuses on the diversity of the individual. The main aim of education at Podar is to encourage the students to work together in a variety of situations that help them make sense of the world. Through varied methods and democratic classroom settings, the students are empowered towards a way of learning which is independent, collaborative and lifelong.

GLOBAL CITIZENSHIP

Podar International School recognizes that global citizenship is a critical component of 21st century education. Therefore, the goal of the Global Citizenship Programme, through both curricular and extracurricular offerings, is to help our students see and appreciate the distinctive features and the beauty that exists in the diverse cultures of the world, to appreciate the human universals that make all people more similar than different, and to inspire our students to become global citizens.

DIGITAL CITIZENSHIP

Podar International School aims to embed a digital learning culture with clear policies and guidelines, in line with our Vision and Mission, which provides guidance to staff, students, parents and others about what constitutes a safe, respectful and caring environment where technologies are used smartly, safely and responsibly for learning and communicating. This is in keeping with the school's Vision and Mission and the community's expectation. Within this context, the objective of this Policy and Guidelines statement is to ensure the smart, safe, responsible and ethical use of technology within the school community.

'Digital citizenship is being able to think critically and make ethical choices about the content and impact on oneself, on others, and on one's community of what one sees, says, and produces with media, devices, and technologies in online environments'.

HIGH QUALITY LEARNING AT PODAR

High quality learning sets rigorous expectations for how students learn, analyze information, and communicate, leading to increased student engagement, content mastery, and higher-order thinking.

At Podar, definition of learning is a personal and social experience; it is the ongoing development and demonstration of what we understand, what we can do and who we are.

INTERNATIONAL EDUCATION

At Podar International School education is providing opportunities for local and international students and staff to become a part of a genuine and dynamic international community, where all have invaluable access to a wide range of cultures, faiths, languages and perspectives.

SCHOOL DETAILS

Introduction of the school

Podar International School comes under the aegis of the Podar Educational Complex which is managed by Anandilal and Ganesh Podar Society established in 1927. We became the pioneer of International Education in Mumbai city when we started the IB and Cambridge Assessments in 2003. Podar International School was founded on April 6th, 2004.

Podar International School is authorized to offer the International Baccalaureate Primary Years Programme and Diploma Programme. The School is also authorized to offer the International General Certificate for Secondary Education (IGCSE) and A levels from the Cambridge Assessment International Education. The school code for IBO is 002228 and school code for Cambridge International is IN420. The school prepares its students to attain mastery in the following curricula:

IBPYP (Grade 1 – Grade 5)

The PYP curriculum framework centres on trans-disciplinary learning as the curriculum organizer for students to experience learning between, across and beyond traditional subject boundaries. It is an in-depth guide to authentic inquiry-based learning and teaching that is engaging, significant, challenging and relevant.

The PYP curriculum framework emphasizes the central principle of agency that is threaded throughout the three pillars of the curriculum: the learner, learning and teaching and the learning community. Augmenting the focus of the “written, taught, and assessed” curriculum with the human elements—the learner and the learning community—underlines that everyone connected to the school community has voice, choice and ownership to impact learning and teaching. These holistic components complement and reinforce each other to form a coherent whole.

The learner: describes the outcomes for individual students and the outcomes they seek for themselves (what is learning?).

Learning and teaching: articulates the distinctive features of learning and teaching (how best to support learners?)

The learning community: emphasizes the importance of the social outcomes of learning and the role that IB communities play in achieving these outcomes (who facilitates learning and teaching?)

Trans-disciplinary themes	Description
Who we are	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships, including families, friends, communities and cultures; rights and responsibilities; what it means to be human.
Where we are in place and time	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from local and global perspectives.
How we express ourselves	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
How the world works	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

How we organize ourselves	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.
Sharing the planet	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

The Exhibition:

- The exhibition is the culminating, collaborative experience in the final year of the PYP.
- The exhibition is an authentic process for students to explore, document and share their understanding of an issue or opportunity of personal significance.
- All exhibitions are student-initiated, designed and collaborative.
- The degree to which students are engaged with planning and implementing their exhibition depends on the students and schools' experience with the PYP.

Middle School (Grade 6-Grade 10) Checkpoint/IGCSE

Cambridge Checkpoint & IGCSE (Grade 6 to 10) develop skills in creative thinking, inquiry and problem solving. It is the perfect springboard to advanced programmes of study. The syllabi have an international outlook and pedagogy. The length and breadth of curricula is constantly being updated to bring a platter of choices in various combinations to students so that they are comfortable. The system eases students to a structured application-based curricula.

At this stage, the pace of academic demand is accelerated and students are gradually prepared to forge ahead. Students gain a strong foundation and develop into holistic beings. During these years, the smooth transition from childhood to adolescence is facilitated by a comprehensive, value-added education. Academic challenge becomes the focus as the students start preparing for Checkpoint and IGCSE exams. The IGCSE syllabus has been designed to equip students with comprehensive and conceptual knowledge of the subjects. There are 5 different groups and students have to select one subject from each group.

Group I: Languages – English and French/Hindi, **Group II:** Humanities and Social Science – Economics, Global Perspective **Group III:** Science Physics, Chemistry and Biology, **Group IV:** Mathematics and **Group V:** Business, Creative, Technical and Vocational – Business Studies / IT and Accounting. To obtain a Cambridge International Certificate of Education (ICE), a student has to select at least 7 subjects from the 5 IGCSE curriculum areas.

Higher Secondary school (Grade 11-Grade 12) IBDP / A Levels

At this stage, the IBDP and A Levels programmes are undertaken. Students become more focused through their career choices. The focus is on equipping students for higher education. In these final years of schooling, students are given an opportunity to exhibit their leadership qualities and emerge as responsible citizens of the world.

The IBDP curriculum is illustrated concentric circles which consist of 6 subject groups together with a core, made up of 3 separate vital elements – Extended Essay, Theory of Knowledge and Creativity, Action and Service. One subject from each of the following groups has to be taken i.e. 6 subjects (3 HL & 3 SL).

Group 1 Studies in Language and Literature Language A: English Language or Literature (SL/HL)

Group 2 Language Acquisition Language B: Hindi (SL/HL) French (SL) Spanish (Ab Initio)

Group 3 Individuals & Societies Economics (SL/HL) History (SL/HL) Business & Mngt (SL/HL) Psychology (SL/HL)

Group 4 Experimental Sciences Biology (SL/HL) Chemistry (SL/HL) Physics (SL/HL) Ess (SL) Computer Science (SL/HL)

Group 5 Mathematics Applications & Interpretation (HL/SL) Analysis & Approaches (HL/SL)

Group 6 Visual Art (SL/HL)

The A Level programme helps students to develop problem solving and analytical skills and the ability to apply knowledge. The students can select 3 subjects from the following & English Language is compulsory as 4th subject for both the streams.

Science Stream: 1. Physics (9702) 2. Chemistry (9701) 3. Biology (9700) / Art & Design (9704) 4. Computer Science (9608) 5. Maths (9709)

Commerce Stream: 1. Business Studies (9609) 2. Economics (9708) 3. Accountancy (9706) / Psychology (9990) 4. Maths (9709) 5. Information Technology (9626) 6. Art & Design (9704) the benchmark of our school is the ability to develop an all-round global citizen by offering challenging experiential learning activities. All activities within and outside the school environment are designed, executed and evaluated based on this vital yardstick. We believe that our students can excel in an environment that is both motivating and energetic. The teaching of our curriculum takes place on the basis of such a belief. Our curriculum not only keeps up with the latest educational trends but also provides a wide variety of hands-on application avenues that make it both challenging and rewarding. In short, we at Podar make schooling years a true celebration for your children.

HIGHLIGHTS OF IBPYP

Highlights of the Primary Years Programme

In keeping with the IBO'S Primary Years Program philosophy that learning happens only when it is not confined by subject boundaries, six transdisciplinary themes have been identified: Who we are, Where we are in place and time, How we express ourselves, How the world works, How we organize ourselves and Sharing the planet. Each theme deals with issues having global significance, which gives students the opportunity to explore, wonder, question and make connections between experiences in real life and the learning in a structured sense. The curriculum integrates essential elements of skills, concepts, knowledge and action to foster in students authentic learning experience using social, thinking communication, self-management and research skills, while focusing on personal attitudes towards people and the environment and going beyond classrooms to exhibit their commitment through action in a conceptdriven inquiry of the six themes. At Podar, our PYP curriculum encapsulates the five essential elements in every sense by using the six units of inquiry.

We at Podar concede with the aim of IBPYP programme and work in collaboration with the learning community to develop internationally minded people who, recognize that their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. By collectively upholding the Podar values, we make the experience of learning and studying at Podar International School one that enhances and enriches life.

Field Trips, Exhibitions, Cross-Curriculum, Assessments

Going on field trips is an interesting means of making connections with real life experiences. Students undertake trips to banks, supermarkets, beaches, gardens and old age homes and reflect on their offsite learning in classrooms. New refreshing perspectives help them to develop their thinking and communication skills. They get more confident and curious about the world, its people and cultures.

The PYP exhibition is undertaken in the Grade 5 which is the culminating year of their primary years. It is a celebration of all that they have imbibed. Their research-based skill is honed to the fullest when they gather information on various issues ranging from local to global contexts. The exhibition is a powerful demonstration of student agency, as well as the agency of the community that has nurtured them through their years in the PYP. The learning community participates in the exhibition, supporting and celebrating the development of internationally minded students who make a positive difference in their lives and the lives of others.

The UN Goals Day is a whole school initiative and every class puts up a theme-based stall with interactive games, raffle, presentations on charts and videos. Many stalls use the performing art of role plays and skits to bring home the message. Views and opinions of visitors and parents are collected through questionnaires and later on collated in class as part of the inquiry theme. There is a spirit of personal and shared responsibility in every aspects of this endeavor. The whole school works towards this event in a collaborative atmosphere. Real life issues and problems, when taken out of the classroom context become all the more enriching as was the case, when students put up a skit in Hindi, the national language on 'peace and war' in a busy station. Messages like these which can become preachy in a formal setting only retain their endearing aspect when it is out of the mouths of babies.

Cross curriculum is kept in mind wherever feasible. If science talks of the advantages of healthy foods, numeracy would take students out of the classroom to supermarkets to purchase healthy foods, pay the price and receive the correct change and PE would help them remain healthy through yoga and exercises outdoors.

The assessment format takes the form of student-led conference, wherein students explain what they have learnt. Thus, they become responsible for their own learning. Reflection sheets, formative assessments and summative assessments provide information to both parents and teachers. Each student's progress is displayed as a check on the learner profiles, skills, dispositions, concepts and knowledge that they have gained in any year.

HIGHLIGHTS OF DP PROGRAMME

The hallmark of the DP programme at Podar is based on the belief that all students are entitled to experience the full gamut of the programme and access the full curriculum. With this in mind, every student is registered for the full Diploma and ably supported to attain their best in their chosen subjects. Apart from 3 Higher Level Subjects and 3 Standard Level subjects, some students also are permitted to take a 7th additional subject if the circumstances permit. They can also take 4 Higher Level Subjects and 2 Standard Level subjects.

The teaching and learning lays emphasis on the ATLs-Thinking Skills, Communication Skills, Social Skills, Research Skills and Self-Management Skills. All classes evidence these skills through delivery of conceptual and inquiry based classes, differentiation through various strategies of teaching as well as formative assessments.

How does the school support and develop the IB learner Profile?

The IBO has prescribed a list of qualities that are inculcated in students and teachers if they engage themselves critically with the learner profile and the values embedded in it rather than accept them unconditionally. The whole school community supports and nurtures the qualities. Small instance in the day to day teaching learning experience speak a lot for themselves. Nevertheless, a list of some of the practices at our school with examples is given below.

Learner Profile	Responsibilities	Indicators-students	Indicators - Teachers
Inquirers	<ul style="list-style-type: none"> Demonstrate lifelong learning Seek professional development opportunities 	<input type="checkbox"/> CAS activities like lessons for the BMC schools and Podar Hindi medium initiated by students give them real life experiential learning for a life time.	<ul style="list-style-type: none"> Passionate about research and teaching. Willingness to take on opportunities beyond classroom teaching like CAS, exam supervision conducting mother tongue assemblies
Knowledge	<input type="checkbox"/> Understand cultural and local contexts	<input type="checkbox"/> In French, students can compare the western and eastern cultures When a film discussion ensued about children loathe leaving the home and settling independently.	<ul style="list-style-type: none"> Understands IB principles and practices and imbibes it in classroom. Excellent subject knowledge and IB curriculum content.
Thinkers	<ul style="list-style-type: none"> Backs up decision with clear, reasoned evidence of how conclusions were reached. Thinks creatively 	<ul style="list-style-type: none"> The Physics club members Measured the saving in electricity by reading the electric meter before and after switches were put off. They explained to the others how they went about it and reached the conclusion. 	<input type="checkbox"/> Reflection sheets Are given to students to help them reason out why they liked a unit, what they found difficult and how they can do better.

Communicators	<ul style="list-style-type: none"> • Shares practices with colleagues • Listen and encourage students to speak up 	<ul style="list-style-type: none"> • Students are involved in the decision-making of CAS activities • Students also speak in French and Hindi in the respective classes. 	<ul style="list-style-type: none"> • Teachers are involved in all decisions concerning the schools and students. • There is an open, collaborative atmosphere in every sphere in every sphere, including planning curriculum or deciding picnic spots.
Principled	Accept responsibility for their actions and do not blame others.	<input type="checkbox"/> Students sign the Academic Honesty Policy which makes them responsible for their actions	<ul style="list-style-type: none"> • Students are respected and discipline is ethical. • Students are encouraged to be honest and accept responsibility
Open-minded	Value other's perspectives which may be different	<ul style="list-style-type: none"> • Debates in TOK are conducted on Ethical issues. • MUN Participation 	<ul style="list-style-type: none"> • Peer assessment Is welcomed by teachers • Class observations comments are Taken positively as constructive criticism.
Caring	Demonstrate compassionate behavior. Supportive of colleagues	<ul style="list-style-type: none"> • Buddy system to • Help new comers feel comfortable. • CAS helps the students get sensitized to those who are less fortunate 	<ul style="list-style-type: none"> • Helping colleagues in illhealth to cope. • Teachers put aside selfinterest for the good of the school and don't mind working beyond
Risk takers	Visionary leadership prepared to delegate courageous	<ul style="list-style-type: none"> • Students took on a trek which was very strenuous but did not give up till they completed the assigned activities. • Students participate in group activities for events like the international evening to put up subject specific / theme specific stalls. 	<ul style="list-style-type: none"> • Open to new ideas to improve the quality of teaching • The head of the school is willing to delegate to coordinators, tasks concerning the particular departments
Balanced	Development of the whole child emphasized.	<input type="checkbox"/> Takes part in extracurricular activities like sports, IIT tech fests	<ul style="list-style-type: none"> • Support CAS, TOK and other school activities • More than teaching the subject, teachers develop skills

Reflective	We thoughtfully consider the world and our own ideas and experience.	<input type="checkbox"/> Reflection sheets Help students improve and be self-critical.	<ul style="list-style-type: none"> • Prepare questionnaires to get relevant feedback • Use it as a tool for pedagogy.
	We work to understand our strengths and weaknesses in order to support our learning and personal development.	<input type="checkbox"/> Students fill in the selfassessment target sheet and reflect on their performance. They also set themselves a target to achieve.	<ul style="list-style-type: none"> • After each unit, reflections on student response are done. • Coordinators do a result analysis to reflect on student performance.

Extracurricular activities

TED Talks are organized annually by the students who learn to take responsibility and manage resources and time. The Podar Model United Nations (PMUN) is also conducted annually to teach students practical lessons in multilateral diplomacy and address issues of global concern in an environment of international cooperation. The event sees a simulation of intellectual dialogue and global integration between nations to resolve their differences and emerge as a united world. This gives our students a universal platform to share their perspectives and display their enthusiasm for the betterment of humanity.

CAS, THEORY OF KNOWLEDGE AND EXTENDED ESSAY

The IBO's goal of educating the whole person and thereby developing a three-fold concurrency of learning is the root to the three special components of CAS, Theory of knowledge and extended Essay. Fostering more caring and socially responsible attitudes comes alive in an immediate way when students reach beyond themselves and their books. CAS (Creativity Action Service) does not simply trigger an emotional impulse but a clear demonstration of attitudes and value. At Podar, student initiates CAS activities including ideas for treks and visits to old age homes. They participate in community activities like the World Earth Day and develop empathy and get sensitized with real life experiential learning.

The extended essay of some 4000 words offers the opportunity to investigate a topic of special interest and acquaints students with the independent research and writing skills expected at university. The extended essay is defined as an in-depth study of a limited topic within a subject. Its purpose is to provide candidates with an opportunity to engage in independent research. Emphasis is placed on the process of engaging in personal research, on the communication of ideas and information in a logical and coherent manner, and on the overall presentation of the extended essay. At Podar, a personalized Extended Essay Handbook is given to the student in which he can note down his appointment with his guide and the points discussed. He also notes down his appointments with his guide and the points discussed. He also note down the agenda of his next meeting with the supervisor. He becomes more responsible for his own learning in this way. The extended essays vary from war paintings in the 20th century in Visual Art, to price elasticity of demand, market structures to impact of macro-economic variables on business and households in Economics, to determination and comparison of vitamin C content in fresh juice and tetra packed juices in Chemistry to the Cuban Missile Crisis in History.

To develop an awareness of how knowledge is constructed, critically examined, evaluated and renewed by communities and individual, IBO's TOK component transcends and unifies various academic areas and cultural perspectives. The 1600 word essay and oral presentation is a celebration of all that the student assimilates and is a life-long learning of how he looks at learning itself. At Podar this lecture is marked by animated discussions, movie and documentary viewing and further debates. Knowledge issues in newspaper articles and mock assessments of other published essays are part of the drill that students are put through to be able to compose an original piece of work.

G4 Project

Another interesting non-exam facet of the Diploma Programme in the Science Group is the G4 project which is a joint scientific enquiry into a unifying theme of all three sciences namely, Physics, Chemistry and Biology. At Podar, the project is generally done in an outdoor location. The planning for this commences weeks before. The teachers and the students brain storm and arrive at a theme which encompasses all three science domains. The research process is discussed and the teachers act as facilitators. There is an oral presentation and a report tabled of all the work done off location and at school.

Visual Art Exhibition

The Visual Art students put up an exhibition which is part of the format of the Visual Art examination itself. At Podar, our students explored a variety of themes which reflected their empathy and real life learning and observation. Some of the topics which were touched were Mumbai, my city, Man and machine, Child exploitation, Woman, Pots and different phases of life. The Children's Traffic Park Beautification Project, painting of murals at police stations and the beautification of gardens which our students undertook as CAS Projects in Visual Art stands testimony to their creativity and service and the school's practice of cross-curriculum.

CO-CURRICULAR FEATURES

The school offers a wide ranging programme that provides for the all-round development of a pupil's personality through many avenues.

ROBOTICS: Students from grade 1 – 12 work collaboratively on STEAM kits that are based on the principles of AI/IOT/Robotics and learn coding programming (C/ Python / drag and drop) and other relevant computational skills. Science. Technology. Engineering. Arts. Mathematics. STEAM is an educational approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, critical thinking and work through the creative process.

STEAM education provides experiential learning for children. It gives an exposure towards project-based learning hands-on experience to learn various fundamental motor skills and helps the child to develop analytical skills required for problem solving. This method of education creates a differential – bringing multiple subjects together and letting the child drive his own journey through a guided curriculum. STEAM students have shown good results learning existing concepts of science & Maths improved language skills ability to understand and solve complex problems

Musical Instruments: Students from grade 1- 12 learn/master musical instruments like the Drums, Guitar, Percussions and Keyboard under the guidance of musical experts.

Dramatics: Students from grade 1- 12 which aims to develop cognitive abilities that complement study in other disciplines. For example, drama students learn to approach situations in an array of different manners which can help to develop creative thinking and new study techniques. Further, it builds confidence which benefits public speaking opportunities. Communication between peers is accelerated as students are exposed to group activities.

Dance: Allows students from grade 1 to 7 to experience a wide range of dance styles enabling them to develop their own interests and equip them with the skills and techniques to perform at their full potential. Students develop confidence and build upon their intra and interpersonal intelligence.

Music: Music classes are conducted which helps students to developing their skills in singing, , building self-confidence, promoting self-esteem, supporting social skill and also facilitates learning other subjects.

INTER-SCHOOL / INTER HOUSE COMPETITIONS:

The school regularly prepares students for various competitions such as elocution, debates, one-act plays, environmental projects, folk dances, painting, general quiz, Math Quiz, 3D-Printing etc. by committed and talented staff.

EXCHANGE PROGRAMMES AND EXCURSIONS:

Exchange programmes and excursions are organized during the year for older students to give them an experience of the outdoors. Group tours are organized to various destinations whenever feasible. All classes go on local one-day trips to various interesting places.

PUBLIC SHOWS:

The school has earned an enviable reputation on account of the cultural shows put up on various occasions e.g. on Annual Day, Independence Day, UN Global Goals Day every year.

SPORTS & GAMES:

Physical education is an integral part of the curriculum. Students have a unique opportunity to be coached in cricket, football, basketball, volleyball, table tennis, badminton, lawn tennis after school hours

STUDENT COUNCIL:

Podar International School creates a positive learning environment to develop the pupil holistically. Pupils are provided opportunities to develop cognitively, socially and morally. In addition, the school has put in place an efficient structure to develop the leadership qualities of the pupil via student council.

Its purpose and functions are to:

- Encourage school responsibility and spirit.
- Organize student activities.
- Make recommendations to the school administration regarding student life.
- learn through experience of democratic principles of governance
- Help students to become active responsible world citizens.

There are 3 student councils i.e. Senior Student Council, Middle School Student Council for morning shift and middle school student council for afternoon shift The composition of the student council:

Head Boy – Primary, Secondary, Sr. Secondary

Dy. Head Boy – Secondary, Sr. Secondary

Head Girl - Primary, Secondary, Sr. Secondary

Dy. Head Girl – Secondary, Sr. Secondary

Sports Captain (Boys) - Primary, Secondary, Sr. Secondary

Sports Captain (Girls) - Primary, Secondary, Sr. Secondary

House Captain – Primary, Secondary

House Captain – Primary, Secondary

Vice Captain – Secondary

Dy. Sports Captain (Boys) - Secondary, Sr. Secondary

Dy. Sports Captain (Girls) - Secondary, Sr. Secondary

Monitors – Grade 1-10

Best Buddies – Grade 1-10

Class Representative – Grade 11

Procedure of forming the student council:

- Notice is displayed on all floors regarding the student council election.
- Students are given nomination forms.
- Nomination forms are collected by the P.E. teachers
- All the nomination forms are screened by a team consisting of the head of the school, coordinators and P.E. teachers.
- Up to six candidates per post are selected for the final election
- The campaign schedule is given to the students.
- Election campaigns are done during the school assembly.

- Students use interactive board – Quizdom for casting their votes.
- Students take oath and formally become the members of the student council during the investiture ceremony which is attended by the entire school community.

Students are given special duties as listed below:

- To maintain the proper discipline of the school
- To send the students up for the assembly in proper line
- To check the students uniform.
- To check and maintain the record of late comers.
- To maintain the discipline in the assembly hall and to start the assembly.
- To be stationed on the floors always before and after the assembly to maintain the students movement in a proper order.
- To ensure and encourage the students to maintain cleanliness in the school.
- To ensure and encourage students for sensible use of school properties viz., ICT labs, washrooms, furniture, fans, lights, air conditioners, canteen and IT facilities.)

Break Duty

To maintain the discipline of the floors during the break.

After School Floor Duty

Students Council need to be stationed on each floor before the school leaves to ensure the smooth and proper dispersal of the students.

Responsibilities during the school functions:

The Student council is expected to be actively involved during the school functions.

- Inter house Activities
- All the National functions (15th August, 26th January)
- Teachers' Day
- Annual Day
- Sports Day
- UN Global Goals Day
- To report to school whenever called and required

CLUBS:

Students participate in various clubs like Literary Club, Science Club, Media Club, Music Club, Art Club, Maths Club, Business Club, Sports Club. Club activities are held on the last day of the month.

The various competitions held during the academic year at PIS encourage a spirit of teamwork as well as competition in the students. Some competitions are open to student participation, while in others, participation is mandatory, thus ensuring that every child is involved in a healthy amount of extracurricular activity.

Students learn cooperation, the ability to work with different personality types, negotiating points of view, assertiveness through such activities. Certain competitions draw out specific areas of interest such as art, music, language, sports and technological proficiency while others combine several skills including public speaking, creative out of the box thinking and leadership.

Student Exchange Programme / Trips

1. Applications will be invited for participating in the Student Exchange Programmes / Trips that are planned during the academic year in the format given to the student.

2. The application form will be filled and submitted to the teacher in charge before the stipulated date.
3. The selection will be done very carefully as these students will go as ambassadors of the school and of the country.
4. The decision taken by the coordinators and the Head of the school will be final.
5. No student will negotiate to back out of the programme half way, unless adequate reasons are provided by the parent, as an exchange programme is a two way process. All arrangements will be done through school only. (tickets – visa)
6. The school at its discretion may prohibit a host student from making the return visit to country of the guest and the decision will be non-negotiable. No student will be allowed to stay back after the scheduled programme.
7. A guest student may be transferred to another host family in case of genuine reservations expressed by the guest student.
8. In the guest country, our students will at all times uphold the values of our tradition and culture and will not give cause for complaints from their foreign hosts.
9. Students will carry adequate foreign exchange and will not take recourse to borrowing funds from others. Stringent action will be taken if students participating in the Student Exchange Programme bring dishonor to the school's name.

House System : The House system is an integral part of the Podar aspiration for its students. This fosters a sense of belonging from striking a good balance between competitions and co-operation. To inculcate a sense of loyalty, team spirit and healthy competitions, students are divided in to 4 houses.

EQUALITY	:	BLUE
LIBERTY	:	MAUVE
INTEGRITY	:	RED
JUSTICE	:	WHITE

Equality: A state of uniformity in quantity, measure, value, privileges, status or rights. **Color: Blue Liberty:** Liberty is a condition that exists when a person has control over his/her individual life and his/her rights are respected. **Colour: Mauve Integrity:** The quality or condition of being whole or undivided; completeness. Wilful allegiance or loyalty to one's principles and values. Living in harmony with our deepest most inner beliefs, our essence. **Colour: Red Justice:** Fair distribution of benefits and burdens, fair correction of wrongs and injuries, or use of fair procedures in gathering information and making decision. **Colour: White** The system functions with the house captains, monitoring their respective houses. The prefects lead by example. The Investiture Ceremony that symbolized their formal appointments is a solemn ceremony held in the first few weeks of the Academic Year. Podar International School Prefects take on their mantle of responsibility seriously and diligently believing that it is a preparation for future leadership roles.

HOUSE CUP

At the end of each Academic Year, the House Cup is awarded to the House with the maximum points for that year. At the beginning of every year the house total will stand at 0 points.

EVENTS

It is envisaged that House Points will be awarded for achievements in all areas of the Curriculum and departments that hold special events, displays etc. where by houses will gain extra points.

FEE PAYMENT SCHEDULE-2022 - 2023

Fees must be paid in two installments as per the schedule given below. Parents must login to the school portal to pay the fees Amount to be paid will be available on the school portal. You can pay the fees online with Credit cards, Debit cards and Net banking.

Schedule for Payment of Fees - 2022-2023

Installments	Due Date For Fees
1st Installment (Grade 1-10) IBDP and A level	1 st April 2022 - 15 th April 2022 (Grade I to X) <i>At the time of Admission (IBDP and A level)</i>
2nd Installment (Grade 1-10, IBDP and A levels)	2nd Installment grade 1 to 10 1st August - 15th August 2022. 2nd Installment IBDP & A Level 1 st Oct 2022 - 15 th Oct 2022
3rd Installment (Grade 1-10) (IBDP and A level)	3rd Installment Grade 1 to 10 1st December - 15th December 2022 3rd Installment IBDP & A Levels 1 st April 2023 - 15 th April 2023

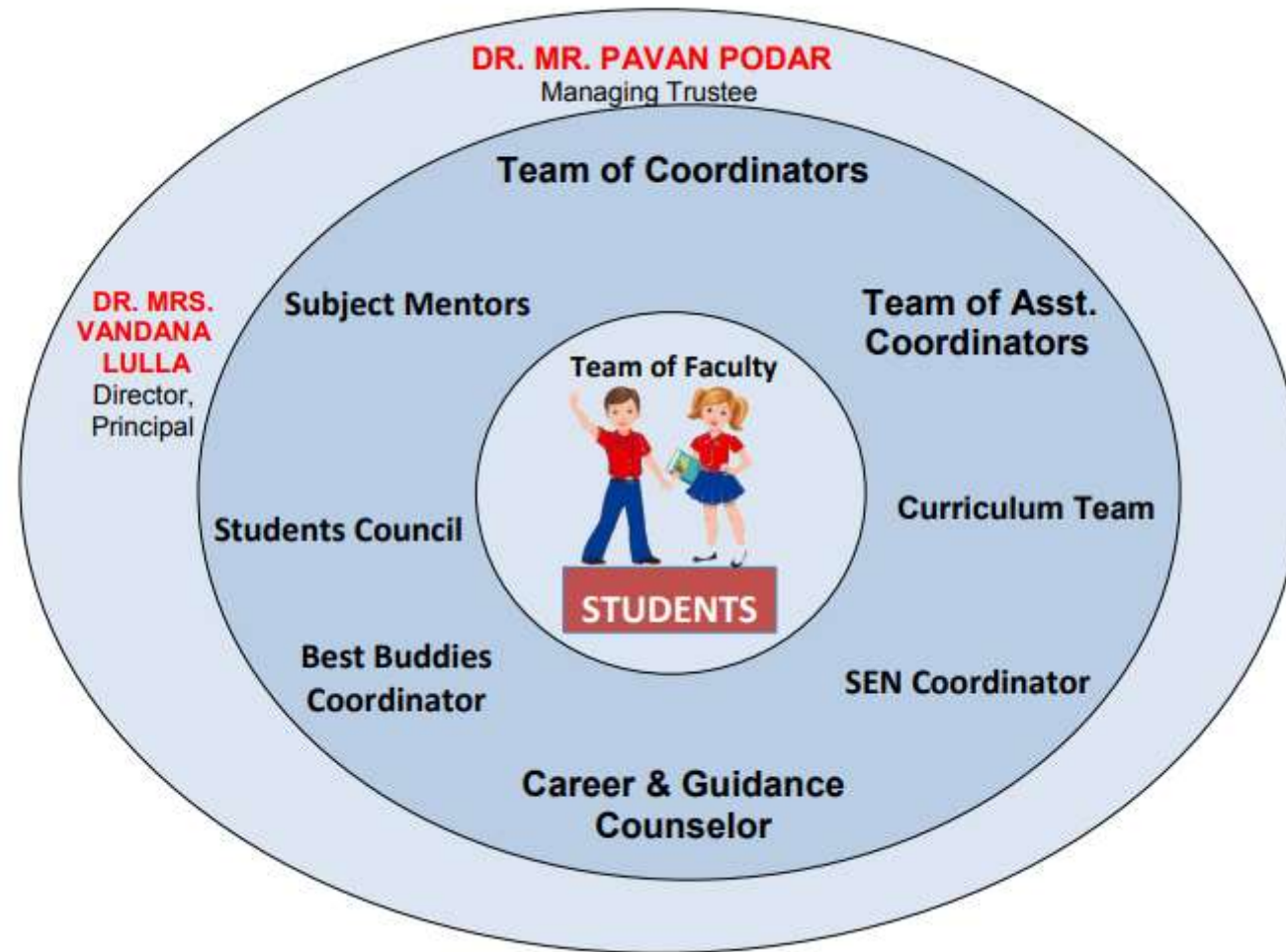
Fees can be paid by cheque drawn in favour of "Podar International School". Mention your Ward's Name, Std/Div., Contact number on the reverse of the cheque. Post-dated and outstation Cheques will not be accepted. You can also pay through the school portal 'Between us' or NEFT. Details can be availed from the school office.

Payment will be accepted at the school fees Counter on all working days. Timings will be as follows: Monday to Friday - 08.00 a.m. to 02.00p.m. Saturday-09.00 a.m. to 01.00p.m.

- For Bounced Cheques a surcharge of Rs.500.00 will be charged. The payment will only be accepted by demand draft.
- Non-payment of fees for two consecutive months renders a student liable to / non participation in school events such as Annual Day, Sports Day, etc. / non-issuance of Admit Cards, hall tickets for exams. / Non issuance of report card. Have the name struck off the roll.
- There is no provision of refund for any fees or no reduction in fees will be made for a broken period of attendance.
- If fees are not paid school reserves its right to withhold the school results and ward will not be able to continue for next academic year. Transfer or withdrawal certificate may also not be issued until all dues of the school are settled.
- Under no circumstances will the fees paid to the school for any term be refunded if a student withdraws admission or leaves the school before the end of that term for any reason.
- Pay the fees at the school office. Receipts will be sent by email.

Please ensure that the cheque issued to the school is honoured at the first instance or else the school can take legal action.

ORGANIZATIONAL STRUCTURE



DRESS CODE

UNIFORM AND APPEARANCE

A student's appearance makes an impression on others. When students are properly groomed and attired, they contribute to an atmosphere which shows respect for personal standards and consideration for the school environment. The school determines what is and what is not appropriate dress and appearance, irrespective of current trends. Students and parents are encouraged to ask questions to teachers and administrators as to whether any particular items may be acceptable. The decision of the head of the School is final in all respects.

The uniform requirements outlined apply to all students.

The school and school community are committed to a policy which requires students to wear the correct uniform with pride so that it positively reflects on the students and the school.

STUDENT SERVICE	
UNIFORM	
Boys:	
Jersey	Red
Trousers	Blue denim
Hosiery	White $\frac{3}{4}$ socks to be worn with shoes.
Footwear	Black shoes
Girls:	
Jersey	Red
Skirt	Blue denim (knee length pleated) & blue tights.
Hosiery	White $\frac{3}{4}$ socks to be worn with shoes.
Footwear	Black shoes

FOR SCHOOL OCCASIONS AND FUNCTIONS

White shirt, blue denim trousers (boys) and blue denim skirts (girls) and Navy blue blazers. White socks and black shoes.

DRESS AND APPEARANCE

- ✓ The school uniform should be complete, neat, clean and tidy at all times.
- ✓ For school occasions and functions, only the prescribed uniforms should be worn. ✓ Black rain shoes (No slippers or fancy shoes are permitted during the monsoon) ✓ White socks and navy blue canvas shoes at other times.
- ✓ Black rain shoes (No slippers or fancy shoes are permitted during the monsoon) ✓ White socks and navy blue canvas shoes at other times.
- ✓ Hair should be clean and tidy at all times.
- ✓ Black hair band.
- ✓ Long hair is not to be left loose and no fancy hairstyles are permitted.
- ✓ Applying colour/streaking hair, applying nail polish or keeping long nails, tattooing is strongly prohibited as it steals the educative atmosphere from the class room and school campus.
- ✓ No jewellery is allowed except a plain wristwatch and small earrings (No chain and lockets) ✓ Plain blue tights to be worn at all times.
- ✓ Boy's shirts are required to be tucked in to the pants at all times.
- ✓ Girl's skirts should be knee length. Boys should have their hair cut short and be clean shaven.
- ✓ Girls with long hair should have their hair plaited or tied neatly. Hair may not be coloured, tinted or highlighted.

Dress Code:

1. Students failing to comply with uniform regulations will be sent home after two warnings are recorded in the school diary.
2. Students should take pride in their uniforms as it provides an identity.

ADMISSION POLICY

Our Mission and Vision

Our Mission

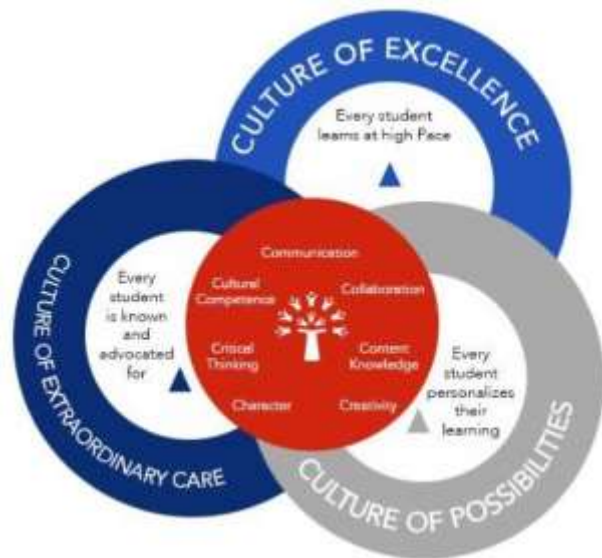
At Podar International School, we provide opportunities to students through stimulating, safe and supportive environment for attaining personal mastery and team spirit through collaborative learning. Students develop not only their knowledge, understanding and skills necessary for success in the 21st Century but also develop strong moral values, especially appreciation and respect of different cultures and religions and become proactive and responsible world citizens.

Our Vision

To achieve excellence by creating globally competent, ethical and high performing world citizens through world class education.

Our Value

- Innovative
- Open
- Committed
- Long-term



IB Mission Statement

The International Baccalaureate Organization aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

International Mindedness

At Podar International School, international mindedness is integrated into all learning rather than viewed as an add-on subject. We included the role of culture in our lives and the lives of others, the independence of natural and human systems on our planet, the role of peace and conflict resolution in our world, environmental awareness and sustainability and citizenship and service as an expression of individual responsibility. It is woven inextricably in the fabric of the subject curriculum.

The ravages of the past century, resulting from both conflict and progress, gives international mindedness a fillip and makes us look on with satisfaction, that as educators, we have provided the tools of an international education for our students to understand and create a more secure, sustainable existence on our fragile planet.

Purpose

- Define for prospective families, as well as all community stakeholders, the PIS Admissions Policy
- Outline the admissions process and procedures, including: purpose, document procurement, evaluation and information retention
- Ensure a clear and cohesive link between the inclusivity of the school's Admissions Policy and its Mission Statements
- Support the admissions process, designed to recruit and retain students eligible for admission
- Define an on-going review and evaluation of the admissions policy in the context of the school's evolution and application of its Mission Statement

Policy Statement

Podar International School is an English language inclusive International School, which seeks to actively recruit and retain students for whom an international education will address and provide growth to achieve personal mastery.

The school places a heavy emphasis on the role of student well-being as means to effective and holistic learning, to develop

international mindedness to become proactive responsible world citizens.

Criteria

When reviewing applications, we look for candidates:

- Who are motivated/ determined.
- Whose academic performance is average to excellent (for Middle and High school)
- Whose conduct is good overall, and who are respectful of and to others.
- Who are, and whose parents are, committed to the PIS vision, mission and philosophy.
- Who would benefit from the PIS curriculum.
- Whose qualities would enrich the PIS community and be a positive contribution to it.

There is no general admissions test or required interview for applicants. However, students and parents will have an interaction with the Head of School and Programme Coordinator to gauge the applicant's general interest areas, motivation to join a programme in higher grades and to respond to parents' questions on the programme.

English is the language of instruction in all grades except during 2nd language lessons and the ability to successfully access the curriculum within a reasonable time and to thrive in this environment are the guiding principles to admission. During the interaction with students, the languages they communicate in are gauged. Basic proficiency in English is important for middle school and above and not a limiting condition for admission to the Primary Years.

Preference will be given to siblings of the existing students provided there is a vacancy. For High School, preference will be given to in-school students.

The school has a moderate inclusive policy, which means that the school reserves the right to decisions regarding offering admission to students with extreme disabilities and psychologically adverse conditions.

In the absence of any legal document supporting the evidence of parents' separation or divorce, the school is not responsible for any action by the party other than the signatory. School reserves the right to reject the admission of any applicant without giving any reasons.

Application Procedure-for all grades

Before a student may be admitted to Podar International School, they must complete and submit a full set of application documents for review. The application process and submission of materials is available through the PIS online application portal located on the school website.

[https://www.betweenus.in/onlineenquiry/pis/CommonEnquiry.aspx?sch_name=PIS \(IB\) -Santacruz \(Mumbai\)&brd_name=IB](https://www.betweenus.in/onlineenquiry/pis/CommonEnquiry.aspx?sch_name=PIS (IB) -Santacruz (Mumbai)&brd_name=IB)

The application requirements will vary slightly depending on the age of the child. Families should direct any questions or concerns as regards the application materials, status of application evaluation or process to our Admissions Team.

The Registration Form may be submitted online with a copy of the following documents of the applicant.

- Birth Certificate for grade I and previous School Leaving certificate for other classes.

- For foreign students, provide a copy of the Immigration Endorsement on his/her passport showing the expiry date of visa/entry permit.
- Progress Report card of the previous year.

On receipt of the form, an email from the Admissions Team will be sent to fix an appointment for a detailed information session to gain clarity on all aspects as well as an opportunity to opt for a school tour.

*The Provisional admission becomes a confirmed admission after receipt of the original Leaving Certificate of the previous school.

The final progress report is also required to be submitted. Please note that there is no fee for the application form.

Withdrawal of Admission

- Fees once paid are non-refundable.
- All withdrawals from the school can be made only on a written request for the same signed by the parents/guardian of the child to the Principal. Application for the Leaving Certificate shall be made by the parent/Guardian in the prescribed form available in the Student Organizer. It should state the reason for the student leaving the school and proposed date of leaving.
- The leaving certificate application must be submitted one calendar month in advance before the academic year ends or else fees for the following academic year will be charged.
- Leaving certificate will be furnished only after two weeks and on payment of all dues.

Grade 1

- All applicants from Podar Jumbo Kids Plus International School are admitted to Grade 1.
- Orientations are arranged on Saturdays.

Grade 2 – Grade 5

- Admissions are granted as per availability of the seats.
- Orientations are arranged on Saturdays.
- Students seeking admission must complete the application form.
- Original leaving certificate must be submitted within a month of admission or else the child's name will be struck off from the register.

Grade 6 – Grade 10

- Orientations are arranged on Saturdays.
- Students seeking admission must complete the online application form.
- If information filled in the application form is found to be incorrect the form is liable to be rejected.
- Original Leaving Certificate must be submitted within a month of admission or else the child's name will be struck off from the register.

Age Requirements Grade Level	Minimum Age (By June of year of entry)	Grade Level	Minimum Age (By June of year of entry)
Grade 1	5 years 6 months	Grade 7	11 years 6 months
Grade 2	6 years 6 months	Grade 8	12 years 6 months
Grade 3	7 years 6 months	Grade 9	13 years 6 months
Grade 4	8 years 6 months	Grade 10	14 years 6 months
Grade 5	9 years 6 months	Grade 11	15 years 6 months
Grade 6	10 years 6 months		

Grade 10

No admission is granted for year 10

Grade 11

In Grade 11, admission is offered in the IBDP and A Level Programme to students who have successfully completed the Grade 10.

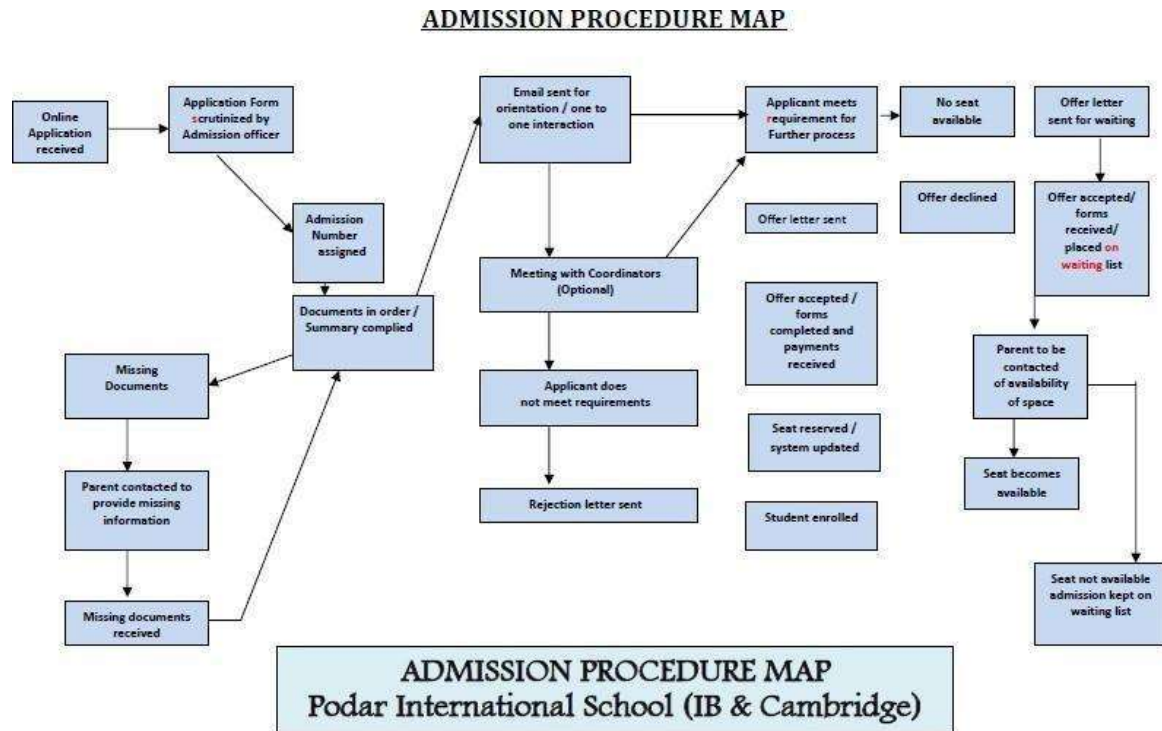
IBDP and A Level programmes are equivalent to the Higher Secondary (Grade 11 and 12) of the local boards. The step-by-step process is as under:

In Grade 11, admission is offered in the IBDP and A Level Programme to students who have successfully completed the Grade 10.

IBDP and A Level programmes are equivalent to the Higher Secondary (Grade 11 and 12) of the local boards. The step-by-step process is as under:

1. Applicants seeking admission must complete the online application form.
2. Applicants who apply on the basis of mock examinations or grade 9 report cards are admitted strictly on a provisional basis.
3. Applicants applying for Grade 11 must clear Grade 10 or its equivalent in all the subjects of the respective Board Exams. A copy of the Board mark sheet or Certificate must be submitted at the earliest.
4. Applicants' preference of career options and subjects are considered during the interview and a basket of subjects is put together for parents and students to consider as options.
5. If a subject has fewer than five students, the school reserves the right to not offer it.
6. Enrolment is conducted on a rolling admissions basis for transfer candidates, depending on space availability and availability of subjects offered.

Admission Procedure Map



Review Process

The Admission Policy is reviewed annually at the beginning of each academic year. It is also subject to review and change as per the strategic planning of the Governing Body.

Appendix: Student Language Profile Form

Name:	
Current Grade:	
Date:	
Nationality:	
English is the Language of Instruction? Is this your 'Preferred Language' and hence needs to be considered as Language A?	
Can you read and write your 'preferred language'?	

How would you rate your proficiency in your 'preferred language'? – Excellent/ Good/ Satisfactory/ Needs Assistance.	
What is your native language and /or the language spoken at home?	
Can you read and write your native language and /or the home language?	
How would you rate your proficiency in your native language and /or the home language? Excellent/ Good/ Satisfactory/ Needs assistance.	

ATTENDANCE POLICY

The school operates on a full attendance policy. It is compulsory for all the students to attend the assembly. Parents are requested to ensure that their children arrive and leave school punctually. Students must have minimum 75 % attendance in each term to be eligible to appear for any exams.

Parents should make a request for leave in advance only when it is absolutely necessary. Application for leave written by the parent should be addressed to the head of the child's section.

The school operates on a full attendance policy. Sometimes, absences cannot be avoided. We ask the students and parents to take responsibility for their ward's absence by finding out what activities and homework have been missed. It is up to the parents to ensure that the missed work is made up and that missed homework assignments are completed.

Students' attendance will be declared in the school transfer records to future schools. Students and parents should be aware that "excuses" as oversleeping, missing the bus, or attending social events are not acceptable.

Students must report to all classes on time. Attendance will be taken in the first lecture.

- In all cases of absence, parents/ guardians should notify the class teacher through the leave record section of the student diary.
- Prior sanction must be sought from the Principal, through a written application, in case of absence exceeding three days.
- Prolonged absence on medical grounds should be supported by a medical certificate.
- Students suffering from contagious or infectious diseases must refrain from attending school until the completion of the quarantine period. They will not be permitted to attend school until they produce a medical certificate of fitness.
- If more than 15 minutes late, child should get a note from the parent. If the child is found to be consistently late; he/she will be given a warning.
- No half days are permitted by the school, unless the child is sick.

Vacation

It is important that when parents contemplate a vacation, they make every effort to arrange the vacation coinciding with the vacation periods of the school calendar. Otherwise, the student is put into the unenviable position of being away when his or her classmates are getting the best education the school can offer. Simply asking for work in advance does not offer your child the best learning experience. Coming back after an absence is very difficult for the student. The rest of the class has experienced that which the vacationing student has not, putting the returning student at a significant disadvantage. This causes unnecessary stress on the child. The guiding principle should be: responsibility first, vacation second.

Leaving school /campus/sports ground

At no time a student should leave the school campus /grounds during the school day without the permission of the teacher.

Students will be allowed to leave campus / grounds during the school day only on medical emergency. In the event of illness, the student will not, however, be released until a parent has been reached and permission is given by the Principal / Coordinator for the student to leave school campus/grounds.

Request of early dismissal of a student

The school does not encourage early dismissal of students. If on a medical emergency, the student will be sent home only with the parent.

ACADEMIC INTEGRITY POLICY

Our Mission and Vision

Our Mission

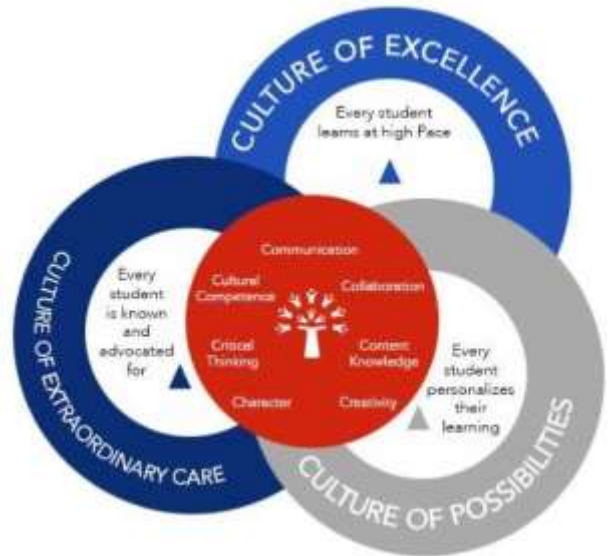
At Podar International School, we provide opportunities to students through stimulating, safe and supportive environment for attaining personal mastery and team spirit through collaborative learning. Students develop not only their knowledge, understanding and skills necessary for success in the 21st Century but also develop strong moral values, especially appreciation and respect of different cultures and religions and become proactive and responsible world citizens.

Our Vision

To achieve excellence by creating globally competent, ethical and high performing world citizens through world class education.

Our Value

- Innovative
- Open
- Committed
- Long-term



IB Mission Statement

The International Baccalaureate Organization aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

Academic Integrity and Learner Profile

The attributes of the learner profile are important in nurturing such an environment”-

Academic Honesty in IB Context.

Thinkers: We become critical thinkers who are able to differentiate between ethical and unethical judgements in academics and beyond, for life.

Reflective: We reflect on the importance of original authentic work as compared to resorting to unethical practices.

Open-minded: We have a more open-minded attitude towards academic excellence. We are motivated to focus on holistic development rather than just aiming for high grades through unfair means.

Balanced: We are guided to balance the various aspects to consider while producing authentic work. We learn to evaluate multiple perspectives and sources before producing their work.

Inquirer: We develop the skills of conducting research through primary and secondary sources. We enjoy the process of writing original authentic work and develop curiosity and enthusiasm to complete the task within the schedule, while seeking to add multiple perspectives through inquiry. We learn to use the correct documentation and citation procedure.

Knowledgeable: We use conceptual understanding and draw linkages between a range of disciplines to acquire in-depth knowledge and not use others' ideas indiscriminately.

Principled: We act with integrity and honesty with a strong sense of fairness and justice. The practice of Academic Honesty is ingrained in us by a series of workshops, sessions and constant counselling by the DP Coordinator and the subject teachers. We inculcate discipline in all types of assessments, i.e. formative, summative, Internal Assessments, Extended Essay and Theory of Knowledge Essays and Presentations.

International Mindedness

At Podar International School, international mindedness is integrated into all learning rather than viewed as an add-on subject. We included the role of culture in our lives and the lives of others, the independence of natural and human systems on our planet, the role of peace and conflict resolution in our world, environmental awareness and sustainability and citizenship and service as an expression of individual responsibility. It is woven inextricably in the fabric of the subject curriculum. We are inspired by the words of the Dalai Lama: "more calm, more peace, more compassion, more international feeling, is very good for our health."

The ravages of the past century, resulting from both conflict and progress, gives international mindedness a fillip and makes us look on with satisfaction, that as educators, we have provided the tools of an international education for our students to understand and create a more secure, sustainable existence on our fragile planet.

PIS Statement of Philosophy

Academic Integrity is seen as acting responsibly out of choice and out of a need to instil trust in others, whereby they can have trust in us as individuals and as an institution. The school sees academic integrity as a fair even ground for all so that no one is more advantaged than the others.

Philosophy of Academic Integrity

Philosophy that underpins Academic Integrity principles and practices in the Diploma Programme

1. Academic integrity is part of the ethical culture at school and is embraced by the whole school community.
2. Academic integrity forms the guiding principle in all school activities.
3. It forms the basis or foundation in the production of legitimate, authentic, and honest scholarly work.
4. Adherence to the principle of academic integrity is for life and is irrevocable.
5. Expectations and responsibilities to practice academic integrity should be clearly communicated to all stakeholders.
6. Ethical decision-making and behaviour will be modelled by the leadership team and the faculty for students to emulate.
7. The attributes of the Learner Profile enable students to develop a personal positive attitude towards academic integrity and practice it in a supportive environment.

Why do we need Academic Integrity?

Academic integrity is fundamental in students' development into responsible and caring world citizens of the future. A culture of self-respect and respect for others must be nurtured and developed in school to:

To maintain fairness: All students will be provided with an equal opportunity and access to assessments. Reporting practices will provide an accurate reflection of a student's achievement. No student will be given an added advantage or be disadvantaged.

To maintain trust and credibility: Trust is fundamental to earning academic qualifications. Academic integrity practices ensure that this pact is not contravened, and the validity of the assessment process is maintained.

To develop respect for others: It is acceptable to use the ideas, words, or work of others. However, in following good academic practice, it is expected that information is appropriately acknowledged.

Responsibilities of the school community to create and maintain a culture of academic integrity.

Leadership Team

- Maintains an environment where academic integrity is understood and adhered to
- Inspires all members of the community to uphold the values of respect and trust.
- Ensures that all teachers have the same level of understanding of academic integrity.
- Appoints a designated team to be responsible for supporting teachers in the reporting and investigation of student academic misconduct or maladministration cases.
- Maintains a clear and open communication with students and their parents or legal guardians which will help all parties understand what is required to adhere to the academic integrity policy.
- Ensures that students are held accountable, according to the school's own policies, when involved in an academic misconduct incident.
- ensures that teachers and school administrators are held accountable, according to the school's own policies, when involved in a maladministration incident

The Diploma Programme Coordinator

- The DP Coordinator is responsible for
- Ensuring that all school and IB policies are applied fairly and consistently.
- Ensuring compliance with secure storage of confidential IB material policy and the conduct of IB examinations
- Ensuring that teachers, students and parents and legal guardians have a copy, read and understand the school's academic integrity policy and the programme relevant IB regulations.
- Reporting suspected instances of student academic misconduct and school maladministration to the school administration and/or the IB
- Supervising all activities related to the investigation of student academic misconduct and school maladministration cases according to the school and/or IB policy.

Teaching staff

IBDP teachers are responsible for

- Ensuring that students have a full understanding of the expectations and guidelines of all subjects.
- Ensuring that students understand what constitutes academic misconduct and its possible consequences.
- Planning a manageable workload so students can allocate time effectively to produce work according to IB's expectations.
- Giving feedback and ensuring students are not provided with multiple rounds of editing, which would be contrary to instructions described in the relevant subject guides.
- Ensuring that all student work is appropriately labelled and saved to avoid any error when submitting assessment to the IB
- Developing a plan to cross-reference work across multiple groups of students when they are preparing to submit final pieces of work for assessment in order to prevent collusion.
- Responding to student academic misconduct and supporting the school's and IB's investigations responding to school maladministration and supporting the school's and IB's investigations.

Librarian

Librarians must provide guidance on research apart from creating awareness and understanding of ethical practices in academic writing.

- Librarians will educate the student community on research skills and methods used for citation as per the information continuum across K-12.
- Librarians will provide detailed information and support for research for EE.

Librarians will conduct citation workshop for newly inducted teachers and students during the in-house professional development sessions

Students

Students are expected to

- Have a full understanding of the school's and IB's policies in response to acts of student academic misconduct and reporting structure to teachers and/or programme coordinators.
- Respond to acts of school maladministration and report them to their teachers and/or programme coordinators complete all assignments, tasks, examinations, and quizzes in an honest manner and to the best of their abilities.
- Give credit to used sources in all work submitted to the IB for assessment in written and oral materials and/or artistic products.
- Abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites.
- Abstain from giving undue assistance to peers in the completion of their work.
- Show a responsible use of the internet and associated social media platforms.
- Follow the IA deadlines indicated in the school calendar of deadlines.
- Be responsible for their assignment after signing the Authenticity Declaration.

Parents & Legal Guardians

Parents and legal guardians of IB students are expected to:

- Understand IB policies, procedures and subject guidelines in the completion of coursework or examination papers by their children.
- Support their children's understanding of IB policies, procedures, and subject guidelines.
- Understand school internal policies and procedures that safeguard the authenticity of their children's work.
- Support their children in planning a manageable workload so they can allocate time effectively.
- Understand what constitutes student academic misconduct and its consequences.
- Understand what constitutes school maladministration and its consequences.
- Submit only genuine and/or authentic evidence to support a request for inclusive access.
- Arrangements or adverse circumstances considerations for their children,
- Abstain from giving or obtaining assistance in the completion of work to their children.

Definition of Malpractice/Academic Misconduct Malpractice/Academic Misconduct

Malpractice is defined as "behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components. The IBO further defines academic misconduct as "behaviour that may be either deliberate or inadvertent. Behaviour that may disadvantage another candidate is also regarded as academic misconduct." (IBO, 2014, 12)

Forms of Malpractice/Academic Misconduct:

- **Plagiarism:** the representation, intentionally or unwittingly, of the ideas, words, or work of another person without proper, clear and explicit acknowledgment. The ideas may be derived from a variety of sources, from electronic to oral forms of communication.
- **Collusion:** supporting academic misconduct by another candidate, for example, as in allowing one's work to be copied or submitted for assessment by another.
- **Duplication of work:** the presentation of the same work for different assessment components and/or Diploma Programme core requirements. This can sometimes be called "double dipping".
- **Leakage:** this means that the total or partial content of an exam has been obtained, disclosed or shared prior to the examination.
- **Impersonation:** An individual who is not registered as a candidate take the place of one that is registered.
- **Smuggling of foreign materials:** This is the introduction of unauthorized materials notebooks, crib notes, charts and answers into the examination hall.
- **External Assistance:** Individuals who are not examination candidates giving unauthorized assistance to candidates. This can be done by an individual, using electronic devices or oral/visual aids.
- **Copying:** Reproduction of another candidate's work with or without their permission

- **Intimidation:** to physically or psychologically threaten a member of staff or other student(s) to provide extra help to student(s).
- **Makers Malpractice:** Deliberate changes of marks designed to inflate or deflate a candidate's original mark.
- **Falsification:** inventing fictitious data for an assignment
- **Other Behaviour that allows any student to gain unfair advantage:** for example, disrupting or distracting other candidates during an exam, stealing examination material, providing all or partial answers to exams prior to its delivery. This also includes failure to respond to exam protocol, such as to stop writing after the allotted time as passed or causing unrest in the exam room and distracting other candidates.
- **Specifically, for the Exam Years:** Falsifying a CAS record and receiving or passing of information from candidates about the content of an examination paper within 24 hours after a written examination.
- **Essay Writing Services:** using an essay writing service (either a ghost written or purchased essay) or offering assistance in writing an essay or other examination materials. This includes undue parental help
- **Absenteeism:** skipping a class, under the pretence of illness in order not to take an assessment or turn in work

Process to prevent Academic Malpractice at Podar International School

"Academic Honesty in the IB Educational Context" document and the **"IB Academic Honesty in Arts"** which encourages the development of research skills is followed in order to ensure that by the time the students get to Grade 11, they will have developed awareness, understanding and appreciation of the ethical practices in research skills. Furthermore, the IB document namely **"Effective citing and referencing"** will be used as a guide for students and teachers.

The librarian with the active support of the teaching staff run an information literacy course throughout the school and will be actively involved in raising the level of academic honesty in the school.

The school follows the MLA system and wants all students to know this format thoroughly by the time they reach the IBDP (Grade 11). So, a basic framework of adopting the MLA system in the information literacy programme will be as follows:

PYP (Grade 1-5)	Students will create source lists and recognize the presence/absence of an author/title. They also list in their source list if any peer's idea is being used by them.
Middle School (Grade 6-8)	Students will have more advanced source lists, recognizing and listing the author, publisher, year for all sources in the alphabetical bibliography. In text citation will also be included.
Grade 9-10	Students will use MLA format for complete bibliography. Read and refer to "Effective citing and referencing"
Grade 11-12	All students will appropriately use the MLA style of referencing. Read and refer to "Effective citing and referencing"

Induction of all new students till Grade 10

The coordinators and the librarian will orient the new students on the school Academic Integrity Policy at a convenient time slot during the beginning of each semester.

Induction of IBDP Students

- All IBDP students will have access to the School's Academic Integrity Policy which is published in the IBDP Student Parent Handbook
- IBDP coordinator along with the teachers will conduct a session on the Academic Honesty Policy as per the school calendar.
- The Librarian and EE Coordinator will conduct workshops on how to acknowledge sources, citation and about MLA as per the school calendar.
- All subject teachers will brief the newly inducted students on academic integrity and provide subject specific examples before the start of IA process.

Induction of New Staff

- All new staff members inducted in the school will be given a copy each of the "IB Academic Integrity Guidelines" and the School's Academic Integrity Policy.
- The librarian will conduct regular workshops on how to develop research skills, acknowledge sources, citation and about MLA.

- The department heads will brief the newly inducted teachers on academic integrity in their subject area. The HOD will discuss in detail, examples of malpractice that are subject specific and provide clarity to the teachers during the Department meetings too.
- The coordinators and the HOD will re-emphasise the importance of following Academic Integrity procedures before the coursework is submitted.

Protocol and procedures for academic honesty and integrity in the IB Diploma Programme

1. All Diploma Programme students will be required to sign as agreed the Letter of Undertaking (as below) which includes a declaration that all written work submitted for assessment (whether internally for PIS or externally by a third party; whether electronically or in hard copy by hand) will be the authentic, original work of the student.
2. All Diploma Programme students will receive guidance and instruction on academic integrity as part of their programme orientation. Subject teachers should also provide guidance on the correct use of referencing standards in their subject.
3. All work to be assessed, for either internal or external grade award, should be tested for compliance with the academic integrity protocol. Where technically feasible, all work submitted for assessment should be checked using a plagiarism detection system. At the Diploma Programme, Turnitin.com is used for this purpose.
4. The Turnitin software is used by teachers and shared with students once the report is generated to review it. Teachers should pay particular attention to the nature of the sections of text identified by Turnitin.com as potentially from other sources.
5. A copy of all work assessed whether for internal or external grade award, should be kept by the teacher. This may be in the form of a hard copy portfolio for each student or as an electronic copy kept securely by the teacher. Any annotations or grading should be clearly legible on copies.

Letter of Undertaking

Date:

To,

IBDP Coordinator

Podar International School

I acknowledge that all my Internal Assessments, TOK essay, Extended Essays and any other written work that I submit as my final work are my own original unpublished work. I am aware that IBO will run a sophisticated program to check for similarities between my work and the work of another student and also run grade check across all components and if they do find a discrepancy, I can be awarded an 'N'. I affirm that I am aware of the Academic Honesty Policy that the school follows and I have been briefed about the types of plagiarism that IBO will check for. The school is in no way responsible for the grade N which I may be awarded as a result of plagiarism.

Name of Student:

Signature of Student:

Protocols of Citation

When to cite

When we acknowledge the use of materials or ideas that are not ours, the reader must be able to clearly distinguish between our own words, illustrations, findings and ideas and the words and work of other creators.

Style guides give us advice for documenting our sources in written work, but they are less helpful with other formats and mediums. Nevertheless, we can be honest and we can be helpful to our audience(s)—for assessment purposes, this is an expectation.

In written work, we should cite in the text where we have used an external source. The inclusion of a reference in a bibliography (works cited/list of references) at the end of the paper is not enough. However, for pieces of “creative” written work such as writing in the style of an author or genre, for which in-text citation is not usually expected, creative ways of acknowledging the use of other people’s work may be permissible. A bibliography or list of references is also expected.

In other forms of work (music, video, artistic pieces), we are expected to acknowledge use of external sources appropriately. In presentations we can provide our audience with a handout of our references, or list our sources on the final slide(s).

During an oral presentation, we can acknowledge the sources we are using by the use of phrases, for example, “As Gandhi put it ...” or “According to ...”. We can show a direct quotation by saying “Quote ... Unquote” or by signalling with “rabbit’s ears” or “air quotes”.

In a presentation supported by posters or slides, we can include short or full references on the slides; if short references are made on the slides, then we should again provide a full list of references on a handout or on the final slide(s).

We can include references or acknowledgments of other people’s work in the final credits of a film. A piece of music can be accompanied by programme notes indicating influences and direct sources. Art on display can be labelled or captioned.

What to cite

As creators/authors, we are expected to acknowledge any materials or ideas that are not ours and that have been used in any way, such as quotation, paraphrase or summary. The term “materials” means written, oral or electronic products, and may include the following.

- Text
- Visual
- Audio
- Graphic
- Artistic
- Lectures
- Interviews
- Conversations
- Letters
- Broadcasts
- Maps

Basic and common knowledge within a field or subject does not need to be acknowledged. However, if we are in doubt whether the source material is common knowledge or not, we should cite.

Why to cite

Proper citation is a key element in academic scholarship and intellectual exchange. When we cite we:

- Show respect for the work of others
- Help a reader to distinguish our work from the work of others who have contributed to our work
- Give the reader the opportunity to check the validity of our use of other people’s work
- Give the reader the opportunity to follow up our references, out of interest
- Show and receive proper credit for our research process
- Demonstrate that we are able to use reliable sources and critically assess them to support our work
- Establish the credibility and authority of our knowledge and ideas

- Demonstrate that we are able to draw our own conclusions
- Share the blame (if we get it wrong).

How to cite

When we cite, we should make clear what it is that we are citing. It must be clear to the reader just what it is that we owe to someone else, and whether we have quoted exactly or have used our own words and understanding of the original material.

- The reader must be able to distinguish clearly between our words/work and the words/work of others.
- Quotations—the exact words as used by others—are indicated either by quotation marks or by displaying (indenting) the quotation.

Paraphrase and summary of others' work should similarly be distinguishable from our own words and ideas.

- Use of a style guide ensures that our citations and references are recorded consistently.
- Choice of introductory or parenthetical citation is often a matter of readability, emphasis and authority.

As noted in the definitions below, the citation in the text links to a full reference that will enable the reader to trace the exact material used.

The three main types of in-text citation are as follows.

1. Author

In-text citation is done by an introductory and/or parenthetical citation providing:

- The last name of the author, and
- Page number(s) from which the quotation or paraphrase is taken, if applicable.

2. Author–date

In-text citation is done by an introductory and/or parenthetical citation providing:

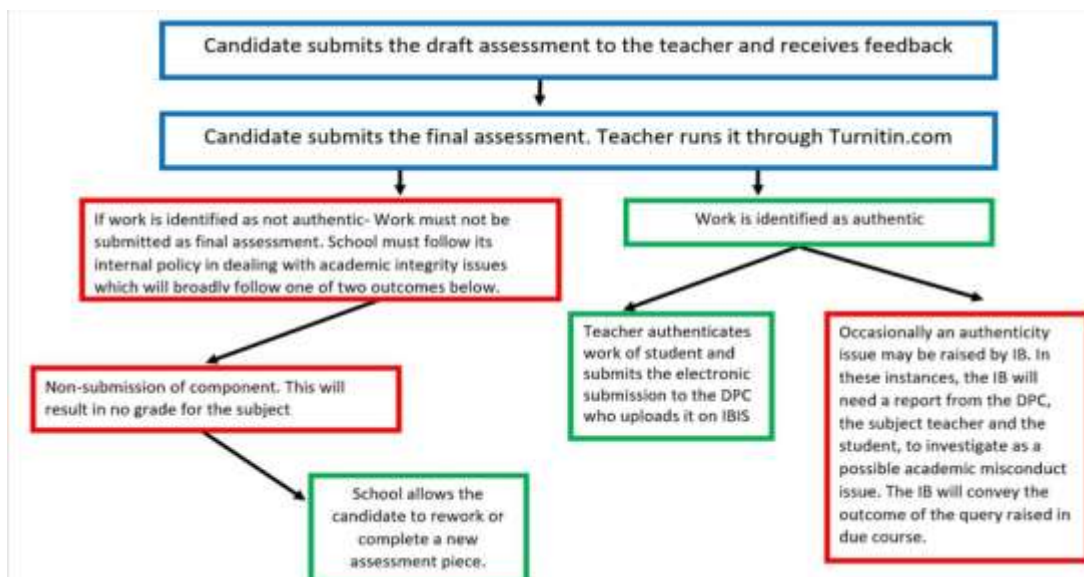
- The last name of the author, and
- The year of publication from which the quotation or paraphrase is taken, and the page number, if applicable.

3. Numbered footnote

In-text citation is done by:

- Superscript note numbers that come after the referenced passage, and after the final punctuation mark, if used, and
- Corresponding footnotes placed at the bottom of their page of reference containing all reference details from which the quotation or paraphrase is taken; when using a source for a second or subsequent time, a shorter footnote reference is sufficient.

Procedures to be applied in submission of coursework as given in the figure and described below



Procedures in case of suspected academic misconduct

There are two general circumstances within which academic misconduct through infringement of academic honesty guidelines can be treated.

- Submission of final work by candidate for upload by coordinator- Students can be permitted to rework on an entirely new topic.
- Where misconduct is detected or suspected after upload on IBIS by IB, it is the role of the IB Diploma Coordinator to investigate the case and to share the findings with the Leadership team before sending the report to IB.

Consequences for any school research- based assignment/presentation/project

1. 1st Offense – Any offense done in any one subject. The student will be asked to redo their assignment, and their parents will be informed in writing. No marks/ grades will be allotted for any academically dishonest work at any level of offense.
2. 2nd Offense – 2nd offense done in the same subject or in two subjects. The student will be suspended and will redo the assignments in exam like conditions.
3. 3rd Offense - 3rd offense done in the same subject, or in three subjects. As per the discretion of the leadership team, it could lead to expulsion.

Penalty matrices detailing infringements by the student and the level of penalty which may be applied by the IB.

Written and oral coursework and examinations

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3 penalty No grade for subject(s) concerned
Plagiarism <i>Copying external sources.</i>	Not applicable.	Between 40–50 consecutive words and incomplete acknowledgement of copied source(s).	More than 51 consecutive words copied and no acknowledgement of source(s) given— see note 3.
Peer plagiarism <i>Copying work from another student.</i>	Not applicable.	Between 40–50 consecutive words with no acknowledgement and/or attempt to cite the copied source(s).	More than 51 consecutive words copied or submitting somebody else’s work as one’s own.

Peer plagiarism <i>Student lending or facilitating their work.</i>	Student took reasonable steps to prevent their work being copied.	Student took no steps to prevent their work being copied or actively encouraged the copying of their work.	Student actively tried to sell their work to be submitted by others.
Collusion <i>Coursework only and when working collaboratively.</i>	Work of students show close similarity.	Work of students has similarities—less than 30%— and/or identical sections.	Work of students has extensive similarities—more than 31%— and/or identical sections.

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3 penalty No grade for subject(s) concerned
Duplication of work	Not applicable.	Presentation of partially same work for different assessment components or subjects. <i>Student has to resubmit work in any one of the two assessments.</i>	Presentation of wholly same work for different assessment components or subjects. <i>Student has to resubmit work in both assessments</i>
Falsification of data	Not applicable.	Presentation of work based on false or fabricated data.	Not applicable.

Conduct during an examination

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3 penalty No grade for subject(s) concerned
Possessing unauthorized material in the examination room	In candidate's possession but surrendered or removed during the first 10 minutes of the examination.	In candidate's possession but no evidence of it being used during the examination.	In candidate's possession and evidence of it being used during the examination.
Exhibiting misconduct or disruptive behaviour during an examination	Not applicable.	Non-compliance with the invigilator's instructions during one component.	Repeated noncompliance with the invigilator's instructions during one examination or non-compliance during two or more examinations. <i>Penalties could be applied to multiple subjects if incidents happen during the completion of different subject papers.</i>
Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3 penalty No grade for subject(s) concerned

Exchanging, passing, obtaining or receiving verbal or written information from other students during the examination completion time— or attempting to	Not applicable.	When candidates try, successfully or not, to share answers and/or examination content with others. <i>Penalties will be applied to all candidates participating in the incident</i>	
Removal of secure materials such as examination papers, questions and answer booklets, from the examination room	Not applicable.	Candidate attempting to remove secure materials, but identified by invigilators before leaving examination room.	Candidate successfully removing secure materials from the examination room.
Failing to report an incident of academic misconduct	Not applicable.	Not applicable.	When student is aware of the act of misconduct, but decides not to report it to their school administrators.

Conduct that threatens the integrity of the examination

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3 penalty No grade for subject(s) concerned—see note 1
Gaining access to IB examination papers before examination's scheduled time	Not applicable.	Not applicable.	Candidate in possession of partial or complete live examination content.
Sharing of IB examination paper content before or during the examination's scheduled time, or within 24 hours after the examination	Not applicable.	Not applicable.	Candidate sharing partial or complete live examination content through any means, including but not limited to, email, text messages and the internet, even when shared information is general.
Assisting another student(s) in committing an act of academic misconduct—see note 10	Not applicable.	Not applicable.	When a student assists the act of misconduct.
Failing to report an incident of academic misconduct	Not applicable.	Not applicable.	When student is aware of the act of misconduct, but decides not to report it to their school administrators.

Interfering with an academic misconduct investigation

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3 penalty No grade for subject(s) concerned—see note 1
Not cooperating with an investigation, whether involved or not	Not applicable.	Not applicable.	When a student shows any of these behaviours and/or refuses to submit a statement.
Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1
Providing misleading or demonstratively false information	Not applicable.	Not applicable.	
Attempting to influence witnesses	Not applicable.	Not applicable.	
Showing threatening behaviour to the person carrying out investigation or to witnesses	Not applicable.	Not applicable.	

Breaches related to written and oral coursework and examinations.

Plagiarism—external sources

Diploma Programme		
Subject	Example	Outcome awarded by IBO
Extended essay (EE)	A candidate submitted an extended essay which contained two sections of verbatim copied text from two internet sources, more than 100 words in total; the correct links to the sources were included in the bibliography.	While the correct sources were included in the bibliography, the candidate did not include appropriate reference at the point of use in the body of the essay. Penalty level 3 was applied and no grade, an “N”, was awarded for the EE.
Visual arts higher level (HL)— exhibition	As part of the exhibition, a candidate submitted artistic work which was copied from a painter known for his sketches of renowned singers and actors. During the investigation process, the candidate claimed that they were inspired to work on similar techniques after attending an exhibition of the painter; however, the candidate did not acknowledge the source.	Penalty level 3 was applied to the exhibition component, which resulted in no grade, an “N”, being awarded for visual arts HL.
English A literature HL— oral component	A candidate presented their oral assessment based exclusively on memorized material from internet sources. No reference was made at any point in the recording to these sources and the candidate stated that they were not aware that memorized materials had to be referenced during an oral presentation.	The candidate received a penalty for the oral component which resulted in no grade, an “N”, being awarded for English A literature HL.

Diploma Programme		
Subject	Example	Outcome
Economics HL— paper 3	Four candidates registered at the same school included memorized information from internet sources in their responses to questions on the paper 3 examination. No references or citations were included at any point on the examination scripts.	All four candidates received a penalty for paper 3 and no grade, an “N”, was awarded for Economics HL.
Theory of knowledge (TOK)— essay	A candidate submitted an essay that was almost entirely plagiarized from an external source	The candidate first claimed that they did not plagiarize but later stated that they were not aware of the need to reference translated sources. The candidate received a level 3 penalty for the essay component which resulted in no grade for the subject concerned.

Peer plagiarism

Diploma Programme		
Subject	Example	Outcome
Economics HL— internal assessment	Candidate A was under pressure to finish their internal assessment task and asked a peer, candidate B, from the same school for support. Candidate B shared a draft of their work with candidate A so they could gain a better understanding of the structure, but specifically asked them not to use or copy their work. Candidate A submitted the shared draft work as their own.	Candidate A received a level 3 penalty and no grade, an “N”, was awarded for economics HL. Candidate B received a level 1 penalty warning letter from IB
TOK—essay	Candidate A was working on their final version of the TOK essay and had a conversation with a friend, candidate B, who attended a different IB school. Candidate B complained about the difficulty of the task; candidate A shared their draft advising it was fine to use part of it, as it was unlikely that any similarities would be discovered. Candidate B rewrote part of candidate A’s essay but left many sections unchanged.	

Collusion

Diploma Programme		
Subject	Example	Outcome
Environmental systems and societies standard level (SL)— internal assessment	Two candidates submitted identical work for assessment despite the subject teacher advising that candidates must collect and record their own data and write their own conclusions.	Both candidates received the level 3 penalty for the component which resulted in no grade, an “N”, for environmental systems and societies SL.

Submission of externally commissioned work

Diploma Programme		
Subject	Example	Outcome
TOK—essay	Two candidates registered in different IB schools and who were unknown to each other submitted almost identical TOK essays. Candidate A admitted hiring a third-party essay writing service. Candidate B maintained that they were the author of the essay.	Both candidates received the level 3 penalty for the component which resulted in no grade, an “N”, for the TOK subject.

Diploma Programme		
Subject	Example	Outcome
Environmental systems and societies— extended essay and mathematical studies SL— internal assessment	The candidate reworked their internal assessment and expanded on it to create their extended essay; however, both pieces showed extensive similarities.	Candidate received a level 3 penalty which resulted in no grade, an “N”, being awarded for both subjects.

Breaches occurring during an examination

Possessing unauthorized material in the examination room

Diploma Programme		
Subject	Example	Outcome
Biology SL—paper 2	After candidates had entered the examination room and the instructions had been read by the invigilator, they were asked to surrender any unauthorized materials or electronic devices that they may have in their possession before the examination papers were distributed. Due to extreme anxiety, one candidate forgot to hand in his mobile phone. He realized his error during the five minute reading time and volunteered it to the invigilator.	The candidate received a level 1 penalty warning letter.
Chemistry HL— paper 1	After candidates had entered the examination room and the instructions had been read by the invigilator, candidates were asked to surrender any unauthorized materials or electronic devices that they may have in their possession. The invigilator insisted that all candidates check for a second time that all phones and devices were removed from pockets and clothing. Approximately halfway through the examination, an alarm from a mobile phone sounded. The device was located inside the sweatshirt pocket of a candidate.	There was no evidence that the candidate had used the device during the examination, the browsing history being reviewed by the school’s IT department. As the candidate was in possession of unauthorized material, they received a level 2 penalty: zero marks for the examination paper.

Business management— paper 2	<p>After candidates had entered the examination hall and the instructions had been read by the invigilator, they were asked to surrender any unauthorized materials or electronic devices that they may have in their possession.</p> <p>Approximately 15 minutes after the examination had started, an invigilator noticed a candidate moving suspiciously in their seat and trying to cover something under their leg. The invigilator approached the candidate and discovered a mobile phone; after reviewing the browser history, it was confirmed that the candidate was using the internet to search for answers to the examination questions.</p>	Candidate received a level 3a penalty—no grade for the subject—as there was evidence of possession and use of the mobile phone.
Mathematics AA HL— paper 1, non-calculator exam	An examiner identified an uncharacteristic answer that could not have been achieved without using a calculator. An investigation was launched and both the school administration and the candidate denied the occurrence. As the evidence was not conclusive, subject matter experts were consulted to confirm or dismiss the allegation.	On the balance of probabilities, the evidence supported the likelihood that the candidate used a calculator in order to arrive at the answer given. The candidate received a level 3 penalty for paper 1 and no grade, an “N” was awarded for mathematics AA HL.

Exhibiting misconduct or disruptive behaviour during an examination

Diploma Programme		
Subject	Example	Outcome
Physics SL— paper 1	<p>When entering the examination hall, a candidate refused to sit in his allocated desk. After being verbally reprimanded by the invigilator, the candidate was allowed to start the examination; however, he maintained his disruptive behaviour. He was warned by the invigilator but became increasingly aggressive and was eventually removed from the examination hall.</p>	The candidate received a level 2 penalty: zero marks for component.

Facilitating the exchange of live content during the examination completion time

Diploma Programme		
Subject	Example	Outcome
Psychology SL— paper 2	Halfway through the examination, an invigilator had noticed and become suspicious of Candidate A's behaviour. Candidate A was coughing repeatedly while putting their hands to their ears. Candidate A was approached and requested to lift up their hair. It became evident that Candidate A was receiving information via a pair of wireless headphones from another candidate, Candidate B, who was in a different room. Through a "cough code", Candidate B identified and read subject relevant information to assist Candidate A in completing the examination.	Candidate A received a level 3 penalty—no grade for subject—and was not permitted to retake the subject, being permanently disqualified. Candidate B, who was providing assistance, was also penalized and permanently disqualified. Please also see below under "Assisting another candidate(s) in committing an act of academic misconduct" category.

Breaches that threaten the integrity of the examination

Diploma Programme		
Subject	Example	Outcome
History HL— paper 1	Within a 24-hour period after the examination ending had elapsed, a candidate posted a message on a social media platform expressing how happy they were that one of the questions was the same topic of their extended essay. Details of the question were posted.	Candidate received a level 3 penalty for the subject concerned.
Philosophy SL— paper 1	Within a 24-hour period after the examination ending had elapsed, a candidate posted a message on a social media platform sharing a picture of the stimulus used for one of the paper questions.	Candidate received a level 3 penalty for the component concerned.
Chemistry HL— paper 3	Within a 24-hour period after the examination ending had elapsed, a candidate shared on a social media platform the content of the paper. The group with access to that chat was composed of candidates in different time zones.	Candidate received a level 3 penalty for the component concerned.

Assisting other candidates in committing an act of academic misconduct

Diploma Programme		
Subject	Example	Outcome
Business management HL	A candidate assisted a peer completing a psychology paper from the outside by reading preprepared responses to exam questions using a wireless headset.	Candidate received a level 3 penalty, no grade for parallel subject as they were not registered for the subject being assisted, and was not allowed to retake the subject, being permanently disqualified. The candidate receiving the information was also penalized and permanently disqualified.

Failing to report an incident of academic misconduct

Diploma Programme		
Subject	Example	Outcome
History SL, biology HL and mathematics SL	A candidate was part of a closed group on social media composed of candidates in different time zones. There were clear attempts by many of the group members to obtain live exam content from those candidates that had already completed the examination papers. While the candidate in question was not registered for any of the subject contents being shared, they failed to report the incident to the IB.	Candidate received a level 3 penalty for three parallel subjects and was not allowed to retake any of them in future sessions, being permanently disqualified.

Storage of Student Work and Final Submissions:-

- The subject teacher/ EE and TOK supervisors will also store the final drafts in soft copy.
- The DPC will also have the final drafts of all the IAs and externally marked components in soft copy.

Turnitin – a tool for detecting plagiarism

Usage of Turnitin: (IBDP) will be for the following:

- School research based assessments
- IA, EE and TOK

Procedure

- The IT head and his team create the teacher accounts using their email id and then enrol them for their designated subjects.
- The Coordinator along with the teachers uploads all assignments. This ensures that all work is submitted on time and is verified.
- Originality report will be the final checkpoint for detecting academic misconduct, if any.
- Any and every form of plagiarism, collusion, duplication or malpractice, if detected, is conveyed to the student and to the subject teacher. The entire assignment is amended, redone or rejected as mentioned in the section below.

Final Detection of the Malpractice at the School Level:

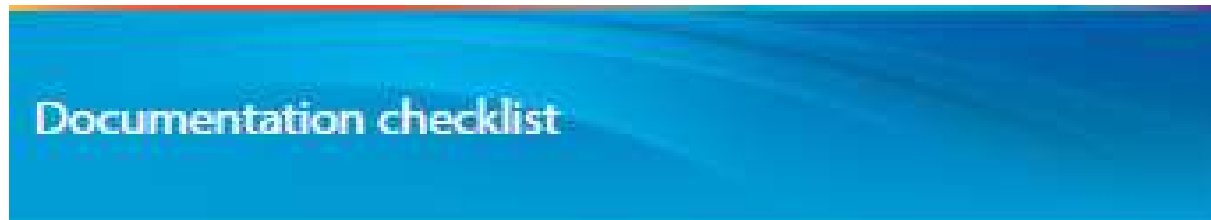
- In case malpractice is detected the teacher will inform the DPC. A discussion on intent and intensity of malpractice will take place. If the examination committee is in agreement of student intent to commit malpractice then the student assignment will not be submitted and hence a NS will be given to the student in that subject. This will result in the student not receiving a Diploma.
- If the DPC, and Subject Teacher agree that the result of malpractice was not intentional but more likely a case of carelessness/forgetfulness then the following will take place:
 - In case of a minor error the student will be asked to correct it in presence of the Subject Teacher. The Subject Teacher will then resubmit the assignment.
 - In case of a gross error the student may be asked to rewrite the assignment by the DPC, and the Subject Teacher within a fixed time- frame. The Subject Teacher will then resubmit the assignment.
- The investigation would begin by taking the student statement and conference, teacher's statement given to the Examination committee. And this will lead to determining intent. In case "not guilty/guilty" same procedure as above will be followed

Process of Review-

- The Academic Integrity Policy is reviewed annually and collectively by the Head of School, DPC, Asst. DPC, Heads of Departments.

- However, it can be reviewed in the wake of an unforeseen development, if the need arises.
- The review process considers the current or emerging issues that have been faced since the last period of review. All the desired and approved changes are then incorporated through consensus in the Policy.
- Any new procedures, measures or technical requirements are introduced/ included.

Appendix 1 – Document Checklist



Documentation checklist	
When you have used an author's exact words, have you put "quotation marks" around the quotation and named (cited) the original writer? (If you indent your quotation(s), quotation marks are not needed, but the author must still be cited; have you cited your indented quotations?)	
When you put someone else's thoughts and ideas in your own words, have you still named (cited) the original author(s)?	
When you use someone else's words or work, is it clear where such use starts—and where it finishes?	
Have you included full references for all borrowed images, tables, graphs, maps, and so on?	
Print material: Have you included the page number(s) of print material you have used (especially important with exact quotations)?	
Internet material: Have you included both the date on which the material was posted and the date of your last visit to the web page or site?	
Internet material: Have you included the URL or the DOI?	
For each citation in the text, is there a full reference in your list of references (works cited/ bibliography) at the end? Is the citation a direct link to the first word(s) of the reference?	
For each reference in the list of references (works cited/ bibliography) at the end, is there a citation in the text? Does the first word(s) of the reference link directly to the citation as used?	
Is your list of references (works cited/ bibliography) in alphabetical order, with the last name of the author first?	

Appendix 2 -Elements to be included in the reference

Elements to be included in the reference

	Author(s)/ editor(s)	Chapter/section/ page number	Title	Part(s) of source	Publication/ publication date (and year)	DOI (DOI)	Editor(s)/ editorial title	Editor(s) name repeated	Page number(s) repeated	Duration (minutes)	Accession number	Accession number	Accession number	Accession number	Date accessed
Book	Yes		Yes		Yes		Yes						If applicable		
Chapter from book (journal, meeting, etc.)	Yes	Yes	Yes		Yes		Yes		Yes				If applicable	If applicable	
Online book	Yes		Yes		Yes	Yes	Yes						If applicable		
E-book	Yes		Yes		Yes		Yes				Yes		If applicable		
Workshop/ conference article	If available	Yes		Yes			Yes		Yes						
Journal paper	Yes	Yes		Yes			Yes	Yes	Yes						
Electronic workshop/ conference article	If available	Yes		Yes			Yes		If available	If applicable	If applicable				
Electronic journal paper	Yes	Yes		Yes		Yes	Yes	Yes	If available	If applicable	If applicable				
Internet book page	If available	Yes	Yes		If applicable	Yes		If available							Locally
Internet site	If available		Yes		If applicable	Yes		If available							Yes
Image/graph/ graphic	If available		Yes		If applicable	If applicable		If available							If applicable
Video	If available		Yes		If applicable	If applicable		If available							If applicable
Blog	Yes	Yes	Yes			Yes		If available							Yes

This page lists elements available necessary in the full reference in the list of references list of works cited or bibliography. At least enough information needs to be given to enable the source material to be tracked down and identified when different editions, issues, versions or formats are available. It is recommended to use common sense when deciding which elements to include for types of media not listed here—in such cases completeness may not be possible; completeness and consistency are the desirable features.

References

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- International Baccalaureate Organization- Academic Honesty Policy
- Academic Honesty Policies of I.B. Schools worldwide
- Academic Honesty in the IB Educational Context 2015
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MLA 8th Edition Style

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BOOKS

Author. *Title of Book*. Publisher, Publication Date.

One Author

Volti, Rudi. *Cars and Culture: The Life Story of a Technology*. Johns Hopkins UP, 2016.

ESSAY, POEM, or SHORT STORY in an ANTHOLOGY

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Author of Article (if given). "Article Title." *Title of Book*. Publisher, Publication Year.

Lesko, Leonard H. "Pyramids." *The World Book Encyclopedia*. 2015.

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Shore, Rebecca, and Janis Strasser. "Music for Their Minds." *Young Children* 61, (2016), pp. 62-67.

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Give both the volume and issue numbers, separated by a comma e.g., volume 12, no. 8 =
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Sultan, Mohamed A. "Fire Resistance Furnace Temperature Measurements: Plate Thermometers vs Shielded Thermocouples." *Fire Technology*, vol. 42, no.2, 2015, pp. 253-267.

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Nakaso, Dan. "Hawaii Rattles, Then Loses Power." *Honolulu Advertiser*, 16 Oct. 2015, pp. A1+.

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Magazine

Author. "Title of Article." *Title of Magazine*, Date, Page(s). *Name of Database*, URL, Date of Access.

Rozen, Leah. "Man of the Year." *People*, 23 Oct. 2015, p.33. *MasterFILE Premier*,

Journal

Author. "Title of Article." *Title of Journal*, Volume, number, Year, Page(s). *Name of Database*, URL or DOI.
Date of Access.

Langhamer, Claire. "Love and Courtship in Mid-Twentieth-Century England." *Historical Journal*, vol. 50, no. 1, 2007, pp. 173-96. *ProQuest*, doi:10.1017/S0018246X06005966.
Accessed 27 May 2009.

Newspaper Article

Author. "Title of Article." *Name of Newspaper*, Date, Page(s). *Name of Database*, URL. Date of Access.

Reference Book

"Title of Article." *Name of Reference Book*. Publisher, Publication Date, *Name of Database*, URL. Date of Access.

WEBSITES

Entire Internet Site: Scholarly Project or Professional Site

Title of the Site. Editor. Date and/or Version Number. *Name of Sponsoring Institution*, URL. Date of Access.

Document/Video from a Website

Author. "Title of Web Page." *Title of the Site*. Editor. Date and/or Version Number. *Name of Sponsoring Institution*, URL. Date of Access.

Photograph from a Website

Author (if known). *Title of Photograph*. Date. *Name of Website*, URL. Date of Access.

ARTICLES IN ONLINE PERIODICALS

Author. "Title of Article." *Title of Publication*, Publication Date, Page(s) or Section(s), if numbered, URL. Date of Access.

VIDEO RECORDINGS

Title. Director, Producer, and/or Writer. Distributor, Year.

Ancient Egyptians. Dir. Tony Mitchell. Writ. and prod. Ben Goold, Warner Home Video, 2014.

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"Title of Episode or Segment." *Title of Program or Series*. Name of Network, Call Letters (if any),
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MALPRACTICE OUTCOME –IBDP

Extract from The International Baccalaureate Document 'Academic Honesty' publication

First published August 2009

Updated July 2011

2 Malpractice

- 2.1 The Regulations define malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment component. Malpractice includes:
- plagiarism: this is defined as the representation of the ideas or work of another person as the candidate's own
 - collusion: this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another
 - duplication of work: this is defined as the presentation of the same work for different assessment components and/or diploma requirements
 - any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record).
- 2.2 Some candidates seem to believe that because the internet is in the public domain and largely uncontrolled, information can be taken from websites without the need for acknowledgment. On the contrary, candidates must record the addresses of all websites from which they obtain information during their research, including the date when each website was accessed. The uniform (or universal) resource locator (URL) constitutes the website address for this purpose. Simply stating the search engine that was used to find the website is not acceptable and does not, in the view of the final award committee, constitute a form of acknowledgment. The requirement to cite the source of material includes the copying of maps, photographs, illustrations, data, graphs and so on. For example, to cut and paste a graph from a website without acknowledging its source constitutes plagiarism. CD-Roms, DVDs, email messages and any other electronic media must be treated in the same way as the internet, books and journals.
- 2.3 The issue of plagiarism is not confined to subjects in groups 1 to 5 of the Diploma Programme. Copying works of art, whether music, film, dance, theatre arts or visual arts, without proper acknowledgment, may also constitute plagiarism. There are circumstances where the creative use of the work of another artist is acceptable, but the original source must always be acknowledged. Candidates must understand that passing off the work of another person as their own is not acceptable and constitutes malpractice, regardless of whether the act was intentional.

- 2.6 The presentation of the same work for different assessment components and/or diploma requirements is a duplication of work and therefore constitutes malpractice. For example, if a candidate submits the same or a very similar piece of work for history internal assessment and for an extended essay in history, this would be viewed as malpractice. However, it is perfectly acceptable for a candidate to study one aspect of a topic for internal assessment and another aspect of the same topic for an extended essay.
- 2.9 Malpractice most commonly involves plagiarism or collusion. However, there are other ways in which a candidate may commit malpractice and in so doing be in breach of the Regulations. The following examples of malpractice do not constitute an exhaustive list and refer only to the written examinations:
- taking unauthorized material into an examination room (such as cell/mobile phone, written notes).
 - leaving and/or accessing unauthorized material in a bathroom/restroom that may be visited during an examination
 - misconduct during an examination, including any attempt to disrupt the examination or distract another candidate
 - exchanging information or in any way supporting the passing on of information to another candidate about the content of an examination
 - failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination
 - impersonating another candidate
 - stealing examination papers
 - using an unauthorized calculator during an examination, or using a calculator when one is not permitted for the examination paper
 - disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours after the examination.
- 2.10 Taking unauthorized material (for example, own rough paper, notes, a mobile/cell phone or an electronic device other than a permitted calculator) into an examination is the most common type of malpractice after plagiarism and collusion. At the start of an examination candidates must be given the opportunity to declare any unauthorized material in their possession. However, even if this opportunity is not given by the invigilator, a candidate will still be found guilty of malpractice by the final award committee if unauthorized material is in their possession. "In their possession" may be taken to mean on the person of the candidate, in the candidate's immediate proximity (such as on the floor or desk) or placed somewhere (such as a bathroom/restroom) for access during the examination. It is very important to note that guilt will be confirmed by the committee regardless of whether this material is used, was or was not intended for use or contains information relevant or potentially relevant to the examination. The actual possession of unauthorized material constitutes malpractice; the final award committee is not required to establish whether the candidate used or intended to use the material. No leniency is shown to a candidate who claims that they were unaware the material was in their possession.

Investigating malpractice

7 The procedure for an investigation

7.1 The following circumstances are those that most commonly give rise to an investigation:

- A coordinator informs IB Cardiff that he or she suspects that work submitted to the IB for assessment (or as part of a sample for the purpose of moderation) may not be the authentic work of the candidate.
- A coordinator informs IB Cardiff that malpractice may have taken place during an examination.
- An examiner suspects malpractice and provides evidence to justify his or her suspicion.
- An IB member of staff randomly checking assessment material identifies possible plagiarism using a web-based application.

7.2 If the IB initiates an investigation into malpractice it will do so soon after the evidence of malpractice is brought to the attention of the IB manager for academic honesty who will inform the relevant coordinator by email that a candidate/candidates is/are being investigated for possible malpractice. It is a requirement that the coordinator acknowledges receipt of this email and without delay informs the head of school that a candidate/candidates is/are suspected of malpractice.

7.3 For all cases of malpractice by a candidate the coordinator will be asked to provide a report after he or she has conducted an investigation. In the case of suspected plagiarism the coordinator's report, which must be prepared and handled in a manner that respects the need for confidentiality (such as referring to a candidate's registration number rather than her/his name), will normally include:

- a statement from the teacher of the candidate for the subject concerned (or supervisor in the case of an extended essay)
- a statement from the coordinator
- a statement from the candidate
- a summary of an interview with the candidate regarding the allegation of plagiarism, if an interview is conducted.

It is not mandatory to include a summary of an interview with the candidate; this is left to the discretion of the coordinator.

7.4 It is essential that the investigation and subsequent reporting to the IB are undertaken without delay; otherwise a decision on the case by the final award committee will not be given until after the issue of results. However, to avoid distracting a candidate from examination preparation, it is acceptable to delay raising the issue with the candidate until after the candidate's last written examination. To protect the candidate's personal rights the investigation must be discreet and all information relating to the investigation must remain confidential.

7.5 It is normal practice to interview the candidate, with a relative or friend in attendance as an advisor or observer. The candidate must be shown the evidence and be invited to present an explanation or defence. Accusatory statements about the candidate, whether written or verbal, must be avoided. (In cases of suspected collusion, a helpful procedure is to interview the candidates separately but simultaneously so they cannot collude on a "story" to explain whatever occurred.) With the candidate's permission, a transcript of the interview may be taken and submitted to the IB as part of the coordinator's report on the investigation. The candidate must be given the opportunity to provide a written statement that is sent to the IB on the candidate's behalf by the coordinator.

the coordinator's report on the investigation. The candidate must be given the opportunity to provide a written statement that is sent to the IB on the candidate's behalf by the coordinator.

- 7.6 The content of a coordinator's report will depend on the nature of the alleged malpractice. The report may include a seating plan (in the case of written examinations), rough notes produced by the candidate for the work concerned or early drafts of the candidate's work. If appropriate, a coordinator may be asked to submit examples of the candidate's coursework for comparison with the work under investigation.
- 7.7 If a statement from the candidate is not included with the coordinator's report and no evidence of an interview is provided, the coordinator will be asked to confirm in writing that the candidate has been given the opportunity to be heard and to provide a statement. The IB will not resolve a case of suspected malpractice until either this confirmation or the statement itself has been received.
- 7.8 The IB will normally make available to a school all evidence relating to a case of possible malpractice. Evidence may be withheld to protect the identity of an informant or if the disclosure of that evidence compromises the privacy of another person.
- 7.9 The IB reserves the right to withhold the results of a candidate or group of candidates until an investigation is completed. In practice this tends to occur when the IB has not received all requested statements.
- 7.10 Occasionally, suspected malpractice by a candidate is brought to the attention of the IB after the issue of results. In compliance with the Regulations, which state that an IB diploma or Diploma Programme courses results, may be withdrawn from a candidate at any time if malpractice is subsequently established, the IB will still initiate an investigation. Although the candidate may no longer attend the school, the IB will seek advice and support from the school in resolving a late case of alleged malpractice.

MALPRACTICE OUTCOME – CAMBRIDGE

Source: <https://www.cambridgeinternational.org/Images/511750-cambridge-handbook-international.pdf>

Candidate malpractice means malpractice committed by a candidate.

The following are examples of candidate malpractice.

The list is not exhaustive and we may consider other instances at our discretion:

- Bringing unauthorized materials into the exam room.
- Disruptive behavior in the exam room (including using offensive language)
- Copying from another candidate
- Collusion
- Plagiarism: failing to acknowledge sources and/or submitting another person's work as if it were their own
- Seeking, obtaining, receiving, exchanging or passing on confidential exam material by any means
- Failing to follow an invigilator's instructions
- Failing to follow the conditions of supervision designed to maintain the security of the exams
 - Theft of another's work
- The deliberate destruction of another's work
- Including threatening, offensive or obscene material in scripts or coursework
- Impersonation: pretending to be someone else, or arranging for another person to take their place in an exam
- The alteration, falsification or mis-representation of any results information, including certificates
- Behaving in such a way as to undermine the integrity of the exam.

Suspected Malpractice Investigations

- a. When we open a suspected malpractice case, we will write to you with the details, including actions and instructions that your centre must complete and confirm. We will try to find all relevant facts and circumstances of the case to help us decide whether malpractice has happened or not.
- b. You must complete all actions and cooperate with all instructions in the timescales specified.
- c. We oversee all investigations. We expect the Head of Centre to personally supervise and collect information on our behalf.
- d. Failure to take action or cooperate in suspected malpractice investigations as required by us is malpractice in itself.
- e. We reserve the right to withhold results while investigations are ongoing. We will notify you if we do this.
- f. We reserve the right to deal directly with the candidate or the candidate's representative. In these cases, we will notify the Head of Centre.
- g. During our investigation further concerns may be identified. In these instances, we may extend the scope of our investigation as needed.
- h. We may send representatives to your centre to conduct an investigation.
- i. Malpractice cases are confidential between the individual centre, the individuals involved and us.
- j. Correspondence about suspected malpractice is confidential between the centre and us.
- k. The Head of Centre can share concerns and/or requests for information with the candidate(s) involved and their parents/guardians/carers.

Outcomes

- a. All outcomes will be justifiable and reasonable in scale.
- b. Outcomes we may apply include:
 - No further action
 - Issue a warning to candidate(s) and/or the centre
 - Deduct marks or award no marks for a component
 - Disqualify candidates from the subject in which the malpractice took place (in serious cases the disqualification may extend to all subjects taken in the series)
- c. We reserve the right to apply outcomes not listed above.

- d. In some cases where it is clear that the integrity of the exam or assessment has been threatened but we cannot determine the individuals responsible for malpractice, we may decide not to accept the work submitted for assessment and/or issue the relevant results.
- e. We will inform the Head of Centre in writing after an outcome is reached.
- f. When the Head of Centre has received our outcome it is at their discretion whether they take further action with their candidate(s) and/or staff.
- g. Some outcomes will mean that components are not eligible for enquiries about results requests. We will confirm this in our outcome letter.
- h. We will endeavour to make sure that candidates are neither advantaged nor disadvantaged as a consequence of centre staff malpractice. In some cases we may not be able to issue results.
- i. If the Head of Centre is implicated in the suspected malpractice we may, at our discretion, ask someone else to collect information, for example, the chair of governors or director of education.

Appeals

- j. To appeal against a decision made by us in malpractice cases, please refer to the section of this handbook called 'Appeals Regulations and Guidance'.

ASSESSMENT POLICY

Table of Contents

Section 1: Overview

Section 2: Assessment

Section 3: Recording

Section 4: Reporting

Section 5: Appendices

Section 1: Overview

Philosophy

Assessment is integral to all teaching and learning. The prime objective of assessment in the PYP is to provide feedback on the learning process.

At Podar, assessment is an ongoing process of gathering, analyzing, reflecting and acting on evidence of student learning to inform teaching.

Students and teachers should be actively engaged in assessing the students' progress as part of the development of their wider critical-thinking and self-assessment skills. The PYP approach to assessment recognizes the importance of assessing the process of inquiry as well as the product of inquiry and aims to integrate and support both. (Making the PYP Happen, 2009).

At Podar International School, we believe that assessment provides information through its diagnostic, formative and summative components. Assessment is ongoing, authentic, varied and purposeful. It is a collaborative and informative process that involves students, families, teachers and community. Instructional and curricular decision-making is driven by our assessments.

Purpose of Assessment

- The purpose of assessment is to inform teaching and learning and involve students, parents, teachers, and administrators. It identifies what students know, understand, and can do at different stages in the learning process. Effective assessments allow:
 - Students to be an active part of the learning process through reflection and demonstration of their understanding.
 - Teachers to guide their instruction and to communicate progress with students and families.
 - Parents to see evidence of their child's learning and development, while supporting and celebrating their child's learning.
 - Administrators to build a sense of community within the school and communicate the school's progress.

Guiding Principles of Assessment

- We believe that the more students and teachers are involved in the assessment process, the more motivated they both will be in teaching and learning.
 - Planning should include more student choice in the assessment process.
 - As students become more comfortable with assessment, students take more responsibility for their own learning.
 - As students grow in taking more responsibility for their learning and growth, they will be effective in communicating it to parents (student-led conferences).
 - Planning and assessing must include modifications and adaptations for all students.
 - Formative assessment is a powerful tool for monitoring the development of student's Understanding, modifying activities and promoting teacher and student self-reflection.
-
- In order to assess the effectiveness of the learning and teaching in the Primary Years Programme, all essential elements (concepts, skills, knowledge and action) must be addressed.
 - Collaboratively addressing all questions on the PYP unit template will ensure that all essential elements of the PYP are taught and assessed.

- The quality and success of a unit of inquiry is dependent upon the thoughtful planning, teaching, reflecting, and assessing of all essential elements indicated on the PYP unit of inquiry template.
- All teachers, including our “specialists” (Music, French, Art, etc.) should have increasing involvement in the assessment planning process.
- It provides feedback on current learning to inform what is needed to support future learning and raises students’ motivation

Essential Agreements Regarding Assessment

- We understand that the process of learning about and improving assessment practices is ongoing.
- We agree to be principled and caring as we collaborate, encourage and support one another in the process of learning to more effectively implement the PYP philosophy and practices of assessment.
- We will be courageous as we engage in peer evaluations to improve our assessments.
- We commit to use the participant’s handbook from the PYP assessment workshop as a standard resource.
- We will assess the Learner Profile.
- We will attend assessment workshops as they become available and share our newly acquired knowledge during professional development.
- We will use formative assessments to assess prior knowledge, skills and points of inquiry.
- We will use formative assessments to provide feedback to students and teachers and help drive instruction.
- We will use a variety of strategies and measuring tools for assessments.
- We will explain summative assessments to the students at the beginning of the unit so they understand the expected outcome.
- We will allow more opportunities for students to help design assessments.
- We will seek to eliminate fear of assessment.
- We will increase the opportunity for students to engage in self-reflection. We recognize that self-evaluation is one of our most powerful resources.
- We strive to better incorporate the three modalities: kinesthetic/tactile, visual, and auditory into assessments.
- We will take advantage of any opportunities to collaborate with special education teachers.
- Each year teachers will evaluate units of inquiry for improvements.
- We agree to evaluate the student as a whole learner.
- We agree to address all the essential elements of the PYP (Transdisciplinary skills, concepts, knowledge and actions of the PYP).
- Resource teachers involved in teaching a unit of inquiry will collaborate on assessments.
- Professional Development time will be devoted to assessment training and sharing of best practices.
- Essential agreements will be reviewed and revised annually.

Assessment in Practice

Within the PYP, assessment is an integral part of the teaching process. Understanding where assessment planning occurs in the teaching-learning continuum provides a crucial insight into designing units of inquiry, which will effectively address all essential elements of the PYP.

What do we assess:

Inquiry: PYP assessment recognizes the importance of monitoring and documenting the process of inquiry. Through careful observation of the inquiry process, teachers monitor students’ ability to make connections across subjects and to apply skills to construct new knowledge.

When monitoring and documenting student learning, the teacher considers the nature of students’ inquiry over time, ways in which students demonstrate and develop subject knowledge, approaches to learning, and apply their conceptual understandings to further their inquiries successfully.

Conceptual understanding and approaches to learning:

Monitoring, documenting, and measuring conceptual understandings focus on how concepts are recalled, explained, applied and transferred through a range of learning experiences. Skills are monitored and documented for growth over time; they manifest at different points in time and in different ways, are closely interconnected and are open to interpretation. It is, therefore, important that teachers allow for flexibility to monitor and document conceptual understandings over time.

Various Strategies are used by teachers to support conceptual understandings include bus stop strategy, think in pairs or small groups, exit cards, open ended questions, and concept maps.

Effective Assessment...

- Collaboratively (student and teacher) assesses what the student can do and to what level of proficiency/ expertise.
- Measures the application of targeted knowledge, concepts, and skills rather than the mere recall of facts.
- Measures growth.
- Involves active reflection on the part of the student and teacher.
- Meets individual needs.
- Provides meaningful information to students, teacher, parents, and school administration for continuous improvement in curriculum, instruction, meaningful work, and assessment tasks.
- Serves in goal setting for students, teacher, and administration.

The assessment component in the school can itself be subdivided into three closely related areas.

Assessing – How we discover what the students know and have learned

Recording – How we choose to collect and analyze data

Reporting – How we choose to communicate information

Section 2

Assessing: How we discover what students know and have learned

The assessment of student's development and learning is an essential component of the curriculum, and helps to inform continued development, learning and teaching. At Podar students are observed in a variety of situations and a wide range of formative and summative assessment. Strategies are implemented, which allow students to demonstrate their achievements through various ways taking into account every student's strength and weakness.

Pre- Assessment:

Enables teachers to establish a baseline level of understanding of their students as they are provided opportunity to demonstrate what they already know about a given area. This is a very important part of the assessment cycle as the next steps to learning need to be planned around information gained from the pre-assessment

Assessment For Learning: Formative Assessment:

Provides information that is used in order to plan the next stage in learning. Formative assessment allows teachers to evaluate the effectiveness of instructional strategies, and potentially engages students in self-assessment. Formative assessments are woven throughout instructional strategies, and potentially engage students in self-assessment, and can be recorded at logical intervals in the flow of teaching and learning.

At Podar International school, formative assessment:

- Assesses the inquiry points
- Includes self and or peer assessment
- Provides self-reflection opportunities and encourages student action
- Encourages reflection and development of metacognition skills
- Varies strategies used to gather information about the learner and the learning that has occurred
- Informs future teaching
- Addresses what students know, feel and understand at various stages of the inquiry
- Allows for ongoing teacher-student communication and feedback

Assessment as learning

Students take responsibility of their own learning and develop enthusiasm and motivation for their learning. Students are encouraged to actively design, manage and measure their own learning, they develop the skills to use assessments to self-assess, to reflect on and to make adjustments in future learning.

Assessment of Learning: Summative Assessment

After teachers have arrived at their central idea, they begin the planning of their summative assessment. Summative assessments occur at the end of the teaching and learning process and give students an opportunity to demonstrate what they have learnt. This includes how they have grown in regard to what they understand (concepts), what they are able to do (skills) and how reflecting has led them to responsible action.

At Podar International School, summative assessment:

- Involves student participation such as writing rubrics and designing assessments
- Assesses the central idea
- Presents performance task at the beginning of unit
- Explains assessment criteria for summative task
- Includes authentic assessment
- Uses measuring tools such as students and teacher created rubrics
- Allows for students choice and involvement
- Is relevant and interesting
- Allows for differentiated instruction

The Exhibition:

In grade 5, the final year of the PYP at PIS students participate in the PYP exhibition. The exhibition is a culminating, transdisciplinary, self-directed experience that requires each student to demonstrate their understanding of all the essential elements of the programme: knowledge, concepts, skills, and Action. The Exhibition is an opportunity to support student growth through the means of formative assessment.

Standardized Achievement Tests:

Standardized Assessments are used as part of the whole school assessment policy in an effort to gain as much information as possible about the student as a learner and about the programme. The types of assessments used in the school are many and varied and goes towards making up the whole picture, the school uses ACER IBT Olympiad and Spelling Bee.

Standardized assessments are used for the following reasons:

to inform teaching.

To provide information which shows growth overtime

To inform decision about the programme

To allow learning support to students whose skills are less than average

To form part of the process of reporting to parents.

The data base of standardized tests is available to teachers on the server. Teachers have information that helps them to form groups, plan the programme and be aware of those with special needs.

Section 3

Recording - How we choose to collect and analyze data

Assessment tools and strategies

How do we collect and analyze the data?

Assessment strategies and tools form the basis of a comprehensive approach to assessment and represent the school's answer to the question "How will we know what we have learned?"

The strategies are the methods or approaches that teachers use when gathering information about a student's learning. Teachers record this information using a variety of tools, which are the instruments used to collect data.

When choosing appropriate strategies, it is important to take into consideration which tools are most applicable and relevant to that strategy. This helps to ensure that an effective assessment of the learning experience takes place. A variety of strategies and tools should be used (Making the PYP Happen pg.47).

Assessment strategies /Tools

Assessment strategies and tools					
Assessment tools \ Assessment strategies	Rubrics	Exemplars	Checklists	Anecdotal records	Continuums
Observations	✓		✓	✓	✓
Performance assessments	✓	✓		✓	✓
Process-focused assessments	✓		✓	✓	✓
Selected responses		✓	✓		✓
Open-ended tasks	✓	✓		✓	✓

Strategies

The strategies in figure above have been identified as central to the assessment process. They cover a broad range of approaches, from the more subjective and intuitive to the more objective and scientific. It is essential that they be seen as a package since they have been selected in order to provide a range of approaches and therefore to provide a balanced view of the student. (Making PYP happen, pg 47)

Assessment Strategies	
Observations	All students are observed often and regularly, with the teacher taking a focus varying from wide angle (for example, focusing on the whole class) to close up (for example, focusing on one student or one activity), and from nonparticipant (observing from without) to participant (observing from within).
Performance assessment	The assessment of goal-directed tasks with established criteria. They provide authentic and significant challenges and problems. In these tasks, there are numerous approaches to the problem and rarely only one correct response. They are usually multimodal and require the use of many skills. Audio, video and narrative records are often useful for this kind of assessment.

Process–Focused assessments	Students are observed often and regularly, and the observations are recorded by noting the typical as well as non-typical behaviors, collecting multiple observations to enhance reliability, and synthesizing evidence from different contexts to increase validity. A system of note taking and record keeping is created that minimizes writing and recording time. Checklists, inventories and narrative descriptions (such as learning logs) are common methods of collecting observations.
Selected responses	Single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment.
Open – ended tasks	Situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution. The work, with the assessment criteria attached, could be included in a portfolio

Tools

Assessment Tools	
Rubrics	An established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students’ work and then how to rate that work on a predetermined scale. Rubrics can be developed by students as well as by teachers.
Exemplars	Samples of students’ work that serve as concrete standards against which other samples are judged. Generally there is one benchmark for each achievement level in a scoring rubric. Each school is encouraged to set benchmarks that are appropriate and usable within their particular school context.
Check List	These are lists of information, data, attributes or elements that should be present. A mark scheme is a type of checklist
Anecdotal records	Anecdotal records are brief written notes based on observations of students. “Learning stories” are focused, extended observations that can be analyzed later. These records need to be systematically compiled and organized.
Continuums	These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in a process

Documentation

The documentation of the evidence of student learning is an assessment strategy relevant to all students throughout the PYP. Teachers use a range of methods to document student learning as a means of assessing student understanding. This may include, but is not limited to, videos, audio, photographs and graphic representations. Teachers may also use written records of student conversations, comments, explanations and hypotheses as well as annotated pieces of student work that may form part of a student’s portfolio.

Portfolio

A portfolio is one method of collecting and storing information that can be used to document student progress and achievement. It is a record of students’ involvement in learning and is designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies and reflection (Making the PYP Happen).

Working Portfolio

The portfolio contains examples of students’ work. The work has been chosen from the different subject areas to give a representative example of what each student has achieved. Students are involved in developing their portfolios. They have free access to it in the classroom and are able to select pieces of work to be included.

Podar PYP Portfolio Contents

- Summative assessment per unit with accompanying assessment tool
- Teacher selected portfolio piece response form for each unit
- Student reflection sheet for each unit of inquiry
- Learner Profile
- Student self-assessment sheet
- Writing sample showing writing process attached to completed work

In addition to the above teacher-selected pieces of work, students will include at least one piece of their choice. The students will complete a reflection form for each piece they choose to be included in their portfolio. The reflection will be attached to the self-selected work.

Logistics Hard copy:

- Student portfolios will be kept in the PYP portfolio bin in each homeroom
- Each student will have a file with his or her name clearly marked.
- Students have access to their portfolios throughout the day
- Portfolios will continue to be available for parents twice a year during student led conferences.
- Portfolio contents will be distributed to students upon request.
- Students will be asked to voluntarily leave portfolio samples.
- Samples will be collected and filed with the coordinator at the end of the school year

Digital portfolio

At PIS, Digital Portfolios is a creative means of organizing, summarizing, and sharing information, and ideas about teaching and/or learning, along with personal and professional growth. A portfolio is a sampling of the breadth and depth of a person's work conveying the range of abilities, attitudes, experiences, and achievements.

- Digital portfolios are within reach at Podar International. Our goal is to begin saving student artifacts, reflections, and pictures of projects, media projects, and digital work on individual media storage devices.
- These devices can be passed on from teacher to teacher over the course of a student's tenure at Podar.
- The digital portfolio will be an important component used to communicate with the parents of PIS.

Section 4

Reporting – How we choose to communicate information

Reporting on assessment is about communicating what students know, understand and can do. It describes the progress of the students' learning, identifies areas for growth, and contributes to the efficiency of the programme. Parents or guardians and children should be made fully aware during the reporting process any areas where the child is operating below or above expected level.

Reporting to parents, students and teachers occurs through;

- Conferences (two-way, three-way and student led)
- Report Card
- The Exhibition (Year 5)
- Additional meeting requested by Teachers, Parents or Senior Management

Conferences

Teacher–student

These are designed to give students feedback so they can reflect on their work and further refine and develop their skills. At PIS, we consider it important to have the teacher student conferences so that these individual conferences occurring frequently support and encourage the student's learning and teacher planning.

Student-led

The purpose of the student-led conference is to celebrate the students' learning journey through the year, as represented by the portfolio and other evidence. It is a chance for parents to see the learning engagements their children are involved in at school. The experience encourages students to become aware that they have a personal responsibility for their education. It helps them to understand the importance of school and taking charge of their own learning. They develop organisational and oral communication skills. The students are also practicing the skills of self-evaluation and reflection. The students plan and practice their presentation prior to the conference by showing their teacher or peers their work.

Three-way

This is a formal discussion about a pupil's learning between the teacher, the pupil and one or both parents. The teacher facilitates the discussion and the student and parent/s are encouraged to contribute. A Three-Way Conference should focus on recognizing and celebrating the progress that a pupil has made in his or her learning, and identify the next steps that need to be taken, within a supportive environment. Parents should be aware that the priority of Three-Way Conferences is to focus on discussing children's progress in ways, which motivate and encourage the child in his/her future learning. Finally, a Three-Way Conference is not intended to be a rehearsed 'performance' by the pupil, but a genuine conversation that encourages objective and realistic discussion of the pupil's learning progress seen in the report card.

Peer Feedback

Peer feedback is a key activity through students use the structure and language of success criteria to appraise and provide feedback on the learning of others. This helps students to provide opportunities to communicate and contribute to learning adjustments as students are more ready to accept feedback from one another. It helps teachers to have information about how a student's understanding of a learning experience is similar to, or different from, their peers.

To support this, teachers model how to provide effective peer feedback by:

- Using language that shows respect for the learning of others
- Referring to shared understandings of what quality and success looks like for diverse learners
- Providing authentic and ongoing experiences in giving meaningful feedback
- Supporting students to interact with the learning of others
- Conferencing in small groups.

The Exhibition

The Primary Years Programme (PYP) exhibition represents a significant event in the life of a PYP school and student, synthesizing the essential elements of the PYP and sharing them with the whole school community. As a culminating experience it is an opportunity for students to exhibit the attributes of the International Baccalaureate (IB) learner profile that have been developing throughout their engagement with the PYP.

In the students' final year of the PYP there are five units of inquiry and the exhibition. The exhibition unit takes place under any transdisciplinary theme at the discretion of the school. Students are required to engage in a collaborative, transdisciplinary inquiry process that involves them in identifying, investigating and offering solutions to real-life issues or problems. The central idea selected must be of sufficient scope and significance to warrant a detailed investigation by all students.

PIS records the exhibition through:

Individual student learning journals

- Teacher anecdotal records of student work and performance
- A class journal
- A permanent record of the exhibition (planners, photography, or video).
- Assessment of the exhibition takes place within the school. It is ongoing throughout the whole process of the exhibition and it is rigorous.

(PYP Exhibition Guidelines, 2008)

Review Process

The policy will be revisited annually at the beginning of each academic year.


Appendix A: Assessment Tools and services

Rubric for speaking task

Table 1: An *Analytic* Rubric Example for a Speaking Task

Factual Information	Vocabulary	Correctness of Language	Fluency
3 It contained more than 5 facts about the student.	3 Student used a wide variety of vocabulary words to describe self (more than in the lesson).	3 Less than 10% of words contain pronunciation errors; two or fewer grammar mistakes; 0-1 incorrect word choices.	3 Introduction was told with expression, not flat; good L2 intonation pattern; confident in speech.
2 The student gave between 3-5 facts about him/herself.	2 Student used the necessary vocabulary and basic vocabulary was used correctly.	2 Between 11% and 30% of words have pronunciation errors; between 3 and 6 grammar errors; between 2 and 4 incorrect word choices.	2 Some expression in speech though mechanical in places; a few pauses but they didn't detract from comprehensibility.
1 The student gave less than 3 facts about him/herself.	1 The introduction used words incorrectly and used only basic words—replicated the lesson.	1 More than 30% of words have pronunciation errors; more than 6 grammar errors; more than 4 incorrect word choices.	1 Very flat presentation; little L2 intonation pattern; many pauses, hesitations, and restarts that made it difficult to follow.

Continuum for checking their skills

 Comprehension Continuum				
Answers Literal Questions	Retells	Merges Thinking with Content	Acquires Knowledge	Actively Uses Knowledge
Answering literal questions shows that learners can skim and scan for answers, pick one out that matches the question, and have short-term recall. Does not demonstrate understanding.	Retelling shows that learners can organize thoughts sequentially and put them into their own words. Shows short-term recall of events in a narrative and bits of information in nonfiction. Does not, in and of itself, demonstrate understanding.	Real understanding takes root when learners merge their thinking with the content by connecting, inferring, questioning, determining importance, synthesizing, and reacting to information. Understanding begins here.	Once learners have merged their thinking with the content, they can begin to acquire knowledge and insight. They can learn, understand, and remember. Shows deeper understanding.	With new insights and understandings, learners can actively use knowledge and apply what they have learned to the experiences, situations, and circumstances in their daily lives to expand understanding and even take action.

Example of an Anecdotal record

Anecdotal Recording Form

Observer: _____ Observation Date: _____
Observation Time: _____

Student Name: _____

Description of the incident:

Description of the location/setting:

Notes/Recommendations/Actions:

Signature

Appendix B:

Meeting Pupils needs is the responsibility of the whole school with the support of the learning Support Department.

Types of special education needs

- Slow learners, particularly pupils with difficulties developing basic literacy and numeracy
- Underachievers
- Pupils needing additional support with English
- Various physical and sensory handicaps
- Specific learning difficulties
- Behavioral/ emotional difficulties
- In case of any problems faced by a student as stated above the teacher will consult with the parent and with their approval forward the child's case to a counselor who will assess and report her findings to the teacher in presence of the coordinator. Based on the report action is taken by the trio on how the teaching and learning will be handled in case of the particular student taking into account how every student is an individual and the needs to be prescribed are different.

The students will be given in-house help only after they get certified from Drishti a government recognized organization.

Appendix C: Portal

PIS uses the Portal to report / keep the parents updated with all the work done in class.

The portal is used by the teachers not only to send out the Homework but also report on the work done and how the student is responding to various assignments and assessment done in class.

References:

- Making PYP happen (2009). International Baccalaureate Organization
- My IB site: Assessments in PYP Annotated samples. International Baccalaureate Organization
- Exhibition guidelines (July 2008). International Baccalaureate Organization Standards and Practices (January 2014). International Baccalaureate Organization IB Publication – Learning and Teaching.
- IB Publication - Assessment principles and practices- Quality assessment in digital age.
- Reviewed and Uploaded by PIS Pedagogical Leadership Team on 7th June 2019

ASSESSMENT POLICY AND PRACTICES IN THE DIPLOMA PROGRAMME

Our Mission and Vision

Our Mission

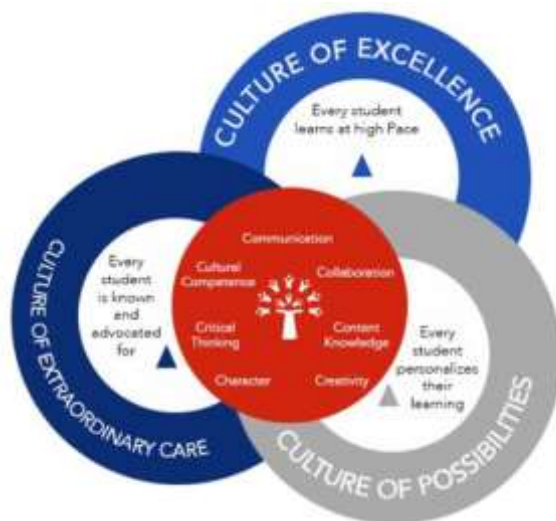
At Podar International School, we provide opportunities to students through stimulating, safe and supportive environment for attaining personal mastery and team spirit through collaborative learning. Students develop not only their knowledge, understanding and skills necessary for success in the 21st Century but also develop strong moral values, especially appreciation and respect of different cultures and religions and become proactive and responsible world citizens.

Our Vision

To achieve excellence by creating globally competent, ethical and high performing world citizens through world class education.

Our Value

- Innovative
- Open
- Committed
- Long-term



IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development

International Mindedness

At Podar International School, international mindedness is integrated into all learning rather than viewed as an add-on subject. We included the role of culture in our lives and the lives of others, the independence of natural and human systems on our planet, the role of peace and conflict resolution in our world, environmental awareness and sustainability and citizenship and service as an expression of individual responsibility. It is woven inextricably in the fabric of the subject curriculum. We are inspired by the words of the Dalai Lama: "more calm, more peace, more compassion, more international feeling, is very good for our health."

The ravages of the past century, resulting from both conflict and progress, gives international mindedness a fillip and makes us look on with satisfaction, that as educators, we have provided the tools of an international education for our students to understand and create a more secure, sustainable existence on our fragile planet.

ASSESSMENT POLICY (with a focus on IBDP)

Primary Years Programme Assessment Policy brief

Philosophy

Assessment is integral to all teaching and learning. The prime objective of assessment in the PYP is to provide feedback on the learning process. Assessment involves the gathering and analysis of information about student performance and is designed to inform practice. It identifies what students know, understand, can do, and feel at different stages in the learning process. Students and teachers should be actively engaged in assessing the students' progress as part of the development of their wider critical-thinking and self-assessment skills. The PYP approach to assessment recognizes the importance of assessing the process of inquiry as well as the product of inquiry, and aims to integrate and support both. (Making the PYP Happen, 2009).

At Podar International, we believe that assessment provides information through its diagnostic, formative and summative components. Assessment is ongoing, authentic, varied and purposeful. It is a collaborative and informative process that involves students, families, teachers and community. Instructional and curricular decision-making is driven by our assessments.

Purpose of Assessment

The purpose of assessment is to inform and involve students, parents, teachers and administrators. Effective assessments allow:

- Students to be an active part of the learning process through reflection and demonstration of their understanding.
- Teachers to guide their instruction and to communicate progress with students and families.
- Parents to see evidence of their child's learning and development, while supporting and Celebrating their child's learning.
- Administrators to build a sense of community within the school and communicate the school's progress.

Guiding Principles of Assessment

- We believe that the more students and teachers are involved in the assessment process, the more motivated they both will be in teaching and learning.
- Planning should include more student choice in the assessment process.
- As students become more comfortable with assessment, students take more responsibility for their own learning.
- As students grow in taking more responsibility for their learning and growth, they will be effective in communicating it to parents (student-led conferences).
- Planning and assessing must include modifications and adaptations for all students.
- Formative assessment is a powerful tool for monitoring the development of student's understanding, modifying activities, and promoting teacher and student self-reflection.
- To assess the effectiveness of the learning and teaching in the Primary Years Programme, all essential elements (concepts, skills, knowledge, and action) must be addressed.
- Collaboratively addressing all questions on the PYP unit template will ensure that all essential elements of the PYP are taught and assessed.
- The quality and success of a unit of inquiry is dependent upon the thoughtful planning, teaching, reflecting, and assessing of all essential elements indicated on the PYP unit of inquiry template.
- All teachers, including our "specialists" (Music, French, Art, etc.) should have increasing involvement in the assessment planning process.

Assessment in the Middle School (Brief Description)

Middle school assessments comprise of formative and summative assessments. Formative assessments to monitor students' progress and summative assessments at the end of two terms-one in September and one in February. Grade 10 have pre-mock and mock exams to prepare them for the formal board examinations.

Board Examination:

- Grade 6 – CIE Primary Checkpoint, October Session
- Grade 7 – CIE Secondary Checkpoint, April / May Session
- Grade 10 – CIE IGCSE Examination – Oct / Nov Session
- Grade 11 & 12-CIE A LEVEL Examination-May/June Session & October/November Session

Assessment in the Diploma Programme

PIS Statement of Philosophy

At Podar International School, we offer a continuum of educational programmes to all age groups. All the three programmes have a strong international dimension, broad range of subjects and provides opportunities for skill development to become life-long learners. The assessments in all these programmes are philosophically aligned and consistent in their approach to teaching, learning and assessment.

Assessment is the gathering and analysis of information about student learning. It identifies what students know, understand, can do, and feel at different stages in the learning process. It is a basis for ongoing reflection and evaluation of curriculum and instruction.

We believe assessment is integral with planning, teaching, and learning. It is essential to our goal of inspiring students to participate responsibly, successfully and with integrity in the global community. We do this by guiding them through the essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastery of skills, the development of attitudes and the decision to take responsible action. Through a variety of means, we strive to ensure that all members of the school community have an understanding of the reasons for the assessment, what is being assessed, the criteria for success and the method of assessment.

Purpose of Assessment

Assessment focuses on the quality of student learning during the process of inquiry and instruction and on the quality of the products of the learning. It helps gather evidence of and for learning. It assists the teachers to observe students in a variety of situations by implementing a wide range of assessment strategies. It helps to verify the teaching objectives against the learning outcomes.

It is how we analyse student learning and the effectiveness of our teaching and acts as the foundation on which to base our future planning and practice to improve teaching and learning and thus contribute to the efficacy of the programme. It also helps in informing the parents of the students' learning. It is the basis on which students seek admission for higher studies to universities and lends a quantitative measure of student achievement of academic goals.

Functions of Assessment

Assessment at PIS has three main functions:

I. It is seen as the main tool in reinforcing the teaching of the curricula goals. This function is achieved by:

- a) Using a balanced range of assessments – formative and summative.
- b) Incorporating assessment strategies in curriculum planning and unit plans.
- c) Conducting regular formative assessments to review component wise teaching and learning.
- d) Analyzing results to inform subsequent modification of teaching and learning strategies.

- e) Reflecting on students' level of comprehension at the end of the unit and result analysis.
- f) Using constructively, students' reflection sheets as a medium of engaging students in their learning and ascertaining student comprehension and using the information to modify teaching and achieve assessment objectives.
- g) Using formative assessment to understand students' comprehension levels of the necessary skills and develop students' capabilities.

II. A certification of achievement leading to a selection process for university admission. This function is achieved by:

- a) Giving extensive criterion-referenced feedback
- b) Providing subject wise scores on a point system of 1 through 7 as Examination Grade.
- c) Rendering objectivity to scores through a scale of pre-determined grade boundaries based on difficulty levels.
- d) Valuing the most accurate demonstration of student performance and not just averaging attainment grades over a reporting period, for informed prediction of grades.
- e) Assessing students on all components in term and final exams to use a broad range of assessments thereby increasing reliability and validity.

III. Differentiated information about student achievement (and hence teacher effectiveness) to inform the professional development of teachers. This function is achieved by:

- a) Using this information for assessing performance of teachers and their level of understanding of the bands of criterion-referenced assessment.
- b) Identifying the need for professional development and teaching resources based on bias in marking.
- c) Calling for marked scripts and using them as a tool for training teachers in consistent marking and reduction of bias arising in marking.

Principles of Assessment

Philosophy that underpins assessment principles and practices in the Diploma Programme

1. Assessment is a tool to reinforce the teaching of the curricular goals of the programme. In other words, assessments are based upon evaluating the aims and objectives of the course offered at school are attained through assessment.
2. Assessment of students' work is in relation to identified levels of attainment rather than in relation to the work of other students. Assessment is criterion-referenced.
3. When using criterion-related assessment, students' answers are placed where the majority of descriptors correspond to the students' work.
4. Assessments will enable students to recall, adapt and apply and transfer knowledge and skills to different contexts.
5. Assessed work may vary in its purpose and teachers are expected to use the full range of assessment activities. Teachers must inform students which criteria will be used to evaluate their work, both for internal assessment (IA) and external examination and assessment rubrics for formative assessments. Teachers must explain what is required for students to fulfill the criteria for any piece of assessed work.
6. Feedback to students should be prompt (within 5 working days of work being submitted) and supportive.
7. Assessment informs what students know, understand, can do and feel at different stages of the learning process.
8. Formative assessment will be used to provide feedback and inform instruction.
9. Summative assessment will be used to evaluate student achievement of course goals.
10. If student's submission of internal assessments is suspected of academic infringement or academic dishonesty, the practices laid down in the Academic Integrity Policy will be followed.
11. Assessment results and interpretations will be communicated to students and parents during open day, arranged for this purpose.
12. Based on student's written work and summative assessments, students may be referred for evaluation

Roles and Responsibilities

Supporting assessments- Expectations of the school

Students and parents can expect the school administration to

- Use assessment as a tool to measure the effectiveness of curriculum delivery.
- Undertake the responsibility of student learning and communication of all decisions concerning assessments.
- Motivate the teachers and learners to achieve academic goals.
- Conduct period assessments of learning in all subjects.
- Have a uniform comprehensive system of reporting (Managebac, Between Us, MS Teams)
- Organize schedules of all assessments (exhibition, extended essays, IAs).
- Arranging for a support system to evaluate learning needs and report outcome of interventions.
- Arrange for opportunities to develop staff and faculty so that teaching and learning is Up To Date.
- Prepare letters of recommendations to be used for applications to universities.

Supporting assessment-Roles and responsibilities of the DPC

The DP coordinator has to:

- Plan the calendar of school deadlines in collaboration with DP teachers and communicate it to teachers and students
- Monitor appropriate guidance to students for IAs, EE and TOK essays.
- Arrange for parent meetings in case of any non-submission from students.
- Monitor timely submissions from teachers of the assessed IAs.
- Plan the internal exams schedule in such a way that there are no subject clashes.
- Ensure that all students who wish to be registered pay the exam fees.
- Register students for the IB exam session.
- Request for inclusive arrangements by uploading relevant documents and convey the outcome to parents.
- Plan the seating for exams so that IB guidelines are followed.
- Plan for any special arrangements based on medical conditions (medical certificate to be obtained) or access arrangements (approval from IB).
- Request that parents must fill up the form given in the students' organization and submit it to the examination.
- Arrange for open days after reports are generated of school exams.
- Collect IB exam stationery and papers and after unpacking them, verify the correctness of number of question papers, arrange them in the exam strong room.
- Display exam posters in prominent places.
- Ensure exams are conducted following the academic integrity policy
- Conduct inquiry in case of suspected malpractice and communicate with parents and the IB.
- Upload all IAs, EEs, English HL Essays, TOK essays on IBIS portal.
- Enter predicted grades and marks on IBIS portal.
- Submit the request for result service and the legalization requests of results.
- Analyze results of the DP programme and ensure that it informs planning of the curriculum, teaching and learning and assessments.
- Monitor CAS progress.
- Convey and discuss any changes to assessment by IB.
- Download the IB results and make them available to students by sharing the PIN.
- Review the assessment policy along with the DP teachers

Supporting assessment: Expectations of the student

The teacher can expect the student to

- Be on-time to class and fully prepared with all the appropriate materials for class work and assessment activities;
- Respect others' right to learn and to collaborate constructively with peers;
- Submit any required work—homework, class work, assignments and projects, etc. on time and with due diligence
- Present work neatly and appropriately, i.e. general written work should be completed in blue or black ink, and diagrams should be in pencil and/or colored pencils.

Supporting Assessment: Expectations of the teacher

The student can expect the teacher to

- Clearly identify the requirements for each piece of work, providing students with task specific clarification of relevant assessment criteria/rubrics;
- Provide adequate time for students to complete any given each assessment task;
- Provide adequate access to any materials necessary for the successful completion of any assessment task;
- Assess all work appropriately and return it to students in good time.

Supporting Assessment: Expectations of the parent

The school encourages parents to offer constructive and positive support as their children complete their schoolwork; however, this support should not go so far as to compromise the authenticity of the child's work. The school recommends that:

- A student be provided with a quiet space at home and adequate time to complete their school work;
- A student has access to a computer;
- A student has Internet access and/or access to books/a library.
- Internet and library access is available on campus, both during and immediately after school hours.

School Assessments-Formative and Summative

Formative Assessments

Formative assessment tasks are embedded in the teaching and learning process and data is captured during classroom learning activities. Impromptu quizzes, lesson exit tickets to summarize what students have learnt on a class padlet, quick reflections on what was learnt in the previous class and jotting down learning in class notebooks all form part of the strategies a teacher uses to understand strengths and weakness and areas of the curriculum to revisit or work on scaffolding assessments further. Grades or marks are not awarded for formative assessments. Rubrics and checklists form the predominant tools used. Students are made aware of the objective of the assessment, the skills they achieve by doing the assessment and the criteria for success. The teacher maintains a record if students are at a basic level, demonstrating, achieving, or excelling at short intervals during the course of teaching a unit. Students are also encouraged to become independent by participating in peer assessments and self-assessments so that they understand what successful work looks like for each task they are doing.

Summative Assessments

Summative assessments are carried out twice in a year as term exams after the first term and the end of year assessments called the final exams. The pattern of assessment will be based on the IB pattern of assessments. The weighting of each component and the maximum marks allotted are shared with students. All subjects selected by the student are assessed using the criteria and the bands of grade descriptors, which are then translated in a single 7(high)-1(low) grade. Each subject has specific criteria and these criteria are measured on numeric scales, which differ by subject and course (HL/SL).

Standardization Process in Summative Assessments

The role of the teachers in the standardization process is to:

- Assess each component individually with a mark scheme as the basis for it.
- Make final judgments of criteria levels of their own students' achievement

- Collate samples for the standardization process and provide copies to other teachers
- Meet to discuss their judgments of a sampling of students' achievement based on the evidence they have
- Have, through discussion and clarification, come to an 'agreed' judgment of each student's achievement in relation to criteria.
- This may not always be achieved, but the aim is to reach a greater level of consensus over time.

The role of the Heads of Department in the standardization process is to

- Collect a range of samples of assessed transcripts from the teachers, i.e., three from the top, three from the middle and three from the bottom
- Keep a record of the process and retain annotated samples with the consensus reached until the standardization process is over.
- Arrive at component wise grade boundaries in collaboration with the subject teachers.
- Consider the type of questions, the course level, difficulty level and the time period when the exam is conducted (term or final).
- Calculate the overall grade boundaries after taking into account the IB established grade boundaries of the latest examination session.

Assessment Practices

The school uses a range of assessments as under, both formative and summative. Some types of assessments are used to gauge student prior knowledge.

1. Essays
2. Experimental investigations
3. Fieldwork
4. Group and Individual oral presentations
5. Oral commentaries
6. Multimedia presentations
7. Multiple choice style questions and quizzes
8. Journals
9. Studio work
10. Class debates
11. Tests and examinations
12. Exhibitions
13. Student lecture/learning
14. Interdisciplinary learning

Assessments practice guidelines followed at PIS

Assessments should:

1. Receive feedback that is positive and constructive to improve the quality of student work and help them feel in control of the learning process.
2. Provide a wide variety of different assessment opportunities and to be relevant and motivating to students
3. Measure what students understand, what they can do and what they know
4. Be both formative (to assist students in building understanding, skills and knowledge)
5. and summative (to assess students' acquired understanding, skills and knowledge)
6. Be continuous and embedded in teaching and learning to diagnose student needs and to plan the next steps in instructions and modify them if required.
7. Allow students to evaluate their progress and set targets for improvement.
8. Allow the school to evaluate the measure of success in meeting specific learning objectives.
9. Should be consistent with criterion-related assessment and decimals and fractions not being used at school.

Assessment tools and strategies

How do we collect and analyze the data?

Assessment strategies and tools form the basis of a comprehensive approach to assessment and represent the students' answer to the question "How will we know what we have learned?"

The strategies are the methods or approaches that teachers use when gathering information about a student's learning. Teacher's record this information using a variety of tools, which are the instruments used to collect data.

When choosing appropriate strategies, it is important to take into consideration which tools are most applicable and relevant to that strategy. This helps to ensure that an effective assessment of the learning experience takes place. A variety of strategies and tools should be used as under.

Assessment strategies and tools					
Assessment tools \ Assessment strategies	Rubrics	Exemplars	Checklists	Anecdotal records	Continuums
Observations	✓		✓	✓	✓
Performance assessments	✓	✓		✓	✓
Process-focused assessments	✓		✓	✓	✓
Selected responses		✓	✓		✓
Open-ended tasks	✓	✓		✓	✓

Strategies

The strategies in figure above have been identified as central to the assessment process. They cover a broad range of approaches, from the more subjective and intuitive to the more objective and scientific. It is essential that they be seen as a package since they have been selected to provide a range of approaches and therefore to provide a balanced view of the student.

Assessment Strategies	
Observations	All students are observed often and regularly, with the teacher taking a focus varying from wide angle (for example, focusing on the whole class) to close up (for example, focusing on one student or one activity), and from nonparticipant (observing from without) to participant (observing from within).
Performance assessment	The assessment of goal-directed tasks with established criteria. They provide authentic and significant challenges and problems. In these tasks, there are numerous approaches to the problem and rarely only one correct response. They are usually multimodal and require the use of many skills. Audio, video and narrative records are often useful for this kind of assessment.
Process –Focused assessments	Students are observed often and regularly, and the observations are recorded by noting the typical as well as non-typical behaviours, collecting multiple observations to enhance reliability, and synthesizing evidence from different contexts to increase validity. A system of note taking and record keeping is created that minimizes writing and recording time. Checklists, inventories and narrative descriptions (such as learning logs) are common methods of

	collecting observations.
Selected responses	Single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment.
Open – ended tasks	Situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution.

Frequency of Formative and Summative Assessments

To gauge prior knowledge of students, at the beginning of the academic year, icebreaker sessions are conducted to help teachers find out the prior knowledge of students and adjust the teaching to cater to all students. This may also feed into formative assessments.

Formative assessments are conducted during class time when learning is underway-beginning, middle and end of a lesson or before a summative assessment. Monthly progress is assessed through home assignments on which feedback is given.

Summative assessments are conducted biannually- at the end of the first term in Oct/Nov and at the end of the academic year in March.

Assessment and Inclusion

Constructive feedback on assessments is given to students to motivate them to attain their personal academic goals, in keeping with the school mission statement. Regular and periodic assessments inform of any special learning needs of students. Timely intervention achieves students' success in examinations. Summative assessments provide information of support requirements which are then shared with the school counsellor. After consent from parents, the school counsellor conducts sessions and reports to the inclusion coordinator and the DPC. Evaluation reports are submitted by the inclusion coordinator to the DPC. To make assessments accessible, all recommendations are followed so that the student is able to take examinations with access arrangements.

Approval to get the recommendations proposed for IB exams is processed by the DPC on IBIS. The access arrangements for exams approved is communicated to parents and student. Care is taken to observe that exam conditions are followed as stipulated by IB.

Overview of types of Assessments

	Assessment to find out prior knowledge	Formative Assessment (Assessment for learning)	Summative Assessment (Assessment of learning)
What?	Learning about student's linguistic background, student's skill, knowledge and personal interest	A planned process or evaluation in classrooms through class activities which is used by teachers to inform curriculum and adjust ongoing teaching.	Documenting individual attainment through formal exams to assess learning by fitting responses to grade descriptors
Why?	To design curriculum to meet student needs To determine student's entry point to the correct course(HL/SL/ab initio)	To provide timely feedback to students To monitor progress To inform curriculum and make adjustments to suit student's learning needs For students to plan their learning and be responsible for it.	For reporting grades Teacher accountability University entrance
How?	Grade 10 result data Informal icebreakers or games geared to evaluate linguistic competence Survey of languages known and other strengths and weakness	Observations, Peer evaluation, self-evaluation, Class participation and contribution to discussions Spot quizzes Performance assessments, Open-ended tasks, process focused	Mini summative tests Term exams Final exams at the end of grade 11 Mock exams

		assessments, selected responses, student reflection on learning	
When?	Beginning of school year when new students arrive in June	When learning is underway- beginning, middle and end of a lesson or before a summative assessment	End of a unit and end of the academic year

Internal IBDP Assessments

Internal Assessments (IA) Practices

1. Periodic internal assessment status reports are obtained from teachers for follow up action.
2. Most internal assessments are integrated in classroom teaching.
3. Independent learning time is given to students in the timetable so that they can work on feedback on internal assessments.
4. Internal assessments focusing on skills development can also contribute to formative assessment.
5. Teachers orient students on the IA process and explain the task expected of them. Assessed exemplars from the IB website are shared with students so that they understand the criteria better. One draft is submitted by the students on which they receive feedback. Teachers discuss the work and advise the students in internal assessment but the final output should be the individual work of the student.
6. Group activities, in some instances, are permitted as a basis for internally assessed work after the consent of the teacher. All written work should however be the student's individual work.
7. The school is indemnified against all instances of malpractice as stated in the Academic Integrity Policy.

External IBDP Assessments

Assessment of English HL Essay, TOK and Extended Essay

The calendar of school deadlines specifies the submission dates of the draft and final English

HLE. This component is externally assessed by the IB.

The calendar of school deadlines and the EE handbook gives the dates of the conduct of the IA and the draft and final submission of the TOK Essay in case of Theory of Knowledge assessment. One feedback with annotations is given for both TOK and EE by teachers and EE supervisors.

The dates of the formal sessions with EE guides, check in sessions, submissions of drafts and the final EE is given in the EE handbook in detail.

These assessments are not included in reporting to parents formally as they are externally assessed by IB. The school deadline for both TOK & EE is 31st January for the May examination session, during which period the IB final exams are held.

Three bonus points are awarded between the TOK & EE as per the following matrix given by the IB

Three formal meetings are scheduled by the EE coordinator for all students to meet their supervisors for Extended Essay. Students and supervisors maintain a record of the discussions and step forward had during the formal meetings.

Apart from this, students also have informal check-in sessions with their supervisors.

The final formal meeting is a reflection and celebration of the work achieved by the student whose reflection is recorded.

ToK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

Assessment of Creativity Activity Service (CAS)

Completion of CAS requirements i.e. a consistent engagement with all CAS learning outcomes for at least one and half years of the two year programme and documentation of the CAS experiences must be completed by students for the DP coordinator to mark completion and submit on IBIS.

There are no grades awarded for the CAS programme. However, it makes for an enriching experience which students express in university essays and carry memories of their CAS projects with them for life.

Subject-wise details of internal assessments

As part of the final IB Exam, all subjects and courses have an internal assessment component which has around 20% to 30% weighting as under. This table gives the percentage weighting as per the full syllabus and not the reduced syllabus.

Group	Subject	Internal Assessment	Percentage	Remarks
1	English A: Lang & Lit	Individual Oral	HL-20% SL-30%	Supported by an extract from both, one non-literary body of work and one from a literary body of work.
2	French B Hindi B, Spanish ab initio	Individual Oral	Language B- 25% Ab initio-25%	<p>HL-A conversation with the teacher based on an extract from one of the literary works studied in class followed by discussion based on one or more of the themes from the syllabus.</p> <p>SL-A conversation with the teacher, based on a visual stimulus, followed by discussed based on an additional theme.</p> <p>Ab initio- A conversation with the teacher, based on a visual stimulus and at least one additional course theme.</p>

3	Economics	Commentaries	2022- HL-20% SL-30% 2021- HL- SL-20%	2022- A portfolio of three commentaries based on different units of the syllabus(excluding the introductory unit)and on published extracts from the news media. Each of the three commentaries should use a different key concept as a lens through which to analyze the published extracts (Max. 800 words for each commentary) 2021- A portfolio of three commentaries, based on different sections of the syllabus and on published extracts from the news media (Max. 750 wordsX3)
	Psychology	Experimental Study	HL-20% SL-25%	A report on an experimental study undertaken by the student
	Business Management HL/SL	HL-Research Project SL-Written commentary	HL-25% SL-25%	HL-Students research and report on an issue facing an organization or a decision to be made by an organization (or several organizations)
				Maximum 2000 words SL-Written commentary based on three to five supporting documents about a real issue or problem facing a particular organization. (Maximum 1500 words)
	History	Historical Investigation	HL-20% SL-25%	Students are required to complete a historical investigation into a topic of their choice.
4	Physics	Individual Scientific investigation	20%	Covers objectives 1,2,3 and 4
	Chemistry			
	Biology			
	ESS	Individual investigation	25%	Covers objectives 1,2,3 and 4
	Comp.Science	Solution	HL-20% SL-30%	Students are required to produce a solution that consists of a cover page, the product and the documentation. The focus of the solution is on providing either an original product or additional functionality to an existing product for a client.
5	Math AA HL Math AA SL Math AI HL Math AI SL	Mathematical exploration	AA HL/SL-20% AI HL/SL-20%	AA & AI HL/SL- This is a piece of written work that involves investigating an area of mathematics
6	Visual Arts	Exhibition	HL-40% SL-40%	HL- Students at HL submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication. <ul style="list-style-type: none"> • HL students submit a curatorial rationale that does not exceed 700 words. • HL students submit 8–11 artworks. • HL students submit exhibition text (stating the title,

				context, justifies its inclusion in the exhibition and links to the IA prompt (maximum 950 words) • Appropriate citations and references.
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Calendar of Student Deadlines

All Internal Assessment, EE and TOK orientations, drafts and final submission expectations are planned in the first term of the academic year of the IBDP Programme. The same is communicated to students and parents through the IBDP student parent handbook. Practice IAs or mini IAs are also scheduled in the calendar. Mock Individual orals are also planned ahead. When the draft IAs are submitted, clear instructions are given that the practice and mock IAs cannot be considered.

Practice and Mock individual orals are also based on different source documents and visual stimuli for Group 1 and Group 2 subjects.

Calendar of student deadlines

Class of 2022		
Year 1		
June 2022		
Group	Month & Year	Details
General		Orientation on the IBDP programme
Group 4 (Physics, Chemistry, Biology, ESS, Computer Science)	16th June	Subject specific orientation
Group 1 (English A:Lang & Lit)	17th June	Subject specific orientation
Group 5 (Math AA, AI HL/SL)	17 June	Subject specific orientation
Group 6 (Visual Art)	17th June	Subject specific orientation
TOK,CAS, Subject selection	18th June	TOK & CAS Orientation &Subject selection discussion
Group 2 (French Lang B, Spanish ab initio, Hindi Lang B)	18th June	Subject specific orientation
Group 3 (Economics, Psychology, BM, History)	18th June	Subject specific orientation
General		Orientation on various policies
July 2022		
Group 2: French Lang B, Spanish ab initio,Hindi Lang B	7h July	Introduction to individual oral criteria and guidelines
Group 4 Computer Science	20th July	Criterion A: Planning
Group 5		-
Group 6: Visual Art HL/SL	21st July	Comparative study-3 screens(formal analysis)

August 2022		
TOK	19th August	Briefing on TOK Exhibition and assessment criteria
Group 6: Visual Arts	20th August	Studio Project 1, Completed process portfolio screens
September 2022		
Group 2: French Lang B, Spanish ab initio, Hindi Lang B	Mid Sept	Practice Individual oral
Group 1: English HL & SL	1st Sept- HL 5th Sept-SL	Introduction to individual oral presentation criteria and guidelines
Group 6: Visual Arts	6th Sept	Comparative Study-3 screens(Cultural Significance)
Year 1 Terminal Examination 5th Oct., 2022-20th Oct., 2022		
Open Day to follow		
November 2022		
Group 4: Computer Science	9th Nov	Criterion B: Solution Overview
(EE Generic)	Mid Nov	Extended Essay Introduction
EE(Group 4 & Group 6)	Mid Nov	Subject specific presentation and interpretation of Assessment criteria
EE(Group 3)	Mid Nov	Subject specific presentation and interpretation of Assessment criteria
EE(Group 1)	Mid Nov	Subject specific presentation and interpretation of Assessment criteria
EE(Group 2 & Group 5)	Mid Nov	Subject specific presentation and interpretation of Assessment criteria
Group 6: Visual Arts HL/SL	30th Nov	Studio Project 2, Completed Process portfolio screens Comparative Study 3 screens, criteria-Function and Purpose
December 2022		
Citing & Referencing Workshop and subject specific exercises	2nd Dec onward	Presentation on IB Publication, MLA8 & School Academic Integrity Policy
Group 3: Economics	10th Dec.	Introduction to IA, criteria, practice commentary
Group 3: Business Management	12th Dec	Introduction to Criteria of IA & practice
Group 1: English HL	1st- 17th Dec	Practice IO
Group 6: Visual Arts	18th Dec	Studio Project 3, Completed Process portfolio

		screens
January 2023		
Group 3: Business Management	4th Jan	Finalising topic and Research Question
TOK	4th to 25th Jan	Submission of TOK Exhibition Plan for approval
Group 3: History	15th Jan	Orientation on historic investigation
Group: 1 English SL	20 January Onwards	Practice IOs
Group 4: Physics, Chemistry, Biology, ESS	23rd Jan	Orientation of Practice IA
Group 6: Visual Arts HL/SL	23rd Jan	Comparative Study 3 screens, (Compare and Contrast)
Group 1: English HL	29th Jan	HL essay- Orientation of assessment criteria and guidelines
February 2023		
Group 3: Economics	2nd February 2023	Commentary 1
EE- General	Mid Feb	Finalization of EE Topic and submission of consent forms

Year 1 Final Examination : 22nd February 2023-5th March, 2023		
Open Day- 31st March, 2023		
Year 2		
April 2023		
Group	Month & Year	Details
Group 3: Psychology	16th April	Briefing of IA criteria
Group 3: History	16th April	Briefing of assessment criteria and sharing exemplars
EE(Generic)	April end	Submission of first reflection form(initial ideas) & review

June 2023		
Group 3: Psychology	3rd June	Finalization of study to be replicated
Group 4: ESS	7th June	Choosing the issue for the IA and focusing on an aspect
Group 1: English HL	21st June	HL Essay -Draft submission
Group 4: Computer Science	21st June	Criterion C: Development
Group 6: Visual Arts	23rd June	Studio Project 4, Completed Process portfolio screens
TOK	30th June	Final commentary submission

July 2023		
Group 6: Visual Art	9th July, HL& SL	Comparative Study 3 slides, criteria- Compare & contrast and 3 artworks in one slide. Process portfolio screens & Studio work – Project 1 and 2.
Group 3: Economics	19th July	Commentary 2
TOK	End July	Final TOK Exhibition
August 2023		
Group 5: Mathematics AA/AI HL & SL	09 August	Approval of exploration topic
Group 3: History	13th Aug	Submission of draft HI
Group 4: ESS	16th August	Execution of Individual Investigation
EE General	18th August	Interim Reflection form 2 & Draft submission along with checklist for EE draft
Group 4: Computer Science	23rd August	Criterion D: Functionality & Extensibility
Group 6: Visual Arts	25th August	Studio Project 5, Completed Process portfolio screens

September 2023		
EE- General		Review of draft of EE and feedback
Group 5: Mathematics AA/AI HL&SL	02 September	Approval of outline plan of action of the exploration
TOK	8th September	Unpacking of essay titles
Group 4: Computer Science	24th September	Criterion E: Evaluation
Group 4: Computer Science	27th September	Computer Science IA Final Submission (.zip)
Group 6: Visual Arts	29th September	Studio Project 6, Completed Process portfolio screens

Year 2 Terminal Examination		
October 2023		
Group 6: Visual Art	8th October	Process portfolio screens & Studio work – Project 3, 4 and 5

TOK	15th October	Draft essay
EE General	End October	Interim Reflection form 2 & Draft submission along with checklist for EE draft
Open Day		
Diwali Vacation		
November 2023		
Group 3: BM SL	15th November	Draft-Written Commentary - SL
Group 3: BM HL	17th November	Draft-Written Report-HL
Group 3: History	22nd November	Final HI submission
Group 4: Biology HL/SL	26th November	Individual investigation
Group 4: Chemistry HL/SL	26th Nov HL and SL	Individual investigation
Group 4: ESS	29th Nov	Individual investigation
Group 6: Visual Art	29th Nov	Studio Project 7, Completed Process portfolio screens
EE: Group 1, Group 2, Group 3, Group 4, Group 5, Group 6	Nov End	Review of Draft and feedback
December 2023		
EE - General	1st December	Submission of Final EE, Checklist for final presentation of EE
Group 3: Economics	1st December	Commentary 3
Group 1: English HL	3rd December	Final HL Essay submission
Group 6: Visual Art HL	11th Dec	Comparative Study, Criteria F screens(HL)
EE - General	15th December	EE Viva Voce, EE IB Cover, EE form 3: Final Reflection
Group 5: Math AA & AI HL	20 December	Mathematics Exploration
Group 4: Physics L/SL	30th December	Individual investigation
EE: Group 3, Group 4(con'd)	December End	Review of Draft and feedback
January 2024		
Group 3: Psychology		Study Report HL/SL

Group 3: Business Management HL and SL	21st January	Final Submission
Group 6: Visual Arts	21st January	Studio project 8, Completed process portfolio screens
TOK	29th January	Final Essay
EE: Group 1, Group 2, Group 3, Group 4, Group 5, Group 6		Submission of Final EE with checklist for final presentation of EE
EE: Generic		Viva Voce and final reflection

February 2024		
Group 1: English HL& SL	2nd February onwards	Final Individual Orals
Group 2 :French B SL, & Spanish B SL /Spanish ab initio/Hindi	22-24 Feb	Final Individual Orals
Group 6: Visual Art(HL)	25th Feb,	Completed Process portfolio screens – Project 9, 10 HL
Group 3 & Group 4(con'd)	Mid Feb	Submission of Final EE with checklist for final presentation of EE
EE: Generic		Viva Voce and final reflection

March 2024		
Group 6: Visual Art	23rd March	Exhibition

Year 2 Mock Examination- March 2022

IBDP Final Examination-May 2022

Internal Assessment Responsibilities of teachers

1. Teachers must follow IB guidelines given in the subject guides, and TOK guide to orient students about the IA tasks.
2. Getting students to internalize the assessment criteria through assessing exercises of exemplars and sharing of examiner reports of past years.
3. Adhering to the school internal deadlines as laid down in the Calendar of Deadlines.
4. Raising concerns about specific students who may not be able to adhere to deadlines in their subjects well in advance so that corrective action can be taken by the coordinator through parental cooperation and involvement.
5. Completing all IB forms which are to be uploaded along with the IA.
6. Assessing all IAs using the criteria accurately to be able to factorize the IA grades accurately taken along with the other components of a subject to be able to predict final grades in the subject.
7. Annotating IAs in subjects which require annotations for better understanding of criteria wise marks awarded.

Consequences of not adhering to school deadlines of Assessments

- Parents will be informed about the non-submission by the subject teacher with a copy marked to the coordinator, in which an explanation will be sought for the delay.
- If the explanation is valid, i.e., medical grounds or bereavement, an extension will be given depending on the work pending to be done.
- If the explanation is not given or is invalid, a meeting will be sought with the parent and student in which the subject teacher and the DPC will be present.
- Student will be then kept back after school and under supervision, made to complete the internal assessment.

Exam Specific Guidelines for all summative exams on campus and for virtual exams On Campus exams:

- Students must enter the examination hall 15 minutes prior to the commencement of exam in a quiet and orderly manner. Those who are not seated well in time and ready for the exam forfeit the reading time of 5 minutes. They are allowed to enter only after the instructions are read out by the invigilator and the reading time is over. This can prove costly as they will not get the time to read and process the question before attempting it. They will miss out on important instructions if any. This will also result in losing writing time in the multiple-choice exams of Group 4 subjects (Paper 1), as there is no reading time for this component.
- Mobiles or any electronic gadget must be submitted and must not be found with the student during the examinations. A watch must be worn at all times to keep track to time.
- No form of refreshment, except water carried in a re-sealable container, may be taken into the examination room
- It is always wise to bring a lunch pack, especially if two sessions of examinations are there.
- Students will not be allowed to leave the school premises once they have come in.
- Students must ensure that they carry GDC/ sufficient stationery for the exams. No borrowing will be allowed during examinations.
- Only transparent pouches will be permitted.
- Students must remain seated until permission is given to leave the examination room.
- The instructions of the examination invigilator must be obeyed. The examination invigilator has the right to take necessary action if any student's behavior is interfering with the proper conduct of the examinations
- Students must be attired in the dress code followed at school of which they are aware.
- No additional time will be allowed for students arriving late for the examination.
- During a temporary absence, a student must not take any material out of the examination room, have access to material during the absence, or return with any material.
- During the examination, and at other times specified by the examination supervisor, a student must not communicate with any other candidate. Failure to observe this regulation may constitute malpractice, resulting in no grade being awarded for the examination.

- If a student finds that he or she has accidentally taken unauthorized material (papers, books, notes of any kind) into an examination, this material must be given to the examination supervisor immediately. Failure to do so may lead to no grade being awarded for the examination.
- Students will not be allowed to leave the examination room during the first hour or during the last 15 minutes of any examination. If the duration of the examination is less than one hour 15 minutes, students will not be allowed to leave during the examination.
- If a student leaves the examination before the scheduled finishing time, the student will not be allowed to return.
- Guidelines of social distancing and wearing a mask at all times is mandatory.
- Submission of the self-declaration google form a day prior to each exam is mandatory
- Students will not linger in the hallway during the waiting time between two exam sessions. They must sit only in the assigned room.
- The seating plan will be posted on assembly tile a day prior to each exam.

Virtual Exams

- Exam timings- Class assembly- Microsoft team or as instructed.
 - Session 1 will begin at 8.30. Students will report 10 minutes before that.
 - Session 2 will begin as per the timings mentioned on the timetable.
- In Every Session:
 - First 15 mins are for attendance and instructions,
 - Last 15 mins are to check and collect the answer uploads
- Keep your camera on all the time.
- Answer questions as per the instructions on the paper.
- Write your answer to each question on a ruled A4 size paper. (Do not type).
- Use a black or dark blue pen.
- Write your name, grade, division and roll number at the top of the page.
- Write correct page number on the top right corner of each page and indicate the final page.
- Do not use an erasable pen or correction fluid.
- Begin the paper on the start time specified by the invigilator.
- You will be informed five minutes before the end time.
- Stop writing when the end time is announced by the invigilator.
- Scan your answer paper and upload using the QR code.
- Ensure that the scanned answer script is clear and legible.
- The first scanned script will be considered as final submission in case of multiple submission from the same candidate
- Academic integrity must be maintained at all times.
- If students attempt to move tabs, their screen will be locked and they will lose on time.
- In case of suspected malpractice grades will be withheld.
- Parents should ensure that students should use only one gadget for the exam and academic integrity is maintained.
- In case of any technical assistance required, you are expected to contact your respective coordinators who will direct you to the allotted ICT teacher.

Absenteeism during examination

Students who remain absent for any examination must inform the school in advance as far as possible. If not, at least a phone call on the day of the exam from the parent is expected. A rescheduling of the exam missed may be possible if valid reasons and documents are furnished, after taking approval from the Head of School.

Grading and Marking of Summative Assessments

Summative assessments are carried out twice in a year as term exams after the first term and the end of year assessments called the final exams. The pattern of assessment will be based on the IB pattern of assessments. The weighting of each component and the

maximum marks allotted are shared with students. All subjects selected by the student are assessed using the criteria and the bands of grade descriptors, which are then translated in a single 7(high)-1(low) grade. Each subject has specific criteria, and these criteria are measured on numeric scales, which differ by subject and course (HL/SL).

Overall Grade Descriptors (subject group wise) on a scale of 7 as defined by the IB is as under.

Appendix 1 has the detailed subject-wise grade descriptors.

Grade	Level
7	Excellent
6	Very Good
5	Good
4	Satisfactory
3	Mediocre
2	Poor
1	Very Poor

Recording and Reporting of Summative Assessments

Once all the transcripts are graded, teachers complete the data entry on the school's intranet platform, proserver. The students' total grade arrived at is the sum of grades obtained in 6 subjects, i.e., grades are awarded out of a possible maximum of 7 grade points in each subject and a maximum consolidated grade point of 42.

Comments are entered under two headings, 'progress' and 'areas for development'. Consolidated reports cards are generated along with comment sheets.

Students' knowledge, skills and understanding are reported periodically to parents verbally and in writing sharing feedback with students and parents. The next steps towards gaining the required skills and the success criteria for a particular task or unit is explained. Students are given the opportunity to reflect on their performance after a summative assessment.

Open days are organized two weeks after the last day of the examination. There are two formal open days during the year, after the term exams and after the final exams. In the virtual environment open days are held at the end of each month to report on attendance, progress and areas for improvement.

Open days are attended by parents and students with the teacher and the DPC. The comments for each subject with student progress and areas for improvement are provided to parents and students. Positive and constructive feedback is given in the open day at the end of grade 11 final exam along with the grades attained in each subject and course so that students and parents are informed of the learning levels attained. Corrective actions and extra reading are suggested for the summer break. Rewriting answers and reworking problems are also advised as and when necessary. In extreme cases of short term or long-term medical issues, grade improvement exams are conducted with approval from the Head of the School. The purpose of reporting is to always keep the students' best interests in mind and to ensure that there is tangible progress in future assessments.

Cross Referencing with other policies

Links with other policies of PIS

The Assessment Policy has reference to the Academic Integrity Policy (malpractice and other infringements), the Language Policy (Assessment at entry level to determine course level), Inclusive Arrangements Policy (Based on summative assessments, a referral may be submitted for evaluation and authorization of inclusive arrangements by IB)

Assessment and Academic Integrity

All assessments are conducted in complete adherence to the school Academic Integrity policy. This is followed for home assignments, formative assessments, summative assessments, all diploma requirements like IA, EE, TOK & CAS.

All final submissions are run through the Turnitin software to detect similarity index which may give rise to suspicion of malpractice. The consequences of indulging in malpractice is clearly communicated with students as the academic integrity policy is published in the IBDP Handbook and shared with students.

Assessment and Language Policy

All students' language needs are considered while creating and conducting assessments. All teachers are viewed as language teachers at school and implement the language policy in their subject areas as under.

Group	Subjects	Description of practices
3	Economics/Psychology/Business management, History	Use of command terms are explained and assessed. Key terms in case studies are discussed
4	Physics/Chem/Biology/ESS/CS	Use of command terms, scientific terms are explained in layman's language, framing of Research questions, structuring of data collected to communicate results
5	Mathematics	Use of command terms, mathematical functions and vocabulary
6	Visual Arts	Local language and culture exploration through art
Core	CAS	Evaluating of the CAS learning outcomes and understanding of creativity, activity and service
Core	EE	Framing of Research questions as part of the assessment criteria
Core	TOK	Knowledge questions like Do people who speak different languages think differently? Language as a method and tool

Assessment and Inclusive Policy

Assessments are made accessible to all students as per the school inclusive policy. The provisions and guidelines outlined by the inclusion policy is referred to and adhered to for all assessments.

Principles underpinning predicted grades

The IB requires predicted grades of students to be submitted subject-wise before the final Board examinations. The subject teachers must arrive at a predictive grade by November of grade 12 which is required by universities to be received along with students' applications to undergraduate programmes. The process of prediction is governed by the requirement to be as accurate as possible to the actual grade that the student will attain in the IB exam in May.

Summative assessment grades, term exam grades, final exam grades and mock exam grades feed into the predicted grades. They have to be realistic and achievable by the student. Hence there are many factors that go into the computation apart from summative exam grades over the course of the programme. Predicted grades may look like a number but it is a commentary on several factors like good study habits, timely submissions of assignments and the motivation to succeed.

The predicted grades to be entered on IBIS is arrived at by matching subject group wise grade descriptors published by the IB (2017) to the knowledge, skills and understanding attained by students at the end of the two year programme. Internal assessment scores are also factorized in this evaluation.

Therefore, two sets of predicted IB Diploma grades are computed on separate occasions in Year 12, depending on the time frame in which they are required and their purpose. These two sets of predicted grades are likely to be similar but not necessarily identical.

1. IBO Predicted Grades: Oct/Nov (of DP 2nd year)

In Oct/Nov of Year 12 predicted grades in each subject are computed on request by the student to the coordinator to be sent to universities and entered in UCAS or Common Application form. The primary function of these grades is to act as a prediction which includes grading of internal assessment and gives universities a yardstick by which to measure the student's suitability to a course or which fulfills the acceptance requirement to a university. The predicted grade gives a fair measure of the student's potential. A realistic set of predicted grades helps the student to select more appropriate institutions so when the results are released in July, they would have a university place secured.

2. IBO Predicted Grades: Entry on IBIS (in April, a fortnight before IB exam)

Final predicted grades are entered on the IBIS portal to communicate the school arrived at predicted grades to the IB.

Requirements of the IB Diploma

The IB Diploma is not awarded if

1. CAS requirements have not been met.
2. Candidate's total points are fewer than 24.
3. An N has been given for theory of knowledge, extended essay or for a contributing subject.
4. A grade E has been awarded for one or both of theory of knowledge and the extended essay.
5. There is a grade 1 awarded in a subject/level.
6. Grade 2 has been awarded three or more times (HL or SL).
7. Grade 3 or below has been awarded four or more times (HL or SL).
8. Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9. Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

Implementing, Evaluating and Reviewing the Assessment Policy

The Assessment Policy is a working document and is live in every aspect of teaching and learning. Its implementation is in sync with all types of assessments, purpose and recording and reporting methods of grades. It is communicated to the wider community by publishing it in the IBDP Handbook and the Faculty Handbook. It is saved and distributed to the staff through the staff tile on MS Teams.

Review and Communication Process – The Assessment policy is reviewed every 3 years, or when there are changes in the IB policy/stipulations or as and when required. The Senior Leadership Team along with the Heads of Department and Inclusion team review and then revise the assessment policy. The Heads of department in turn take it to their respective departments for discussion and feedback. The revised all school assessment policy (which is in line with the IB guidelines) is approved and finalized by the Senior Leadership Team for day to day implementation.

Annexure-1 - SUBJECT GROUP-WISE GRADE DESCRIPTORS

Group 1- Studies in language and literature

Grade 7

Demonstrates: excellent understanding and appreciation of the interplay between form and content in regard to the question or task; responses that may be convincing, detailed, independent in analysis, synthesis and evaluation; highly developed levels of expression,

both orally and in writing; very good degree of accuracy and clarity; very good awareness of context and appreciation of the effect on the audience/reader; very effective structure with relevant textual detail to support a critical engagement with the thoughts and feelings expressed in the work(s).

Grade 6

Demonstrates: very good understanding and appreciation of the interplay between form and content in regard to the question or task; responses that are, mainly, convincing, as well as detailed and independent to some degree, in analysis, synthesis and evaluation; well-developed levels of expression, both orally and in writing; good degree of accuracy and clarity; good awareness of context and appreciation of the effect on the audience/reader; effective structure with relevant textual detail to support a critical engagement with the thoughts and feelings expressed in the work(s).

Grade 5

Demonstrates: good understanding and appreciation of the interplay between form and content in regard to the question or task; responses that offer generally considered and valid analysis, synthesis and/or evaluation; good levels of expression, both orally and in writing; adequate degree of accuracy and clarity; awareness of context and appreciation of the effect on the audience/reader; clear structure with relevant textual detail to support an engagement with the thoughts and feelings expressed in the work(s).

Grade 4

Demonstrates: adequate knowledge and understanding of the question or task; responses that are generally valid in analysis and/or synthesis; satisfactory powers of expression, both orally and in writing; few lapses in accuracy and clarity; some awareness of context and appreciation of the effect on the audience/reader; a basic structure within which the thoughts and feelings of the work(s) are explored.

Grade 3

Demonstrates: some knowledge and some understanding of the question or task; responses that are only sometimes valid and/or appropriately detailed; some appropriate powers of expression, both orally and in writing; lapses in accuracy and clarity; limited awareness of context and appreciation of the effect on the audience/reader; some evidence of a structure within which the thoughts and feelings of the work(s) are explored.

Grade 2

Demonstrates: superficial knowledge and understanding of the question or task; responses that are of generally limited validity; limited powers of expression, both orally and in writing; significant lapses in accuracy and clarity; little awareness of context and appreciation of the effect on the audience/reader; rudimentary structure within which the thoughts and feelings of the work(s) are explored.

Grade 1

Demonstrates: very rudimentary knowledge and understanding of the question or task; responses that are of very limited validity; very limited powers of expression, both orally and in writing; widespread lapses in accuracy and clarity; no awareness of context and appreciation of the effect on the audience/reader; very rudimentary structure within which the thoughts and feelings of the work(s) are explored.

Group 2- Language Acquisition

Language B (SL)

Grade 7

Students speak clearly, fluently and naturally; use a varied and idiomatic range of language accurately; handle ideas effectively with active and full interaction; demonstrate a very good understanding of the meaning and purpose of written texts; have little difficulty with more difficult questions; write detailed texts demonstrating a very good command of vocabulary and complex structures with a very good level of grammatical accuracy; adapt their writing effectively to suit the intended audience and purpose; express their ideas and organize their work coherently and convincingly.

Grade 6

Students speak mostly clearly and fluently; use a varied range of language mostly accurately; handle ideas mostly effectively, with generally full interaction; demonstrate a good understanding of the meaning and purpose of written texts; have some difficulties with more difficult questions; write fairly detailed texts demonstrating a good command of vocabulary with a good level of grammatical accuracy; adapt their writing appropriately to suit the intended audience and purpose; express their ideas and organize their work coherently.

Grade 5

Students speak generally clearly; use a basic range of language correctly; handle ideas adequately with full interaction at times; demonstrate an adequate understanding of the meaning and purpose of written texts; have some difficulties with almost all difficult questions and some average questions; write texts demonstrating an adequate command of vocabulary with an adequate level of grammatical accuracy; show a reasonable ability to adapt their writing to suit the intended audience and purpose; express their ideas and organize their work appropriately.

Grade 4

Students speak hesitantly and at times unclearly; use a simple range of language correctly at times; handle ideas with some difficulty and with fairly limited interaction; demonstrate some understanding of the meaning and purpose of written texts; have difficulties with questions of average difficulty; write texts demonstrating a basic command of vocabulary and some awareness of grammatical structure; show some ability to adapt their writing to suit the intended audience and purpose; make some attempt at expressing their ideas and organizing their work.

Grade 3

Students speak hesitantly and generally unclearly; use a limited range of language, often incorrectly; handle ideas with difficulty and with restricted interaction; demonstrate a fairly limited understanding of the meaning and purpose of written texts; have difficulties with some easy questions; write texts demonstrating a fairly limited command of vocabulary and little awareness of grammatical structure; produce an identifiable text type; make some attempt at basic organization; content is rarely convincing.

Grade 2

Students speak hesitantly and unclearly; use a very limited range of language mostly incorrectly; handle ideas with great difficulty and with very restricted interaction; demonstrate a limited understanding of the meaning and purpose of written texts; have difficulties even with easiest questions; write texts demonstrating a limited command of vocabulary and little awareness of grammatical structure; produce an identifiable text type with limited success; lack organization to an extent that content is unconvincing.

Grade 1

Students speak very hesitantly and unclearly; use a very limited range of language incorrectly; handle ideas unsuccessfully and with very restricted interaction; demonstrate a very limited understanding of the meaning and purpose of written texts; have difficulties with almost all questions; write texts demonstrating a very limited command of vocabulary and very little awareness of grammatical structure; produce a barely identifiable text type; lack organization to an extent that content is confusing.

Language ab initio (SL)

Grade 7

Receptive skills: students respond clearly and effectively to all basic and most complex information and ideas. Interactive skills: students respond accurately, communicate effectively and demonstrate comprehension; pronunciation and intonation always facilitate the understanding of the message; students sustain participation and make good independent contributions. The message is always clear. Productive skills: students develop ideas well using an effective, logical structure; they successfully use a range of simple and some complex cohesive devices; they use both basic and complex grammatical structures accurately. However, they may make occasional errors in complex structures; they use varied and effective vocabulary and appropriate register; they demonstrate clear evidence of intercultural understanding where required.

Grade 6

Receptive skills: students respond clearly to all basic and most complex information and ideas. Interactive skills: students respond mostly accurately, communicate almost always effectively and demonstrate comprehension; pronunciation and intonation almost always facilitate the understanding of the message; students almost always sustain participation and make independent contributions. The message is usually clear. Productive skills: students develop ideas well using a logical structure; they successfully use a range of basic and some complex cohesive devices; they use both basic and complex grammatical structures accurately. However, they may make several errors in complex structures; they use varied vocabulary and appropriate register; they almost always demonstrate clear evidence of intercultural understanding where required.

Grade 5

Receptive skills: students generally respond clearly to basic and some complex information and ideas. Interactive skills: students respond accurately and generally demonstrate comprehension; pronunciation and intonation often facilitate the understanding of the message; students generally sustain participation and make some independent contributions. The message is often clear. Productive skills: students develop some ideas using a logical structure; they often use a range of basic and some complex cohesive devices; they use basic grammatical structures accurately. However, complex structures are rarely accurate; they use a range of basic vocabulary and appropriate register; they often demonstrate evidence of intercultural understanding where required.

Grade 4

Receptive skills: students respond clearly to most basic information and ideas. Interactive skills: students respond accurately and demonstrate comprehension in simple exchanges; pronunciation and intonation usually facilitate the understanding of the message; students sustain participation in simple exchanges. The message is usually clear. Productive skills: students develop basic ideas using a logical structure; they use a range of simple cohesive devices successfully; they use most basic grammatical structures accurately; they use basic vocabulary and appropriate register successfully; they usually demonstrate evidence of intercultural understanding where required.

Grade 3

Receptive skills: students sometimes respond clearly to basic information. Interactive skills: students sometimes respond accurately and sometimes demonstrate comprehension in simple exchanges; pronunciation and intonation sometimes facilitate the understanding of the message; students sometimes sustain participation in simple exchanges. The message is sometimes clear. Productive skills: students sometimes develop basic ideas; they sometimes use simple cohesive devices successfully; they sometimes use basic grammatical structures accurately; they sometimes use basic vocabulary and appropriate register successfully; they sometimes demonstrate evidence of intercultural understanding where required.

Grade 2

Receptive skills: students rarely respond clearly to basic information. Interactive skills: students rarely respond accurately or demonstrate comprehension; pronunciation and intonation rarely facilitate the understanding of the message; students rarely sustain participation in simple exchanges. The message is rarely clear. Productive skills: students rarely develop basic ideas; they rarely use simple cohesive devices; they rarely use basic grammatical structures accurately; they rarely use basic vocabulary or appropriate register successfully; they rarely demonstrate evidence of intercultural understanding where required.

Grade 1

Receptive skills: students very rarely respond clearly to basic information. Interactive skills: students very rarely respond accurately or demonstrate comprehension; pronunciation and intonation very rarely facilitate the understanding of the message; students very rarely sustain participation in simple exchanges. The message is very rarely clear. Productive skills: students very rarely develop ideas; they very rarely use simple cohesive devices; they very rarely use basic grammatical structures accurately; they very rarely use basic vocabulary or appropriate register successfully; they very rarely demonstrate evidence of intercultural understanding where required.

Group 3- Individuals and societies

Grade 7

Demonstrates: conceptual awareness, insight, and knowledge and understanding which are evident in the skills of critical thinking; a high level of ability to provide answers which are fully developed, structured in a logical and coherent manner and illustrated with appropriate examples; a precise use of terminology which is specific to the subject; familiarity with the literature of the subject; the ability to analyse and evaluate evidence and to synthesize knowledge and concepts; awareness of alternative points of view and subjective and ideological biases, and the ability to come to reasonable, albeit tentative, conclusions; consistent evidence of critical reflective thinking; a high level of proficiency in analysing and evaluating data or problem solving.

Grade 6

Demonstrates: detailed knowledge and understanding; answers which are coherent, logically structured and well developed; consistent use of appropriate terminology; an ability to analyse, evaluate and synthesize knowledge and concepts; knowledge of relevant research, theories and issues, and awareness of different perspectives and contexts from which these have been developed; consistent evidence of critical thinking; an ability to analyse and evaluate data or to solve problems competently.

Grade 5

Demonstrates: a sound knowledge and understanding of the subject using subject-specific terminology; answers which are logically structured and coherent but not fully developed; an ability to provide competent answers with some attempt to integrate knowledge and concepts; a tendency to be more descriptive than evaluative (although some ability is demonstrated to present and develop contrasting points of view); some evidence of critical thinking; an ability to analyse and evaluate data or to solve problems.

Grade 4

Demonstrates: a secure knowledge and understanding of the subject going beyond the mere citing of isolated, fragmentary, irrelevant or "common sense" points; some ability to structure answers but with insufficient clarity and possibly some repetition; an ability to express knowledge and understanding in terminology specific to the subject; some understanding of the way facts or ideas may be related and embodied in principles and concepts; some ability to develop ideas and substantiate assertions; use of knowledge and understanding which is more descriptive than analytical; some ability to compensate for gaps in knowledge and understanding through rudimentary application or evaluation of that knowledge; an ability to interpret data or to solve problems and some ability to engage in analysis and evaluation.

Grade 3

Demonstrates: some knowledge and understanding of the subject; a basic sense of structure that is not sustained throughout the answers; a basic use of terminology appropriate to the subject; some ability to establish links between facts or ideas; some ability to comprehend data or to solve problems

Grade 2

Demonstrates: a limited knowledge and understanding of the subject; some sense of structure in the answers; a limited use of terminology appropriate to the subject; a limited ability to establish links between facts or ideas; a basic ability to comprehend data or to solve problems.

Grade 1

Demonstrates: very limited knowledge and understanding of the subject; almost no organizational structure in the answers; inappropriate or inadequate use of terminology; a limited ability to comprehend data or to solve problems.

Group 4-Sciences

Displays comprehensive subject knowledge and a thorough command of concepts and principles. Selects and applies relevant information, concepts and principles in a wide variety of contexts. Analyses and evaluates quantitative and qualitative data thoroughly. Constructs detailed explanations of complex phenomena and makes appropriate predictions. Evidences great proficiency in solving problems, including those that are challenging or unfamiliar. Communicates logically and concisely using appropriate terminology and conventions. Shows insight or originality. Approaches investigations in an ethical manner, paying full attention to environmental impact and safety where applicable. Investigations demonstrate insight and independence to design and complete innovative practical work with highly competent investigative and analytical techniques, and with innovative and effective conclusions to resolve authentic problems.

Grade 6

Displays very broad subject knowledge and a thorough understanding of concepts and principles. Selects and applies relevant information, concepts and principles in most contexts. Analyses and evaluates quantitative and qualitative data with a high level of competence. Constructs explanations of complex phenomena and makes appropriate predictions. Solves basic or routine problems and evidences competency in solving those that are challenging or unfamiliar. Communicates effectively using appropriate terminology and conventions. Shows occasional insight or originality. Approaches to investigations in an ethical manner, paying significant attention to environmental impact and safety where applicable. Investigations demonstrate some innovative thinking and independence to design and complete practical work with competent investigative and analytical techniques, and with highly competent and reasonable conclusions to resolve authentic problems.

Grade 5

Displays broad subject knowledge and shows sound understanding of most concepts and principles, and applies them in some contexts. Analyses and evaluates quantitative and qualitative data competently. Constructs explanations of simple phenomena. Solves most basic or familiar problems and some new or difficult quantitative and/or qualitative problems. Communicates clearly with little or no irrelevant material. Approaches investigations in an ethical manner, paying attention to environmental impact and safety where applicable. Investigations demonstrate appropriate investigative and analytical techniques with relevant and pertinent conclusions to resolving authentic problems.

Grade 4

Displays reasonable subject knowledge (though possibly with some gaps) and shows adequate understanding of most basic concepts and principles, but with limited ability to apply them. Demonstrates some analysis or evaluation of quantitative or qualitative data. Solves some basic or routine problems but shows limited ability to solve challenging or unfamiliar problems. Communicates

adequately, although responses may lack clarity and include some repetitive or irrelevant material. Generally approaches investigations in an ethical manner, with some attention to environmental impact and safety where applicable. Investigations demonstrate an ability to complete fairly routine practical work with some appropriate investigative and analytical techniques, and with some conclusions relevant to the problem under study.

Grade 3

Displays limited subject knowledge and shows a partial understanding of basic concepts and principles, and weak ability to apply them. Shows some ability to manipulate data and solve basic or routine problems. Communicates with a lack of clarity and some repetitive or irrelevant material. Sometimes approaches investigations in an ethical manner, with some attention to environmental impact and safety where applicable. Investigations demonstrate an ability to complete a basic investigation with simple analytical techniques, and with some partial conclusions of some relevance to study.

Grade 2

Displays little subject knowledge and shows weak understanding of basic concepts and principles, and little evidence of application. Exhibits minimal ability to manipulate data and little or no ability to solve problems. Offers responses which are often incomplete or irrelevant. Occasionally approaches investigations in an ethical manner, but shows very limited awareness of environmental impact and safety. Investigations demonstrate an ability to undertake basic investigative work requiring considerable guidance and instruction, and attempts at conclusions that are largely incorrect/irrelevant.

Grade 1

Fragmentary subject knowledge and shows very little understanding of any concepts or principles. Rarely demonstrates personal skills, perseverance or responsibility in investigative activities. Rarely approaches investigations in an ethical manner, or shows an awareness of environmental impact and safety. Investigations demonstrate an ability to undertake very basic practical work with complete dependence on supervised instruction, with attempts at conclusions are either absent or completely incorrect/irrelevant.

Grade 7

Displays comprehensive knowledge of computer science factual information and a thorough command and understanding of concepts and principles. Selects, applies and analyses relevant information, concepts and principles in a wide variety of contexts to solve most problems proficiently. Interprets and constructs fairly complex algorithms and produce workable and mostly efficient solutions. Communicates logically and concisely using appropriate terminology. Shows insight and initiative in extended responses. Produces a complete plan and provides a fully consistent design overview. The product developed completely matches the plan and works. The documentation is complete and the product is fully tested and evaluated. The use of techniques in solving problems demonstrates high levels of complexity and ingenuity.

Grade 6

Displays very broad knowledge of computer science factual information and an understanding of concepts and principles. Selects and applies relevant information, concepts and principles in most contexts, to solve basic or familiar problems and most new or difficult problems. Interprets and constructs fairly complex algorithms with few errors to produce workable solutions. Communicates effectively using appropriate terminology. Shows occasional insight or initiative in extended responses. Produces a plan and design overview. The product matches the plan and works. The documentation is complete and the product has been tested and evaluated. The use of techniques in solving problems demonstrates a very good level of complexity and ingenuity.

Grade 5

Displays broad knowledge of computer science factual information. Shows sound understanding of most concepts and principles and applies them in some contexts, to solve most basic or familiar problems and some new or difficult problems. Interprets and constructs fairly complex algorithms and produce a partially workable or inefficient solution. Communicates clearly, using appropriate terminology, with little or no irrelevant material. Produces a partial plan and a design overview that meets plan requirements. The

product works but does not fully match the plan. The testing and documentation is complete, but evaluation is incomplete. The use of techniques in solving problems demonstrates a good level of complexity and ingenuity.

Grade 4

Displays reasonable knowledge of computer science factual information, though with some gaps. Shows adequate comprehension of most basic concepts and principles but with limited ability to apply them. Solves some basic or routine problems but shows limited ability to deal with new or difficult situations. Interprets and constructs simple algorithms. Communicates adequately, using mostly correct terminology, although responses lack clarity and include some repetitive or irrelevant material. Produces a basic plan and a design overview. The product mostly works but does not match all aspects of the plan. The documentation is complete and there is evidence of testing but the evaluation is incomplete. The use of techniques in solving problems demonstrates an adequate level of complexity and ingenuity.

Grade 3

Displays limited knowledge of computer science factual information. Shows a partial comprehension of basic concepts and principles and limited ability to apply them. Interprets or constructs simple algorithms. Communicates, using basic terminology, with a lack of clarity and some repetitive or irrelevant material. Produces an incomplete plan and design overview. The product matches some aspects of the plan and there is some evidence of testing or evaluation in the documentation. The use of techniques in solving problems demonstrates a limited level of complexity and ingenuity.

Grade 2

Displays little recall of computer science factual information. Shows limited comprehension of basic concepts and principles and little evidence of application. Some evidence of being able to interpret or construct simple algorithms. Offers responses which are often incomplete or irrelevant. Produces a weak and incomplete plan. The design overview is poor and does not match the plan. The product is poor and does not work. There is limited evidence of testing, poor documentation, and limited or no evaluation. The use of techniques in solving problems demonstrates a low level of complexity and ingenuity. weak and incomplete plan. The design overview is poor and does not match the plan. The product is poor and does not work. There is limited evidence of testing, poor documentation, and limited or no evaluation. The use of techniques in solving problems demonstrates a low level of complexity and ingenuity

Grade 1

Recalls fragments of computer science factual information and shows very little understanding of any concepts or principles. Displays little or no ability at algorithm construction and interpretation. Their design overview and plan are not attempted. There is little or no evidence of a working product and little or no evidence of testing, documentation or evaluation. The use of techniques in solving problems fails to demonstrate any level of complexity or ingenuity.

Group 5- Mathematics

Grade 7

Demonstrates a thorough knowledge and comprehensive understanding of the syllabus; successfully constructs and applies mathematical arguments at a sophisticated level in a wide variety of contexts; successfully uses problem solving techniques in challenging situations; recognizes patterns and structures, makes generalizations and justifies conclusions; understands and explains the significance and validity of results, and draws full and relevant conclusions; communicates mathematics in a clear, effective and concise manner, using correct techniques, notation and terminology; demonstrates the ability to integrate knowledge, understanding and skills from different areas of the course; uses technology correctly in challenging situations—makes efficient use of calculator's functionality when required.

Grade 6

Demonstrates a broad knowledge and comprehensive understanding of the syllabus; successfully constructs and applies mathematical arguments in a variety of contexts; uses problem solving techniques in challenging situations; recognizes patterns and structures, and

makes some generalizations; understands and explains the significance and validity of results, and draws relevant conclusions; communicates mathematics in a clear and effective manner, using correct techniques, notation and terminology; demonstrates some ability to integrate knowledge, understanding and skills from different areas of the course; uses technology correctly in routine situations—makes efficient use of calculator’s functionality when required.

Grade 5

Demonstrates a broad knowledge and good understanding of the syllabus; applies mathematical arguments in performing routine tasks; successfully uses problem solving techniques in routine situations; successfully carries out mathematical processes in a variety of contexts, and recognizes patterns and structures; understands the significance of results and draws some conclusions; communicates mathematics effectively, using appropriate techniques, notation and terminology; demonstrates an awareness of the links between different areas of the course; makes use of calculator’s functionality when required (this use may occasionally be inefficient).

Grade 4

Demonstrates a satisfactory knowledge of the syllabus; applies mathematical arguments in performing some routine tasks; uses problem solving techniques in routine situations; successfully carries out mathematical processes in straightforward contexts; shows some ability to recognize patterns and structures; has limited understanding of the significance of results and attempts to draw some conclusions; communicates mathematics adequately, using some appropriate techniques, notation and terminology; makes some use of calculator’s functionality, but perhaps not always when required (this use may occasionally be inefficient).

Grade 3

Demonstrates partial knowledge of the syllabus and limited understanding of mathematical arguments in performing some routine tasks; attempts to carry out mathematical processes in straightforward contexts; makes an attempt to use problem solving techniques in routine situations; communicates some mathematics, using some appropriate techniques, notation or terminology; occasionally uses calculator’s functionality, but often inefficiently—does not always use it when required and may use an inefficient analytic approach.

Grade 2

Demonstrates limited knowledge of the syllabus; attempts to carry out mathematical processes at a basic level; communicates some mathematics, but often uses inappropriate techniques, notation or terminology; unable to use calculator correctly when required—questions exclusively requiring the use of the GDC are generally not attempted.

Grade 1

Demonstrates minimal knowledge of the syllabus; demonstrates little or no ability to use mathematical processes, even when attempting routine tasks; communicates only minimal mathematics and consistently uses inappropriate techniques, notation or terminology; is unable to make effective use of technology

Group 6- Arts

Grade 7

The student’s work demonstrates highly effective research and inquiry and the highly effective use of subject-specific terminology. Creative work and processes demonstrate a highly effective understanding of artistic ideas and intentions. Practical/performance work demonstrates highly effective subject-specific skills, techniques and competences. The student demonstrates highly effective critical reflection on both work created and work in progress.

Grade 6

The student's work demonstrates effective research and inquiry and the effective use of subject-specific terminology. Creative work and processes demonstrate an effective understanding of artistic ideas and intentions. Practical/performance work demonstrates the effective use of subject-specific skills, techniques and competences. The student demonstrates effective critical reflection on both work created and work in progress.

Grade 5

The student's work demonstrates developed research and inquiry and developed use of subject-specific terminology. Creative work and processes demonstrate a developed understanding of artistic ideas and intentions. Practical/performance work demonstrates developed subject-specific skills, techniques and competences. The student demonstrates developed critical reflection on both work created and work in progress.

Grade 4

The student's work demonstrates basic research and inquiry and the basic use of subject-specific terminology. Creative work and processes demonstrate a basic understanding of artistic ideas and intentions. Practical/performance work demonstrates basic subject-specific skills, techniques and competences. The student demonstrates basic critical reflection on both work created and work in progress.

Grade 3

The student's work demonstrates undeveloped or limited research and inquiry and undeveloped or limited use of subject-specific terminology. Creative work and processes demonstrate an undeveloped or limited understanding of artistic ideas and intentions. Practical/performance work demonstrates undeveloped or limited subject-specific skills, techniques and competences. The student demonstrates undeveloped or limited critical reflection on both work created and work in progress.

Grade 2

The student's work demonstrates superficial research and inquiry and superficial use of subject-specific terminology. Creative work and processes demonstrate a superficial understanding of artistic ideas and intentions. Practical/performance work demonstrates superficial subject-specific skills, techniques and competences. The student demonstrates superficial critical reflection on both work created and work in progress.

Grade 1

The student's work demonstrates irrelevant or inadequate research and inquiry and irrelevant or inadequate use of subject-specific terminology. Creative work and processes demonstrate an irrelevant or inadequate understanding of artistic intentions or development of ideas. Practical/performance work demonstrates irrelevant or inadequate subject-specific skills, techniques and competences. The student demonstrates irrelevant or inadequate critical reflection on both work created and work in progress.

Interdisciplinary Subjects-

Environmental systems and societies SL

Grade 7

Demonstrates: comprehensive and sound knowledge and understanding of relevant environmental systems and societies (ESS) concepts and issues; well- structured, clearly expressed accounts with consistently appropriate and precise use of ESS terminology; effective use of pertinent, well-explained examples that show some originality; some informed appreciation for a range of viewpoints or value systems alongside their own; thorough, well-balanced and insightful analysis or argument with thorough evaluations; ability to solve complex and unfamiliar problems; explicit judgments or conclusions that are well-supported by evidence or arguments, and

that include some critical reflection. Analyses and evaluates quantitative and/or qualitative data thoroughly. Practical work demonstrates: insight and independence to design and complete innovative practical investigations with thorough regard to ethical issues and highly competent investigative and analytical techniques; innovative and effective conclusions to resolve authentic problems; an appreciation and effective attempt to minimize the potentially harmful impacts of the study; thorough discussion of an environmental issue that provides a detailed explanation of the research question.

Grade 6

Demonstrates: a wide breadth of sound knowledge and understanding of relevant ESS concepts and issues; structured, clearly expressed accounts with appropriate and precise use of ESS terminology; effective use of pertinent, well- explained examples that may show hints of originality; some informed acknowledgement of a range of viewpoints or value systems alongside their own; thorough, well-balanced analysis or argument with valid evaluations; some ability to solve complex and unfamiliar problems; explicit judgments or conclusions that are well-supported by evidence/arguments. Analyses and evaluates quantitative and/or qualitative data with a high level of competence. Practical work demonstrates: some innovative thinking and independence to design and complete investigations in an ethical manner with competent investigative and analytical techniques; highly competent and reasonable conclusions to resolve authentic problems; an appreciation and valid attempt to minimise the potentially harmful impacts of the study; highly competent discussion of an environmental issue that provides a clear explanation of the research question.

Grade 5

Demonstrates: several areas of sound knowledge and understanding of relevant ESS concepts and issues; generally clearly expressed accounts with largely appropriate use of ESS terminology; effective use of relevant examples that include some explanation; some informed awareness of a range of viewpoints or value systems alongside their own; clear analysis or argument that shows a degree of balance and attempts at evaluation; some ability to engage effectively with complex or unfamiliar problems; identifiable judgments or conclusions that are partially supported by evidence/arguments. Analyses and evaluates quantitative and/or qualitative data competently. Practical work demonstrates: some independence to complete investigations in an ethical manner with appropriate investigative and analytical techniques; relevant and pertinent conclusions to resolving authentic problems; some appreciation of the potentially harmful impacts of the study and some reasonable attempts at minimising them; a competent discussion of an environmental issue that generally explains the research question.

Grade 4

Demonstrates: one or two areas of sound knowledge and understanding of relevant ESS concepts and issues; sometimes clearly expressed accounts and largely appropriate use of ESS terminology; some use of relevant examples with very limited explanation; some awareness of other viewpoints or value systems alongside their own; some clear but patchy analysis or argument with a limited attempt at balance; some ability to solve simple or familiar problems; identifiable judgments or conclusions that are supported by very limited evidence or argument. Demonstrates some analysis or evaluation of quantitative or qualitative data. Practical work demonstrates: an ability to complete fairly routine investigations in an ethical manner with some appropriate investigative and analytical techniques; some conclusions relevant to the problem under study; occasional appreciation of the potentially harmful impacts of the study; an outline of the environmental issue and identifies a link to the research question.

Grade 3

Demonstrates: only vague, partial knowledge and understanding of relevant ESS concepts and issues; generally unclear accounts and relevance with some isolated use of ESS terminology; examples that lack relevance and explanation; very limited awareness of viewpoints or value systems other than their own; analysis/argument is lacking or no more than a list of facts/ideas; very limited ability to solve simple or familiar problems; judgments or conclusions are unclear and not supported by evidence or argument. Practical work demonstrates: an ability to complete a basic investigation, with vague recognition of ethical issues and simplest of analytical techniques; some partial conclusions of some relevance to study; very limited appreciation of the potentially harmful impacts of the study; a limited grasp of environmental issue and link to the research question.

Grade 2

Demonstrates: fragmented or limited knowledge but little understanding of relevant ESS concepts and issues; generally incomprehensible accounts with very little, if any, use of ESS terminology; examples (if any) that are incomplete and or irrelevant; limited ability to express their own viewpoints or value system; no evidence of real analysis/argument; attempts to solve simple or familiar problems are incorrect/unsuccessful; no clear attempt to make judgments/conclusions. Practical work demonstrates: an ability to undertake basic investigations with little recognition of ethical issues and requiring considerable guidance and instruction; attempts at conclusions that are largely incorrect or irrelevant; no valid appreciation of the potentially harmful impacts of the study; identification of environmental issue is unclear or absent, and may not be linked to the research question.

Grade 1

Demonstrates: very little knowledge of relevant ESS concepts and issues; incomprehensible accounts with no use of ESS terminology; no recognisable use of examples; expresses no clear viewpoint/value system; no analysis/argument; no significant attempts to solve simple or familiar problems; no judgments/conclusions. Practical work demonstrates: an ability to undertake very basic investigations with limited regard for ethical issues and completely dependent on supervised instruction; attempts at conclusions are either absent or completely incorrect/irrelevant; no recognition of the potentially harmful impacts of the study; no identification of an environmental issue.

Extended Essay Grade Descriptors

Grade A

Demonstrates: effective research skills resulting in a well-focused and appropriate research question that can be explored within the scope of the chosen topic; effective engagement with relevant research areas, methods and sources; excellent knowledge and understanding of the topic in the wider context of the relevant discipline; the effective application of source material and correct use of subject-specific terminology and/or concepts further supporting this; consistent and relevant conclusions that are proficiently analysed; sustained reasoned argumentation supported effectively by evidence; critically evaluated research; excellent presentation of the essay, whereby coherence and consistency further support the reading of the essay; present and correctly applied structural and layout elements. Engagement with the process is conceptual and personal, key decision-making during the research process is documented, and personal reflections are evidenced, including those that are forward-thinking.

Grade B

Demonstrates: appropriate research skills resulting in a research question that can be explored within the scope of the chosen topic; reasonably effective engagement with relevant research areas, methods and sources; good knowledge and understanding of the topic in the wider context of the relevant discipline; a reasonably effective application of source material and use of subject-specific terminology and/or concepts; consistent conclusions that are accurately analysed; reasoned argumentation often supported by evidence; research that at times evidences critical evaluation; a clear presentation of all structural and layout elements, which further supports the reading of the essay. Engagement with the process is generally evidenced by the reflections and key decision-making during the research process is documented.

Grade C

Demonstrates: evidence of research undertaken, which has led to a research question that is not necessarily expressed in a way that can be explored within the scope of the chosen topic; partially effective engagement with mostly appropriate research areas, methods and sources—however, there are some discrepancies in those processes, although these do not interfere with the planning and approach; some knowledge and understanding of the topic in the wider context of the discipline, which is mostly relevant; the attempted application of source material and appropriate terminology and/or concepts; an attempted synthesis of research results with partially relevant analysis; conclusions partly supported by the evidence; discussion that is descriptive rather than analytical; attempted evaluation; satisfactory presentation of the essay, with weaknesses that do not hinder the reading of the essay; some structural and layout elements that are missing or are incorrectly applied. Engagement with the process is evidenced but shows mostly factual information, with personal reflection mostly limited to procedural issues.

Grade D

Demonstrates: a lack of research, resulting in unsatisfactory focus and a research question that is not answerable within the scope of the chosen topic; “at times engagement with appropriate research, methods and sources, but discrepancies in those processes that occasionally interfere with the planning and approach; some relevant knowledge and understanding of the topic in the wider context of the discipline, which are at times irrelevant; an attempted application of source material, but with inaccuracies in the use of, or underuse of, terminology and/or concepts; irrelevant analysis and inconsistent conclusions as a result of a descriptive discussion; a lack of evaluation; presentation of the essay that at times is illogical and hinders the reading; structural and layout elements that are missing. Engagement with the process is evidenced but is superficial, with personal reflections that are solely narrative and concerned with procedural elements.

Grade E

Demonstrates: an unclear nature of the essay; a generally unsystematic approach and resulting unfocused research question; limited engagement with limited research and sources; generally limited and only partially accurate knowledge and understanding of the topic in the wider context of the relevant discipline; ineffective connections in the application of source material and inaccuracies in the terminology and/or concepts used; a summarizing of results of research with inconsistent analysis; an attempted outline of an argument, but one that is generally descriptive in nature; a layout that generally lacks or incorrectly applies several layout and structural elements. Engagement with the process is limited, with limited factual or decision-making information and no personal reflection on the process.

Theory of knowledge Grade Descriptors

Grade A

Knowledge questions are thoroughly explored and clearly related to examples/real-life situations. Effective links are made to areas of knowledge and/or ways of knowing. Analysis is coherent, and well developed. The discussion includes consideration of implications, assumptions, counterclaims and different perspectives.

Grade B

Knowledge questions are explored and related to examples/real-life situations. Links are made to areas of knowledge and/or ways of knowing. Analysis is developed. The discussion identifies some implications and/or assumptions, and includes some consideration of counterclaims and/or different perspectives.

Grade C

Knowledge questions are considered and related to examples/real-life situations, although these may not always be appropriate. Some links are made to areas of knowledge and/or ways of knowing. Analysis is developed to a limited extent. The discussion is more descriptive than analytical, and counterclaims and different perspectives are identified but not explored.

Grade D

There is little consideration of knowledge questions related to examples/real-life situations. Superficial links are made to areas of knowledge and/or ways of knowing. Analysis is not offered, or lacks coherence. The discussion is simplistic and mainly descriptive. There is minimal reference to counterclaims or different perspectives.

Grade E

There is no consideration of knowledge questions. Few, if any, references are made to areas of knowledge or ways of knowing. The discussion is simplistic and descriptive. Counterclaims or different perspectives are not identified.

References

The following documents were consulted while writing this assessment policy:

1. Making the PYP happen: A curriculum framework for international primary education- IB 2007
2. MYP- From Principles to Practice- IB 2014
3. The MYP programme- Handbook of procedures 2014
4. The Diploma programme- Handbook of procedures 2013
5. School Inclusion Policy
6. School Academic Integrity Policy
7. School Admission Policy
8. School Language Policy
7. ATL continuum document
8. PORTIS Assessment Policy
9. IB General regulations: Diploma Programme standards and practices
10. Diploma programme assessments Principles and practice
11. Guidelines for developing a school assessment policy in the Diploma Programme 2010
- 12 International School of Paris Secondary School Assessment Policy
- 13 Using data and formative assessment to drive instruction Presented by Mary Ann Haley-Speca © 2016 Research for Better Teaching, Inc. • One Acton Place, Acton, MA 01720 • 978-263-9449 • www.RBTeach.com

ASSESSMENT POLICY-CIE

Assessment Policy and Practices from grade 6 – 9

The term “Assessment” refers generally to the gathering and interpretation of information related to a student’s learning abilities. Learning attainments, learning strengths and learning needs. The school believes in no fail policy Assessment should enable pupils:

- To improve their achievement
- To be involved in their own learning
- To be motivated to achieve their full potential Assessment should enable teachers:
- To assess progress and adapt planning as required
- To evaluate their pupil’s learning needs
- To ensure that pupil’s know how to improve the standard of their work
- To evaluate teaching and learning styles and outcomes
- To review and change practice
- To monitor a student’s progress and to provide the teacher with information to make decision about what and how the student is learning
- This information allows the teacher to identify the next steps in progressing the students learning and adapt her / his teaching strategies and /or learning activities as appropriate. Reporting of assessment should enable parents
- To be involved in their child’s learning
- To understand and encourage the progress their child is making
- To check their child’s progress throughout their time in Secondary School Formative Assessment:
- Formative assessment is interwoven with the daily learning and helps teachers and students find out what the students already know in order to plan the next stage of learning. Formative assessment aims to promote learning by giving regular and frequent feedback.
- Continuous assessments are a part of the daily classroom routine of teachers as a means to monitor student progress and to provide feedback to students. This monitoring should include homework checks, questioning, teacher observation of student work, discussion, brief oral or written test etc.
- Scheduled Weekly Assessments is also a part of formative assessment. The assessments can be administered using varied assessment strategies such as IBL, Discussions, Debates, presentations, project work, course work, listening test, practical test, lab assignments etc.
- Assessment work may be differentiated to suit the needs and abilities of the individual.
- Students are given an opportunity to review corrected answer scripts and reflect on the teacher’s feedback.
- Student’s performance is analysed by the teacher.
- Students with particular needs are identified.
- A programme is devised by the teacher depending on their timetable to provide learning support.
- Individual learning Plans are drawn to support students
- **Effort Grade:** are given for home assignments, class assignments, Coursework and projects conduct and discipline

Summative Assessments

- The school currently follows a system that holds two terminal examinations, one in September and the other in February.
- Grade 10, have Pre mock and mock examinations, in order to prepare the students for the formal Board Examination.

Board Examination:

- Grade 6 – Cambridge International Primary Checkpoint, October Session
- Grade 7 – Cambridge International Secondary Checkpoint, April / May Session
- Grade 10 – Cambridge International IGCSE Examination – Oct / Nov Session
- Grade 11 & 12 – Cambridge International A LEVEL Examination – May/June Session & October/November Session

Achievement grading scale:**For Grade VI to XII**

Grade	Percentage uniform mark range
A*	90–100
A	80–89
B	70–79
C	60–69
D	50–59
E	40–49
F (Cambridge IGCSE only)	30–39
G (Cambridge IGCSE only)	20–29

Examination Entries:

The Examination Officer will decide suitable internal deadlines to allow time for entries to be made and checked. This will depend on the session and the number of the predicted candidates.

The Examination Officer will make clear the deadlines for regular and late entries.

Teachers are expected to decide the entries of the students in the allocated time. These will be decided in consultation between teachers, candidates, parents. The ultimate decision regarding the entries of certain students [e.g. not prepared/ready, with attendance problems] belongs to the Head of School.

The decision regarding the entering for an exam of a fast track student must be done in consultation with the Head of School. The ultimate decision regarding an early entry belongs to the Head of School.

Withdrawals:

Decisions regarding withdrawals must be made in consultation between the Head of School, Coordinator, Subject Teacher and parents. Final decisions regarding withdrawals rest with the Head of School.

Course work:

The Examination Officer will ensure that all the documentation is available to subject teachers as soon as possible. The subject teachers are responsible for the delivery of course work to the Examinations Officer. Students are expected to submit the Course work as per the deadlines given. Late submissions are not allowed.

Examinations Timetable:

The exams timetable is set by Cambridge International. The Examination Officer is responsible for informing the subject teachers and candidates about the exams dates. Candidates will receive an individual timetable from Cambridge International. Examinations clashes should be identified by Cambridge International Examination Officer and solved as appropriate.

Predicted Grades:

Predicted grades forms will be distributed by the Examination Officer and the subject teachers are responsible to return these in the allocated time.

Seating Plans:

These are produced by the Examination Officer in concordance with the Cambridge International.

Special Arrangements:

The Examination Officer must be informed about any special circumstances and will conduct the arrangements in concordance with the Cambridge International regulation. [For any medical condition a certificate must be presented to the Examination Officer]

Parents must fill up the request form given in the Students Organization and submit it to the examination officer at the beginning of the school year.

Fees:

These are paid by the individual candidates/parents to the school file by cheque

Attendance in lessons:

The candidates will be allowed to appear for Cambridge International Examination. (Checkpoint, IGCSE, AS and A2Level) is conditioned by a 75% attendance of the candidate / Student. If a certain student/candidate has a record showing an attendance below 75% in a certain subject without a serious reason (For eg .Health problems; which must be proven by medical certificate the candidate will not be allowed to appear for the exam.) Results:

Results are made available to students soon after have been published by Cambridge International. The students will be provided with individual statement of results in a formal meeting led by the Head of School and Examination officer.

Certificates:

Certificates will be presented at the Certificates Presentation day held soon after these arrived from Cambridge International/IBO. Parents may attend. Other certificates are presented to candidates individually.

Private Candidates:

Private candidates may sit exams from our centre after they have paid the examination fees [decided by the school]

The decision regarding the acceptance of private candidates belongs to the Head of School.

Assessment Policy and Practices in the AS and A levels.

Assessment in school is seen as the main tool in reinforcing the teaching of the curricula goals. This function is achieved by:

- A. Using a balanced range of assessments – formative and summative.
- B. Incorporating assessment strategies in curriculum planning and unit plans.
- C. Conducting a regular weekly formative assessment to review component wise teaching and learning.
- D. Analyzing results to inform subsequent modification of teaching and learning strategies.
- E. Reflecting on students' level of comprehension at the end of the unit plan and result analysis.
- F. Using constructively, students' reflection sheets as a medium of engaging students in their learning and ascertaining student comprehension and using the information to modify teaching.
- G. Using formative assessment to understand students' comprehension levels of the necessary skills and develop students' capabilities.

Assessment at AS and A levels:

AS Level:

1. The academic year is divided in two terms.
2. In the first term, there are formative assessments followed by First Term examination.
3. In the second term, there are formative assessment followed by a pre-mock examination (in February), a Mock examination (end of March) and the final Cambridge International AS level Board examination in May/June session.

A level:

1. A formative assessment is conducted in August followed by a mock examination in September. This is followed by final Cambridge International A level Board examination in OCT/NOV.

Assessment Criteria

1. Marking schedule of term and end of year assessments
2. Mark schemes are submitted by teachers at the time of submission of question papers.
3. All answer scripts are collected from the A level Coordinator's cabin on the same day of the examination.
4. The corrected answer scripts are given back on the third working day to the coordinator who hands it to the pre assigned subject moderator.
5. The moderated scripts are discussed with the marker in the presence of the coordinator.
6. The answer scripts are shown to the students before Open day.
7. The data entry of the written examination marks, the formative assessment scores, the effort grade and the write up of the extensive subject wise feedback are done in the format provided by the teacher.
8. The performance feedback is given in the presence of the parents and student together.

Final Cambridge International Examinations

1. The school has opted for the May/June Examination Session for the final Cambridge International AS level Examination and OCT/ NOV for A level examination.
2. A print out of the personal details along with the subject details are verified by parents and students which they fill in the examination form.
3. The examination answer scripts are sent to the respective addresses on the same day of the examination.
4. The examinations are supervised by external staff to uphold their sanctity and to eliminate conflict of interests.
5. All other requirements of conducting final Cambridge International Board examinations are adhered to as per the regulations of Cambridge International.

School Predicted Grades Policy on Predicting A level Grades

Background

This is a formalization of established practice at Podar International School that predicted A level grades are based upon available

assessment data as requested immediately prior to the application to University by the student.

Predicting A Level Grades

At Podar, the predicted grades are calculated as an average of AS board exams grade and A2 mock exam grade. AS is the first half of A level and this in itself is likely to give a fairly optimistic prediction.

For UK entry these predicted grades are entered on the UCAS application form and place a special demand on the referee and school in terms of accuracy.

The Function of Predicted Grades in the UCAS System

These UCAS predicted grades play a crucial role for universities in the decision process since they will not make conditional offers to students who are likely to fall well below the course's normal entrance requirements. If the student then secures final Cambridge International grades that fall short of the normal entrance requirements, the conditional offer that they will already have received several months previously will automatically be revoked.

Although individual students may appear advantaged by overly optimistic predictions there are definite negative aspects for the individual student concerned and most of all the wider student body community.

Firstly over-prediction may lead to a student holding unrealistically demanding offers from universities that they are unlikely to access when the final results are released. A more realistic set of predicted grades would have encouraged the student to select more appropriate institutions so when the results are released in January, they would have a university place secured. A student who has held two high offers based on unrealistic offers may find themselves without a university place once the results are released.

Over-prediction can have negative consequences for the school community, especially for those students in lower year groups who will be applying in subsequent years, since it can compromise the credibility of the school.

The UCAS & Common Application forms also contain the student's IGCSE grades and any large disparity between these and the predicted grades will immediately raise concern as to the validity of the predicted grades. The predicted grades should be our honest and informed opinion. Anything else would be dishonest and in the long-term disadvantageous to the student body.

Retake policy at AS/ A levels.

If a child wishes to re-appear for AS level examination, he/she may choose to appear for both AS and A levels in OCT/NOV session or just AS levels in OCT/ NOV and A levels within 13 months of his/her AS exam session. Please note that the school will be conducting the classes for A levels before the OCT /NOV session. If students wish to give A level examination in MAY/ June session, the school shall not be providing additional coaching for the same.

Please note there is examination fee that is charged for every exam session that you choose to appear for. **A level grading scale:**

Grade	Percentage uniform mark range
A*	90–100
A	80–89
B	70–79
C	60–69
D	50–59
E	40–49
F (Cambridge IGCSE only)	30–39
G (Cambridge IGCSE only)	20–29

CHILD SAFEGUARDING AND PROTECTION POLICY

1. Introduction

The school's Child Protection Code of Practice is informed and guided by the school's core values and principles that put the best interests of children at the center of its work in protecting children. It is also guided by the United Nations Convention on the Right of the Child which enshrines children's fundamental Human Rights. All employees should bear in mind that they have a duty to act as stated in the Podar International School's Child Protection Policy in relation to the protection of children and vulnerable adults.

2. Definition of a Child

For purposes of this Code, a Child is defined as anyone under the age of eighteen (18). This Code shall apply equally to young people and vulnerable adults.

3. Definition of Abuse

- Child abuse in any form of physical, emotional, or sexual mistreatment or lack of care that results in actual or potential harm to the child's physical, psychological or emotional health, development, dignity or well-being in the context of a relationship of responsibility, trust or power. Child Abuse is categorized under four main forms, namely:-
- Physical abuse is the act or likely physical injury to a child or failure to prevent physical injury or suffering to a child.
- Sexual abuse is the actual or likely sexual exploitation of a child or young person. It includes direct or indirect sexual exploitation of children by involving them (or threatening to involve them) in sexual activities.
- Emotional abuse is the actual or likely adverse effect on the emotional or behavioural development of the child caused by repeatedly rejecting and humiliating them or denying their worth and rights as human beings.
- Neglect- Neglect is a pattern of failing to provide for a child's basic needs. It is abuse through omission; of not doing something resulting in significant harm or risk of significant harm. There are four types of neglect: physical neglect, medical neglect, educational neglect and emotional Neglect.
- Peer-on-peer abuse includes, but is not limited to:
 - physical and sexual abuse
 - sexual harassment and violence
 - emotional harm
 - on and offline bullying
 - teenage relationship abuse
- Commercial Exploitation - Commercial exploitation of a child refers to use of the child in work or other activities for the benefit of others. 162

4. How to Recognize Abuse

Listed below are a number of indicators; however, they may vary by cultural and economic context. This list is not exhaustive but is a guideline to help establish whether some form of child abuse or exploitation has taken place. However, it is not your role to become an investigator. Any concerns must be directed to the designated child protection contact.

Emotional signs of Abuse:

- Sudden under achievement or lack of concentration.
- Inappropriate relationships with peers and/or adults.
- Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clinging.
- Depression, or extreme anxiety
- Nervousness, frozen watch fullness
- Obsessions of phobias
- Persistent tiredness
- Running away/stealing/lying

Indicators of Possible Physical Abuse

- Any injury inconsistent with explanation given to them
- Injuries to the body in places not exposed to falls, rough games, etc.
- Reluctance to change for, or participate in games
- Repeated urinary infections or unexplained tummy pains
- Bruises, bites, burns, fractures etc. which do not have a reasonable explanation
- Infection and/or symptoms of sexually transmitted diseases

Indicators of Possible Sexual Abuse

- Any allegations made by a child concerning abuse
- Excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour, or engaging in age inappropriate sexual play
- Sexually provocative or seductive with adults

5. Code of Behavior

All Employees, volunteers and associates in contact with children shall:

- A. Treat everyone with respect, recognizing their right to personal privacy. b) Plan and organize events in a manner which reduces risk.
- B. Foster a culture of mutual accountability so that potentially abusive behaviour can be challenged.
- C. Help children to develop their own sense of their rights as well as helping them to know what they can do if they feel that there is a problem.

Employees, volunteers and associates who come in contact with children should:

- A. Empower children by promoting their rights and raising awareness. 163
- B. Ensure that field visits, studies and programmes affecting children are in the best interests of the children concerned.
- C. Consult with children, to the extent feasible, in the planning, implementation and evaluation of field trips, studies and programmes that affect them.

Employees, volunteers and associates must not, under any circumstances:

- A. Develop sexual relationships with children or vulnerable adults.
- B. Develop inappropriate relationships with children or spend excessive time. Alone with a child away from others.
- C. Act in ways that may be abusive or may place a child at risk of abuse.
- D. Use language, make suggestions or offer advice which is inappropriate, offensive or abusive.
- E. Condone, or participate in, behaviour which is illegal, unsafe or abusive
- F. Act in ways intended to shame and humiliate children.
- G. Reporting and reacting to allegations of Suspected Child Abuse

The following procedure will be followed for reporting and reacting to any witnessed, suspected or alleged incident of child abuse or violation of the Child Protection Policy by an employee, consultant, volunteer or programme activist. The guiding principle in responding to any concerns around the child protection is that the safety and welfare of the child should always come first. No child should be put at more risk by any action that may be taken.

- If you witness, suspect or a disclosure is made to you about a case of child abuse:
- Stay calm so as not to frighten the young person
- Do not confront or challenge the alleged person directly

- Do not investigate or inform the parents or guardians of the child
- If you have any questions, keep them to a minimum so that there is a clear and accurate understanding of what has been said.
- Let the child or young person know what you are going to do next and that you will let them know what happens.
- Do not promise confidentiality, but that you will inform people who need to know.
- Safety of the child should always be considered to be paramount. If urgent action is required in order to protect the child then it may be prior to the reporting procedure e.g. if the child needs urgent medical attention make arrangements to get to the nearest health facility and inform the medical personnel of your concerns and make them aware that there is a child protection issue.
- Record all concerns relating to the case.
- Report as soon as possible to the Head of the School who will assess the situation in liaison with the team of coordinators and advice on further steps that may need to be taken.
- At this stage any reported or suspected abuse is an allegation rather than proved. All concerns, even when they are doubted and allegations about abuse must be referred to the Head of the School.

Child safeguarding and protection for Special Needs Students

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. To provide support and assistance to students having difficulties in accessing the curriculum due to disabilities, disorder syndromes and/or adverse circumstances. The teacher and Educational Assistants help individuals and groups become responsible members of local, national and global communities in the following attitudes:

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyse and take responsibility action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk Takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced: We understand the importance of balancing different aspects of our lives-intellectually, physically, and emotionally to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

The inclusion policy of No child left Behind (NCLB) provides awareness about inclusion and achieves inclusion for all students with learning support requirements to provide awareness about inclusion and achieve inclusion for all students with learning support requirements. The teachers and Educational assistant focuses on early identification and intervention for students requiring learning support to ensure all students receive the required help and support from the school.

ROLE OF A SCHOOL COUNSELLOR

- Assessment of cognitive abilities, academic achievement, social and emotional functioning, personality and developmental status.
- Use of interviews, observations and performance assessments to understand learning and behaviour problems.
- Accountability for valid and reliable measures of behaviour and treatment progress.
- Counselling students is one of the school counselor's primary responsibilities, with identified concerns and goals.
- Through a series of interactive sessions the school counsellor conducts Wellbeing sessions/ Life Skills Guidance Classes (LSGC) with the students from grade 1 to grade 12. LSGCs are planned group counselling meant to serve an entire class/group of classes, based on common needs of school going students. Under this umbrella, topics such as Problem solving, critical thinking, Cyber-bullying, Academic Integrity and Honesty to name a few, are covered as per planned intervention in each and every class at school which helps the students to identify their own thoughts and feelings and how to cope with the fluctuations of daily life.

CLASSROOM ACCESS TO CURRICULUM, ACCOMMODATIONS & INCLUSIVE ACCESS ARRANGEMENTS

Access to School Curriculum:

Teachers provide differentiated learning opportunities for all and provide materials appropriate to their abilities. This ensures that all students have 'access to the school curriculum'.

Differentiation happens in:

Content (What students learn), Process (How students learn), Product (How students demonstrate their learning), Environment (How can we modify the environment to support their learning).

Classroom Accommodations:

The classroom accommodations to be made for every child with unique needs are planned and communicated by conducting collaborative meetings with the class teachers, parents of the child, coordinator and the school counsellor. Mentioned below are few classroom / access arrangements which are based on the psycho-educational assessment report:

- Sitting close to the teacher.
- Peer / teacher monitoring of academic tasks as per requirement.
- Avoid pressures of speed and accuracy.
- Reduction / Modification in the amount of written work.
- Accept key word responses instead of complete sentences.
- Allot the student structured activities to allow free movement in the class.
- Alert the student's attention before expressing key points.

Access Arrangements:

- Reader to read out the exam paper once/twice.
- Extra time for written tasks / use of writer (if requested) / the transcription of the candidate's script (re-written by someone who knows the candidate's handwriting) / use of a computer for written assignments.
- Partial oral evaluations
- Use of word processor
- Use of a prompter
- Use of calculator at board level
- Monitoring on-task behaviour

CLASSROOM POLICY

1. Classroom Appearance

Classroom is your home away from home. Indicate so by maintaining a safe and orderly class that reflects organization and creative attractiveness. Each time you leave the room – for lunch, PE, recess, lab, etc., please straighten up the furniture and pick up any litter on the floor. It makes it easy for the custodians as well as serves as good housekeeping training for the students. The way you organize your things sets an example for all.

2. Maintenance of classroom

Carefully check several times a day, to see that your room is clean of paper bits and other litter. When you leave for the day, switch off all lights in your room unless the custodians are cleaning the place.

3. Bulletin Board

Bulletin boards inside your classroom and in your corridor should ALWAYS reflect student work. This includes academic and other activities that are currently being conducted in your classroom. Bulletin boards and display cases are excellent ways to display students' accomplishments. In order to ensure all students have the opportunity to have their efforts displayed, please display any extraordinary work, accomplishments that you feel would fit well into the display case.

4. Outside Classroom:

- Photo of pupil of the week and why.
- Display samples of pupils' work 5 - Inside Classroom:
- Displays should be properly mounted and changed regularly – minimum once in a month.
- Displays should contain a balance of pupils work and work that provides an opportunity for independent learning e.g. facts relevant to the subject(s).
- Teacher and pupils should ensure the classroom(s) is (are) clean, well maintained, litter free and safe.
- Switch off the computer before leaving the room.

5. Teacher should:

- Always be smartly dressed and ensure their pupils are too.
- Be greeted warmly on arrival or at the start of a lesson.
- Always be courteous and expect courtesy from others.
- Know the birthdays of pupils in class and wish them.
- Always show appropriate concern when pupils are absent, distressed or clearly in need of support.
- Pupils should, from time to time, be given the opportunity and the responsibility to listen to and / or read the work of other pupils and to verbally appraise it. (This is a key element in the process now known as 'assessment for learning') Classroom is a place where:
- Freedom, responsibility, self-discipline and consideration for others are learned by practicing them at all times.
- The full range of individual difference is accommodated. Individuality is richly prized and given full expression.
- Pupils are provided abundant opportunities to develop intellectually. Respect and trust are learned by being treated with respect and trust. Pupils are able to produce good work in time with good teaching. Distribution of circulars, worksheets etc. are quick and orderly.
- Correct spacing, neat handwriting, margins, numbering which are very important, are enforced.
- Noise is controlled.
- Correction must be done correctly. Watch out for your own bad handwriting and incorrect spelling. Children learn neatness by keeping the classroom neat and attractive.

Specially Check	
Bad language	Learning disabled child
The quarrelsome one	The hyperactive child
Regular latecomers	Regular homework shirker
Poor eater	The child who tires easily
Nails	Hair and grooming
Personal cleanliness	Carelessly turned out child
Also Check	
Corridors	Play area and equipment
Toilets	Classroom

Creating classroom discipline plan

Whether kindergarteners or twelfth graders, your students all share something in common when they arrive in your classroom – each brings a variety of behavioral expectations from home and a variety of behavioral expectations from previous teachers. These expectations, however, may not be your behavioral expectations. Your students can't be expected to know how you want them to behave in your classroom unless you make those expectations clear to them. General classroom rules, therefore, are the first part of your classroom discipline plan.

What are general classroom rules?

General classroom rules are those rules that are in place all day long – throughout all activities. General classroom rules are important because they let your students know what basic behavioural expectations you have.

Choose rules that are observable.

Address behaviours that you can clearly see. Vaguely stated expectations may mean one thing to one child and an entirely different thing to another. As a result, they often cause problems by opening problems by opening the door to arguments. **For example:**

Observable Rules

Keep hands and feet to yourself.

Be in line when the bell rings.

No yelling or screaming.

Vague expectations

Be kind to other students

No fooling around when.....

No unnecessary talking

Choose rules that apply throughout day.

General classroom rules are rules that apply all day, no matter what activity is taking place. These are rules that students are expected to follow at all times.

CREATIVITY ACTIVITY SERVICE POLICY

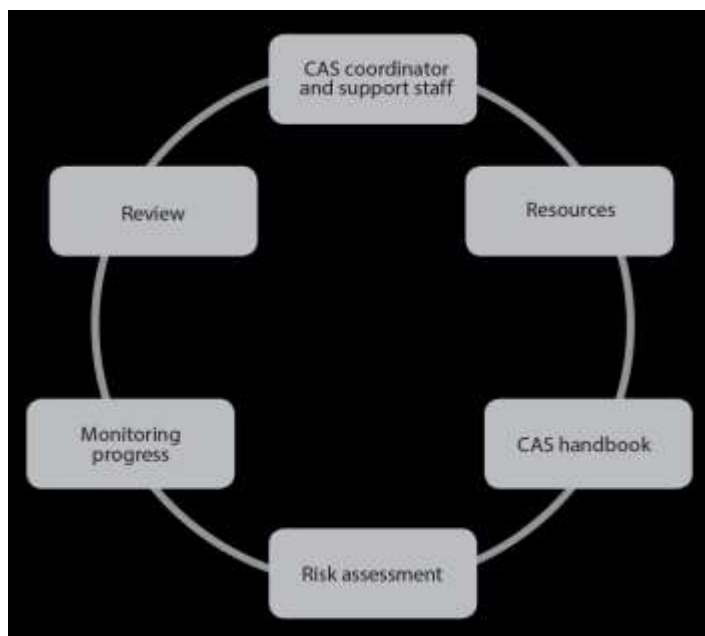
This policy will cover:

1. Aims
2. Modus Operandi
3. Structure
4. Role of the Community Action Coordinator

1. Aims

The CAS programme aims to:

- develop a range of CAS experiences and reflect upon their experiences
- develop strategies and determine further actions for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles
- actively participate in planned, sustained, and collaborative CAS Projects
- understand they are members of local and global communities with responsibilities towards each other and the environment.



1. Modus Operandi

Community Action is a 'whole school' activity. Students and staff are active participants rather than the school's management team. Their role is to establish the links and then encourage and support and finally, to create opportunities for formal recognition of their work.

The class teacher and the CAS coordinator regularly involve the students in making decisions about their involvement. Students' initiatives are strongly encouraged. In PYP the focus is on self-development of the students. The school is open to individual teachers, students or parents for identifying charities to support.

The school also considers ways in which non-teaching staff can be involved in Community action initiatives.

3. Structure Years 5 – 10

Each class will be actively involved in the activities. The range of activities and charity partners can vary throughout the

year at the discretion of the CAS coordinator. Each class will have its own chosen project. They will conduct activities for the project every month.

Years 12-18

To make the students aware of the options they have for their choice of the Community Activity Service placement and to train them accordingly. To ensure adequate transport and staffing arrangements for the visits on the allotted period on the timetable

4. Role of the Community Action Coordinator

The CAS Coordinator along with the home room teacher encourage and facilitate creative projects within the school and ensure that accurate records are being kept of their activities.

Charity Partners- IDF/Habitat for Humanity

The School helps Indian Development Foundation to mobilize funds.

Promotion

To update the Community Action pages of the school's website each term. Links with local media is also encouraged.

Reporting/ documentation

To ensure that the school has updated contact information for all our partners [most charities have a relatively high staff turnover].

To ensure compliance with the completion of visit forms by Home room teacher.

To keep attendance registers

To produce half termly reports for the Head of School, outlining all the Community Action activities that have taken place.

To complete a critical yearly review of all Community Action activities. To propose any necessary changes to the school's Community Action policies and procedures [to be agreed with the school's management team].

CONDUCT AND DISCIPLINE POLICY

RULES OF DISCIPLINE

All students are expected to conduct themselves in a disciplined manner in all places and at all times, project the good name of their school by their courteousness, good manners and conversation. Students should be kind, considerate and co-operative with their fellow students and teachers at all times.

The wholehearted co-operation of the parents is expected at all times in the formation of the character of their children. As the student progresses from the lower to the higher classes, he/she will be given increasing opportunities to shift from externally imposed order to self-imposed order and self-imposed discipline

CONDUCT AND DISCIPLINE

1. Students are answerable to the School authorities for their conduct both in and outside school.
2. When students are walking along the corridors up and down the stairs and while changing classes, they must walk in silence and the rule is to keep left.
3. Pupils should be careful and should avoid throwing refuse anywhere else except in the bins provided for the purpose.
4. No presents or other gestures are allowed for any of the staff.
5. Students should not bring mobile phones, I-pods or similar gadgets to school. The school will confiscate such gadgets.
6. Students shall bring only such materials to school as are connected with the school activity. Students are forbidden from bringing water balloons & crackers or other such materials.
7. Chewing gum or similar substances must not be brought to the school
8. Student shall not wear ornaments or jewellery in school
9. Students need to take every care to preserve and protect the class room and school property.
Parent/Guardian shall compensate for any damages/loss caused by their children.
10. Parent/Guardian shall meet the teachers on the open day / student-led conference.
11. Parent/Guardian shall meet the teachers only with prior appointment on any other day.
12. If the teacher has called the parent/guardian for discussions concerning the child, they need to respond promptly and personally. Parents / Guardian are required to attend the meeting personally and not send any one else to represent them.
13. Parents/guardians are expected to co-operate with the school authorities by enforcing regularity and discipline.
14. The school does not accept responsibility for loss of books, pens, money and other valuables.
15. Students should greet guests, visitors and members of the staff politely and show them due respect.
16. Students are required to display good manners, be polite and courteous to one another and avoid the use of objectionable language.
17. Money should not be lent or borrowed and articles should not be exchanged and sold in school premises
18. Insubordination, immorality, vandalism, smoking and malpractices such as copying and cheating during tests and exams are punishable offences and will be dealt with appropriately.
19. The use of the office telephone by students is restricted to emergencies and may be used with the permission of the co-coordinator. No mobile phones are permitted.
20. Student organizer must be brought daily to school.
21. Students must not absent themselves before any exam unless study leave has been given. In case a student is absent, necessary action will be taken.

School Property:

1. The school property should be handled carefully. Students must refrain from defacing and writing on wall, tables or chairs. Utmost care must be taken when handling the computers, interactive boards, overhead projectors and air conditioners.
2. Any damage done, even by accident must be reported immediately to the class teacher or coordinator.
Any damage committed wilfully or by carelessness will have to be compensated for.
3. Care of all classroom property is the responsibility of the students who occupy it.
4. The display boards should be well maintained and informative.
5. Students utilizing the computer, physics, chemistry, biology lab are expected to be careful while using the equipment therein and laboratory rules must be adhered to.

Personal property

- Students should look after their own possessions with utmost care.
- Valuables should not be brought to the school
- The school is not responsible for any loss of valuables or articles such as laptops, books, clothes, money, calculators, snack boxes, water bottles etc.

DISCIPLINARY CODE AND THE PROCEDURE

In order to help the school develop an appropriate environment for all children, it is essential that teachers discourage inappropriate behavior such as:

- Disobedience out of class
- Disobedience in the class
- Fighting – which may include hitting and kicking, biting and spitting, or any other physical harm to another person
- Foul language (and swearing)
- Unkind remarks
- Answering back, rudeness or aggression
- Forgery in any form
- Truancy / Vandalism
- Bringing disrepute to the school's name
- Disrespect to a teacher
- Racist comments or behavior
- Bullying or Teasing
- Damaging property
- Substance abuse and use of prohibited items.
- Being in the wrong area.

DISCIPLINARY CODE – THE PROCEDURE

SR. NO	TRANSGRESSION	REMEDIAL MEASURES TO BE TAKEN		
		STEP 1 (FIRST OFFENCE)	STEP 2 (SECOND OFFENCE)	STEP 3 (THIRD OFFENCE)
1	Not being Punctual Not following the dress code	·Reprimand and counseling for the first lapse ·Verbal warning ·Take an apology letter from the student	·Note in the diary to the parents to take corrective action. ·Every note sent by the teacher has to be acknowledged by the parent	·Warning by the coordinator / sent back home
2	Failure to bring notebooks, School dairy and submission of any assignments.	Reprimand and counseling for the first lapse ·Verbal warning ·Take an apology letter from the student	·Note in the diary to the parents to take corrective action by the coordinator. ·Every note sent by the teacher has to be acknowledged by the parent	·Warning by the Coordinator/ Detention in school till the submission is complete.
3	Bad behavior inside the class.	Reprimand and counseling for the first lapse ·Verbal warning Take an apology letter from the student	·Note in the diary to the parents to take corrective action by the coordinator. ·Every note sent by the teacher has to be acknowledged by the parent	*)Warning by the Coordinator *) refer the matter to the Principal
4	Bad behavior outside the class.	Bring to the notice of the Coordinators and the Student welfare Committee.	Inform parents. Letter sent home. Obtain acknowledgment and keep the letter in the record file.	Refer the matter to the coordinator. A daily report on the student's conduct and behavior is placed by the class teacher in the student's file with the student's signature.

5	Being in the wrong area.	Bring to the notice of the Coordinators and the Student Welfare Committee.	Inform parents. Letter sent home. Obtain acknowledgment and keep the letter in the record file.	Refer the matter to the Principal. A daily report on the student's conduct and behavior is placed by the class teacher in the student's file with the student's signature.
6	Leave class/school without permission	Bring to the notice of the Coordinators and the Student Welfare Committee.	Inform parents. Letter sent home. Obtain acknowledgment and keep the letter in the record file.	Refer the matter to the Principal. A daily report on the student's conduct and behavior is placed by the class teacher in the student's file with the student's signature.
7	Dishonesty: Lying and copying	Bring to the notice of the Coordinators and the Student Welfare Committee. Copying during exams will result in students not being awarded the marks for the subject /component.	Inform parents. Letter sent home. Obtain acknowledgment and keep the letter in the record file.	Refer the matter to the Principal. A daily report on the student's conduct and behavior is placed by the class teacher in the student's file with the student's signature.
8	Disrespectful to a teacher.	Bring to the notice of the Coordinators and the Student Welfare Committee.	Inform parents. Letter sent home. Obtain acknowledgment and keep the letter in the record file.	Refer the matter to the Principal. A daily report on the student's conduct and behavior is placed by the class teacher in the student's file with the student's signature.
9	Fighting, Foul language, Answering back.	Bring to the notice of the Student Welfare Committee.	Inform parents. Letter sent home. Obtain acknowledgment and keep the letter in the record file.	Refer to the Principal. A daily report on the student's conduct and behavior is placed by the class teacher in the student's file with the student's signature.

10	Bringing the school's name to disrepute	Inform parents. Letter sent home. Obtain acknowledgment and place in the file.	Suspension (may also accompany Step 1 depending upon the serious nature of the misconduct.	Expulsion - this will be as a result of unanimous decision by the Student Welfare Committee. Following a review of the students' records and relevant documentation. The decision will be informed to the student and parents in writing by the Director / Principal, whose decision will be final. If the student is sitting for external exams the school may / may not allow the student to attend the exams. The decision of the Principal is final.
11	Prohibited items.	Inform parents. Letter sent home. Obtain acknowledgment and place in the file.	Suspension (may also accompany Step 1 depending upon the serious nature of the misconduct,	Expulsion - this will be as a result of a unanimous decision by the Student Welfare Committee. Following a review of the students' records and relevant documentation. The decision will be informed to the student and parents in writing by the Director / Principal, whose decision will be final. If the student is sitting for external exams the school may / may not allow the student to attend the exams. The decision of the Principal is final
12	Bullying and Teasing	Inform parents. Letter sent home. Obtain acknowledgment and place in the file.	Suspension (may also accompany Step 1 depending upon the serious nature of the misconduct,.	Expulsion - this will be as a result of a unanimous decision by the Student Welfare Committee. Following a review of the students' records and relevant documentation. The decision will be informed to the student and parents in writing by

				the Director / Principal, whose decision will be final. If the student is sitting for external exams the school may / may not allow the student to attend the exams.
				The decision of the Principal is final.

Sanctions/ Penalties:

Positive:

- Spend time during break in helping staff maintain discipline
- Write a note of apology to the teacher
- Write an assignment or essay.
- Sitting out during P.E. (Requires Head / Executive coordinator's concurrence) **Negative**
- Loss of privileges
- Break detention
- Denial of field trips
- Removal from sports teams (sit out for a match) - (only if the misdemeanors is sports related)
- Detention after school hours

CURRICULUM POLICY

Scope

This policy will reflect and guide the educational experience and personal development needs of our students. Podar's curriculum principles are underpinned by the assurance of equality of access and opportunity to learn and to progress. They promote simultaneously academic achievement and personal growth.

Make The Most Of Everything The School Offers

The school's curriculum is developed within the framework of the International Baccalaureate [IB] Programme and the Cambridge International.

The curriculum framework is international in outlook and provides for the holistic development of the child, not just in the classroom but also through other media of learning; encompassing social, emotional, physical and cultural needs in addition to academic welfare.

Curriculum Aims To

- a) **Develop Skills**
Develop intellectual, social and physical skills.
- b) **Respect Each Other**
Provide a safe, caring and tolerant school community.
- c) **Take Responsibility For Actions**
Value and develop self-confidence and responsibility.
- d) **Work Together**
Develop co-operative and teamwork skills.
- e) **Get Involved**
Involve parents and the community in a partnership for education.
- f) **Enjoy Learning**
Recognise the importance of fun and positive enjoyment in learning.
- g) **Give Views And Influence Decisions**
Involve students in decision-making about their own learning and school life.
- h) **Prepare Your Future**
Prepare young people to participate fully developing skills to be successful in adulthood.

i) **Responsibilities**

Podar has a broad and balanced curriculum, encompassing both local and global perspectives.

j) **Citizenship will be promoted across the curriculum.**

The curriculum will inculcate respect for others and recognition of the equality of all human beings; and combat all forms of discrimination (racist, gender-based, religious, etc.) by fostering a spirit of tolerance and peace among beings. human We will continue to meet the curriculum needs of all those students who have special educational needs.

- Fundamental to the curriculum is the quality of teaching and learning. We will look for ways to continually improve the quality of teaching, and a reflective, collaborative approach. The school also aims to develop regular external staff training opportunities.
- The school curriculum is reviewed every year.

COMPLAINTS AND GRIEVANCES

Any faculty member who feels he/she has not been given fair treatment in the School or during the assessment has the option to make a representation, which will be dealt through the agreed procedures for complaints and grievances. Complaints and grievances should be addressed to Head of the School.

Inappropriate Teacher Behaviors

- These behaviours are considered inappropriate for teachers
- Personal
- Improper dress
- Failure to practice healthy hygiene
- Inappropriate behaviour either in the class, school or community
- Use of alcohol or illegal drugs to school – even in a car
- Possession or use of illegal drugs

Procedural

- Poor attendance
- Habitual tardiness
- Non-compliance with established work schedules
- Unwillingness to sign in and out as required by the school
- Failure to obtain permission to leave the school's campus
- Failure to call the principal or designee to report your absence from school
- Lack of firm but fair classroom management rules, procedures, and consequences
- Failure to write and turn in curriculum plans
- Failure to follow individual or student safety procedures (laboratory, fire, etc.)
- Failure to follow curriculum guidelines and pacing suggestions
- Lack of documentation of all data as per the requirement
- Failure to follow directives from Head of the School , Coordinators
- Writing or speaking disrespectfully
- Failure to follow policies

Regarding Students

- Using physical force as a means of discipline (grabbing or hitting students, or other means of restraining students, etc.)
- Physical contact with a student (Any touching of a student may be misinterpreted by the student and/or his/her parents.)
- Socializing with students outside of a school-sanctioned activity
- Being alone with just one student in any environment, especially with the door shut
- Leaving students alone in the classroom
- Transporting a student or students in your car without consent

WHATSAPP COMMUNICATION POLICY

Guidelines for WhatsApp Group

At the beginning of each academic year the Parent Support Members set up a WhatsApp Group for each class. The main purpose of these groups is to share important relevant information regarding class activities, reminders of events, deadlines, dates in the School calendar, etc. quickly and efficiently.

The WhatsApp Groups are an extremely beneficial tool when used successfully.

The aim of using WhatsApp is to send messages to the entire group, which are relevant to school.

With these groups, however, comes the responsible use of its members. The Information will be also posted on the BetweenUS Portal and Microsoft Teams to help reach more parents.

The Official whatsapp group of the school created by the teachers will have the privacy setting to send the messages only by the Admin.

The school is not responsible for any communication on whatsapp group created by Parents or students.

DIGITAL CITIZENSHIP POLICY AND GUIDELINES

Podar International School aims to embed a digital learning culture with clear policies and guidelines, in line with our Vision and Mission, which provides guidance to staff, students, parents and others about what constitutes a safe, respectful and caring environment where technologies are used smartly, safely and responsibly for learning and communicating. This is in keeping with the School's Vision and Mission and the community's expectation. Within this context, the objective of this Policy and Guidelines statement is to ensure the smart, safe, responsible and ethical use of technology within the school community.

'Digital citizenship is being able to think critically and make ethical choices about the content and impact on oneself, others, and one's community of what one sees, says, and produces with media, devices, and technologies in online environments'.

At Podar International School we:

- Recognize that the internet and digital technologies are valuable teaching and learning devices which need to be used responsibly and sensibly.
- Have clear policies in place around expected behaviors when students are using digital technology and the internet.
- Support students to develop digital literacy skills within an educational environment.
- Have a digital citizenship program in the school which is reinforced across the curriculum.
- Use an array of technologies for educational purposes.
- Provide a filtered internet service for computers logged into the school's network. Parents may need to provide additional filtering and supervision of use on the student's home network.

Obligations and Requirements Regarding Appropriate Use of ICT in the School.

Learning Environment:

1. Members of the School Community:

- Need to use technology responsibly and ethically and not use any device in a manner which may be deemed objectionable or inappropriate.
- Must adhere to copyright laws and licensing agreements, and sources must be appropriately acknowledged. Laws of copyright, moral right or intellectual property must not be breached— this includes illegal copying of software, music, videos and images.
- Are to be mindful not to create and disseminate information inappropriately via the school communication channels.
- Must use social networking sites, when required to do so for educational purposes, in accordance with the Digital Citizenship Policies outlined by the School
- Must not encourage, participate or otherwise knowingly support others in prohibited use of school, or privately owned communication technologies, on the School site or at any School related activity.
- Are not to engage in any practices which undermine the values of the School.

2. Students:

- Must use ICT equipment, including mobile phones, iPods, iPads or other mobile devices, in the school , for educational purposes only
- Must never participate, or support others to engage, in online bullying (this includes any harmful, inappropriate or hurtful online behavior or forwarding inappropriate messages), nor transmit or share inappropriate images
- Need to understand the terms and conditions of websites and online communities and be aware that content uploaded or posted creates a digital footprint of the user.
- Must not interfere with network security, the data of another user or attempt to log into the network with a user name or password of another student.
- Must not attempt to download, install or connect any unauthorized software or hardware onto school ICT equipment, or utilize such software/hardware, including games.
- If found to use an ICT equipment/device to gain advantage in exams or assessments will face disciplinary actions as

sanctioned by the school

- In the event of accidental access of inappropriate material, must not show others o Shut down, close or minimize the window o Report the incident immediately to their teacher.

3. Staff:

- Must abide by the policy.
- Procedures for Use of Mobile Phone, iPod, iPad or Other Mobile Device at School
- It is the school policy that:
- Students must have their mobile phones/devices switched off and out of sight during school hours, unless directed by a teacher to use the phone/device for educational purposes
- Students may only use their mobile phones (except for educational purposes) outside school hours. Students who need to contact parents or guardians should consult their class teacher / coordinators
- It is important that students display courtesy, consideration and respect for others whenever they are using a mobile phone/mobile device
- To protect the privacy of others, students must never post or forward private information (including images) about another person using electronic communication
- Students must only take photos and record sound or video when it is part of an approved lesson.
- Permission must be sought from individuals involved before taking photos, recording sound or videoing students and teachers.
- Written permission must be sought from individual before publishing or sending photos, recorded sound and video to anyone else or to any online space.
- Any student who photographs or films other individuals without their consent, or who sends harassing or threatening messages, will be subject to appropriate disciplinary procedures. Use of an in-phone camera in any inappropriate place (such as a toilet or change room, for example) would be seen as a very serious breach of this policy
- Any student found using a mobile phone/device to cheat in an examination or assessment task will be subject to appropriate disciplinary procedures.
- Mobile phones/devices are brought to school at their owner's risk. The school does not hold insurance for personal property brought to schools and will not pay for any loss or damage to such property.
- Mobile phones/devices being used in contravention of school policy may be confiscated, and returned to parent/guardian at a mutually agreed appointment time.
- This policy applies to students during school excursions, camps and extra-curricular activities.

Monitoring by the School

The school:

- Has the right to check work or data on the school's computer network, email, internet, computers and other school ICT equipment/devices, without obtaining prior consent from the student
- Will restrict student access to certain sites and data for student protection from inappropriate content but due to the nature of the internet full protection can never be guaranteed despite software and education programs we put in place.
- Monitors traffic and material sent and received using the school's ICT infrastructures. From time to time this may be analyzed and monitored to help maintain an eSmart learning environment.

Individual Password Logins to User Accounts

- Access to the school computer network, computers, and internet requires a personal user account and password.
- Students must keep usernames and passwords confidential and not share them with anyone else. A breach of this rule could lead to users being denied access to the system.

- Students must not allow another person access to any equipment/device logged in under their own user account. Material accessed on a user account is the responsibility of that user.
- Students must use email in a responsible manner. This includes ensuring that no email communication could cause offence to others or harass or harm them, put the owner of the user account at potential risk, contain objectionable material or in any other way be inappropriate in the school environment.
- For personal safety and having regard to privacy laws, students must not reveal personal information about themselves or others. Personal information may include, but is not limited to, home or email addresses, and any telephone numbers, including mobile numbers.

Privacy

- School ICT and electronic communication should never be used to disclose personal information without proper authorization. The Privacy Act requires the school to take reasonable steps to protect the personal information that is held by the school from misuse and unauthorized access.
- While after school use of communication technologies by students is the responsibility of parents that no student attending the school may identify, discuss, photograph or otherwise publish personal information or personal opinions about the staff, fellow students of the school. The school takes a strong position to protect privacy and prevent personal information and opinion being published over technology networks including Facebook, You Tube, etc.
- Students must take responsibility for the security of their system and not allow it to be used by unauthorized persons.

Specific guidelines for online learning

- Make sure students are located in a common space at home within earshot of parents unless they are having a confidential session.
- Students must not share personal contact details or inappropriate materials during virtual classrooms.
- Students must login with their school id only.
- Staff and students must use only their current profile picture as Display Picture.
- Attendance for Online classes is mandatory just as face-to-face classes.
- If a student get distressed during the online session, the immediate person to contact is the subject teacher followed by the Parent /Guardian and counsellor.
- Turn off cell phones, TVs, etc. Exit other applications on your computer prior to entering the online classroom.
- Dress appropriately. Remember this is still a classroom setting.
- Use your full name when you sign into the classroom.
- When you enter the classroom, make sure to enable both audio and video.
- Mute your microphone during the lesson to avoid disturbing the class with any background noise.
- Participate. When you have a question or comment, use the “Raise your Hand” button that can be found in the window that pops up when you click on Participants in the bottom menu.
- When your class is over, leave the classroom by closing the window.

Netiquette guidelines for students:

Good netiquette means conducting yourself in an online class with the same respect, politeness and professionalism that you would exhibit in a real-life classroom.

1. NO YELLING, PLEASE

There’s a time and a place for everything—BUT IN MOST SITUATIONS TYPING IN ALL CAPS IS INAPPROPRIATE. Most readers tend to perceive it as shouting and will have a hard time taking what you say seriously, no matter how intelligent your response may be. If you have vision issues, there are ways to adjust how text displays so you can still see without coming across as angry.

2. Sarcasm can (and will) backfire

Sarcasm has been the source of plenty of misguided arguments online, as it can be incredibly difficult to understand the commenter's intent. What may seem like an obvious joke to you could come across as offputting or rude to those who don't know you personally. As a rule of thumb, it's best to avoid sarcasm altogether in an online classroom. Instead, lean toward being polite and direct in the way you communicate to avoid these issues.

3. Don't abuse the chat box

Chat boxes are incorporated into many online classes as a place for students to share ideas and ask questions related to the lesson. Students should not use the chat box to ask questions irrelevant to the discussion, or to talk about an unrelated topic.

4. Stop ... grammar time!

Always make an effort to use proper punctuation, spelling and grammar.

5. Set a respectful tone

Certain level of formality is expected in your communication with teachers. In addition to proper punctuation and spelling, it's good netiquette to use respectful greetings, full sentences and even the same old "please" and "thank you" you use in real life.

6. Submit files the right way

You won't be printing assignments and handing them to your teacher in person, so knowing how to properly submit your work online is key to your success as an online student.

Online classes establish ground rules for file assignment submissions, like naming conventions that help them keep things organized or acceptable file formats. Ignoring these instructions is bad netiquette.

Receiving work that does not adhere to the file format and naming protocol means a student is not paying attention.

If you don't follow instructions, you're taking the risk that your teacher won't be able to find or open your assignment.

7. Read first

Take some time to read through each of the previous discussion post responses before writing your own response. If the original post asked a specific question, there's a good chance someone has already answered it.

8. Think before you type

A passing comment spoken in class can be forgotten a few minutes later, but what you share in an online classroom is part of a permanent digital record. Whether or not privacy settings are in place, the internet has a tendency to house things forever, and what you say privately can easily become public.

Not only is it good practice to be guarded when it comes to personal information, you always want to be just as respectful toward others as you would be if you were sitting in the same room together.

9. Be kind and professional

Online communication comes with a level of anonymity that doesn't exist when you're talking to someone face-to-face. Sometimes this leads people to behave rudely when they disagree with one another. Online students probably don't have the complete anonymity that comes with using a screen name, but you could still fall prey to treating someone poorly because of the distance between screens. Make a point to be kind and respectful in your comments—even if you disagree with someone.

At the core, all of these mistakes come down to forgetting that an online classroom is still a classroom.

The following is a guide to the rules covered by the 'Responsible Digital Citizenship Policy' Agreement.

1. As a student at Podar International School I am accepting the School's 'Responsible Digital Citizenship Policy'. This policy is developed to support the safe use of technology within the school environment.
2. I can use personal and school ICT devices at school for educational purposes only. This helps to ensure the equipment is available when students need to use it for their learning. It will also help to reduce the likelihood of any inappropriate activities taking place which put at risk the safety of the eLearning environment.
3. If I am unsure whether I am allowed to do something involving ICT, I will ask the teacher first. This helps students to take responsibility for their own actions and seek advice when they are unsure of what to do. It provides an opportunity for the teacher and student to work through an issue and so avoid the student making an unwise decision which could possibly lead to serious consequences. All students require ongoing advice and guidance to help them become safe and responsible users of ICT.
4. I will follow the 'Responsible Digital Citizenship Policy', and will not join in if others are being irresponsible. If I become aware of others being irresponsible I will tell the teacher straight away. Unfortunately, along with many benefits, technology has also provided new ways of carrying out anti-social activities. Often students become involved in these acts through peer pressure, without thinking of the consequences.
5. If I accidentally come across inappropriate material I will tell the teacher straight away, without showing any other students. Because anyone at all can publish material on the Internet, it does contain material which is inappropriate, and in some cases illegal. The school has taken a number of steps to prevent this material from being accessed. However, there always remains the possibility that a student may inadvertently stumble across something inappropriate. Encouraging students to tell a teacher immediately if they think something is inappropriate encourages students to take responsibility for their actions and keep themselves and others safe.
6. I will log on with only my own username and password. I will not share my log on details with any other person. I will log off computers or shut down computers when I have finished using them or before letting someone else use the computer. Passwords perform two main functions. Firstly, they help to ensure only approved persons can access the school ICT facilities thereby protecting personal work, files and emails. Secondly, they are used to track how those facilities are used. Knowing how the equipment is being used and by whom, helps the school to maintain a safe eLearning environment for all users, and teaches students the life skill of the importance of personal safety. Logging off, stops others from using a computer under your student's username.
7. If I am sharing a school computer which is logged on under my name, I am responsible for how it is used. If there is a problem, I will tell the teacher immediately. Students often work together at a single computer. Any misuse of the computer can be traced back to whoever was logged on at the time. It is important that you take responsibility for sensible use of the computer at all times and tells the teacher if there is any concern.
8. I will not be careless, try to damage, or steal any school ICT equipment. If this happens, the school will need to inform my parents about what has happened. My parents may have responsibility for the cost of repairs or replacement. School ICT equipment has been purchased to assist with enhancing student learning. When equipment is damaged or stolen, students are unable to access these technologies to support their learning.
9. I will consider and understand my rights and responsibilities as a consumer and creator of digital content. I will not breach

laws of copyright, moral right or intellectual property. This rule focuses on the ethical and legal use of intellectual property, including plagiarism and unsolicited use of media. It is important for students to reflect on the differences between taking inspiration from the creative work of others and appropriating that work without permission.

10. I will have no involvement with making or sending viruses, or other malicious software, on purpose. This rule is designed to protect the school from viruses and malicious software created by students and distributed via Podar network. Viruses and malicious software have the capability of disabling the school network for a period of time denying student access to technology required to enhance student learning.
11. I will not bring software or games from outside the school to use on the school network. Schools must abide by any licensing requirements included within the software. This means unless the school has purchased a copy, it will not usually be legally entitled to install the software. Computer games, unless part of an educational program and installed on school computers, must not be brought to, or played, at school.
12. I will check with the teacher before using school equipment to copy software, music, videos or other files in case they breach copyright laws. Any such copying is likely to be restricted by copyright laws. The school does not permit the use of its equipment for these activities.
13. I will not use school ICT equipment, devices or network to be mean, rude, offensive, or to harass any member of the school community while at school or any school related activity. The same rule applies when using ICT at any time, WHETHER AT SCHOOL OR NOT. The basic principles of courtesy and mutual respect extend to the use of information and communication technologies. The capacity of ICT to increase the scale and scope of misconduct can make an otherwise minor rule infringement into a much more serious matter. This includes the creation of abusive websites.
14. I will not share personal information about myself or others when using school ICT – this includes home and email addresses and phone numbers. This reduces the risk of your child, or other students, being contacted by someone who wishes to upset or harm them, or use their identity for purposes which might compromise the student's privacy or security online.
15. If I am not feeling safe at any time while using the school's ICT equipment, I will tell the teacher immediately. The school strives to create a safe and secure eLearning environment for all students. Examples of situations involving the use of ICT which might cause a student to feel unsafe could include: contact being made by a stranger through email or text message, the presence of offensive images on a computer screen, an/or misconduct by other students. The staff need to be made aware of such situations as soon as they occur to ensure the school can respond immediately.
16. If I do not comply with the school expectations, the school may need to talk to my parents about what has happened. In very serious cases, the school may take disciplinary action including suspending me or withdrawing my enrolment from the school. Depending on the seriousness of a particular breach, possible school responses could include one or more of the following: a discussion with the student, informing parents, loss of ICT privileges, the family possibly having responsibility for the cost of ICT repairs or replacement, the school taking disciplinary action such as suspension or withdrawal of enrolment.
17. I must abide by the rules of the school in relation to communication technologies while on school premises, or school related activities. It helps keep students eSafe if they understand that many of these rules should be followed regardless of whose ICT equipment they are using, where they are, or who they are with.

The Responsible Digital Citizenship Policy applies during all school related activities, including school excursions, camps and extra-curricular activities both in and out of school hours.

Responsible Digital Citizenship whole-school policies and procedures are collaboratively developed by all members of the school community. They provide guidance for staff, students, parents and others about what constitutes a safe, respectful and caring environment, where technologies are used smartly, safely and responsibly for learning and communicating.

References:-

-<http://www.cis.org>

- <https://www.cambridgeinternational.org/Images/203280-2017-2019-syllabus.pdf>

-<https://www.gwsc.vic.edu.au/>

EMERGENCY POLICY

The school is committed towards providing a safe and secure environment for its students. The school incorporates educational programs in transportation safety, driver & Lady attendant education, fire prevention, emergency procedures, etc. and is appropriately geared towards students at different grade levels.

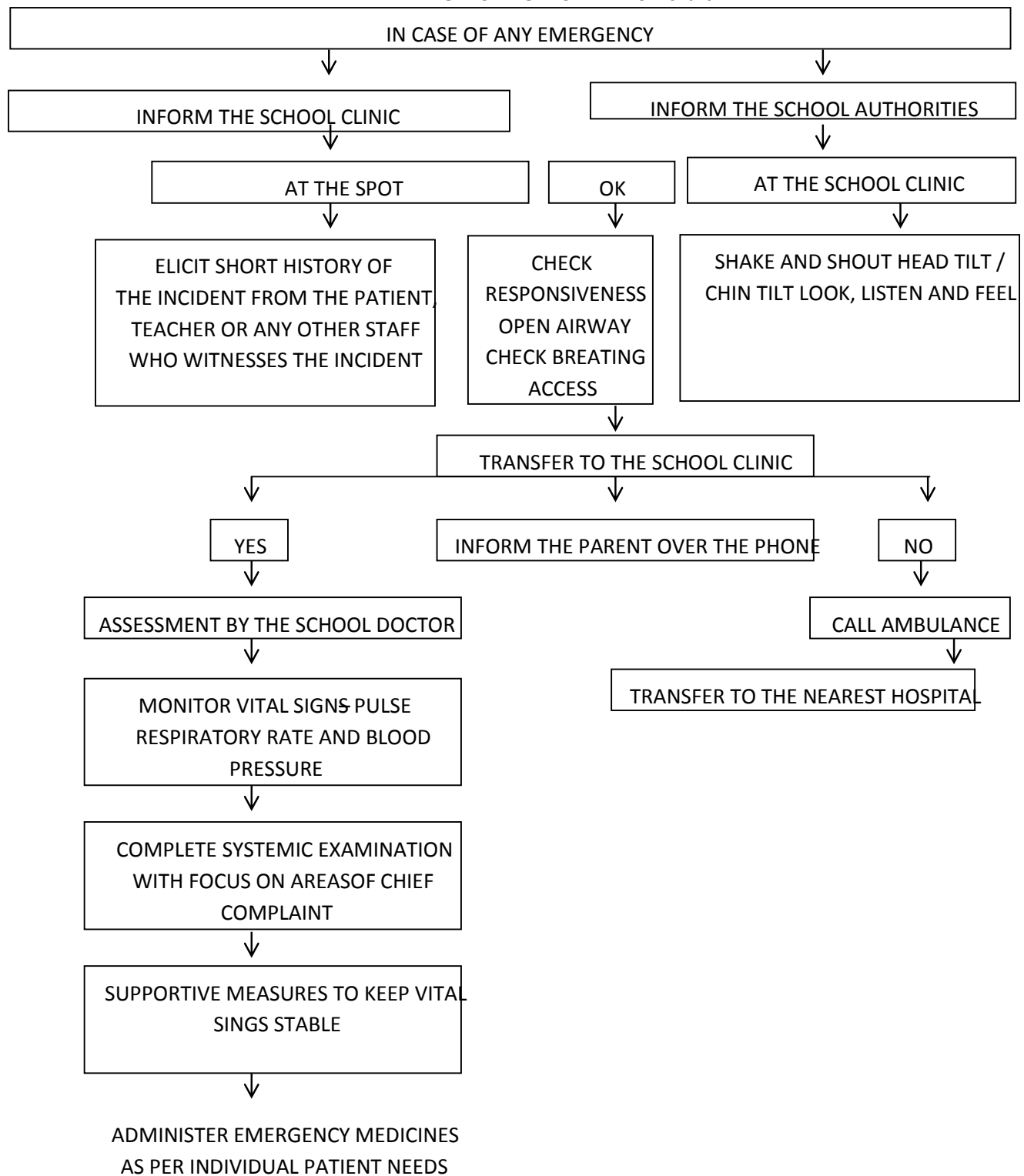
The Principal / designee shall be responsible for the supervision and implementation of the safety program in the school. All teachers shall be required to know and implement the appropriate safety practices and procedures applicable to their assigned areas of responsibility.

In case of illness/an accident in school premises:

- The student should report to the staff present at the site of injury
- First aid or emergency treatment must be administered to the concerned party immediately. Further medical attention is provided to the students by the school nurse.
- Each student shall have on file a current Health Record and emergency contact numbers.
- The nurse shall decide whether the student shall remain in school, be referred for emergency medical treatment, or to be sent home.
- No student shall be released [left/ allowed to leave] from school until the parent; guardian or designee has been contacted.
- The nurse shall keep a log of students receiving first aid and emergency care.
- In order to ensure accuracy of treatment, a detailed accident report shall be completed immediately after first aid has been administered. The report shall include the name of the injured party, date, time, place, extent of injury, first aid given, and disposition of the case.
- Transportation of the student to his/her home or to a medical facility is the responsibility of the parent; however, the school shall call for an emergency vehicle if the issue is of a serious nature/parent is unavailable.

The Principal must shall be notified at once of all accidents or illnesses.

EMERGENCY FLOW CHART Flow chart



EMERGENCYFIRE & EVACUATION

The school shall hold fire drill at regular intervals. All teachers shall be familiar with the fire drill rules in his/her school. The Principal and the teachers shall outline to all students, the procedures for conducting fire drills.

1. Emergency Evacuation Priorities

a. First Priority: Protection of Life

The first priority is to ensure that all people who may be in danger are warned and that action is taken to guarantee their safety, before any steps are taken to prevent the spread of the hazard, to secure assets, or to eliminate the hazard.

b. Second Priority: Prevent Spread of Hazard

The second priority aims at controlling the extent of the hazard within the building and minimizing its release into the environment.

c. Third Priority: Eliminate the Hazard

The Third Priority is to eliminate the fire by extinguishment.

Responsibility For Developing And Implementing Emergency Procedures

The management consisting of Principal, General Manager, Coordinators, and Teachers in charge, the security and the Housekeeper is responsible for the implementation of the emergency procedure.

2. The Emergency Control Team (ECT)

The emergency control team facilitates the safe and orderly implementation of the emergency procedures in the building, including the evacuation of the occupants from the building when appropriate. The ECT is a structured organization of people employed within a building who take command on the declaration of an emergency, pending the arrival of the fire brigade or other emergency service. The ECT comprises of :-

Principal

- General Manager
- Coordinators
- Teachers in-charge
- Security Personnel
- P .E. Masters
- First aid Personnel
- House Keeping Team

2.a. Duties of Emergency Control Team on Noticing or Becoming Aware of an Emergency. On become aware of a potential emergency the Principal shall determine the nature of the emergency and decide on the appropriate action. If an emergency is declared, the Principal/General Manager shall initiate the emergency procedures which should include the following actions:

- Ensure that the appropriate emergency service has been notified.
- Ensure that the Security Personnel's are advised of the situation;
- Initiate evacuation of the building

- Brief Fire Brigade service personnel are on their arrival.

2. b. Head of the Security Department

On becoming aware of the emergency, the security should implement the emergency procedures for their floor, which should include the following actions:

- Raise alarm
- As certain the extent of the emergency;
- Assist people in immediate danger;
- As certain the extent of the emergency;
- Attempt to extinguish fire if safe to do so;
- Implement evacuation of their workplace;
- Perform methodical search of their area to ensure that all persons have been notified of emergency and have, or are leaving, the work place to the assembly area.
- Assist mobility of impaired persons;
- Prevent persons from entering the building while the evacuation alarms are sounding by placing a staff at the exit;

2. c. The Emergency Control Team must be familiar with:-

- The operation of the Fire alarm system, the Emergency warning system and any other equipment used to assist in the operation of emergency procedures for the building.
- All the means of exits and alternative escape routes;
- The existence and position of rooms leading off blind passages; doors leading to dead-ends and any other confined are as in which persons could be located;
- Potentially hazardous materials or operations undertaken in their zone;
- The location and operation of fire doors, fire blankets, portables fire extinguishers in their area;
- The number and location of mobility-impaired persons in their area;

2.d. First Aid Personnel-

On hearing the alarm the First Aid Personnel make his or her way to the building Assembly Area with equipment to render first aid as required.

3) Evacuation Drills

Evacuation drills are the most important part of the staff training associated with emergency evacuation procedures. Drills should be carried out in the buildings at regular intervals.

IV) Evacuation of Libraries, Classrooms and Teaching Laboratories

These are as require explicit organization because of the potential for large numbers of people to be congregated in a small area. The person in charge of the class shall act as the manager and is responsible for evacuating his/her area.

Upon Hearing the Alert or When Notified of an Emergency

The person in charge of the class should direct students to:

- **Stand fast** and push chairs, large bags, etc. under desks or benches.

- **Turn Off** electrical devices and laboratory operations that is not safe to be left unattended.
- In controlled sequence, move along gangways to main aisles and exit in an orderly manner through the nearest appropriate exit.
- Move to the Building Assembly Area. These procedures need to be orderly to minimize crowding in aisles and doorways.

V) Emergency Evacuation Procedures In Case of Fire

5. a. PEOPLE INCHARGE OF EVACUATION

- The Chief Fire Officer: Dr. Mrs. Vandana Lulla (Head of the School)
- The Deputy Fire Officer: Mrs. Prema Mathew

Fire Marshals:

- Floor 1: Mrs. Saachi S. & Aparna K.
- Floor 2: Mrs. Shahina M. & Vinita E.
- Floor 3: Mrs. Prema M.
- Floor 4: Mrs. Veronica M. & Zahabiya T.
- Floor 5: Mr. Khalid S. & Prasad J.
- Floor 6: Mrs. Leena V.
- Floor 7: Mrs. Hema R. Rima P.
- Basement – Mrs. Rekha Bajaj
- Ground Floor – Robotics Staff

Floor marshals:

- Floor 1: Mr. Sachin T.
- Floor 2: Mr. Yogesh Y.
- Floor 3: Mr. Nikhil T.
- Floor 4: Mr. Tapas
- Floor 5: Mr. Deepak C.
- Floor 6: Mr. Lyndon
- Floor 7 : Mr. S.S. Jha
- Ground Floor: Robotics Teacher

Rescue Fire Marshal:

- Floor 1: Security & House Keeping (Washroom)
- Floor 2: Security & House Keeping (Washroom)
- Floor 3: Housekeeping & Security (Washroom)
- Floor 4: Security & House Keeper (Washrooms)
- Floor 5: Security & House Keeper (Washrooms & Laboratory)
- Floor 6: Security & Housekeeping (Washrooms & Laboratory)
- Floor 7: Security & Housekeeping (Washrooms & Laboratory)
- Basement: Security
- Ground floor: Security

5. b. How Do You Identify People In-charge

- The White cap- The Chief Fire Officer

- The Redcaps- The Deputy Fire Officer, Fire Marshals, Floor marshals, Rescue Fire Marshals

Responsibilities of Evacuation Personnel

- The Fire Marshals i.e. the Coordinators check all the classrooms on their respective floors and then proceed to the assembly area.
- The Floor Marshals i.e. the PT teachers, the music teacher and the librarian a r e check each and every classroom, labs, toilets etc. and then proceed to the Assembly area.
- Fire Marshall and Floor Marshal – Check the rooms on both the sides simultaneously their area together.
- The Rescue Fire Marshals i.e. the security on every floor, the peon in the library and the housekeeper use fire extinguishers if needed and recheck the floor and washrooms. They are also trained to assist mobility of any disabled or injured persons and then proceed to the Assembly area.

Process of Fire Drill

1. The Chief Fire Officer i.e. the Head Of the school rings the fire alarm continuously till the entire school premises is evacuated.
2. The moment the fire alarm is rung, the Security Guard is trained to switch off the main power supply of the school and the lift man is trained to switch off the power supply of the lift and get out of the lift.
3. As soon as the bell is rung, all the security guards take their positions on the road to make sure the children are taken safely to the assembly point.
4. The nurse is responsible to move out of the medical inspection room with her First Aid Kit, drinking water and blankets and sit at a prominent fixed place so that she is visible to everyone.
5. Every teacher is trained and responsible to carry her attendance register and quickly leave the class and lead the children to the assembly area according to the classroom evacuation plan and make sure that they are seated quietly.
6. All teachers, at the assembly point are responsible and trained to take the head count of the students and tally the number of students with the marked attendance taken.
7. After the deputy fire officer reports to the chief fire officer that all are out of the premises, then the chief fire officer leaves the premises last.
8. The class teacher reports to the teacher in charge of the whole school attendance who then checks and tally's the attendance with the attendance taken.
9. He/she then reports to the deputy Chief officer who then reports to the chief fire officer who checks the report with her record of the whole school attendance.
10. The Housekeeper & Administrator responsible to maintain the staff and Class IV employees' daily attendance respectively in their Attendance Registers & carry the same to the Assembly Areas and tally the same.
11. The security guard reports to the chief fire officer of the number of visitors out of the school marked in his visitor's entry book.
12. After the chief officer gets the tally of the number of students, staff, IV class employees and visitors, she then reports to the deputy chief fire officer to assemble the students, staff, and the IV class employees back into the school.
13. After the fire drill is over, the Chief fire officer conducts a meeting with all the PERSONNEL who are responsible for the evacuation of the school and makes a detailed report in the Fire Log Book.

Fire and Safety tips.

- Fire Alarm
- Look for the nearest emergency exit. ☑ Line up and move fast quietly ☑ Reach the assembly area.
- Report to the class teacher
- Record your presence
- Report to the nurse for first aid if required ☑ Sit down quietly till further instructions.

In-case of fire

- Crawl on the floor to avoid smoke and heat.
 - Do not use elevators. Use the stairs
 - Do not re-enter a burning building
 - Do not open a door if it is hot
 - If your clothes catch fire, do not run, STOP, DROP and ROLL
- V. c. Evacuate the Building and Proceed To Your Assembly Area:**
1. Move quick, do not run.
 2. If you have to move through a closed door that you cannot see through:
 - a) Feel the door to see if it is hot;
 - b) Look for smoke coming under the door;
 - c) Open the door slowly and look around it to see if there is a fire behind it;
 - d) If there is no fire on the other side, proceed through and close the door behind you;
 3. Move to the Building Assembly Areas quick as possible;
 4. Report to your teacher in the assembly area.
 5. Remain in the Assembly Area until you are informed that you may leave or move by a member of the emergency services

V. d. You Notice Someone On The Verge Of Panic:

1. Take hold of one of their hands and guide them out of the building to the Assembly Area;
2. If they will not cooperate or start to grab things, leave them where they are;
3. Evacuate yourself and inform any Evacuation Team immediately.

V. e. Mobility of Impaired People

If you encounter a person with some form of physical disability that restricts their mobility, you may be required to assist them from the building. If you are unable to remove them from the building emergency exit. It is important to inform the emergency personnel of their location so that they can be retrieved as soon as possible.

V. f. If you are trapped in a Room:

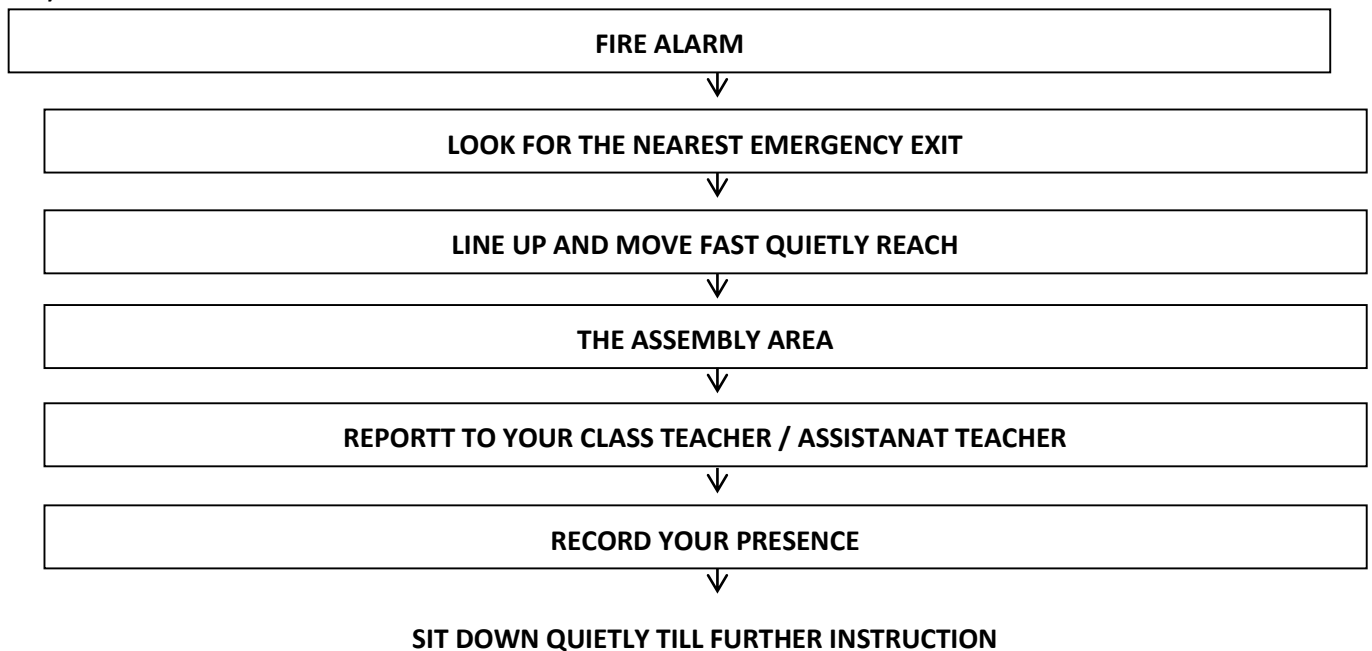
- Exit through a window if you are on the ground floor;
- If you are not on the ground floor go to the window and shout for help
- If there is smoke in the room open the window a little so you can breathe fresh air. If not, do not open the window. This can assist in the spread of fire into your area from lower floors;
- Attract people's attention to your plight. This can be achieved by writing on a paper and sticking it to the window or calling out the window. If you open the window remember to close it again as this can be an entry point for fire. Do not open the window up fully;

- If the room is filling with smoke, stay close to the ground. The air is cooler and oxygen is more plentiful in this region;
- Wait for the Fire and Rescue Service to rescue you.

VI. In the event of noticing any suspected explosive:

- Immediately after the call is received/a suspected explosive device has been found, the Principal shall be notified.
- The person receiving the call shall make a detailed record of the call including recording the time of the call.
- Immediate evacuation of the school or buildings. Evacuation plans shall be followed.
- If a thorough search has been conducted and nothing has been found, the Principal or his/her designee shall be notified by the senior member of the local protective department that re-entry shall be permitted.
- Investigation of the incident should be made by the local police department.
- Devastating acts, such as the terrorist attacks have raised uncertainty about what might happen next, increasing stress levels. Taking preparatory action can reassure students that a measure of control can be asserted even in the face of such events. **VII. Remember**
- Fires spread rapidly;
- Fires produce thick black smoke that is difficult to see through and causes suffocation;
- The freshest air will always be near the floor;
- Move quickly. Do not run;
- Be decisive;
- Make a decision and follow that decision.

VIII) PROCEDURE AT GLANCE FOR STUDENTS



LOCK DOWN DRILL

In case of a terrorist attack:

- Raise the terrorist alarm.
- The Principal to inform the police.
- Staff and students should stay back in their respective rooms and not panic. They should lie low in their classrooms to escape random firing.
- Every teacher should have details of the Police Control room and local police station. These details should be displayed at prominent places in the school for effective communication.
- If the location of the terrorist is known and there is safe passage available from the other classrooms to any of the gates, the students under the guidance of their respective teachers in a single line should be taken out without making any noise.
- In case of doubt, there should be no movement and teacher/students should wait for the police to arrive to contain the situation so that a secured passage can be made for students/staff to move out from their respective places to outside the school.
- The staff should carry an emergency supplies kit. Include basics such as first aid supplies.
- Try to remain calm. Follow the instructions of emergency officials and use the emergency exits as instructed.

The overall safety of all students shall be the basis for all decisions. In-case of local crisis: In the event of emergency, school will close immediately. Parents should consult the local media and keep their children at home if a warning is in force. School will resume as soon as the site is safe and usable. Information about resumption of school will be on the website, if circumstances permit. The school also has evacuation procedures during an emergency that are regularly practiced with staff and students. The school also sends alert messages in case of an emergency via sms, on parents mobile numbers. Parents of younger students (3 years to 13 years) must pick up their wards from the school if the situation has worsened after the students have reached school. School buses will play only to those areas which are not affected or else parents should make arrangements to pick them from the school. However, if the parents are not able to reach the school then the students will remain in the school building along with responsible staff members.

Emergency closing-

The Director is authorized to announce the closing of school if actual or potential hazards threaten the safety and wellbeing of students or employees. The decision to close the school shall be made by the Director or her designate on consultation with the General Manager responsible for safety and wellbeing of the community. Parents will be notified prior to school closing by written notice (if possible) or by the emergency SMS / email. Parents are urged to make decisions about the safety for their children during any potentially dangerous situations. The safety of students is of prime importance and parent should make final decision as to whether or not to send a child to school during a potentially dangerous situation. Instructional days lost due to emergency closing will be rescheduled through extended days, Saturday classes, or an extended school year, if the instructional days lost causes the school year to fall below the minimum teaching days for the year.

Emergency Cell: PIS Santacruz (West)

1. Venue - Management Reception
2. Contact No. – 022-26001311 / 8879753461
3. The above cell will remain activated round the clock. Duty officers will function in shifts.
Rotation of duties of the under mentioned personnel are as under:-
 - a) Principal: Director/Principal – 022-26001311 (002)(Direct) / 225(Secretary)
 - b) General Manager – 9226225695

- c) Sr. Exc. Coordinator – 9920721049
- d) Exc. Coordinator – 9821693004
- e) Security In charge – Mr. Shrivastav – 9869263628 / Ms. Priya: 8291390089
- f) A. O. - Mr. Sanjay Sawant – 8879755228 / Mr. Anil Shinde: 7506727731
- g) Electrician- Mr. Mangesh – 9022958235 / Mr. Kumar - 7045949631
- h) Maintains In charge – Mr. Rao – 9221400115 / Mr. More - 8879683327
- i) Student Welfare committee in charge – Tapas Banerjee – 9892470427
- j) Nurse: Dolly- 9049839348 / Pranjal – 9819764585

4. Important tele Contact Nos.

- a) Santacruz Police Station – 022-26493139
- b) West region Police Control room – 26457900 / 26552195 / 26412021
- c) Fire brigade - 101
- d) Ambulance - 102
- e) Hinduja Hospital, Khar (W.) – 022-26469999 / 61548989
- f) Traffic in Charge - 9920324206
- g) BMC disaster Management - 22694725 / 27
- h) Transport Department :
- i) Ms. Pallavi – 7045381173 ii) Mr. Mhatre – 7045381164 iii) Mr. Jaiswal - 7506200984

Personnel detailed on duty will:-

- a) Maintain daily report Register
- b) Patrol all buildings frequently
- c) Check electric main points
- d) Check leakage if any
- e) Control available staff
- f) Inform all concerns
- g) Manage situation

***Phone no.: Subject to change**

EDUCATIONAL VISITS POLICY

At Podar, educational visits are seen as an integral part of school life. As part of our aim to provide a broad and balanced curriculum, educational visits:

- Have a stated educational purpose
- Provide children with first hand experiences
- Enhance learning opportunities
- Develop personal and social skills
- Provide a positive contribution to the development of cross-curricular dimensions
- Enhance the delivery of the curriculum
- Encourage excellence and enjoyment
- Help children to learn to make a positive contribution

Visits include:

- Walks around the local area { PURPOSE OF THESE WALKS SHOULD BE STATED} □ Environmental Studies of the local area
- Local visits
- Sporting and other curriculum related events [e.g. Sports Events, CAS Visits, Environmental Events etc.]
- Half or full day visits.
- Residential visits { PURPOSE OF THESE Residential visits SHOULD BE STATED}

Planning

Educational visits should be included in initial and long-term planning. In some cases it will be necessary to plan further in advance, for example at the beginning of the school year, as some visit locations are in heavy demand.

Information needs to be sent for in advance, and where possible, a pre-visit arranged. Information on possible places to visit is kept with staff resources. Curriculum Subject Leaders may have further information. Teachers should endeavor to include at least one visit per term which is related to the curriculum. It is recommended that prior to taking the children on an educational visit, the teacher will make a preliminary visit to assess potential risks and plan the use of the facilities, transport etc.

Preparation

Once a member of staff has decided on the visit location which needs a coach, then detailed preparation needs to start at least one month in advance. Local visits need to have at least one week's notice so that permission slips can be sent out and returned. Teachers in charge of the visit must fill in the material requisition note and transport requisition.

The school diary should be checked to make sure the date is free, as should the buses to ensure there are enough available. Give the School Office the dates, venue [including address and telephone number], time of departure and return and the number of children and adults going. A bus can then be booked. Once the details of the visit have been confirmed then a letter to parents needs to be drafted.

The letter should include details of:

- Venue
- Date
- Departure and arrival times
- What to wear
- What to take
- Packed lunches
- Cost
- Completed and signed Parent Approval Form must be submitted before the trip. □ Pocket money amounts [at the discretion of the Principal]

Staff should keep their own record of slips and monies returned to school. All slips and monies should then be sent to the school office. It is acceptable to leave children with severe behavioral problems at school. This is for safety reasons. Provision will be made for any child who does not take part in the educational visit due to the wishes of their parents or behavioral problems. Children who need special provision to attend the trip can be catered for with only the permission of the Principal.

Itinerary

- A detailed itinerary needs to be planned for the whole visit. This should include:
- Timings
- Places, with phone number in case of emergency, details of disabled facilities and access if appropriate
- Activities
- Groups
- Supervision
- Risk Assessment **What to take:**
- First aid kit
- Any medication specific children need, for example for asthma - all medication must be labelled and parental consent needs to be given for its administration
- Emergency contact list
- Sick bucket, paper towels, plastic gloves etc. ☐ Any resources or equipment needed

Uniform

It is easier to identify children if they are wearing their school uniform. If the visit is likely to involve a lot of outdoor activities, children can wear comfortable clothing and footwear.

Safety

Risk Assessments must be completed for all visits. This must be completed by the class teacher at least 2 days before the visit and approved by the management team. Copies must be kept in the office. The Risk Assessment form should be filled.

They involve the careful examination of what could cause harm during the visit and whether enough precautions have been taken or whether more should be done. The aim is to make sure no one gets hurt or becomes ill. The control measures should be understood by those involved. Risk assessments should explicitly cover how special educational needs and medical needs are to be addressed. The programme of a visit, as set out in the risk assessment and the consent form, should not be deviated from and should include details of contingency measures – plan B.

The group leader, or other adults with responsibility, should reassess risks while the visit is taking place. Ongoing risk assessments normally consist of judgment and decisions made as the need arises. Children must be supervised by an adult at all times, including lunch time. A suitable place for lunch and toilet facilities needs to be considered when planning the trip. Staff must make an assessment of any potential hazardous situations before the visit takes place, for example children's playgrounds, and all hazards should be identified in the Risk Assessment. All adults need to be comprehensively briefed so that they know the itinerary, which groups of children are in their charge, the aims of the visit, and exactly what their duties are.

Residential Visits

Residential visits are an integral part of a pupil's school life and all children should be given the opportunity to experience a residential visit during their time at Podar. The school will reserve the right to cancel a child's place if their behavior raises concerns for the safety of other children in the group, and will lose any money already paid.

The teacher responsible for organizing the residential visit must make a preliminary visit to the location before planning the visit, and particular attention needs to be given to safety and security provision at the site. Parents will be kept informed through meetings prior to the visit. Written consent must be sought before a child can be given any medication. All medicines must be labeled and kept securely by the person in charge. Instructions for the administration of medication must be provided by the parent. The teacher will need to ensure that insurance for the visit is up to date and valid. All residential visits need the approval of the Management team. The teacher must ask their approval at the meeting prior to the visit.

EQUAL OPPORTUNITIES POLICY

Statement of Intent

Podar is committed to providing equality of opportunity to all children at our school, irrespective of their age, gender, nationality, ethnic background or academic ability.

Pupil Admissions: The school admits pupils no matter what their gender, race, religion, academic potential, disability or special educational needs, provided that there are good and practical prospects of meeting their needs without unduly prejudicing the education and welfare of other pupils. [see Admissions Policy] **Staff Appointments:** The School appoints staff irrespective of their gender, race and religion.

International Ethos: Every member of the school community, adult or child, is expected to treat each other fairly and equally. Differences in terms of gender, race, nationality, religion, physical appearance or disability should be respected and celebrated.

Religious matters: There is no compulsory worship of any religion in the School. Children will explore and appreciate religious differences through the taught curriculum and through assemblies, as well as through the experience of education in an international environment. Students will also be encouraged to explore and question their spiritual beliefs as they see appropriate.

Curriculum: The school's taught curriculum will encourage students to explore and appreciate difference between people regarding gender, race, religion and disability.

Complaints procedure: Any possible breach of these principles regarding equal opportunities will be taken seriously and investigated thoroughly by the school. Formal complaints by parents should be made through the email to the Head of the school. Pupils are encouraged to speak out on these matters through the pastoral system or student council.

Monitoring: The school's practice regarding equal opportunities will be annually reviewed by the School Leadership Team.

ENVIRONMENTAL POLICY

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

International Mindedness

At Podar International School, international mindedness is integrated into all learning rather than viewed as an add-on subject. We included the role of culture in our lives and the lives of others, the independence of natural and human systems on our planet, the role of peace and conflict resolution in our world, environmental awareness and sustainability and citizenship and service as an expression of individual responsibility. It is woven inextricably in the fabric of the subject curriculum. The ravages of the past century, resulting from both conflict and progress, gives international mindedness a fillip and makes us look on with satisfaction, that as educators, we have provided the tools of an international education for our students to understand and create a more secure, sustainable existence on our fragile planet.

Intercultural Education

Inter cultural education is the response to classroom diversity aiming to equip students with skills to go beyond passive co-existence to achieve a developing and sustainable way of living together in a multi-cultural society.

Education at Podar focuses on the diversity of the individual. The main aim of education at Podar is to encourage the students to work together in a variety of situations that help them make sense of the world.

Through varied methods and democratic classroom settings, the students are empowered towards a way of learning which is independent, collaborative and lifelong.

Global Citizenship

Podar International School recognizes that global citizenship is a critical component of 21st century education. Therefore, the goal of the Global Citizenship Programme, through both curricular and extracurricular offerings, is to help our students see and appreciate the distinctive features and the beauty that exists in the diverse cultures of the world, to appreciate the human universals that make all people more similar than different, and to inspire our students to become global citizens.

Digital Citizenship

Podar International School aims to embed a digital learning culture with clear policies and guidelines, in line with our Vision and Mission, which provides guidance to staff, students, parents and others about what constitutes a safe, respectful and caring environment where technologies are used smartly, safely and responsibly for learning and communicating. This is in keeping with the school's Vision and Mission and the community's expectation. Within this context, the objective of this Policy and Guidelines statement is to ensure the smart, safe, responsible and ethical use of technology within the school community.

'Digital citizenship is being able to think critically and make ethical choices about the content and impact on oneself, on others, and on one's community of what one sees, says, and produces with media, devices, and technologies in online environments'.

High quality learning at Podar

High quality learning sets rigorous expectations for how students learn, analyze information, and communicate, leading to increased student engagement, content mastery, and higher-order thinking.

At Podar, the definition of learning is a personal and social experience; it is the ongoing development and demonstration of what we understand, what we can do and who we are.

International Education

At Podar International School education is providing opportunities for local and international students and staff to become a part of a genuine and dynamic international community, where all have invaluable access to a wide range of cultures, faiths, languages and perspectives.

What is Environmental Education?

- Awareness and sensitivity to the environment and environmental challenges
- Knowledge and understanding of the environment and environmental challenges
- Attitudes of concern for the environment and motivation to improve or maintain environmental quality
- Skills to identify and help resolve environmental challenges
- Participation in activities that lead to the resolution of environmental challenges

Declaration of Vision

Recognizing the inter-connectedness between human well-being and the environment, PIS will lead its staff, faculty, students, and community to take responsibility for protecting the environment throughout our everyday lives at school and beyond in our communities.

Green Curriculum

PIS recognizes its duty to prepare its students with the knowledge, skills, and sense of responsibility to protect the environment, manage the world's resources wisely and to make a positive change in our community.

To promote education programs, as well as student action, related to environmental issues as they affect the school, home and the world:

- Teaching students from an early age and across all grades to appreciate the environment, its importance to human well-being and the need to protect it;
- Integrating activities and latest research on environmental issues into teaching units;
- Inspiring students to make changes in their lives and communities for environmental protection.

The school will be involved in local, municipal, and international programs that promote good environmental practices.

Waste Management

A waste management plan for all aspects of its operation, including special events, following the principles of reduce, reuse, recycle with the overall goals of saving resources, minimizing landfill waste, and maximising recycling. Adequate storage of its waste and recyclables. PIS will cooperate with waste management companies to execute its recycling ambition.

Paper waste

PIS has initiated paperless projects since 2012. Staff, faculty and students minimise paper consumption and explore technological solutions to avoid paper usage. PIS will, wherever possible, use recycled paper products.

Plastic Waste

PIS will reduce the use of plastic, in particular, single-use plastic, as much as possible. The school encourages events that bring our community together, we aim to hold events that are free of single-use plastic and actively encourage participants to reduce waste.

Food Waste

Aware of the connection between food waste and greenhouse gas emissions, PIS – through its students, faculty, and staff, and in cooperation with the food services provider – will avoid food waste as much as possible. To further reduce our greenhouse gas footprint,

Green Procurement

When making purchasing decisions, PIS consider the environmental implications of such decisions and commits to making choices that minimize the school's negative environmental impact. This relates, amongst other, to the material of the products, their packaging, sourcing, and their recyclability.

Green Cleaning & Indoor Air Quality

PIS will review its use of cleaning products and replace substances that are detrimental to human health and/or the environment with alternatives while maintaining our cleanliness standards.

Energy, Water, and Biodiversity

School will involve staff, faculty and students to actively minimize the use of electricity and water.

School will strive to further increase biodiversity on school grounds with the focus on more green areas and will explore opportunities to involve students in achieving this aim.

Reference :

1. https://www.aisb.ro/environmental-policy/?doing_wp_cron=1628925608.5079879760742187500000.
2. <https://www.ril.com/Sustainability/HealthSafety.aspx>

HEALTH AND SAFETY POLICY

Introduction

Podar international School Mumbai is committed to ensuring a high standard of Health, safety and welfare for all staff, pupils and visitors, by ensuring the following

- To ensure healthy and safe environment throughout the school
- To ensure safe working practices for staff and pupils
- To ensure access to health and safety training
- To ensure staff are encouraged to participate in the promotion of health and safety standards in the school
- To ensure that routine maintenance checks and inspections of the premises and equipment are done and records of the observations are maintained
- To ensure the provision and maintenance of all 'fire' equipment, and organise mock drills in case of an emergency
- To ensure that injuries, diseases and dangerous occurrences are reported to the authority and to monitor incidents to identify methods of reducing accidents
- To ensure the necessary records are maintained relating to health and safety of the school community
- To ensure that health and safety is considered as an integral part of teaching in the school and activities carried out accordingly
- To ensure that health and safety is taken into account when considering any proposed or impending changes e.g. building works, room allocation or usage, etc
- To Investigate and advise on hazards and precautions
- To Ensure that new members of staff are aware of their responsibilities and any restricted tasks and activities
- To ensure access to specialist help with reference to health and safety matters
- To ensure adequate numbers of staff are provided with appropriate training so that they may support the following management arrangements:
 - ❖ First aid.
 - ❖ Fire and emergency evacuation.
 - ❖ Risk assessments, including fire, display screen equipment, manual handling, substances and general risk assessments.
 - ❖ Prepare for a health and safety audit once in a year

- ❖ A high standard of housekeeping is maintained
- Ensure cyber safety. Cyber safety refers to
 - ❖ Time allocated to use of the internet (and incorporates issues of gaming addiction).
 - ❖ Issues of safety around the internet - cyber bullying, identity theft etc.
- At Podar International school health and safety policy is reviewed annually and presented to staff at the beginning of the academic year.
- Notices are displayed indicating evacuation procedures.
- All employees have a duty to work in a safe and responsible manner, to carry out their duties in such a way so as not to endanger the health, safety and welfare of themselves and others and to submit suggestions for the improvement of standards in health and safety within the school to the heads.
- The school's operations are conducted in such a manner as to ensure as far as reasonably practicable, the health, safety and welfare of all the school's employees and any other persons who may be affected by its acts or omissions, including children, contractors, visitors and members of the public.
- Adequate resources are made available for the provision of health, safety and welfare within the workplace, including the provision and maintenance of equipment.
- Suitable and sufficient training is given. Full use is made of any guidance and/or training available either in-house or through the trade associations, professional bodies, manufacturers and suppliers of equipment and others as appropriate.
- Any member of staff who is found to be deliberately or consistently negligent in the performance of their duty with relation to the school's health and safety policy will be subject to disciplinary action.

Aims

To provide and maintain a safe and healthy environment throughout the school site and safe means of access and egress from it

- To ensure safe working practice and procedures amongst staff, children, volunteers and all those on the school site are established and maintained
- To ensure safe measures of using, handling, storing and transporting articles and substances.
- To ensure to provide safe systems for the control of noise, toxic and corrosive substances, dust and vapours under the school's control
- To provide information and training to enable everyone to contribute positively to their own safety and that of others
- To formulate effective procedures for use in case of fire and other emergencies and for evacuating the school premises
- To lay down procedures in case of accidents and medical treatments
- To provide guidance on the use of school and company vehicles
- To implement and maintain a whole school approach to address the problem of cyber safety.
- To make students aware of the safety issues regarding the internet, gaming, social networking.
- To inform students about the negative consequences that can result from the misuse of the internet. ☑ To empower students to take ownership of and responsibility for their usage and habits.
- To educate teachers about their role in ensuring that students are using the internet responsibly and safely.
- To support parents in their efforts to ensure that their wards are using the internet responsibly and safely.
- To identify those at most risk and provide them with specific support from a range of support mechanisms from the Student Wellbeing Teams

Responsibilities of the Principal and Leadership team :

- To ensure the contents of this policy and associated documentation to the notice of all members of staff and make arrangements for the regular review and monitoring of this policy.
- To ensure that there is a school health and safety committee responsible for monitoring, procedures,
- To ensure that office staff know the whereabouts of the head of the school and leadership team at all times
- To ensure suitable and sufficient risk assessments are carried out. These assessments are recorded in writing and brought to the attention of all appropriate employees.
- To ensure that there are at least a three fire drills annually and a record kept of the date, time and length of time taken to evacuate the building and account for all persons
- To ensure that adequate resources, financial and otherwise, are made available for the provision and maintenance of health, safety and welfare within the school

- To ensure that there is an emergency plan and that suitable arrangements are in force and adequate equipment made available for dealing with emergencies and also ensure that sufficient competent persons responsible for evacuation of the premises in the event of such an emergency have been appointed and their identities made known to all other staff and children
- To ensure and identify and make arrangements for training all staff. This includes induction of new employees and where necessary, retraining of existing staff.
- To ensure to consult with safety representatives, members of staff and others, where necessary on matters of implementation and review of this policy and procedures contained herein
- To ensure to designate and monitor the performance of staff with responsibility for supervision, training and the day-to-day implementation of this safety policy and the procedures contained herein Responsibilities of Health and Safety Committee

The Principal is a member of the school's health and safety committee, responsible for advising on health and safety, monitoring and reviewing of procedures and suggesting revisions to the policy, as required.

The health and safety committee makes sure that the following are ensured

- display of statutory notices
- accident reports and near misses
- risk assessments
- site tour report
- training needs
- reported health and safety maintenance needs
- vehicle compliance
- compliance with health and safety checks (water, fire, electricity, gas and pest control) ▪ site security
- school visits and fixtures ▪ performance and events
- fire drill, lock down and emergency procedures
- Cyber safety instructions
- Responsibilities of staff that the school has a 'duty of care' to all children.
- To ensure providing 'adequate supervision' during arrival and dispersal at the beginning and the end of the day.
- To ensure Staff must have access to emergency contact details at all times.
- To ensure such details are available in printed form as well as electronically in case of system failure.
- To ensure clarity are obtained with regard parental rights of access if there is any dispute.
- To ensure all staff are responsible for maintaining good health and safety practices.
- To ensure that must ensure that staff within their teams and other adults working with them are properly trained, having regard to the hazards of the activities involved.
- To ensure they should also advise the Principal of any requirements for the health and safety of staff and children including the reporting of faulty equipment and training needs.
- To ensure Staff must ensure that fire exits are unlocked and free from obstruction.
- To ensure all areas under their supervision or control are kept in a clean and tidy manner and any articles or substances therein properly stored, clearly labelled and used in a manner not likely to result in harm.
- To ensure they are responsible for reporting all accidents to the Principal and leadership team .
- To ensure all areas including storage areas are kept tidy particularly ensuring that the aisles and exits are kept clear.
- To ensure the furniture are arranged so that the need to move safely around is taken into account. Staff must position themselves so that they have maximum vision of the children at all times.
- To ensure all materials and tools are stored safely. The tops of cupboards must not be used for storage.

Safety during Performances and Events

- To ensure a risk assessment is carried out and appropriate action taken for all performances and events.
- To ensure any recommended limits for fire safety is adhered to.
- To ensure health, Safety and Emergency Procedures
- To ensure all accidents to both staff and children / visitors / members of the public in the school premises are reported to the Principal/leader ship team.
- To ensure the school nurse is responsible for managing the log book of all accidents.

- To ensure accidents and incidents that happen in relation to curriculum sports activities are taken to hospital for treatment.

Fire Instructions

- To ensure staff complete the fire safety training. It is the duty of all members of staff to do all in their power to prevent injury and loss of life in the event of a fire. Salvage of the building and equipment is of secondary importance.
- Children are supervised at all times whilst on school property. Those in charge of children are responsible for ensuring that they behave sensibly and that activities are controlled and well managed.
- Sliding on the floors or climbing on any equipment is not allowed.

Safety with Machinery and Equipment:

- To ensure machinery and electrical items are checked at least once a year and recorded in the 'Machinery and Electrical Equipment' section of the school inventory.
- To ensure all machinery and equipment with the school are maintained in good working order at all times, or otherwise to indicate when such machinery or equipment is unfit for use.
- To ensure staff is responsible when using equipment to check for obvious signs of damage and report any defects found.
- To ensure lifts, portable appliance testing, emergency lighting, water system, fresh air systems (including air conditioning), fire alarm & firefighting apparatus, CCTV, sprinkler systems are to be tested and certified at least annually,
- To ensure the Mains wiring Fixed wiring) including fuse boards) are tested on a regular basis
- To ensure full and suitable assessments are made of the hazards and risks involved in the use of all machinery and these are recorded, along with arrangements for the scheduled servicing, lists of authorised users and training records.
- To ensure clear guidelines are drawn up for the acquisition of new equipment to ensure that it complies with current best practices.
- To ensure care is taken over the use, installation or siting of such equipment.

MATERIALS AND HAZARDOUS SUBSTANCES

- To ensure the use of any material or substances within the school is subject to prior assessment
- To ensure a named person is responsible for storage records of materials and hazardous substances used in laboratory experiments.
- undertake assessment of all chemicals with respect to usage and risk;
- assemble comprehensive chemicals data information;
- arrange appropriate training;
- make arrangements for ensuring that copies of all relevant information are readily available to users of hazardous materials;
- Storage records of materials and chemical substances are held with Health and Safety committee and school staff responsible for the same

Safety in Recreational Areas

- To ensure Playgrounds and Safety Surfaces equipment are kept in good working condition.
- To ensure all equipment are inspected on a monthly basis.
- To ensure a log of these inspections is maintained by person in charge.
- To ensure children are reminded that while using the facility they should respect the needs of others.

To ensure children are alerted to the need to recognise faulty equipment and report immediately.

The Health and Safety Committee is responsible:

- To ensure that risk assessments are carried out by competent persons;
- To ensure that the employees carry out suitable and sufficient risk assessments of all work areas including all lessons and activities.
- To ensure the provision of adequate resources to implement necessary control measures identified in the completed assessments;
- To ensure all heads of department / Faculties / co-ordinators and managers are required to complete risk assessments for the area(s) they are responsible for.
- To ensure risk assessments are completed prior to all educational visits including external sports fixtures.

Site Security

- To ensure all staff are alerted to the need for security including ensuring that the gates and boundaries are secure.
- To ensure all exterior doors are kept closed and windows are closed at the end of the day
- Visitors are kept separate from children; report to the school office immediately on arrival; sign in; receive a visitor's badge.
- The signing in book should have: date; name of visitor; whom they are visiting; vehicle registration.

Every visitor is informed of the following and the school personnel in charge:

- School also maintains a Visitor Authentication and Management system.
- Ensures identification badges are worn at all times
- Ensures the school 'no smoking' policy is enforced strictly
- Ensures that visitors are not permitted into classrooms or teaching areas unless a member of staff is present
- Ensures that children will only be released to adults where authorisation has been authenticated
- Ensures visitors must sign out before leaving the premises
- Ensures that any person (other than a member of staff or child) on the school site and not in possession of a security badge are challenged by an adult /school authority and, if necessary, asked to leave.
- Ensures that notices do not indicate the names and locations of children.
- Ensures that employees are required to wear name badges and to sign in and out of the main office.
- Ensures the visitor book and staff register are checked to ensure that all staff and visitors are accounted for in cases of emergency evacuation.

Stress in the Workplace

Workplace stress is recognised as a legitimate problem affecting staff and one which needs careful and sympathetic management. It is recognised and accepted that undue stress can lead to adverse effects on the emotional and physical well-being of staff and consequently to the efficiency of the organisation as a whole. Whilst individual reactions to stress vary widely, the need to recognise and act upon potentially stressful situations is essential.

The School ensures

- Regular consultations with members of staff and discussion groups is encouraged in order that a proactive approach may be taken on a continuing basis, in order that such situations may be avoided or their effects upon staff reduced.
- Major changes within any organisation can be stressful and therefore members of staff are appropriately informed of any major changes in so far as they may affect their own activities.
- Members of staff are encouraged to have open communication with the Principal and leadership team in any situation they feel is causing them undue stress.

Transport Management for School Drivers

The school implements road safety by

- Ensuring that drivers must observe the speed limits and parking restrictions.
- Ensuring Drivers employed or hired by the school have held a valid licence ☐ Ensuring Copies of these documents are kept on file.
- Ensuring Drivers must notify the school authority the principal if any changes to the status of their including all endorsements, bans and health defects
- Ensuring Drivers must make their licence available for verification as requested
- Ensuring that all school vehicles are serviced, have all valid documents and certifications fulfil the regulatory requirements of the governing authorities.
- Ensuring a full risk assessment is conducted prior to any journey using a school vehicle.
- Ensuring • mirrors • condition of all windows • door locks • lights, side and main beam • indicators • hazard and brake lights • screen wipers and washers • horn • first aid kit • fire extinguishers • driving controls • emergency exit operation and access • tyre pressures and tyre condition including spare • toolkit are assessed
- Ensuring any damage or faults should be recorded in writing as well as any incidents during the journey.

These should be reported to a person responsible for ensuring that these are dealt with immediately.

Ensuring accident, Theft or Damage the driver notifies the Principal & General Manager

Safety in the canteen

The school maintains a protocol for the students to be healthy and safe whilst consuming meals in school canteens.

The school ensures

- Students are adequately supervised
- tables, desks or other surfaces on which food is eaten are clean
- students are reminded about the importance of washing hands before eating and after visiting the toilet, and have easily accessible and clean facilities available for this purpose
- Healthy food options are provided in the school canteen area

Safety in laboratory

The school ensures

- Work areas should be kept free from obstruction.
- Access to exits, emergency exits, aisles, and controls are never be blocked.
- Emergency exits should be kept unlocked from the inside.
- Stairways and hallways are not be used as storage areas.
- All the accidents, even if they do not result in injury, are be reported to the PI and safety.
- Contact details of group members should be placed at a visible place on or near exit door of the lab.
- Emergency telephone numbers of Security, Health centre, Ambulance, Fire guard should be placed on noticeboard in the Lab.
- Exit map/Location of fire extinguishers/water hoses/chart of hazard symbols and their meaning for each lab are provided.

Safety in Class room

- The school maintains a condition of wellbeing and comfort so the students feel welcome in the school classroom and to implement the same the school ensures
- Comfortable, suitable chairs which are appropriate for height, tilt and back support.
- Regular changes in activity and/or short rests are used to reduce eyestrain, muscle tension, stress and tiredness.
- Students are made to stand up from their seats and walk around the room if they are involved in lengthy sessions working on a computer.
- A ten-minute break after sixty minutes' continuous screen work

Cyber safety

Podar international school ensures holistic development of every child of the school hence taking into consideration the accessibility of students to internet and gadgets cyber safety is given utmost importance the school ensures to

- Allow your child to access to the Internet limited time each day at school
- Stay up to date on cyber security news.
- Emphasize that computer privileges will be taken away in the event of cyberbullying.
- Encourage regular password changes and teach students not to share passwords, not even with friends.
- Cyberbullying is similar to bullying in real life except that it takes place via electronic devices. This can be a mean text message, rumours spread on social media sites

We at Podar international school take cyberbullying seriously, and there can be consequences for the bully, such as being suspended from school or getting disciplined by their parents.

Streamlining home instruction with virtual classroom tools

In recent years' schools have rapidly adopted online learning management tools to streamline class and homework and parent collaboration.

We at PIS not only deliver duty of care, but to seamlessly ensure students attend, are on-task and that required resources are available with remote learning programs.

- Duty of Care: Tools to enforce acceptable use policies while students' study from home.
- Class wise: Tools to monitor and control internet access in virtual classrooms.
- Education: Guides for schools and parents in implementing home instruction, including expert advice from cyber safety

experts

- Extensive guidance on the making of videos to educators.
- Video or live streaming of attendance, and teaching classes as appropriate.
- To provide recorded sample lessons.
- To enforce an addendum on Safeguarding and Data Protection

Podar international school believes in a clean and pollution free environment hence ensures an appropriate waste disposal technique

Safety Waste Disposal

- All waste produced are disposed off at disposal site.
- Waste storage areas are subject to a full risk assessment.

Health and safety Committee Consist of -

- 1 Principal
- 2 General Manager / Maintenance Officer
- 3 Administrative officers
- 4 Coordinators of Primary, Middle school & High School
- 5 P.E team
- 6 Nurses
- 7 Counsellors
- 8 Teacher representatives
- 9 Student Representatives

ANNEXES

Annex 1: Emergency Policy

Annex 2: Digital Citizenship Policy

Annex 3: Educational Visit Policy

Annex4 - Policy on trips and excursions

Annex5 - Transport Policy

Annex6 - Laboratory Policy

References

<https://cambridgeinternationalschool.co.uk/wp-content/uploads>

<https://cis.neasc.org/resources/school-health-and-safety/Health-and-Safety-Policy.pdf>

<https://www.notifytechnology.com/insights/health-and-safety-checklist-for-schools-what-you-need-to-know/>

<https://www.wintonprimaryschool.com/wp-content/uploads/2016/05/Health-and-Safety-Policy.pdf>

<https://neu.org.uk/advice/standards-food-safety-schools>

HOMEWORK POLICY

Purpose of Homework

- Allows for practicing, extending and consolidating work done in class
- Provides training for students in planning and organizing time
- Develops a range of skills in identifying and using information resources
- Establishes habits of study, concentration and self-discipline which will serve students for the rest of their lives
- Strengthens home-school links
- Reaffirms the role of parents as partners in education
- Provides parents with insights into what is being taught in the classroom and the progress of their children
- Challenges and extends gifted and talented children.

General Principles

Homework is most beneficial when:

- It reinforces and extends class work and consolidates basic skills and knowledge
- It is challenging and purposeful, but not so demanding that it has adverse effects on the student's motivation
- Students take responsibility for their homework, supported by their parents
- It is well coordinated and teacher expectations are well communicated
- It is set on a regular basis and establishes a routine of home study
- Teachers set suitable amounts of homework which are varied and at an appropriate level considering the age, stage of schooling and capabilities of students
- It is marked promptly and accurately
- Feedback and follow-up provided regularly to students
- It develops and extends the core learning skills of inquiry and independent study.
- It takes into account students' other commitments, such as sport and home responsibility.

Home work may be given as:

- Practice Exercise: These help students to remember and practice newly acquired skills - such as practicing spelling of words, writing essays and reading for pleasure.
- Preparatory Homework: This requires students to search for and read background information to prepare them for future lessons on a specific subject -
- Extension Assignments: These encourage students to pursue knowledge individually and imaginatively. Assignments may include writing a book review, practicing what was taught in class or undertake research to enhance learning.

Teachers will:

- Assign homework that is meaningful and useful to individuals
- Provide appropriate and timely response to all homework assignments.
- Provide a balance between long - range and short-term assignments
- Give assignments over weekends which are no lengthier than a daily assignment.
- Monitor long-term assignments in order to avoid last minute student efforts,
- Give clear, concise directions; allow time for student questions, consider availability of materials; provide legible worksheet.
- Inform parents of their role in supervising homework
- Ensure that students, who are absent, know how they may make-up homework.
- Monitor the effectiveness of homework as reflected in student performance
- Ensure that homework is a relevant extension of work assigned in class.
- Ensure that all homework is corrected.

Students will:

- Ask questions when necessary to clarify the assignment
- Follow a schedule and keep materials in order
- Hand in on time, neat, accurate, and meaningful assignments
- Plan time for completion of long-term assignments
- Complete homework assignment during absence

HOUSE GAMES POLICY

Introduction

House games have an important role in our school. The House Games offer an atmosphere of trust, completion and fair play. These extra-curricular activities provide opportunities for students to be creative, sporting and to face up to different challenges as individuals and in groups / teams.

Aims

We follow a common format across the school, in order to ensure continuity and progression. Through the House games we aim to:

- Promote positive attitudes towards active and healthy lifestyles.
- Encourage sportsmanship, fair play, the sense of belonging to a team.
- Encourage the development of self-worth and the ability to take the initiative for the wellbeing of both self and the school community
- Relate physical activity and fitness to a way of life and as a means to a positive self-image.
- Encourage students to participate in charity activities.

Guidelines

House Games strives to enrich the education of the children through inter-house competition (indoor / outdoor) e.g. Quizzes, Debates, Presentations, Singing Competition etc.

House Games are organized by House Teachers and P.E. masters. They decide the content and inform the rest of the staff how to help.

Games

Games are selected to encourage global awareness, through communication and cooperation that contributes to a happy, healthy school environment for the wellbeing of our children.

Also, games are made accessible to all children through various techniques of differentiation.

Safety procedures must be followed diligently during House Games sessions to protect the wellbeing of the students and staff.

Houses

Each child and teacher belongs to one of the 4 houses. The lists are updated periodically so every new child or teacher will be allocated to a house when they join the school. Each house is headed by House teachers, House captains, Vice captains and Prefects.

ICT POLICY

AIMS

Our aims in using ICT in Learning and Teaching are to:

- Extend and enhance learning across all areas of the curriculum.
- Contribute to raising standards in literacy, numeracy and other areas of learning.
- Encourage pupils to select and use ICT appropriate to the task.
- Develop skills in the use of ICT and the ability to apply these skills in a range of curricular contexts.
- Give children access to a variety of sources of information.
- Instill in children a sense of confidence, achievement and enjoyment.
- Enable pupils to extend their learning beyond the school environment.
- Ensure teaching staff are motivated and skilled in the use of ICT and are aware of the contribution ICT can make to learning and teaching.
- Enable pupils to develop the skills of using ICT safely and responsibly in a safe and secure learning environment.

Our aims in using ICT in School Management are to:

- Create, use and adapt high quality digital teaching resources.
- Support communication with parents and the wider school community.
- Encourage sharing of resources and good practices through ICT.
- Increase professional efficiency through the use of ICT systems for planning, record keeping, reporting and communicating.
- Enable the use of pupil performance data to design/formulate strategic planning.

STRATEGIES FOR USE OF ICT

- Since the focus of the Podar International School Curriculum has been on 'Using' ICT skills, ICT is not being taught as a distinct subject to Primary Section, but is a tool to be used in a variety of meaningful contexts, throughout the curriculum and High School pupils can seek career opportunities through extensive and effective use of ICT skills
- ICT is planned and delivered as an integral part of each curriculum area to support and enrich children's learning.
- All pupils are given equal access opportunities in using ICT resources.

PERMITTED USE OF INTERNET AND SCHOOL COMPUTER NETWORK

The computer network is the property of Podar International School and is to be used in an efficient, ethical legal manner, for legitimate educational purposes, improving intellectual knowledge of students. Students are provided access to the computer network to assist them in carrying out their subject related research work, and collaborations on the network. Abuse of the computer network or the Internet, may result in disciplinary action, including possible termination, and civil and /or criminal liability.

Computer network use limitations:

Prohibited Activities:

Without prior written permission from school, the school's computer network should not be used to disseminate, view or store commercial or personal advertisements, solicitations, promotions, destructive codes (e.g. viruses, self-replicating programs, etc.), pornographic text or images, or any other unauthorized materials. Students should not use the school's internet connection for personal work, activities not of educational value, to download games over the Internet for personal use. Additionally, students may not use the computer network to display, store or send (via e-mail or any other form of electronic

communication such as bulletin boards, chartrooms, social networking sites, etc.) material that is fraudulent, harassing, embarrassing, sexually explicit, profane, obscene, destructive, intimidating, defamatory or otherwise inappropriate or unlawful. The students will not use the internet for violation of the privacy of any person, contact with questionable persons and for any destructive behavior. Furthermore, anyone receiving such materials should notify his/her Head of the School immediately. The students are prohibited from committing any act of vandalism i.e. malicious attempt to harm or destroy hardware, software, the data of another user and the Internet or any other network. This includes, but is not limited to creating or uploading of any virus.

Illegal Copying:

The Students should not illegally copy material protected under copy right law or make that material available to others for copying. Students are not supposed to download any software/material for which a registration fee is charged without first obtaining the express written permission of the school.

Communication of Trade Secrets:

Students/Parents are prohibited from sending, transmitting, disseminating or otherwise distributing proprietary information, data, trade secrets or other confidential information belonging to school. Unauthorized dissemination of such material may result in severe disciplinary action as well as substantial civil and criminal penalties under state and federal Economic Espionage laws.

DUTY: NOT TO WASTE OR DAMAGE COMPUTER RESOURCES**Accessing the Internet:**

To ensure security and avoid the spread of viruses, students accessing the internet through a computer attached to school's network must do so through an approved Internet firewall or other security device. By- passing school's computer network security by accessing the Internet directly by Wi-Fi or other means is strictly prohibited unless the computer you are using is not authorized to connect to the school's network. Students should access the internet only when it is required to carry out their school/academic research work.

Frivolous Use:

Computer resources are limited & expensive. Network bandwidth and storage capacity have limits, and all students connected to the network have a responsibility to conserve these resources. These acts include, but are not limited to, taking unnecessary printouts, sending mass mailings or chain letters, spending excessive amounts of time on the Internet, playing games, engaging in online chat groups, uploading or downloading large files, accessing unnecessary streaming of audio and/or video files, or otherwise creating unnecessary loads on network traffic associated with noneducational uses of the internet.

Virus Detection:

Files obtained from sources outside the school, including disks brought from home, files, downloaded from the internet or other online services, files attached to e-mail, and files provided by other staff, may contain dangerous computer viruses that may damage the school's computer network hence students should try to avoid use of such files, disks etc. on the school's network. Students should never download files from the Internet, accept- mail attachments from outsiders, or use disks from non-school sources, without first scanning the material with the school-approved virus checking software. If they suspect that a virus has been introduced in to the school's network, notify the school immediately.

NO EXPECTATION OF PRIVACY

Students are given computers and internet access to assist them in their studies. Students should have no expectation of privacy in anything they create, store, and send or receive using the school's computer equipment. The computer network is the property of the school and may be used only for school work.

Monitoring of Computer and Internet Usage:

The school has the right to monitor and log any and all aspects of its computer system including, but not limited to, monitoring internet sites visited by staff, monitoring chat and news groups, monitoring file downloads, and all communication sent and received by students.

Blocking Sites with in appropriate Content:

The school has the right to utilize software that makes it possible to identify and block access to internet sites containing sexually explicit or other material deemed inappropriate in the school.

PROTOCOLS FOR USING ICT FACILITIES IN SCHOOL:**Use of Computer Systems in School**

The school's ICT facilities are available in the ICT Labs, libraries and in every classroom. The following procedures must be followed while using them:

- Users may access their accounts by logging on to the school domain (Domain 6) with their username and password.
- Students must use remote control for switching on or off the projector in classroom / workstation.
- To avoid damage to the projector, users should do not switch it off directly from the main panel, they should wait till the lamp is cooled and the red light stops blinking, before doing so.
- Students are not allowed to use the above ICT resources without the permission of a teacher. Students use the "Student" login to connect to school domain.

Use of Wireless Connection in School

- Access to the Wi-Fi connection is available for staff and students.
- Each laptop will be allotted an IP address by registering its Mac address with the school.
- Bypassing the school's computer network security by accessing the Internet directly by Wi-Fi or other means is strictly prohibited.
- The School's wireless network option should be selected using the laptop's Wireless Network Connection Manager.
- The browser can be then launched to access the Internet.
- Please note that the school reserves the right to monitor anyone's computer system and internet sites accessed by any guest, student or staff member.
- The school also reserves the right to block sites with content that is deemed inappropriate.

Responsible / Safe usage of ICT facilities

- Access must be made via the user's authorized account and password, which must not be shared with any other person.
- The computers in the computer rooms must not be left logged in or unattended. It is not permitted to lock the computers.
- Users should not access other people's files unless permission has been given by the file's owner .
- It is not permitted to install, use or distribute illegal copies (pirate copies) of licensed software.
- It is not permitted to play games on the computers.
- It is not permitted to change the operational mode of the computers.
- Any hardware or software related problem should be reported to the ICT Department. Users should not try to troubleshoot the- problems themselves.

IPad Policy, Procedures, and Information

Increasing access to technology is essential for future, and one of the learning tools to accomplish this goal for our students will be the iPad. The individual use of iPads is a way to empower students to maximize their potential and to prepare them for the future.

The school has introduced digital learning from Grade 6 -12. Students use E-Text books, Learning Management System (LMS) and Classroom Management System (CRM) in the class.

The Learning Management System allows teachers to plan their resources and share them with the students. All resources are in Cup-My-Bag. Sharing assignments and setting deadlines to complete them keeps the students on task and ensures regularity in learning. The learning experience of students has undergone a tremendous change with LMS and CRM.

The policies, procedures and information within this document apply to all iPads used within the school/ Podar International School.

2. TAKING CARE OF YOUR iPad

2.1 General Precautions

- Only a clean, soft cloth should be used to clean the screen, no cleansers of any type.
- Cords and cables must be inserted carefully in to the iPad to prevent damage.
- iPads must remain free of any writing, drawing, stickers, or labels.
- iPads must never be left in an unlocked bag, or in any unsupervised area.
- Students are responsible for keeping their iPad's battery charged each day.

2.2 Carrying iPads

- The protective cases with iPads have sufficient padding to protect the iPad
- iPads should always be within the protective case when carried.

2.3 Screen Care

- The iPad screens can be damaged if subjected to rough treatment. The screens are particularly sensitive to damage from excessive pressure on the screen.
- Students should not lean on the top of the iPad when it is closed.
- Students should not place anything near the iPad that could put pressure on the screen.
- Students should not place anything in the carrying case that will press against the cover.
- The screen should be cleaned with a soft, dry cloth or anti-static cloth.
- Students should not “bump” the iPad against lockers, walls, car doors, floors, etc. as it will eventually break the screen

3. USING YOUR iPad AT SCHOOL

3.1 Charging the iPad's Battery

iPads must be brought to school on the day as instructed in a fully charged condition. Students need to charge their iPads each evening by plugging them into an electrical wall outlet only. They should not charge the iPads from a computer port.

3.2 Screensavers/Background Photos

- Inappropriate media may not be used as a screen saver or background photo.
- Presence of inappropriate symbols or pictures will result in disciplinary actions.

3.3 Sound, Music, Games, or Programs

- Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes.
- Internet Games are not allowed on the iPads.

i-pad Use – DOs and DONTs DOs:

1. The iPad should be in the bags at all times and should be taken out of the bags only when the teacher instructs you specifically to do so.
2. You should know that if you take unauthorized pictures or videos of any one, they can report you to the cybercrime department and the school will not be responsible for the consequences.
3. You should take down notes in your note books as far as possible.
4. You should access only eBook/LMS in class.
5. You should only use 'sticky note' to record your reflections and learning.
6. You should charge your iPad from home before coming to school.
7. You should do all research on iPad only at home.
8. You should lock your school bags to ensure the safety of your iPad.

DONTs :

1. You should not take Ipads out of your bags at any time unless instructed to do so by the teacher.
2. You should not play games on the iPad in school premises, even during the recess or dispersal time.
3. You should not lend or borrow iPads.
4. You should not take photos or record videos/sounds.
5. You should not be found using the iPad in between classes before the teacher comes. **Consequences of not following iPad Dos and Don'ts:**

- ☐ If you are found misusing the iPad, you will not be allowed to carry the iPad to school for a week and hence will miss out on important lessons.

You and you alone are responsible for your iPad.

4. MANAGING YOUR FILES & SAVING YOUR WORK

4.1 Saving to the iPad/Submitting Work to Teachers There are several ways to manage files on the iPad:

- Email: Most iPad productivity apps support the ability to open and email Word documents, PowerPoint, spreadsheets, PDF's, Images, or other common file types. Students and teachers can exchange course-related files through e-mail accounts.

- Cloud-Based Services: Students may also have the option to utilize any number of free cloudbased options such as Google Docs, Drop box, or Sugar sync, Box.net, or others. The school will allow the use of such services by students on their iPads, but the school cannot be held responsible for the support of these services or the data that the students may store on these services.

4.2 Network Connectivity

The Podar International School makes no guarantee that their network will be up and running 100% of the time. In the rare case that the network is down, the school will not be responsible for lost or missing data.

5. SOFTWARE ON IPADS

5.1 Circumvention of Managed Settings

Any attempts by students to circumvent any management settings through software restoration or jail breaking will result in the confiscation of the iPad and disciplinary action.

5.2 Inspection

Students may be selected at random to provide their iPad for inspection. Non educational material will be deleted and the iPad will be confiscated depending on the severity of the matter

5.3 Procedure for re-loading software

The school does not accept responsibility for the loss of any software or documents deleted due to a re-format and re-image.

5.4 Software Upgrades

Students may be required to check their iPads for periodic updates and synching.

6.ACCEPTABLE USE

The use of the Podar International School technology resources is a privilege, not a right. The privilege of using the technology resources provided by the school is not transferable or extendible by students to people or groups outside the school.

6.1 Parent/Guardian Responsibilities

Talk to your children about values and standards they should follow on the use of the internet just as you do on the use of all media information sources such as television, telephones, movies, and radio.

6.2 School Responsibilities are to:

- Provide internet access to its students.
- Provide internet blocking of inappropriate materials as unable. (Parents should also set internet controls at home).
- Provide network data storage areas. These will be treated similar to school lockers. Podar International School reserves the right to review, monitor, and restrict information stored on or transmitted and to investigate inappropriate use of resources.
- Provide staff guidance, to aid students in doing research and help assure student compliance of the acceptable use policy.

6.3 Students Responsibilities are to:

- Use all devices in a responsible and ethical manner.
- Obey general school rules concerning behavior and communication that applies To iPad/computer use.
- Use all technology resources in an appropriate manner so as not to damage any school equipment. Use of any information obtained via Podar International School designated Internet System is at student's own risk. Podar International School specifically denies any responsibility for the accuracy or quality of information obtained through its services.

- Students can help Podar International School protect their computer system/device by ☐ Contacting an administrator about any security problems they may encounter.
- ☐ Turning off and secure their iPad after they have finished working in order to protect their work and information.

6.4 Student Activities Strictly Prohibited:

- Illegal installation or transmission of copy righted materials.
- Sending, accessing, uploading, downloading, or distributing offensive, profane, threatening, pornographic, obscene, or sexually explicit materials .
- Use of chat rooms, sites selling student work.
- Internet/Computer Games.
- Restoring or jail breaking iPad.
- Connecting iPad to a computer and/or synchronizing iPad to a personal iTunes account.
- Downloading unauthorized apps.
- Spamming- Sending mass or inappropriate emails.
- Gaining access to other student's accounts, files, and/or data.
- Exchanging iPads and /or switching iPad identification labels to conceal fault of damage.
- Use of the school's internet/e-mail accounts for financial or commercial gain or for any illegal activity.
- Students are not allowed to give out personal information, for any reason, over the Internet.
- Participation in credit card fraud, electronic forgery or other forms of illegal behaviour.
- Vandalism (any malicious attempt to harm or destroy hardware, software or Data, including, but not limited to, the uploading or creation of computer viruses or computer programs that can infiltrate computer systems and /or damage software components) of school equipment will not be allowed.
- Transmission or accessing materials that are obscene, offensive, threatening or otherwise intended to harass or demean recipients.
- Bypassing the P.I S Web filter through a web proxy.

6.5 iPad Care

- Students are responsible for any and all damages or loss of the iPads.

6.6 Legal Propriety

- Comply with trade mark and copyright laws and all license agreements. Ignorance of the law is not immunity. If you are unsure, ask a teacher or parent.
- Plagiarism is a violation of the P.I.S. Code of Conduct. Give credit to all sources used, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music, and text.
- Use or possession of hacking software is strictly prohibited and will result in Disciplinary action by the school.

7. PROTECTING & STORING YOUR IPAD

7.1 iPad Identification

Student iPads can be identified in the following ways:

- Record of serial number
- Completion of student/parent AUP
- Enrollment of iPads with Mobile Me

7.2 Storing Your iPad

When students are not using their iPads, they should be stored in their bags. Nothing should be placed on top of the iPad, when stored. Students are encouraged to take their iPads home every day after school, regardless of whether or not they are needed at home.

7.3 iPads Left in Unsupervised Areas

Under no circumstances should iPads be left in unsupervised areas. Unsupervised areas include the school grounds and campus, the computer lab, library, unlocked classrooms, and halls. Any iPad left in these areas is in danger of being stolen. If an iPad is found in an unsupervised area, it will be taken to the coordinator's office

7.4 Personal Home or Home owners Coverage

Students or parents may wish to carry their own personal insurance to protect the iPad in cases of theft, loss, or accidental damage. Please consult with your insurance agent for details about your personal coverage of the iPad.

School Pledge for iPad Use

1. I will take good care of my iPad.
2. I will never leave the iPad unattended.
3. I will never loan out my iPad to others.
4. I will know where my iPad is at all times.
5. I will charge my iPad's battery daily.
6. I will keep food and beverages away from my iPad since they may cause damage to the device.
7. I will not disassemble any part of my iPad or attempt any repairs.
8. I will protect my iPad by only carrying it while in the case.
9. I will use my iPad in ways that are appropriate, meet all Podar International School expectations.
10. I will not place decorations (such as stickers, markers, etc.) on the iPad.
11. I understand that my iPad is subject to inspection at any time without notice
12. I will be responsible for all damage or loss caused by neglect or abuse.
13. I will not hold the School responsible for any loss or damage of my iPad

Student Name _____

Student Signature: _____ Date: _____

Student Grade and Div. _____

DATA PROTECTION POLICY

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DATA PRIVACY

Introduction : This policy (together with our terms of use and any other documents referred to on it) sets out the basis on which any personal data the school collects from parents / staff , or that you provide to the school , will be processed by the school .



Please read the following carefully to understand our views and practices regarding the personal data and how the school will treat it. By visiting the school website www.podarinternationalschool.com and consenting to the practices described in this policy published in the student parent handbook.

Information the school may collect from students and staff.



The school may collect and process the following data.

Information you give us. You may give the school personal information by filling the personal details form and the admission form.

This includes information about - Name of the student, Mother tongue, Date of Birth, Aadhar Card, Nationality , Name of the Father/Guardian and its Occupation/Designation, Office address , Pan Number, Mobile number, Email address, Name of the Mother and its

Occupation/Designation, Office address , Pan Number, Mobile number, Email address, Residence address, siblings (if in the same school),any illness, Mode of Transport(Bus Number,Boarding Time, Drop Point),Family Doctor, Blood Group, Medical history or any doctors report about the student and staff.

The details given in the hard copy form are kept safely in the locked cupboard. The online information shared in the Between Us portal is password protected.

Information the school collect about you. With regard to each of your visits to our Platform we may automatically collect the following information:

Technical information, including the Internet protocol (IP) address used to connect your computer to the Internet, your login information, browser type and version, time zone setting, browser plug-in types and versions, operating system and platform; and

- information about your visit, including the full Uniform Resource Locators (URL) clickstream to, through and from our Platform (including date and time); products you viewed or searched for; page response times, download errors, length of visits to certain pages, page interaction information (such as scrolling, clicks, and mouse-overs), and methods used to browse away from the page.
- information about your visit to Microsoft teams teaching learning platform Software Installation, Update Information, Inventory: Microsoft collects data about apps, drivers, update packages, OS components installed on the device, including component's name, ID, catalog, content, app or driver publisher, version and type, collecting diagnostic data, device properties, preferences and settings.



Information the school receive from other sources. The school may receive information about you if you use any of the other websites and apps we operate or the other services we provide. We are also working closely with third parties (including, for example, business partners, sub-contractors in technical , advertising networks, analytics providers, search information providers) like , Century tech , Shopforschool , Exam.net , collaborative tools like padlet.com, Jamboard .com , Mentimeter ,etc.

and may receive information about you, your name, email address, telephone number, social media profiles, special Category Data, data protection compliance is adhered.



Cookies

The school website uses cookies to distinguish you from other users of the school website. This helps to provide the school with a good experience while browsing the school website and also allows us to improve our site.

Uses made of the information:

The school use information in the following ways:

- to assess and process the child(ren)'s enrolment application;
- to notify student and parent about any changes to our service; and
- to administer data analysis, testing, research, statistical and survey purposes;



- to allow you to participate in interactive features of our service, when you choose to do so; as part of our efforts to keep our Platform safe and secure;
- to measure or understand the effectiveness of promotional material the school serve to you and others, and to deliver relevant promotional material to you.

Disclosure of your information:

The school may share your personal information with any department of the school authority.

Where the school store your personal data:

The data that the school collect from you i.e. physical data is stored in a secured store room in school premises and soft copy data is stored in the server which is secured in the server room in school premises.

Where the school has given a password which enables you to access certain parts of our Platform, you are responsible for keeping this password confidential. The school request you not to share a password with anyone.

Unfortunately, the transmission of information via the internet is not completely secure. Although the school will do its best to protect personal data, The school cannot guarantee the security of the data transmitted to our Platform; any transmission is at your own risk. Once the school have received the information, the school will use strict procedures and security features to try to prevent unauthorized access.

Your rights:





You have the right to ask us not to process your personal data for marketing purposes. The school will usually inform (before collecting your data) if the school intends to use your data for such purposes or if the school intends to disclose your information to any third party for such purposes. You can exercise the right at any time by contacting us at ict@podarinternationalschool.com

Access to information:

You have a right to access information held about you. Any access request may be subject to permission from the section head.

Changes to our policy:

The Policy will be updated occasionally to meet applicable requirements and standards. Such modifications will become effective on the day they are posted, and the school encourages you to frequently review this [Privacy Policy](#) for any modifications.

Contact:



Questions, comments and requests regarding this Privacy Policy are welcomed and should be addressed to ict@podarinternationalschool.com



Consent:



I hereby acknowledge that I have read and been informed about the content, requirements, and expectations of the Privacy Policy. I have received a copy of the Data Protection Policy and agree to abide by the guidelines of the organization.

Name: _____ Signature:  _____ Date:  _____

Reference:

1. <https://www.educationandemployers.org/data-protection-and-privacy-policy/>



GLOBAL CITIZENSHIP POLICY

Podar International School recognizes that a global citizenship education is a critical component of 21st century education. Therefore, the goal of the Global Citizenship Program, through both curricular and extracurricular offerings, is to help our students see and appreciate the distinctive features and the beauty that exist in the variety of cultures of the world, to appreciate the human universals that make all people more similar than different, and to inspire our students to become global citizens.

Aims

To help pupils to have: -

- Understanding about their rights and responsibilities
- Confidence in themselves and respect for others so they can live and work in a changing world.
- An understanding of their place in the world.
- An understanding of how the world works economically, politically, culturally, technically and environmentally.
- A willingness to act to make the world a more sustainable place.
- Respect for cultural diversity and a desire to tackle social justice and inequality.
- The skills to challenge myths and stereotypes.
- A belief that individuals can make a difference.
- An ability to make responsible well-informed decisions.
- Develop local and international links.
- Publicise the good work of the school.

Knowledge and understanding

- Social justice and equity
- Diversity
- Globalization and interdependence
- Sustainable development
- Peace and conflict

Skills

- Critical thinking
- Ability to argue effectively
- Ability to challenge injustice and inequalities
- Respect for people and things
- Co-operation and conflict resolution

Values and attitudes

- Sense of identity and self-esteem
- Empathy
- Commitment to social justice and equity
- Value and respect for diversity
- Concern for the environment and commitment to sustainable development
- Better that people can make a difference

Global Citizenship Opportunities

- Empower students as leaders.
- Incorporate global stories in the curriculum. * Communicate with students of another culture
- Arranging field trips.
- Take time to reflect on the world around.
- Include lesson on the Sustainable Development Goals
- Celebrate International Days
- Teach culture through music.

INTERNATIONAL ETHOS POLICY

Podar International School aims at developing our students to be critical thinkers, compassionate individuals, lifelong learners and informed participants in local and world affairs. The school prefers the students for a required interdisciplinary course intended to stimulate critical reflection upon the knowledge and experience gained inside and outside the classroom. The school builds an environment wherein students get enough opportunities to know, understand, empathize and respect events, opinions and elements at local and global level. At the end of schooling, students know themselves better than when they started while acknowledging that others can be right in being different.

Global issues are an important part of the lives of our students, living in a world where economics are increasingly interdependent and global communication is a daily reality. The global dimension is reflected in the attitudes and values of our students and the ethos of the school.

Our aim is to prepare students for life in an adverse global society and work in a competitive global economy.

OBJECTIVE:

- To continue to integrate global dimension into the whole school curriculum
- To develop strong awareness of similarities and differences in lifestyles and culture in other countries.
- To encourage greater involvement in environmental issues.
- To promote use of ICT in meaningful contexts, for the development of communication skills.
- To offer a range of experience that will enhance learning and raise awareness of national and international identity.
- The international ethos policy is part of the school development plan, has a budget and enjoys the support of all the staff in the school, including the management.

INTERNATIONAL MINDEDNESS

At Podar International School, internationalism is integrated into all learning rather than viewed as an add-on subject. We include the role of culture in our lives and the lives of others, the independence of natural and human systems on our planet, the role of peace and conflict resolution in our world, environmental awareness and sustainability and citizenship and service as an expression of individual responsibility. It is woven inextricably in the fabric of the subject curriculum. We are inspired by the words of the Dalai Lama: “more clam, more peace, more compassion, more international feeling is very good for our health.”

The ravages of the past century, resulting from both conflict and progress gives international mindedness a fillip and makes us look on with satisfaction that as educators, we have provided the tools of an international education for our students to understand and create a more secure, sustainable existence on our fragile planet.

LANGUAGE POLICY

Our Mission and Vision

Our Mission

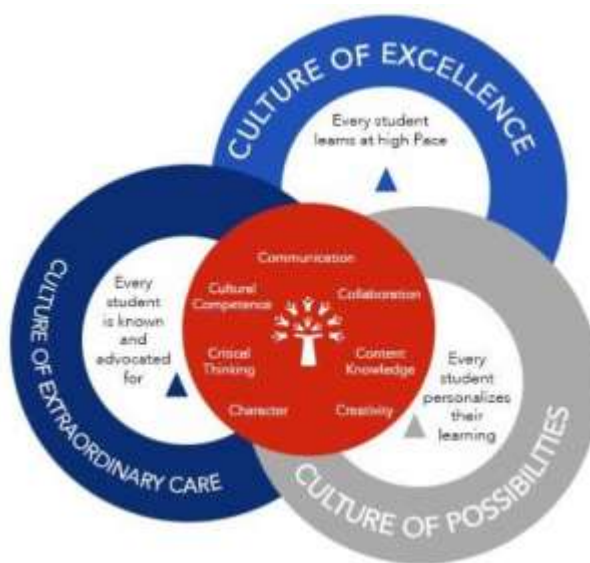
At Podar International School, we provide opportunities to students through stimulating, safe and supportive environment for attaining personal mastery and team spirit through collaborative learning. Students develop not only their knowledge, understanding and skills necessary for success in the 21st Century but also develop strong moral values, especially appreciation and respect of different cultures and religions and become proactive and responsible world citizens.

Our Vision

To achieve excellence by creating globally competent, ethical and high performing world citizens through world class education.

Our Value

- Innovative
- Open
- Committed
- Long-term



IB Mission Statement

The International Baccalaureate Organization aims to develop i help to create a better and more peaceful world through interc To this end the organization works with schools, government challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

International Mindedness

At Podar International School, international mindedness is integrated into all learning rather than viewed as an add-on subject. We included the role of culture in our lives and the lives of others, the independence of natural and human systems on our planet, the role of peace and conflict resolution in our world, environmental awareness and sustainability and citizenship and service as an expression of individual responsibility. It is woven inextricably in the fabric of the subject curriculum. We are inspired by the words of the Dalai Lama: *"more calm, more peace, more compassion, more international feeling, is very good for our health."*

The ravages of the past century, resulting from both conflict and progress, gives international mindedness a fillip and makes us look on with satisfaction, that as educators, we have provided the tools of an international education for our students to understand and create a more secure, sustainable existence on our fragile planet.

Statement of Philosophy

- At Podar International School, we believe that language learning is central to all learning, intellectual and emotional, as it permeates across subjects, cultures and contributes to not just academic development but also social skills and international mindedness.
- “Native Language” - is integral to students’ overall personal growth, and enhances both educational and social development.
- Every teacher has a role to play as a language teacher and supports cultural awareness of the student.
- Language is best learnt in a supportive environment which provides opportunities for students to be engaged in a variety of learning experiences.
- School will promote and advise parents on Mother Tongue development and maintenance.

Definitions and Implications

Language of Instruction (LOI)

LOI is English at Podar International School

Mother Tongue (MT)

In India, the Eighth Schedule of the Constitution consists of 22 officially recognized languages. At school, our students belong to various states of India and speak a range of these languages at home. Many students are more comfortable in the National Language Hindi as also English, which is widely spoken by the younger age group. Hence our definition of ‘Mother Tongue’ encompasses a range of meanings listed below.

Mother tongue means: “first language”, “home language”, “preferred language”, “mother tongue”, “native language”, “heritage language” or “best language”.

At Podar International School, MT is normally considered as “preferred language” or the “best language” and so it would generally mean that MT = LOI which is English.

If and when we have a student who is not proficient in the school’s LOI i.e. English, help will be provided in the form of additional remedial English classes, so that after a period, the student can be included in classroom teaching along with the others.

However, the school celebrates the various native languages to affirm individual identities. The school promotes a class and school environment that welcomes and embraces the diversity of cultures and perspectives. We use these perspectives to enhance learning by encouraging students to contribute to synonyms in a native language, be it a foreign language class or a science class. To profit from our diverse linguistic demographics, the school has recently established a mother tongue club in which we collaborate with parents and teachers to conduct sessions in their mother tongue so that students can benefit from another language and compare vocabulary to that of their own native language.

The school has mother tongue assemblies in which students bring artifacts typical of their culture or native state and explain its significance to the class. The school thus celebrates its diversity and ensures that additive bilingualism is practiced.

Second Language (SL)

SL may mean the second preferred language (not his/her MT) or his/her native or home language which the student does not have complete competency over. Podar International School encourage students to choose the National language at the Language B

Higher Level if they have proficiency or have studied it for several years in middle and high school.

Foreign language French is offered at the Language B Standard Level as students have some knowledge of the subject in the Middle and High School. Spanish is offered at the ab initio level to students who are absolute beginners with no prior knowledge. In other words, students will be encouraged to select a second language in which they are not proficient so that there is value addition in linguistic terms.

Policy Statement

All students will develop a fluency in the LOI. For students whose MT is the “preferred language” i. e. the LOI, but who cannot match up to the demands of English Language & Literature, remedial classes in addition to regular teaching & learning, will be offered in order to support their learning in English A.

The school will proactively look for ways to support students’ request for “native/home language” as their Language A, as a school-supported, self-taught Language A: Literature.

The “native/home language” will be promoted through the second languages. If it is not preferred as a choice of second language, school will nevertheless advise parents on developing the native language at home so that at least speaking skills are developed. Moreover, students will not be discouraged or prohibited from use of their native language while in school.

In case students find the LOI a challenge, that is, if a student is from a foreign country where English is not widely spoken, the school will make provision for ESL support. Such students can select English B or two Languages in Group 1 (one being a self- taught option) at IBDP level.

Further in the DP the option of having Pamoja Education for second language will be explored.

The school will however, at the beginning of each academic year review the need to have ESL programmes depending on the changes in the students’ language demographics. As per the IB Policy the school will ensure that there is adequate additive bilingualism to promote internationalism.

Language Diversity Student Profile at PIS

The Indian community has the most representation in the student population, some of these belong to NRI families (Non-Resident Indians), and considering the plurality of different languages spoken in India, Hindi may not be the language spoken at home or the native language.

Admission requirements of Language

Since the LOI is English, basic proficiency in the language is a requirement during admission to school. The student language profile template is filled at the time of admission and periodically student language profile survey is conducted. The present demographics confirm that English is the most preferred language of students.

With all the nationalities in mind, PIS delivers an international programme to a predominantly Indian population. PIS has opted for English as the language of instruction, and for French and Hindi as second languages. Hindi and French are taught from PYP 1.

Promotion of multi / bilingualism at PIS

- In the PYP, the emphasis is on continuing proficiency and refinement of English language skills, in order to develop academic competence. With Hindi and French starting from Grade 1, students will have three languages, English, Hindi and French. English will be the Language of Instruction and Hindi and French are both mandatorily taught as second languages in the PYP.
- In terms of making a choice of second language (Hindi / French) the students do the same in grade 8. Hence all students have two languages: English and a second language till grade 10.
- In the DP, all subjects are taught in English with the exception of languages offered in Group 2. The students need to make a choice of one second language: Hindi / Spanish / French. These languages namely, Hindi, French and Spanish, are offered as Group 2 – Language Acquisition at IB Diploma level, Hindi and French at Language B and Spanish at ab initio.

PRIMARY YEARS PROGRAMME (Brief Overview)

The language of instruction (LOI) is English is taught first prior to the second language development.


INQUIRY-BASED: The units of inquiry provide an authentic context for learners to develop and use language.

TRANSDISCIPLINARY NATURE: Since language is the medium of inquiry, in both the affective and effective domains, students listen, talk, read and write across the curriculum to actively engage in learning. This contributes to the trans disciplinary nature of language learning in the PYP.

STAND –ALONE CURRICULUM: While most of the language development takes place in the authentic context of trans-disciplinary and inquiry-based learning, some of the language skills are also given a special focus. Specific aspects of reading, listening, grammar and usage are thus reinforced in stand-alone portions of the curriculum. Literature is an essential part of the curriculum.

SCOPE AND SEQUENCE: The language curriculum in the PYP is structured on the Scope and Sequence guidelines provided by the IBO. The processes involved in language learning are represented in a continuum involving all the strands of oral, written and visual language. The creation of specific developmental benchmarks and learning outcomes for each level in the continuum provides a means of tracking the progress of students and also determining the degree of support required for students who are not as adept as others and for new admissions to a grade. All three of the language strands are learned across and throughout the curriculum as represented below.

Strand	Receptive—receiving constructing meaning	and	Expressive—creating and sharing meaning
Oral	Listening	↔	Speaking
language			

Visual language	Viewing  Presenting	
Written language	Reading	Writing

OTHER LANGUAGES: All students in the PYP have the opportunity to learn more than one language from the age of 6. Hence, students have access to different cultures and perspectives. Apart from English, students of grades 1-5 learn Hindi and French as a second language.

ADDITIONAL SUPPORT for the development of skills in the language of instruction (English) is available to all students through their participation in school assemblies and events which enable them to write, speak and present in English and other languages. Students are also encouraged to participate in events outside the school. Students are encouraged to make use of the school library; reading for pleasure is of a high priority. Reading Log is maintained from Grade 2 to 5 to track the reading level. Multilingual Week is another event that focus on the development of the reading habit among students across the school. In PYP, students whose 'best' language is not English and who display a deficiency in the basic skills will receive remedial attention from teachers of the subject. In this regard, the school will engage the services of a dedicated English teacher trained in ESL or ESOL skills. In case the student has been diagnosed with learning difficulties, he or she will receive specific support from the special education teacher as per guidelines laid down in the school' Learning Support policy.

Language Policy from Middle school to High School

Inquiry-based teaching forms the hallmark of all teaching and learning at school and hence language teaching follows the same philosophy in conjunction with guidelines from IGCSE and IB Standards and Practices.

1. Oral Communication is enhanced by providing opportunities through individual and group activities that help students express themselves.
2. Further, Reading Assessments are also done, in order to track the progress of every student over time.
3. Students use different media through a variety of book reviews, speeches, debates, poems, letters, stories, posters, lyrics, scripts, narrative and analytical essays. Students are equipped with the necessary skills at all grade levels to ensure strengthening of language skills.
4. Language assessment is a continuous process which is evident in the multiple teaching- learning styles and strategies.
5. All teachers act as language facilitators at all times of interaction and communication.
6. The Library plays a central role in facilitating language teaching and learning.
7. The on-going language development is considered as a shared responsibility of all teachers, parents and students.

Additional Language

1. Other than English, French and Hindi are required from Grade 6 and 7 as it enriches our intellectual and social growth.
2. In the IGCSE students are offered Hindi/French as second languages. It is compulsory to study one of these. Students have an option to study English Literature as a separate subject based on their interest and aptitude in pursuing Literature.

THE DIPLOMA PROGRAMME

The language of instruction is English, which is the language that is 'known best' and 'used most' of the DP student population.

Group 1 – Language and Literature: in the Diploma Programme offers three courses. PIS has opted for 'Language A: Language & Literature at the Standard Level and at the Higher Level. Students can also opt for the school supported self-taught option. Students will be exposed to a range of literary and non-literary texts to encourage students to think critically and look at multiple perspectives. The relation between text, audience and purpose is analyzed through commentary.

LINKS TO IGCSE: The Diploma Programme course builds on the foundation of IGCSE English -First Language. It aims to ensure the continuing development of a student's powers of expression and understanding in a variety of language domains.

Group 2-Language Acquisition: Students may also study a Language in Group 2. This may be taken as language B (French and Hindi) or AB Initio (Spanish). These courses provide students necessary skills to communicate in a place where language studied is spoken . The Ab Initio course is designed for students who have little or no experience of the language, whilst Language B is intended for students with prior learning of the language. Pamoja Online Education will be explored for students wanting languages which are not offered at school but available at Pamoja.

Placement in Levels

In Group 1, the choice of level would be dictated by the students' previous performance in the Middle Years and on their overall decisions about the distribution of SL and HL subjects across the six academic areas.

In Group 2, the choice of level would be dictated by prior experience of the target language. Students who are already able to understand and respond to spoken and written language on a range of common topics are placed in the Language B level and students who are absolute beginners in the language are placed at ab initio.

The thumb rule is that the second language must provide an appropriate academic challenge and a definite value addition to linguistic skills.

ADDITIONAL SUPPORT for the development of language skills is available to all students through their participation in school assemblies and events which enable them to write, speak and present in English and other languages. Students whose 'best' language is not English and who display a deficiency in the basic skills will receive remedial attention from teachers of the subject. In this regard the school will engage the services of a dedicated English teacher trained in ESL or ESOL skills. In case the student has been diagnosed with learning difficulties, he or she will receive specific support from the special education teacher as per guidelines laid down in the school's Inclusion policy. IEPs are prepared as per the individual learning needs by the Inclusion coordinator. All students are encouraged to make use of the school library; reading for pleasure is of a high priority. Reading Around the world and Multilingual Week are annual events that focus on the development of the reading habit among students across the school.

Methodology

Podar International School promotes a stimulating learning environment through various teaching methodologies to develop conceptual understanding, critical thinking, problem solving, collaboration, and local and global perspectives integration. Teachers will provide a wide range of learning experiences and opportunities so as to develop and enrich student language skills. They are also mindful that their methodology is age- appropriate.

Students will be given opportunities for meaningful interactive communication through various teaching methodologies.

The school recognizes that each student has their own learning style; hence differentiation is seen as an invaluable tool. Teachers will provide work which caters to the students' strongest way of learning, whether this be auditory-sequential, kinesthetic-tactile, or visual- spatial, whilst at the same time giving students opportunities to absorb knowledge and skills through a less favored style. Technology will be used in the classroom as appropriate in order to enhance student learning.

Subject specific vocabulary will be introduced prior to each unit of work and continuously reinforced during the unit and reviewed post unit.

Language used in the school

To foster a sense of community, the school encourages all members to develop positive means of communication. At PIS students and teachers use the language that is common to all and also avoid the use of words that belittle, degrade or alienate others.

Guidelines and strategies for support for students who are not proficient in the language of instruction.

A minimum basic level of competency in comprehension of academic language is expected from students for them to be able to engage in class discussions and engagement that is necessary to achieve success in an IB programme.

Cummins (2007) proposes that the four dimensions of teaching that are particularly important in ensuring that students participate are:

- to activate prior understanding and build background knowledge
- to scaffold meaning
- to extend language
- to affirm identity.

Intensive remedial classes from grade 3 onwards so that by grade 8 proficiency in the language of instruction is acquired.

IEP:

Students are encouraged to set achievable goals and positively reinforce their performance. To cater to the learning needs of individual pupils teaching is done in small groups or individually. Remedial classes and assessments are conducted by teachers to evaluate academic progress.

Peer Support Programmes

Teachers may take the assistance of buddy students to help their classmates to work on communication and social skills as well as good interpersonal skills.

b) Practice differentiation in class

- Analyze the class results to determine progress in all strands of language learning.
- Prepare for teaching strategies to cater to different learning styles in classes.
- Differentiated formative assessments to reinforce language skills.

- a) **TED ex clubs** encourage students to communicate in English to improve their proficiency in informal and formal communication, in the topics of their choice.

Group activities in teams

- When students work in groups of mixed ability, communication skills develop to a great extent, especially in 2nd languages. Further, students who find it difficult to express themselves effectively benefit from group activities.
- Various cooperative learning strategies like Jigsaw, writearound, round robin are adopted so that learning of concepts is broken into smaller and easier bit sized portions so that students become more confident in their abilities to learn on their own.

MOTHER TONGUE SUPPORT

Across the School (PYP to High School):

- Multilingual week, language days, special assemblies, dramatic productions in languages other than English. has been introduced as a part of the Mother tongue support programme
- The school library has mother tongue support resources section hence reading material in regional languages in Hindi and foreign languages which form diversity of students profile available for the students' community.
- The school allows students to interact with one another in their respective mother tongues during their leisure time and in classes which are not conducted specifically in English.
- Awareness campaign among parents to highlight the need for mother tongue development and maintenance.
- Access to out of school mother tongue resources or support if necessary.
- Efforts will be made to engage trained teachers, proficient in the respective mother tongues, to conduct special classes for such students.
- Mother tongue clubs from primary to high school facilitated by respective staff who are proficient in the language.
- No penalty imposed on students for speaking in the language spoken at home / native language.
- The importance of mother tongue is stressed during admission interviews. If required, appropriate strategies are discussed.
- As stated under 'Language Use', students are allowed to think through and talk in their first language before certain complex concepts in some of the classes are made familiar through vocabulary in English.

Diploma Programme specific mother tongue provision

A powerful feature of the DP is the policy of preserving and promoting mother-tongue which develops a sense of pride for their cultural heritage. of the language a student uses at home. The programme provides opportunities for students to continue developing oral and writing skills in their mother tongue while studying the DP in a different language of instruction.

These facilities are known as:

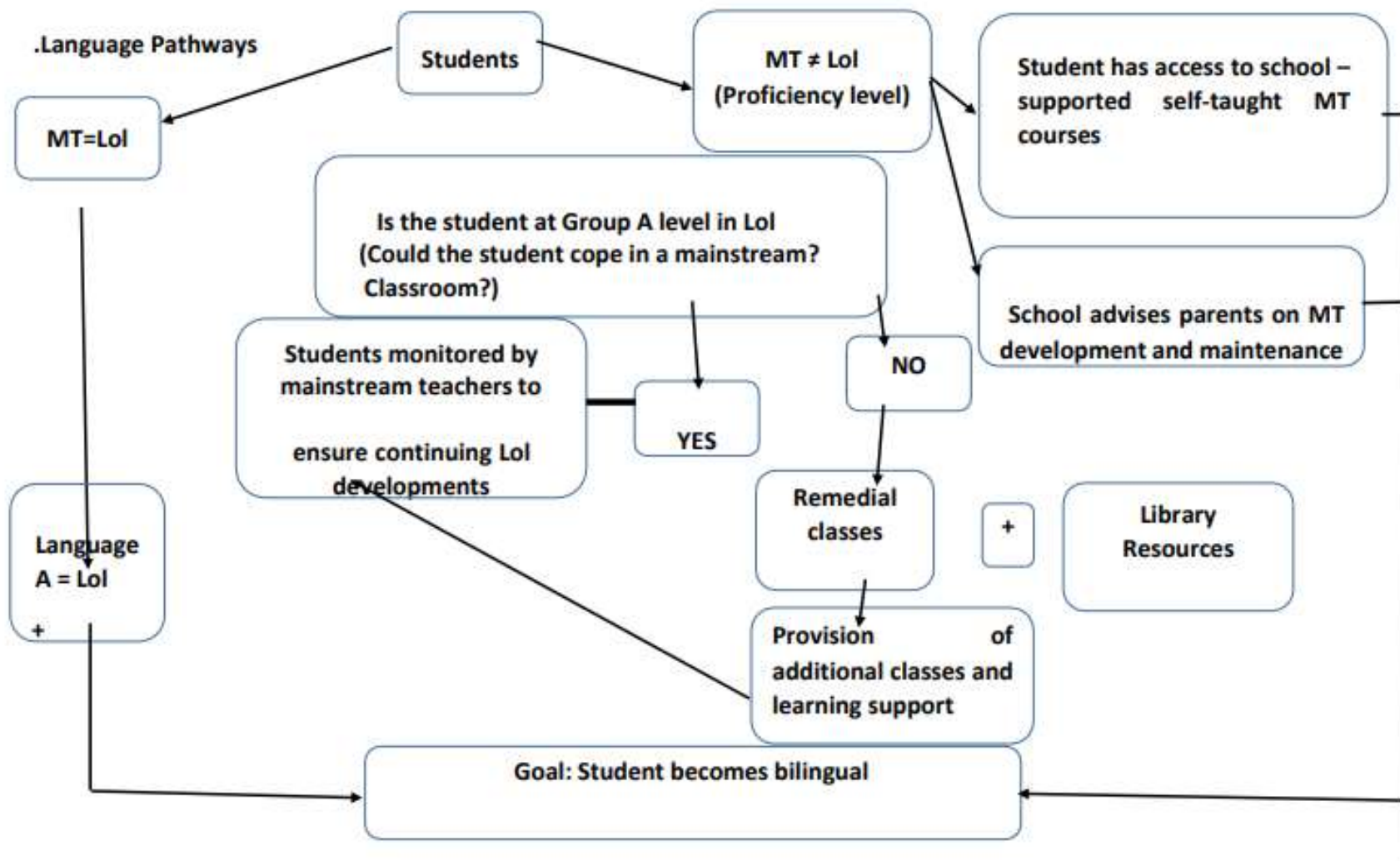
- a) School-supported self-taught literature course in group 1.
- b) Special request language self-taught literature course in group 1
- c) Bilingual diploma: Two languages may be taken from group 1.

Language A: literature can be studied on a school-supported self-taught basis in a situation where the student wishes or needs to complete the studies in language and literature requirement in a language for which the school does not have a qualified teacher. Self- taught students may study in Group A: Language and Literature only literature at standard level. The school-supported self-taught option is not considered appropriate when there are more than five students at a school in the same year of the programme studying the same Group A: Language and Literature: literature at standard level (Reference to the Handbook of procedures for the Diploma Programme for information in this regard).

Practices related to Language Teaching and Learning across DP Subjects

Since proficiency in cognitive academic language is inseparable from successful learning, all teachers have some role in developing this. Language is embedded in the concepts and contexts across all subject areas and in many cases, key terms and concepts transfer easily from one subject to another. Helping students recognize key terms and concepts directly or indirectly and how to use them to communicate makes every teacher a language teacher. Thus, all our subject teachers are language teachers. Some examples in subject areas from Group 3 to group 6 and the core are given below.

Group	Subjects	Description of practices
3	Economics/Psychology/Business management, History	Use of command terms are explained. Key terms in case studies are discussed
4	Physics/Chem/Biology/ESS/CS	Use of command terms, scientific terms are explained in layman's language, framing of Research questions, structuring of data collected to communicate results
5	Mathematics	Use of command terms, mathematical functions and vocabulary
6	Visual Arts	Local language and culture exploration through art
Core	CAS	Evaluating of the CAS learning outcomes and understanding of creativity, activity and service
Core	EE	Framing of Research questions as part of the assessment criteria
Core	TOK	Knowledge questions like Do people who speak different languages think differently? Language as a method and tool



Languages	PYP					M					DP
Details	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7		Grade 8 ,9&10		Grades 11 & 12
Best/preferred Language - English	Lang A = English	Lang A = English	Lang A = English	Lang = English		Lang = English			Lang = English		Group A: Language and Literature (HL /SL) English Literature (HL or SL)
				<u>Remedial classes - English if required</u>							Self Taught Group 1 Language
Second language	Lang B = Hindi	Lang B = Hindi	Lang B = Hindi	Lang B = Hindi		Lang B = Hindi			Lang B = Hindi/ French New students are supported by Remedial classes		Group 2 – Language Acquisition at IB Diploma level Lang B = Hindi (HL /SL)/ Lang B French (SL) Spanish AB (SL)
Additional Language	French Foundation	French Foundation	French	French		French			N.A.		N.A.

ACCOMMODATIONS MODIFICATIONS FOR STUDENTS WITH LEARNING DIFFICULTIES

(Cross- Referenced with Inclusion Policy)

Students with learning disabilities are provided accommodation for effective inclusive education with appropriate documentation and approval.

Access arrangements permit students to complete the same assignments or tests as the other students. Access arrangements include extra time, reader, writer, different font size and formats and typing in word processor.

If required, a modification is used as an adjustment to an assignment or a test that alters the standard of what the test/assignment measures. Modification means giving an easily achievable test than the standard test . The goal of SEN Department is to meet the standards of PIS with accommodations and modifications as necessary in consultations with the IEP (Individualized Education Plan).

Individual need of students are taken in to consideration while planning accommodations and modifications.

The list given below may be adapted to fit the requirements of individual students.

Classroom Accommodations	Examination Accommodations
<ul style="list-style-type: none">• Appropriate seating• Hand outs and notes• Encouragement and praise• Work to be completed in stages• Rubrics to help focus on assigned tasks• Demonstrating examples of “good” work• Immediate feedback• Group work• Extended time for assignments and assessments	<ul style="list-style-type: none">• Testing in the separate and special venue• Additional Time during exams- 25% or 50%

Accommodations for Language and other content areas:

Reading Deficits	Writing Deficits	Test
<p><u>Text books:</u></p> <p>Provide a choice of books with similar concepts, at an easier reading level. Provide audiotapes of textbooks wherever possible.</p> <p>Provide synopses of chapters. Provide the student with a list of discussion questions before reading the materials. If a student has vision problems, arrangement for a larger font size will be made.</p> <p><u>Curriculum:</u></p> <p>Review curriculum. Learning outcomes to be specified before reading a chapter.</p>	<p>1. Change the demands of the writing rate:</p> <ul style="list-style-type: none"> - Allow extra time for written tasks. - Allot more time for projects/assignments. - Use of laptops as per Board specifications. Extra practice to increase speed and legibility of assignments. <p>2. Adjust the volume:</p> <ul style="list-style-type: none"> - Give tips & guiding questions so the student can fill in the details under major headings. - Spelling errors to be ignored in the grading criteria for some assignments. <p>-Extra worksheets to be given as remedial work.</p> <p>- 3. Complexity: Break writing into stages. Consider grading in stages and also on the final draft.</p> <p>4. Change the tools:</p> <ul style="list-style-type: none"> - Use cursive or manuscript - Allow students to use the line width of their choice <p>5. Modifications: Volume</p> <ul style="list-style-type: none"> - Stress quality over quantity 	<p>Allow extra time to complete the tests</p> <ul style="list-style-type: none"> - Allow a separate room for testing - Allow the student to complete an independent project as an alternative test - Divide tests into small sections <p>Time:</p> <ul style="list-style-type: none"> - Allow extra time to complete a task <p>Directions:</p> <ul style="list-style-type: none"> - Use both oral/printed directions - Repeated directions. <p>Grading:</p> <ul style="list-style-type: none"> - Revised testing to improve grades. - Permit the student to work on missed problems to better the grade. <p>Assistive Technology:</p> <ul style="list-style-type: none"> - Provide sound files who have difficulty in auditory/visual processing - Laptop for note-taking. - Large print materials - Calculators.

Appendix: 1 - Student Language Profile Form (Inserted in the Admission Folder)

Name:	
Current Grade:	
Date:	
Nationality:	
English is the Language of Instruction? Is this your 'Preferred Language' and hence needs to be considered as Language A?	
Can you read and write your 'preferred language'?	
How would you rate your proficiency in your 'preferred language '? – Excellent/ Good/ Satisfactory/ Needs Assistance.	
What is your native language and /or the language spoken at home?	
Can you read and write your native language and /or the home language?	
How would you rate your proficiency in your native language and /or the home language? Excellent/ Good/ Satisfactory/ Needs assistance.	

FURTHER CONSIDERATIONS

STATEMENT OF INTENT: In the process of revising the PIS Language Policy it became very evident that such a document cannot claim to be a complete and thorough record of prevailing practices and procedures. Rather, it is aspirational in nature; a statement of intent; a blueprint for further development, outlining goals for language teaching and learning. At best, the school community agrees to implement as many of the recommendations of the policy as possible within the constraints of time and resources that challenge any school.

Integration with other significant policies

Just as language development is cross-referenced with Inclusion policy, it is also integrated with other significant policies such as the admission policy, assessment policy and academic integrity policy.

Links with Admission policy

The admission policy statement states that Podar International School is an English language inclusive International School, with English as the primary language of instruction. Basic proficiency in English is important for middle school and above and not a limiting condition for admission to the Primary Years.

Links with Assessment policy

All students' language needs are considered while creating and conducting assessments. DP subject area teachers keep language as the central to instruction and communication. Some examples of language in assessments are command terms and the specific expectations of the assessment objectives. The command terms indicate the skill students need to demonstrate to

be evaluated. Its connections to the core are also strong as in CAS learning outcomes and TOK knowledge questions or in formulation of a focused Research question in extended essay.

Links with Academic Integrity policy

Students are expected to have a clear understanding of the academic integrity policy. Using language to effectively acknowledge the sources they use has clear conventions of using phrases, for example, "As Gandhi put it ..." or "According to ...". We can show a direct quotation by saying "Quote ... Unquote" or by signalling with "rabbit's ears" or "air quotes" in verbal speech. The librarian brings out the specific links between academic writing and ethical practices.

Review and communication process

- The policy will be reviewed every 3 years or as and when the need arises or when there is a change in the IB language policy.
- The English Literature and Second Language department will review the policy and make recommendations if required. The revised policy will then be presented to the school leadership team who in turn would ratify and finalize the policy.
- The policy then would be presented to all the stake holders and would be made available to them through the school communication channels.

REFERENCES

The following documents were consulted while writing this Language Policy.

- IB Programme Standards and Practices
- Guidelines for developing a school language Policy, IBO Publication
- Academic Honesty in the IB educational context, IBO Publication
- Learning in a language other than the mother tongue in IB programme, IBO Publication
- The IB Continuum of International Education, IBO Publication

- Meeting Student Learning Diversity in the Classroom, IBO Publication
- Diploma Programme, From Principles to Practice, IBO Publication
- Learning Stories-A Learning Story about how a school's language policy supports multilingualism in a culturally diverse community.
- Singapore Inter National School –Language Policy.
- RBK International School.
- Readingandwritingsandiego.pbworks.com

LABORATORY POLICY

Hands-on experiences are essential to learning in science classes, but safety must be the first concern. The following rules exist for your safety. These rules help to prevent accidents in the lab and allow for more efficient work.

General Safety Rules

1. Never work alone in the lab.
2. Read all the directions for an experiment several times. Follow the directions exactly as they are written. If you are in doubt about any part of the experiment, ask your teacher for assistance.
3. Never perform activities that are not authorized by your teacher.
4. Never handle any equipment unless you have specific permission to do so.
5. Take extreme care not to spill any material in the laboratory. If spills occur, ask your teacher immediately about the proper clean-up procedure. Never simply pour chemicals or other substances into the sink or trash container.
6. Wash your hands before and after each experiment.
7. There should be no loud talking or horseplay in the laboratory.
8. When performing an experiment, make sure the work area has been cleared of purses, books, jackets, etc.
9. Know the location and use of all safety equipment (goggles, aprons, hand gloves, eyewash, fire extinguishers, etc.)
10. Laboratory coats and covered footwear must be worn at all times in the laboratory.
11. No smoking, eating or drinking will be permitted in the laboratory.
12. All cuts or open wounds must be covered with a bandage or band-aid during the laboratory session.
This is particularly important with any injury to the hands.
13. Properly label all the materials to be used in the experiment.
14. Proper dress for lab includes: tying back long hair, removing dangling jewellery, rolling up sleeves, securing baggy clothing.

Heating and Fire Safety

1. Never use any heat source such as a candle or burner without wearing safety goggles.
2. Never heat any chemical that you are not instructed to heat. A chemical that is harmless when cool, can be dangerous when heated.
3. Always maintain a clean work area and keep all materials away from flames. Never leave a flame unattended.
4. Never reach across a flame.
5. Make sure you know how to light a Bunsen burner. If the flame leaps out of a burner towards you, turn the gas off immediately. Do not touch the burner. It may be hot.
6. Always point a test tube that is being heated away from you and others. Chemicals can splash or boil out of a heated test tube.
7. Never heat a liquid in a closed container. The expanding gases produced may blow the container apart, injuring you or others.
8. Always use a clamp or tongs when handling hot containers. Hot glassware looks the same as cool glassware.
9. Do not use hair spray or hair mousse during, or even before coming to the laboratory. These are highly flammable and might cause automatic ignition when in close proximity to a heat source.
10. Synthetic fingernails are also highly flammable and should not be worn in the lab

Using Chemicals Safely

1. Never mix chemicals for the "fun of it." You might produce a dangerous, possibly explosive substance. No unauthorized experiments should be performed.
2. Never touch, taste, or smell any chemical that you do not know for a fact is harmless. Many chemicals are poisonous. If you are instructed to note the fumes in an experiment, always gently wave your hand over the opening of a container and direct the fumes toward your nose. Do not inhale the fumes directly from the container.
3. Keep all lids closed when a chemical is not being used.
4. Dispose of all chemicals as instructed by your teacher.
5. Be extra careful when working with acids or bases. Pour such chemicals over the sink, not over your work bench.
6. When diluting an acid, always pour the acid into water. Never pour water into the acid.
7. Rinse any acids off your skin or clothing with water. Immediately notify your teacher of any acid spill.
8. Never pipette using your mouth. Use a pipette bulb.
9. Be sure you use the correct chemical. Read the label twice.
10. Do not return any excess back to the reagent bottle.
11. Do not contaminate the chemical supply.
12. Keep combustible materials away from open flames (alcohol, carbon disulphide and acetone are combustible).
13. DO NOT use the same spatula to remove chemicals from two different containers. Each container should have a different spatula.
14. Be careful not to interchange stoppers from two different containers.
15. Replace all stoppers and caps on the bottle as soon as you finish using it.

Using Glassware Safely

1. Glass tubing should never be forced into a rubber stopper. A turning motion and a lubricant will be helpful when inserting glass tubing into rubber stoppers or rubber tubing.
2. When heating glassware, use a wire or ceramic screen to protect glassware from the flame of a Bunsen burner.
3. Never use broken or chipped glassware. If glassware breaks, notify your teacher and dispose of the glassware in the proper trash container.
4. Never eat or drink from laboratory glassware. Always thoroughly clean glassware before putting it away.

Using Sharp Instruments

1. Handle scalpels or razor blades with extreme care. Never cut any material towards you: always cut away from you.
2. Notify your teacher immediately if you are cut in the laboratory.
3. Properly mount dissecting specimens to the dissecting pan before making a cut.

Electrical Equipment Rules

1. Batteries should never be intentionally shorted. Severe burns can be caused by the heat generated in a bare copper wire placed directly across the battery terminals.
2. Never deliberately shock yourself or another person.
3. Turn off all power while setting up circuits or repairing electrical equipment.

4. Never use metal articles such as metal rulers, metal pencils or pens, nor wear rings, metal watchbands, bracelets, etc. when doing electrical work.
5. When disconnecting a piece of electrical equipment, pull the plug and not the wire.
6. Use caution in handling electrical equipment which had been in use and has been disconnected. The equipment may still be hot enough to produce a serious burn.
7. Never connect, disconnect, or operate a piece of electrical equipment with wet hands or while standing on a wet floor.

End-of-Experiment Rules

1. When an experiment is completed, always clean up your work area and return all the equipment to its proper place.
2. Wash your hands after every experiment.
3. Make sure all candles and burners are turned off before leaving the laboratory. Check that the gas line leading to the burner is off as well.

LIBRARY POLICY

Introduction:

The library at PIS occupies tremendous importance in the learning process for the entire school community. The purpose of this valuable resource is to ensure that a lot of learning and teaching outcomes can be achieved through research and reading. The school community becomes a lifelong user of information.

Aims and Objectives:

- Be the knowledge hub of the school and disseminate knowledge as widely as possible.
- Facilitate creation of new knowledge.
- Facilitate optimal use of knowledge by all staff and students.
- Ensure easy access to the facilities available for all staff and students.
- Encourage and foster a reading habit among the staff and students.
- Effectively participate in the teaching-learning programmes of the school **In order to achieve these objectives the library will undertake to:-**
- Serve as the centre of information for PIS and provide easy access to national and global knowledge to all staff and students.
- Offer an inviting and attractive physical space with proper seating arrangements and other amenities.
- Ensure that staff and students are treated with courtesy and offered all assistance in their pursuit of knowledge.
- Offer proactive services to all users.
- Optimize its potential to provide access to information and knowledge to all by proper display, categorization/classification of resource materials.
- Help all the users to develop the skills to make optimum use of all the facilities.
- Undertake activities to foster an interest in books and increase involvement in the library.
- Improve the collection and services on a continuous basis in consultation with users/stakeholders.
- Work out a programme in consultation with teachers for the effective use of all types of library materials.
- To work effectively and efficiently by undertaking every activity in a professional manner.

Role of the Librarian in an IB school

The Librarian is actively involved in the addition of new resources every year. The Librarian conducts regular meetings of all sections and contributes towards collaborative planning.

The Librarian also ensures the building of a collection that shall support students' native language development.

The Librarian plays an important role in the research and learning process by guiding students to the appropriate reference materials.

The Librarian is involved in discouraging plagiarism, which is the practice of taking someone else's work or ideas and passing them off as one's own.

The Librarian makes available citation rules for the students.

Organization of the Library

Podar International School (IB and Cambridge International) use SLIM21 software for library management.

SLIM21 is integrated, multi-user, multi-tasking library information software for the Windows environment.

SLIM21 helps you catalogue books, films, sound recordings, drawings, clippings, articles, reports, letters, pamphlets, serials publications – all those things that contain information so vital to your organization. SLIM21 cataloguing adheres to popular international standards. This means you can exchange data with the world.

Students benefit from SLIM21 as the retrieval of the data is simple, fast and efficient. Even a catchy phrase in the description of the catalogued item can be used for searching. The students can browse through the catalogue online as it is internet based. They can check the availability of the material from the library and also the list of items borrowed by them and on return if they have been successfully removed.

It is used for tracking the available list of books and can be accessed by members. In order to have access to the catalogue log into <http://115.124.127.189:8948\W27>. For logging in you need to type in your membership number and the password (the word MEMBER in capital).

Staff and students can renew the book online but only once.

A proper system of cataloging and classification of the collection is done to provide easy access and also to keep an account of the books. We are following the Dewey Decimal Classification System.

Books are arranged in lockable shelves but an open access system is followed.

The library subscribes periodicals / journals / magazines/ newspapers which are attractively displayed on the racks.

You can have access to the library facilities from Mon to Fri 7.30 a.m. – 4.00 p.m.

Sat – 9.30 a.m. to 12.30 p.m.

Parents can and should accompany their children on Saturday so they can be actively involved in the learning process of the child and can find interesting material for themselves, it will be a vibrant example of lifelong learning.

The library is rich in a variety of books ranging from prescribed textbooks for the school program, reference books as well as recommended reading of certain titles in a specific subject area. There are a number of contemporary books as well as Periodicals, Newspapers, Journals.

The school library has institutional membership with the American Library, British Council Library & Alliance Française, in case teachers/students wish to access specific resources available there. **General guidelines for the library**

- The library must maintain a well-rounded core collection including reference materials to satisfy the regular needs of the staff and students. The core collection would consist of several copies of textbooks, reference materials related to each subject, costly essential books which would include encyclopaedia's, maps, atlas, rare books on particular topics/subjects or exclusive editions of general books.
- Besides the core collection, other general (fiction and non-fiction) books for regular issue should be available in the library.
- Library collections are dynamic resources and therefore, there should be constant review and renewal of material to ensure that the collections are relevant to the users/stakeholders.
- Weeding out of books should be a regular feature and should be carried out with the approval of the competent authority, at least once in a year
- Categorizing/classifying and indexing of books should be invariably done keeping in mind the objective of the library.
- The library should follow an open access system.

Code of conduct in the library

- All are expected to keep their voice levels to a minimum and by staying on task.
- You are not allowed to eat in the library.
- The books should be issued against readers' cards, which will be retained at the library until the book is returned in good condition.
- Staff can issue 3 books at a time for one week.
- Students can issue 2 books for a week
- Books must be returned to the Librarian.
- Reservation of books: A book which is in circulation may be reserved by the other readers by filling up a reservation slip.

- Books issued should be returned on or before the due date.
- Renewal of books: Members can renew books by presenting them at the counter.
- Books will be renewed provided they are not in demand or no other reader has applied for the same. Not more than 3 continuous renewals can be made.
- Borrowers shall not sub-lend library books to any person.
- The Librarian has the right to examine the books being taken out to see that they have been properly issued out.
- Books loaned are liable to be recalled at any time and when recalled, they must be returned immediately to the library.
- Students and staff who repeatedly fail to return books on due dates or do not follow the rules and regulations of the library will not be allowed to use the school library.

OVER DUES AND FINES Lost & Damaged Books:

- If a library book is lost or found damaged, the borrowers shall replace the book or pay the current price of the book as determined by the library in charge.
- In case a book belonging to a set of series is reported lost or damaged, the defaulter will pay the cost of the entire set, in case the single volume is not available for sale.

USE OF MATERIAL

1. Books and the other materials are the property of Podar International School and should be used with the utmost care.
2. Borrowers shall be personally responsible for the safe custody and return of the books borrowed from the library. Books that are lost, torn or damaged in any way will be replaced by defaulters and for such, compensation including fines as any be fixed, will be charged.
3. Readers shall not write upon, mark, trace or otherwise disfigure, tear or damage books. The erasing of any mark or writing in a book etc. is strictly prohibited.
4. Borrowers must satisfy themselves about the physical condition of the book before borrowing. Any defect or damage observed should at once be brought to the notice of the librarian.
5. CDs will not be loaned outside the library premises except with special permission of the authorities.

Size of Library Collection

- The core collection of the library should take into account the size of PIS and subjects offered besides covering project based activities.
- Multilingual books are available in the library.
- Book purchase is a continuous process.
- During annual stock taking, weeding out of collection should also be carried out.
- Besides books, magazines, periodicals, and journals, other teaching aids are also available in the library.

The various sections in the library are:

- General Reference section: Here you can find the various books which are for general reading on various subjects.
- Inquiry section: Here you can find reference materials like dictionaries, encyclopedias, world books, books from series, etc.
- Textbook section: Here you can find books written by various authors for a particular level of the board which we are offering.
- Teacher Reference section: As the name suggests, they house books like subject guides, teachers' reference books, etc.
- Fiction section: The most popular section among the users. It houses the fiction books mainly targeted for all students
- Adult Fiction section: The target audience for this section is the eleventh and twelfth graders, the Staff and the Parents.
- CD/DVD section : This section houses all the CDs and DVDs present within the library.

- Laptop section: This houses the laptops and iPads that can be borrowed only by the staff and also used for examinations.

ACCESS TO OTHER LIBRARIES

The users can avail the facilities of the other libraries namely the British Council Library, Alliance Française and the American Library.

The British Council Library catalogue can be browsed online and the request can be placed with the Librarian.

However, to use the other two libraries, physically visiting the facilities is a must. You can contact the Librarian for the same.

OPEN ACCESS DATABASE

Open Access publications are available on the open internet for all for free. But they are written by scholarly publishers. These databases are of great use to researchers and can be used by any one as long as they give credit to the authors.

Some of the famous online Open Access Databases are:

Directory of Open Access Journals (DOAJ) (<http://doaj.org/>)

JURN.org (<http://www.jurn.org/#gsc.tab=0>)

Social Science Research Network (SSRN) (<http://www.ssrn.com/en/>)

People Involved:

- Senior Librarian
- Assistant Librarian
- Assistant Librarian
- ICT In-Charge
- Systems Administrator

Section wise list of books is available in the library.

LOST PROPERTY POLICY

This policy applies to all school departments.

Aim: To clarify the school's position regarding the care of personal items brought on to the school site by students and the procedures to be followed if personal items are lost.

- **Guidelines** The school can accept no responsibility for loss or damage to the personal property of students.
- To minimize the possibility of property being lost:
 - ☐ All students and their parents are asked to make sure that all items are suitably labelled so that lost property can be returned to its owner as soon as possible. Any named items found will be kept at either PE department or in the library.
 - ☐ Students are asked to make sure that all their personal property and any school property that has been issued to them is kept safely.
 - ☐ Students are asked not to bring valuable items and large sums of money to school.
 - ☐ iPads and Laptops must be taken care by the students.
 - ☐ Money and valuable items must never be left unattended in school classrooms or bags or unattended around the school site.
- All high value items such as tablets, iPad, iPods, Phones, keys etc. will be handed into and kept in the library.
- Lost Items like water bottles, pens, lunchboxes etc. will be kept in the classroom cupboard for two days only. All unnamed lost properties will be disposed of at the end of each week and will be given to charity.
- Sports kit and equipment will be handed to a member of the PE department. Items that are named are deposited in the PE department and may be reclaimed from a member of PE staff.
- Any school books or equipment issued to a student become their responsibility. If lost they are responsible for their replacement.

PASTORAL CARE SYSTEM

What does 'Pastoral Care System' mean?

The Pastoral Care System can be defined as the holistic approach and support given to students to meet their individual needs and skills.

The Pastoral Care System is derived from the idea of a shepherd caring for a flock of sheep in the pastures (hence the word 'pastor' / pastoral). The shepherd controls, guides, directs and provides for the sheep's needs and security. So too, with teachers who care for their students' needs in a variety of ways.

What are the aims and objectives of the Podar International School Pastoral Care System?

The Podar International School pastoral care system aims to:

- Develop strong home-school links
- Chalk out procedures for monitoring and evaluating the schools delivery of its pastoral care system.
- Guide students to be responsible members of the school community
- Work towards creating an amiable atmosphere in school
- Develop student's confidence
- Offer sympathetic, confidential and effective support and guidance to students
- Empower students with basic skills and experience that will enable them to develop their latent talents.
- Enable students to adapt and adjust and become responsible citizens.

All the above are broadly focused on 2 areas:

- a) Whole School Policy areas
- b) Pupil - level Policy areas

Whole School Policy areas

- a) **Rewards:** Linked to the House System, students are awarded points for academic, sports, extracurricular, community services, and demonstration of core values. Appreciation badges are also given once in a month.
- b) **Sanctions:** A consistent policy of a verbal warning followed by written warning with appropriate sanctions is in practice for student's misconduct in school and outside school.

(See Discipline Policy and Procedures)

- c) **Attendance:** The students to be made aware of the rules and regulations. Make students aware of the consequences that may arise of unauthorized and unnecessary absence.
- d) **Punctuality:** In keeping with the high standards set by the school, pupils are guided to be disciplined and to be punctual at all times.
- e) **Bullying:** Teachers must provide a support system whenever necessary to root out the teasing and bullying that may arise on rare occasions.
- f) **Homework:** The home school link extends on daily basis through the homework given. This further helps in making the student self-reliant.
- g) **Assemblies:** They provide opportunities to the students to develop their personality, by training in communication skills and will also serve as a platform to encourage the students to act in accordance with the core values of the school.

Pupil Level areas:

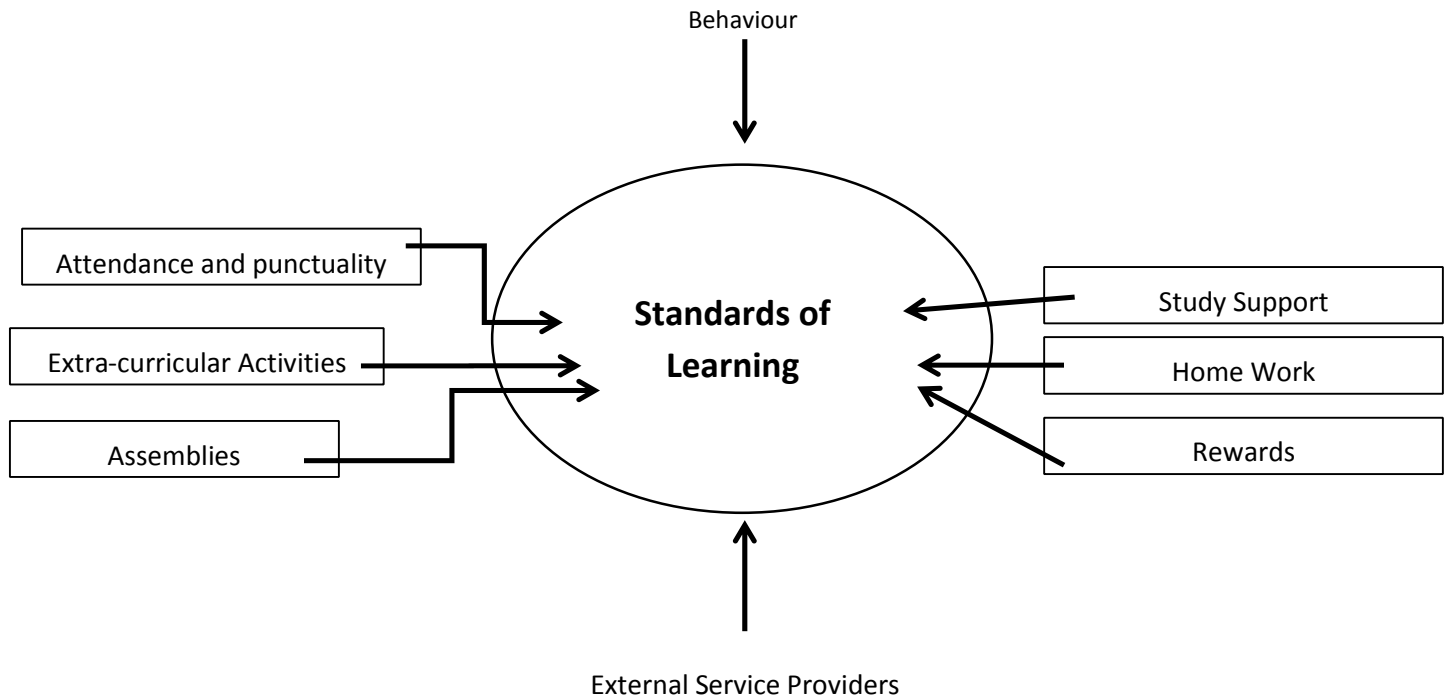
- a) **Uniform:** The pastoral system will ensure that the students smartly dressed appearance reflects and sets standards for the school.
- b) **Be properly equipped for lessons:** With the help of the teachers, the students will be properly equipped for lessons. Remedial classes will be arranged for students who require help.
- c) **Behaviour within lesson:** The pastoral care will aim to maintain a disciplined and cordial classroom.
- d) **Behaviour out of school which impacts on performance in school :**

Teaching citizenship skills right from the early stages will ensure that the students become responsible members of the society both within and outside the premises of the school.

- e) **House System:** House system will encourage a sense of belonging in both students and teachers and develop a healthy competitive spirit.
- f) **Career Counselling:** This will help students to make the right choice for higher education

Two Way communications with parents: The school diary and the school portal will serve as a main factor to maintain a two way effective communication between the class teacher and the parents. The following figure sums up the pastoral areas which impact the standards of learning:

Pastoral areas, which impact on the standards of learning.



“Never have ideas about children and never have ideas for them” – George Orwell

STUDENT COUNCIL CONSTITUTION AND DUTIES

Podar International School creates a positive learning environment to develop the pupil holistically. Pupils are provided opportunities to develop cognitively, socially and morally. In addition, the school has put in place an efficient structure to develop the leadership qualities of the pupil via student council.

Its purpose and functions are to:

- Encourage school responsibility and spirit.
- Organize student activities.
- Make recommendations to the school administration regarding student life. □ Learn through experience of democratic principles of governance □ Help students to become active responsible world citizens.

There are 3 student councils i.e. Primary Student council, Secondary School Student Council & Senior Student Council.

The composition of the student council:

Head Boy – Primary, Secondary, Sr. Secondary

Dy. Head Boy – Secondary, Sr. Secondary

Head Girl - Primary, Secondary, Sr. Secondary

Dy. Head Girl – Secondary, Sr. Secondary

Sports Captain (Boys) - Primary, Secondary, Sr. Secondary

Sports Captain (Girls) - Primary, Secondary, Sr. Secondary

House Captain – Primary, Secondary

House Captain – Primary, Secondary

House Vice Captains

Dy. Sports Captain (Boys) - Secondary, Sr. Secondary

Dy. Sports Captain (Girls) - Secondary, Sr. Secondary

Monitors – Grade 1-10

Best Buddies – Grade 1-10

Class Representative – Grade 11

ECO Warriors

Editorial Team

Procedure of forming the student council:

- Notice is displayed on all floors regarding the student council election.
- Students are given nomination forms.
- Nomination forms are collected by the P.E. teachers
- All the nomination forms are screened by a team consisting of the head of the school, coordinators and P.E. teachers.
- Up to six candidates per post are selected for the final election □ The campaign schedule is given to the students.
- Election campaigns are done during the school assembly.
- Students use an online form to cast their votes.
- Students take oath and formally become the members of the student council during the investiture ceremony which is attended by the entire school community.

Students are given special duties as listed below:

- To maintain the proper discipline of the school □ To send the students up for the assembly in proper line □ To check the students' uniforms.
- To check and maintain the record of late comers.
- To maintain the discipline in the assembly hall and to start the assembly.
- To be stationed on the floors always before and after the assembly to maintain the students' movement in a proper order.
- To ensure and encourage the students to maintain cleanliness in the school.
- To ensure and encourage students for sensible use of school properties viz., ICT labs, washrooms, furniture, fans, lights, air conditioners, canteen and IT facilities.)

Break Duty

To maintain the discipline of the floors during the break.

After School Floor Duty

Students Council need to be stationed on each floor before the school leaves to ensure the smooth and proper dispersal of the students.

Responsibilities during the school functions:

The Student council is expected to be actively involved during the school functions and also take initiatives in successfully organizing events .

- A. Inter house Activities
- B. All the National functions (15th August, 26th January)
- C. Teachers' Day
- D. Annual Day
- E. Sports Day
- F. UN Global Goals Day
- G. Club Activities
- H. Organizing Podar MUN

- I. Organizing TEDEX
- J. To report to school whenever called and required

CLUBS:

Students participate in various clubs like Literary Club, Science Club, Media Club, Music Club, Art Club, Maths Club, Business Club, Sports Club. Club activities are initiated by the student council .

The various competitions held during the academic year at PIS encourage a spirit of teamwork as well as competition in the students. Some competitions are open to student participation, while in others, participation is mandatory, thus ensuring that every child is involved in a healthy amount of extracurricular activity.

Students learn cooperation, the ability to work with different personality types, negotiating points of view, assertiveness through such activities. Certain competitions draw out specific areas of interest such as art, music, language, sports and technological proficiency while others combine several skills including public speaking, creative out of the box thinking and leadership.

House System: The House system is an integral part of the Podar aspiration for its students. This fosters a sense of belonging from striking a good balance between competitions and co-operation. To inculcate a sense of loyalty, team spirit and healthy competitions, students are divided in to 4 houses.

EQUALITY	:	BLUE
LIBERTY	:	MAUVE
INTEGRITY	:	RED
JUSTICE	:	WHITE

- **Equality:** A state of uniformity in quantity, measure, value, privileges, status or rights. ○ **Color: Blue**
- **Liberty:** Liberty is a condition that exists when a person has control over his/her individual life and his/her rights are respected. **Colour: Mauve**
- **Integrity:** The quality or condition of being whole or undivided; completeness. Wilful allegiance or loyalty to one's principles and values. Living in harmony with our deepest most inner beliefs, our essence. **Colour: Red**
- **Justice:** Fair distribution of benefits and burdens, fair correction of wrongs and injuries, or use of fair procedures in gathering information and making decision. **Colour: White**

The system functions with the house captains, monitoring their respective houses. The prefects lead by example. The Investiture Ceremony that symbolized their formal appointments is a solemn ceremony held in the first few weeks of the Academic Year. Podar International School Prefects take on their mantle of responsibility seriously and diligently believing that it is a preparation for future leadership roles.

HOUSE CUP

At the end of each Academic Year, the House Cup is awarded to the House with the maximum points for that year. At the beginning of every year the house total will stand at 0 points.

EVENTS

It is envisaged that House Points will be awarded for achievements in all areas of the Curriculum and departments that hold special events, displays etc. whereby houses will gain extra points.

STUDENTS RIGHTS AND RESPONSIBILITIES

School Rights	Responsibilities
We have the right to learn	<p>We have the responsibility to allow others to learn.</p> <p>We have the responsibility to follow the IB student Profile and attitudes to enable learning. We have the responsibility to learn from positive role models.</p>
We have the right to play	We have the responsibility to know when, where and how to play.
We have the right to enjoy school	We have the responsibility to participate positively.
We have the right to use facilities, equipment and materials (playground, equipment's, books)	We have the responsibility to respect and care for property, equipment's and materials belonging to school and others.
We have the right to a safe and healthy Environment	<p>We have the responsibility to clean up the Environment ourselves</p> <p>We have the responsibility to maintain a safe and Healthy environment</p> <p>We have the responsibility to segregate recyclable waste and non-recyclable waste.</p>
We have the right to be treated with Respect	We have the responsibility to treat others respectfully. We have the responsibility to gain respect.
We have the right to express ourselves	We have the responsibility to listen actively. We have the responsibility to communicate in an appropriate manner
We have the right to our personal Space and privacy	<p>We have the responsibility to respect other people's personal space</p> <p>We have the responsibility to communicate our need for personal space and respect that of others.</p> <p>We have the responsibility to be tolerant of others need for privacy</p>

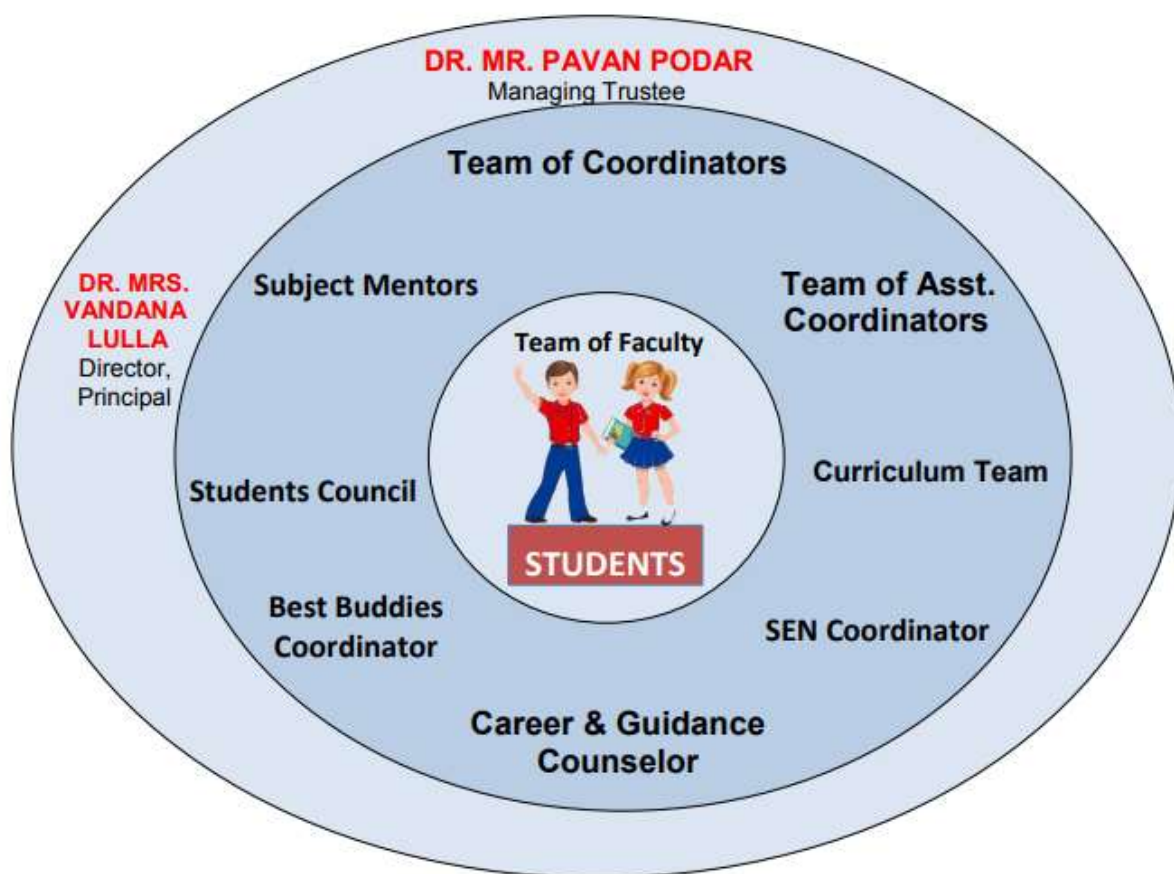
STUDENT WELL-BEING POLICY

Student Welfare is the concern of every member of the staff. In its widest context it covers the safety of all **students** in our care, their emotional, social and intellectual well-being as well as their conduct and behaviour.

Student Welfare at Podar International School:

At Podar International School, the well-being and welfare of our students is at the heart of everything we do. We understand that happy and healthy children are more likely to succeed academically and we strongly focus on the holistic development of all students at Podar International School.

Student Centric Organizational Structure at Podar International School



RATIONALE

The need to maintain and further develop a caring attitude amongst the Podar International School community.

An emphasis on promoting the development of self-esteem and self-discipline among students.

A need to present students with experiences which confront them with the values, standards and opportunities of the world outside their local community.

A major goal is to teach students appropriate behaviour along with International Mindedness.

Behavior Management Plan

Strategies to Promote Good Discipline and Effective Learning

Positive discipline is an essential part of a school's behaviour management plan. Podar International School believes and practices Positive Behaviour for Learning (PBL) Training Process.

Classroom Environment

- Stimulating, neat and well organized classrooms;
- Display of Students' work;
- Readily accessible wide range of learning materials;
- All take responsibility by setting example and creating the climate and tone through personal interactions with each other;
- Students are trained to keep the classrooms neat and tidy;
- Functional room plans with thoughtful seating arrangement.
- The safety aspects of the environment are regularly checked and taken care of as and when required.

[For more details please refer to Classroom policy – Student Parent Handbook]

Lessons

Being a student-centric school, Podar International School provides appropriate curriculum to meet the needs of each student and support students in achieving success in learning by:

- Catering all learning styles and vary lesson plans accordingly;
- Teaching in achievable steps – known to unknown , easy to difficult;
- Use of technology -Use of I-pad in teaching and assessment –LMS (Learning Management System)
- Use of I-pad in learning: Resources, e-books, Cup my bag, LMS (Learning Management System)
- Sharing the learning objectives with the students to let them know what and how they will learn;
- Challenging questions / extension work for high achievers and practice worksheets for low achievers;
- Encouraging cooperative learning to enhance social skills and self-esteem - group activities;
- Implementing social skills and peer learning programs.

Communication and interaction

- Encourage on-task learning by supervising work;
- Acknowledge students regularly;
- Being fair, consistent and patient;
- Always looking for the positive and avoiding confrontation;
- Regularly notice and praise students for complying with rules and directions;
- Show courtesy and respect;
- Avoid sarcasm and humiliating the student;
- Display a sense of humour;
- Refocus and redirect attention when students become restless or inattentive;
- Address the behaviour not the child;
- Anticipate problems - be perceptive;
- Participate in quality Staff Professional Learning.

Other initiatives would include: the provision of appropriate support programs such as counseling and the provision of the full range of specialist support.

STUDENT COUNCIL:

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Dy. Head Girl – Secondary, Sr. Secondary

Sports Captain (Boys) - Primary, Secondary, Sr. Secondary

Sports Captain (Girls) - Primary, Secondary, Sr. Secondary

House Captain – Primary, Secondary
House Captain –
Primary, Secondary

Vice Captain – Secondary

Dy. Sports Captain (Boys) - Secondary, Sr. Secondary

Dy. Sports Captain (Girls) - Secondary, Sr. Secondary

Monitors – Grade 1-10

Best Buddies – Grade 1-10

C.R. – Grade 11

[For more details please refer to Co-curricular Features / Student Council – Student Parent Handbook]

INCLUSION POLICY

School statement of philosophy

At Podar international school inclusion means:

All students receive meaningful and equitable access to the curriculum and that there are no barriers to learning. At PIS we believe IB philosophy and practices are particularly significant, especially with the difference and diversity of the students in school.

Provision in education in academics and co-curricular activities in addition to or otherwise different from the educational provision made generally for children of the same age in school helps remove these barriers.

Our school policy ensures that curriculum planning and assessment for students with special educational needs takes account of the type and extent of the difficulty experienced by the student. We use collaborative teaching approaches to enhance the motivation to learn from multiple perspectives, which leads to positive outcomes for all students.

Aim of educational inclusion at Podar

- PIS strives to ensure that all students leave their settings as confident, resilient individuals positive about their future and equipped to deal with challenges.
- At Podar international school we aim for each child to excel and offer subject choice to all our students, based on their requirements, we welcome and celebrate diversity.
- We believe that having high self-esteem is crucial to pupils' wellbeing.
- We have high expectations from our students and aim to achieve this through the removal of barriers to learning and participation.
- We want all our students to feel that they are a valued part of our school community. Through appropriate provisions in the curriculum

we strive –

- To create an environment that fulfills the special educational needs of each student.
- To ensure that the special educational needs for student are identified, assessed and provided for.
- To clarify the expectations of all partners in the process.
- To understand and identify the roles and responsibilities of the school community in providing for students special education needs.
- To enable all the students to have full access to all elements of the school curriculum.
- To ensure that parents are able to play their part in supporting their ward's education
- To ensure that our students have a voice in this process

Objectives:

- To identify, assess and provide for students with special educational needs so that appropriate provisions can be made to support the child's identified needs
- To plan an Individual Education Program (I.E.P) /Behaviour Intervention Plan (B.I.P) and Individual Accommodation Plan (I.A.P).
- To provide support for students with severe learning challenges through the inclusion unit and a parallel curriculum.
- To involve and work in close partnership with teachers and parents in the identification and review of goals set in the I.E.P/B.I.P.
- To consult outside agencies, whenever required, to support the needs of children with special educational needs. To plan and implement a modified curriculum in the PYP for children with moderate learning challenges. In the DP all students have access to the Full Diploma irrespective of academic levels of achievement
- In middle school and high school the philosophy of "Teach assess reteach reassess" is followed, in which students who have not performed as per their potential are given an opportunity of grade improvement.

- To involve and work in close partnership with teachers and parents in the identification and review of goals set in the I.E.P/B.I.P.
- To comply with the specific guidelines and policies with respect to Inclusion.
- To support all staff in working with students with special educational need

Inclusion Support Team:

- The Inclusion team at PIS comprises of
- HOS and Senior Leadership Team (SLT):.
- Special Educator, Inclusion coordinator and Counsellors.
- All subject teachers
- Parents

Roles and Responsibilities:

- All stakeholders involved with students who have special education needs have certain specified roles and responsibilities to ensure the fulfilment of the Inclusion Policy.

The Senior Leadership Team (SLT):

- Arranges for training the staff and faculty so that inclusion and differentiated teaching can be implemented.
- Extends a support system to provide all required and appropriate resources, and infrastructure required in the implementation of the SEN policy.
- Collaborates with regularly with parents of concerned students.
- Supports students when need arises through extra support (Speech/ Occupational Therapy, etc.) outside the school.

The Programme Coordinator:

- Works in collaboration with teachers, parents and external experts and specialists to ensure appropriate identification, planning, action and assessment of student with inclusion needs.
- Keeps regular contact with parents and appraises them of the requirements of the Individual Education Program - IEP and students' performance.
- Seeks approval for access arrangements and uploads the relevant documents for the approval
- Informs parents of the access arrangements that IB has approved for concerned students

The role of the Inclusion Coordinator:

- Managing the day-to-day operation of the policy.
- Coordinating the provision for and managing responses to student's special needs.
- Supporting and advising colleagues;
- Overseeing the records of all students with special educational needs;
- Acting as the link with parents.
- Acting as the link with external agencies and other support agencies
- Monitoring and evaluating the special educational needs provision, and reporting to the governing body.
- Managing a range of resources, both human and material, so as to enable appropriate provision to be made for students with special educational needs;
- Contributing to the professional development of all staff;
- Delegating responsibilities to the support assistant in taking on both specific and general responsibilities
- Taking charge of the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for students with statements of special educational needs.
- Working closely with parents and teachers to plan an appropriate programme of support

The role of the Teachers:

- Use existing information as a starting point

- Identify the learning challenges faced by students and inform all concerned stakeholders as required.
- Follow the Individual Education Program (IEP) made for students with appropriate instructions.
- Highlight areas of skills to support in class
- Use screen test to identify what the student knows, understands, and can do.
- Ensure ongoing observation/assessment to provide feedback so that assessment forms the basis of the next steps.
- Use differentiation to scaffold learning.
- Keep records of strategies used and their level of success. If these arrangements do not result in sufficient progress, the Inclusion Coordinator will be consulted.
- Make every effort to ensure that students with special needs are fully involved in classroom activities and are supported in the classrooms.
- Mentor students through enhancement classes
- Keep the programme Coordinator and parents apprised of the progress of the student

Role of Parents:

- Inform the administration of any previous intervention so that evaluation updates can be followed up
- Actively participate in the implementation of the Individual Education Program (IEP) of the ward.
- Provide relevant documents that may be required by the school or the IBO.

Access to the Curriculum:

At PIS, we ensure that:

- all the students are entitled to a curriculum which is broad, differentiated and balanced thus empowering them to experience different perceptions and tap their personal potential that makes them successful achievers.
- A range of strategies are applied by teachers to meet student's special educational needs.
- Lesson Plans have clear differentiated learning objectives and assessment methodologies to inspire the next stage of learning.

We at PIS brace our students in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy through inquiry and collaborative teaching. As far as possible, we do not withdraw students from the classroom. There are times, though, when to maximize learning, we implore the students to work in small groups, or in a one-to-one situation outside the classroom.

Nature and categories of learning difficulties:

Students who have certification and documentation of their learning difficulties have interactions with the inclusion counselor and two senior administrative staff and the programme coordinator to understand the individual learning needs to be able to cater to them.

An informal psycho- educational testing is to be conducted by the inclusion coordinator personnel to identify any learning issues.

Students can also be referred by the teachers or parents.

Students with different educational and behavioral needs and aspiration require different strategies for learning as they have different learning styles. They acquire, assimilate and communicate information at different rates they can be made to understand the relevance and purpose of learning activities using technology.

To celebrate inclusion we categorize the learning difficulties as follows

Mild Difficulty: may be defined as learning problems in one area of academics, either Language or Mathematics. The problems exhibit themselves in the areas of comprehension, sequencing, auditory and visual processing at a mild level. These levels are close to the normal range scores as compared to their peers

Moderate Difficulty: may be defined as learning problems in two areas of academics both in Language and Mathematics. The intensity of the problems is within a standard score range which is in the lower average range when compared to their peers. It can also be exhibited as a problem in one academic domain and be co morbid with attention deficits or behavioral concern.

Severe Difficulties: may be defined as learning problems in more than two areas of academic, communication and social skills. The intensity of the problems is within a standard score range which is in the lower average range when compared to their peers. It can also be exhibited as a problem in academic domain and be co morbid with attention deficits or behavioral concern.

How Students Are Identified for Assessments:

- All students who join PIS have an interaction with the HOS and the DP coordinator when they enter school (see admissions and assessment policies), so that we can build upon their prior learning.
- We at PIS use this information to provide starting points for the development of an appropriate curriculum in the PYP
- All the students who are in middle school or DP have already been in early education. In most cases students join with their needs already assessed, and the parents are expected to submit reports if any inclusion is required, so that we can build upon their prior learning.
- We use this information to provide starting points for choice of subjects in the middle and high school for all our students.

At PIS, we believe inclusion does not have to be a roadblock to success. With the right tools, we celebrate the differences and are strongly opinionated that we can overcome any challenge. To celebrate the differences, learning support needs are observed during classes.

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Learning support is not restricted to students with identified challenges and must be provided to any student who requires support. Ongoing observation/assessment act as an assurance to provide feedback so that assessment forms the basis of the next steps.

The process for identifying and access to inclusion followed is shown below

- Observation of students' progress and behavior is an ongoing process. When a need of inclusion is observed, it is immediately reported to the programme coordinator
- The programme coordinator discusses the concerns with the inclusion coordinator.
- If further intervention is needed permission is sought from parents for further evaluation.
- Inclusion coordinator creates IEP/BIP and implements it in collaboration with teachers and parents' consent.

Teachers and their support staff respond to student's need by:

- Ensuring to provide support for students who need help with communication, language and literacy;
- Ensuring to provide an inclusive environment which is effective, amicable and welcoming, healthy and protective, and gender-sensitive for all learners.
- Ensuring planning to develop students understanding and the use of their senses.
- Ensuring participation in physical and practical activities.
- Assisting students to manage their behavior and to take part in learning effectively and with a feeling of security
- Ensuring help for students to manage their emotions, any kind of trauma or stress. Constant effort in identifying the students preferred way of thinking after considering if an optimum match is to occur at various times throughout their schooling.
- Assisting learners extending their learning by combining high expectations with numerous opportunities for learner-centered practices and interaction with cognitively rich materials and experiences.
- Assisting learners extend their academic language and concepts by providing opportunities to experience the enjoyment of reading and be made aware of a wide range of genres for writing, which are crucial to developing student learning.
- Making use of assistive technology and software to enable learners with language issues to access material they can engage with metacognitive.

A range of strategies and approaches:

To ensure the students wellbeing and progress and work on students' strengths, the inclusion team works on various strategies and approaches:

- Using a multi- sensory approach to give students the opportunity to learn effectively in a way suited to their ability.

- Assisting students to overcome learning difficulties by, for instance, supplying frequent spoken instructions for students with reading difficulties.
- Including work recorded in alternative formats, supported by Learning technologies. Employing active learning strategies giving students firsthand experience.
- Matching the demands to achieve level of attainment.
- Providing a range of activities to ensure maximum participation. Providing similar work for a group by allowing different outcomes.
- Using clearly defined approach which is step wise so as to promote gradual development of concepts and skills.
- Using jargon free, unambiguous language starting from the student's own language, introducing words as needed.
- Explaining new words regularly to ensure understanding and use.
- Ensuring that the pace of the lesson takes account of the differences between students 15

Early Intervention Strategies:

Students must develop certain essential skills in preparation for his formal education. The skills mentioned below are required for academic excellence:

- Visual Perception
- Visual sequencing
- Visual categorization
- Visual memory
- Auditory Perception
- Auditory sequencing
- Auditory categorization
- Auditory memory

Curriculum for early intervention:

- Gross motor activities.
- Fine motor activities
- Auditory activities and letter sound association.
- Visual activities
- Language and communication activities.
- Cognitive and reasoning skill activities
- Social skills – interpersonal relations.
- Self-concept and to take care of their personal needs.
- Cognitive activities like finding relationships, differences, sorting, compare and contrast and problem solving.

Remedial Intervention Strategies:

Only when instruction fails does remediation take over. Difficulties of children in learning can be minimized and improved through appropriate cognitive stimulation. Children in a versatile remedial program are engaged as active learners and reflective learners.

In many instances, students perform poorly because they do not comprehend —how to learn. Learning strategies are principles, techniques or rules which enable the student to learn to solve problems and complete tasks independently. Learning strategy instruction focuses on both how to **learn** and how to **effectively apply what has been learnt**.

Multi-sensory Teaching: The Orton-Gillingham approach to reading and spelling was a pioneer in championing the use of multisensory methods of teaching. Using this approach, the students make use of the senses, hearing, sight and observation and write what they are learning. Reinforcement as possible is provided.

Learning Strategies Curriculum, Study Skills, Thinking Skills Program: Stage 1	Stage 2 Stage 3
Letter formation	Sentence writing Error monitoring
Fundamentals of sentence writing	Paragraph writing Word processing spell checkers
Phonics	Theme writing Edit strategy

Picture reading Report writing - basics listening and note taking Report writing – advanced

Strategies for effectively interacting with others:

- SLANT - A Classroom Participation Strategy
- Cooperative Thinking Strategies THINK Strategy (Problem Solving)
- LEARN Strategy (Learning Critical Information)
- BUILD Strategy (Decision Making)
- SCORE Skills: Social Skills for Cooperative Groups Teamwork Strategy
- The Community Building Series- focusing together, following Instructions Together, Organizing - Together, taking Notes Together Talking Together

Stage 1	Stage 2 Stage 3
Counting numbers	Number line, square root, Profit and loss cube root, HCF and LCM with help of a calculator or tables book
Writing numbers in figures and*words	Simple interest, geometry Statistics
Addition, subtraction, multiplication, Trigonometry division	
Interpreting decimal numerals	

Practices to recognize and reinforce student achievement:

Appropriate appreciation is an essential component of Podar's student welfare plan. The staff at Podar International School believes that genuine praise is vital especially where students are exposed to fast changing technology and the emerging multi-tasking requirements.

To maintain motivation and interest, we vary the types of positive reinforcements that students receive. With input from students, we identify positive reinforcements such as:

- Praise and nonverbal communication (e.g., smile, nod, thumbs up)
- Social attention (e.g., a conversation, special time with the teacher or a peer)
- Tangibles such as stickers or washable tattoos
- Activities or privileges such as playing a game, sitting in a special place in the class, drawing, writing, colouring,
- Secondary positive reinforcements (such as checkmarks, tokens or certificates) for students to accumulate in order to acquire tangibles or be allowed to participate in special activities.
- Regular positive feedback to students for appropriate behaviour. This includes actively teaching expected behaviours.

- Using encouraging comments to demonstrate our excitement when kids have done the right thing. Tell the kids how proud we are of them.
- Acknowledgement of effort and personal best.
- Acknowledgement through class awards.

Assessments:

- We at PIS recognize that assessment allows for peer review and self-reflection, which enhances and supports all learners in becoming confident and independent individuals and becoming advocates for their own learning and understanding. The needs of the learner can be identified and made appropriate. The assessment process purposes and outcomes are explicit to all. Elements of personal growth and social interaction should be part of the assessment process.
- To impart education and develop ATL skills, we at PIS believe early identification is vital. The class teacher is responsible to inform the coordinator and parents at the earliest opportunity, to be vigilant about the concerns and enlist their active help and participation. The student is assessed and monitored so that the students' progress is in line with existing school practices. This is an ongoing process.
- In regards to assessment of students, it reflects as far as possible, their participation in the whole curriculum of the school. The class teacher and the Inclusion Coordinator may conduct the assessment in smaller steps in order to assist in the progress and provide detailed and accurate indicators.
- PIS seeks a range of advice before making a formal statement. The needs of the student are considered to be of paramount and utmost importance.

Strategies for improving assignment & test performance:

- Assignment Completion Strategy
- Test-Taking Strategy
- Essay Test- Taking Strategy

Special Provision:

We at PIS are committed to provide quality examinations for all candidates, including those with special needs. We aim to ensure that all candidates have access to the examination process and are able to demonstrate their skills in the examination to the best of their ability

Classroom access to curriculum, accommodations & inclusive access arrangements Access to School Curriculum:

Teachers provide differentiated learning opportunities for all and provide materials appropriate to their abilities. This ensures that all students have 'access to the school curriculum'. Differentiation happens in: Content (What students learn), Process (How students learn), Product (How students demonstrate their learning), Environment (How can we modify the environment to support their learning).

- Peer / teacher monitoring of academic tasks as per requirement.
- Avoid pressures of speed and accuracy.
- Reduction / Modification in the amount of written work.
- Accept key word responses instead of complete sentences.

Accommodations & Modifications for Students with Learning Difficulties

The students need to participate successfully in the general education program, accommodations are provided for students with documented learning disabilities.

- Accommodations may allow a student to complete the same assignment or test as other students but with alterations in the timing, formatting, setting, scheduling, response or presentation the accommodation should not alter in a significant way what the assignment or the test measures. A modification is used as an adjustment to an assignment or a test that alters the standard of what the test/assignment measures. Doing an alternate easily achievable test than the standard test is an example of modifications.

- The Inclusion Department aims are to meet the academic standards with the necessary accommodations and modifications as per the IEP (Individualized Education Plan). Team accommodations/modifications are based on the individual need of students. These are some of the accommodations that can be extended to students who have been diagnosed with learning difficulties.

Classroom Accommodations:

- The classroom accommodations to be made for every child with unique needs are planned and communicated by conducting collaborative meetings with the class teachers, parents of the child, coordinator and the school counsellor.
- Mentioned below are few classroom / access arrangements which are based on the psychoeducational assessment report:

Classroom Accommodations	Examination Accommodations
Appropriate seating Handouts and notes Encouragement and praise Work to be completed in stages Rubrics to help focus on assigned tasks Demonstrating examples of —good work Immediate feedback Group work Extended time for assignments and assessments	Testing in the separate and special venue Additional Time during exams as per IB approved provisions Reading out the question paper, if necessary Modified papers for assessment Accommodation for spelling, spacing and presentation errors
Writing numbers in figures and*words	Simple interest, geometry Statistics
Addition, subtraction, multiplication, Trigonometry division	
Interpreting decimal numerals	

Accommodations for language and other content areas: Reading Deficits	Writing Deficits Test
Text books: Provide summaries of chapters. Provide two sets of texts one at home/one at school for students who are disorganized/forgetful. Provide the student with a list of discussion questions before reading	Reduce the impact that writing has on learning or expression knowledge Complete the tests – Allow a without substantially changing the different venue for testing - process or product: Allow take home or open 1. Change the demands of the Book tests – Allow the writing rate: Allow more time for student to complete an written independent project as an tasks including copying, note taking and Alternative test - Dividetests. – Allow students to begin
Curriculum: Specify and list exactly what the student will need to learn to pass he examination. Review this frequently. Specify the outcomes in reading a chapter so the student will know what to look for before reading the chapters.	Tests/ into small sections. projects/assignments early – Encourage Time: - Allow extra time to key boarding skills to increase speed complete a task Directions: - Use and legibility of assignments. both oral/printed directions 2. Adjust the volume: - Give - Repeated directions. - Have Partial notes so the student can fill in student repeat the directions of the details under major headings. – a task. Remove neatness or spelling as grading Grading: - Provide a partial criteria for some assignments while the grade based on individual student is working on remediation in progress - Use daily or frequent these areas/ grading averaged into a grade for - Reduce copying aspects of work. The quarter Worksheets can be given instead. For revised test a passing grade 3. Complexity: Break writing into is given - Permit the student to stages. Consider grading in stages and work on missed problems to on the final draft. The final draft could better the be just an edited draft rather than grade. Laborious copying. Assistive Technology: tape 4. Change the tools: - Use recorders to record the class

	<p>cursive or manuscript – Allow students lecture for students who have to use the line width of their choice. difficulty in auditory/visual</p> <p>5. Modifications: Volume - Three written answers and part oral answers processing – laptop for note for acute written disability. - Reduce taking – large print materials – the length of the assignment. books on disc – calculators. Stress quality over quantity</p>
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Access arrangements for IBDP

Additional time	Standard score used to measure eligibility criteria
10%	90–100
25%	Below 90
50%	<p>Below 75</p> <p>Or standard scores are below 90 in at least three measures that affect speed of working and there is no request for any access arrangement for reading or writing.</p> <p>The three standard scores below 90 must:</p> <ul style="list-style-type: none"> • not come from sub-tests • be related to three different areas (so must not all be related to one area, for example, reading) • not be standard scores on the same area from two different tests.

(Taken from IB's Access and Inclusion Policy)

- Where the candidate has a physical, sensory, neurological, medical or psychological challenge—where standard scores would not apply—the standard 25% additional time would be applicable for most candidates. If the severity of challenge is specifically mentioned in the medical documentation and the educational evidence provides justification for further additional time, 50% may be authorized. If the severity of challenge is not explicitly reported in the medical documentation and if 50% additional time is to be considered, the IB requires educational evidence that clearly demonstrates that 50% additional time was considered only after it was consistently observed that the standard 25% was not sufficient for the candidate to access classwork, tests and mock examinations. Additional time of 10% would be applicable for all mild challenges.
- For mathematics and other subjects that require calculations, when a candidate only has challenges in the area of mathematics, additional time 25% may be authorized if the standard score is 90 or less in a test of mathematical fluency
- When a candidate takes the exam in a language that is not the “most preferred “ the use of a bilingual dictionary is permitted

For all oral examinations, a candidate may be authorized 25% additional time if the standard score is below 90 in any measure of processing speed or memory that affects expressive and/or receptive speech and communication, for example:

- The candidate has speech and communication challenges including stuttering.
- The candidate has psychological challenges such as social phobia and anxiety.

- Candidates may require access arrangements to provide written responses. Difficulties in writing may arise due to specific learning challenges, visual challenges, visual processing challenges, fine motor challenges, attention challenges or other psychological or medical challenges. **Graphic Organizers**
- In order to be eligible to use graphic organizers as an access arrangement, a candidate must show evidence of the following.
- The standard score on written expression/information processing/working memory is 90 or less.
- The candidate has difficulties in planning and organizing and has access to graphic organizers as a usual way of working. Education evidence must be available to confirm this.
- **Scribe** A candidate who requires access to writing may be supported by a scribe to produce their written responses.

A scribe is only allowed to handwrite the dictated responses of the student. A scribe must not type the responses using the word processor. For this reason, a candidate may either have access to a scribe or a word processor for an examination but not both.

In order to be eligible to use a scribe as an access arrangement, a candidate must show evidence of at least one of the following.

- The standard score on a free-writing speed test is below average for his or her age or the standard score on written expression/spelling/information processing/working memory is 90 or less.
- The candidate has a medical, physical or sensory condition that renders him or her incapable of writing or writing for long periods of time as demanded by the assessment task.
- The candidate's handwriting is largely illegible to someone who is not familiar with it, which may be caused by underlying mild processing or coordination challenges. In such circumstances, a letter from the learning support/inclusion coordinator or specialist teacher will be acceptable in lieu of a medical or psychological report. A sample of the candidate's writing in classroom writing task or an earlier test may be submitted as educational evidence.

Word processor In order to be eligible to use a word processor as an access arrangement, a candidate 24 must show evidence of at least one of the following

- The standard score on a free-writing speed test is below average for his or her age .
- The standard score on written expression/spelling/information processing/working memory is 90 or less.
- The candidate has a medical, physical or sensory condition that renders him or her incapable of writing or writing for long periods of time as demanded by the assessment task.
- The candidate's handwriting is largely illegible to someone who is not familiar with it, which may be caused by underlying mild processing or coordination challenges. In such circumstances, a letter from the learning support/inclusion coordinator or specialist teacher will be acceptable in lieu of a medical or psychological report. A sample of the candidate's writing in classroom writing task or an earlier test may be submitted as educational evidence.

Reader

Candidates may require support to read the text in the examinations. Difficulties in reading text may arise due to learning challenges, visual processing challenges, attention challenges, visual challenges or any other medical issue that may affect vision.

Access to calculators A standard score of 90 or less in a test of mathematical fluency entitles a candidate to be eligible to use a four-function calculator (basic calculator performing only the functions of addition, subtraction, multiplication and division) as an access arrangement in subjects requiring mathematics calculations (as decided by the IB) where a calculator

is otherwise not allowed in the examination. It is a breach of regulations if the candidate is found in possession of a calculator other than a four-function calculator unless specified for that particular examination.

Additional language learners are candidates whose current course of study and assessment is delivered in a language that is not their first, best or native language and whose language ability is below the level that is deemed linguistically competent.

Access for additional language learners do not apply to oral or written examinations in studies in language and literature and language acquisition. An exception to this is classical languages in the language acquisition group, where the response language must be in English, Spanish or French.

- Access for additional language learners can apply to oral or written examinations in individuals and societies, sciences, mathematics, the arts and the DP/Career-related Programme core components.

Evaluation

Evaluation is conducted every six months to affirm the effectiveness of the special education program. Evaluation will be conducted to the following areas: Reviewing student files to make sure that necessary documents are filed. Ensuring that IEP's adequately meet the needs of the students and the interventions documented are effective in the students learning process. Inclusion team evaluates for constructive criticism to see if the IEP goals are implemented in their teaching. Parents are highly encouraged to share their observations and opinions and work with the staff in the inclusion department to maximize their child's learning

Inclusion Library

The Library in the Inclusion department will be open to all the teachers and the administrators for access on current trends in the field of special education they are enthusiastic and committed and in collaboration with the class room teachers generate creative and diverse solutions to the needs of students with exceptionalities by caring for them and providing assistance to students to be better equipped to deal with problems on an ongoing basis by prescribing a path of action

The School Action Plan:

The school action plan comes into play when a student is identified as having failed to make adequate progress in spite of preliminary strategies by the teacher and inclusion coordinator. All teachers should provide intervention that is additional to or different from that provided as part of the school's usual differentiated curriculum.

This may be in conjunction with the Inclusion Department. Interventions may include morning reading scheme and lunch time spelling club as well as an appropriate teaching group which may contain some learning support.

School Action Plan is initiated when despite receiving an individual programme or extra support, a student makes little or no progress over a specified period of time. The school will then initiate to seek advice from external support services to provide specialist assessments, for suggestions and recommendations on teaching strategies and materials or to provide short-term support or train the staff. Finally, if no progress has been made, a statement of Special Educational Needs will be applied for.

The assessments, if they do reflect that a student may have a learning difficulty, the school uses a range of strategies that make full use of all available classroom and school resources. This level of support is called School Action.

Review Process

The Inclusion Policy is reviewed each year by the Senior Leadership Team, the Inclusion Coordinator, the DP Coordinator and the school counsellors. The implementation of the process and its outcomes in the previous year is analyzed with the learning outcomes and student achievement before considering points to be reviewed.


References

- Learning diversity and inclusion in IB programmes
- IB guidelines for differentiation learning strategies: University of Kansas
- KIS SEN Policy
- SIS Inclusion Policy
- PIS Language Policy
- PIS Admission Policy
- <http://www.ku-crl.org/sim/strategies.shtml>
- DP Candidates with assessment access requirements
- PIS Assessment Policy

Appendix 1

IEP Sampler

5/21/2021
BMP



IEP (Nippon College)

School Grade : 12

Teacher : _____

Start Date : 24 May 2021

School Name : Podar International School (IBDP)

Special Ed. : _____

End Date : 30 Nov 2021

Primary Responsibility
C - Classroom
R - ResourceRoom

Goal description	Resources	Strategies	Primary Responsibility
SUBJECT- Vocabulary			
The student will UNDERSTAND WORD MEANINGS (AS PER CURRICULUM RELATED VOCABULARY) for a minimum of 70% of classroom observations/evaluations completed		1. Identify new/important words from text/other. 2. Guide student to use dictionary, search engines (google, yahoo)to locate word meaning. 3. Guide student to use contextual clues to understand meaning of new word. 4. Guide student to use the word in sentences.	R
SUBJECT- Reading Comprehension			
The student will BE ABLE TO ANSWER FACTUAL AND INFERENTIAL QUESTIONS (WHO, WHAT, WHEN, WHERE,WHICH, WHOSE WHY, HOW) a minimum of 70% of classroom observations/evaluations completed	Resource Title	1. Underline Sight words in passage 2. Teach the Sight words using flashcards OR on white/black board 3. Identify new words; use Word Attack skills to decode new words 4. Use TIPS for new/unknown vocabulary 5. Encourage student to read a passage/paragraphs of approximately 6-8-10-12 sentences (increasingly). 6. Ask the student to answer factual and inferential questions. Provide cues/prompts initially as required.	R
	Instruction Sheet Lower Level At Grade		

NEWSPAPER STORY FROM GIVEN FACTS a minimum of 70% of classroom observations/evaluations completed	Instruction Sheet	topic which is currently known by the student. 2. Discuss the topic and elicit response from the student. 3. Point on those facts while reading the newspaper article. 4. Encourage the student to write a newspaper story from the facts provided.	
	Additional Resource Title worksheets		

SUBJECT- Creative Expression			
The student will BE ABLE TO WRITE DIFFERENT TYPES OF ESSAYS a minimum of 70% of classroom observations/evaluations completed	Resource Title	1. Use pictures, books, short films, graphics to stimulate discussion, brainstorming, debates. 2. Student to plan and write different types of essay in pairs. 3. Ask the teams to present/dramatize the essay. 4. As student is comfortable, he/she can write independently.	R
	Instruction Sheet		

SUBJECT- Study Skills - Time Management			
The student will BE ABLE TO PLAN WORK AND MANAGE TIME EFFECTIVELY a minimum of 70% of classroom observations	Resource Title	1. Student should draw up their entire schedule (school, extra-curricular, etc.) for week/month. 2. Discuss if there are adjustments to be made to the plan to incorporate relevant goals and do the needful.	R
	Instruction Sheet		

SUBJECT- Study Skills - Memory Skills			
The student will CREATE MENTAL PICTURES TO MEMORIZE ABSTRACT IDEAS for a minimum of 70% of classroom observations	Resource Title	1. Identify the concept difficult for the student to understand. 2. Think of an associated/realistic concept that will help the student understand & remember an abstract/difficult concept better. Provide web based images. 3. Create and guide student to visualize a mental image of the concept. 4. Ask questions to verify if student has been able to understand. Eg. The child is told to remember the concept of prepositions by imagining that a fly is flying around two bottles. A fly can go around, in-between, behind, or inside the bottles. These are all prepositions.5. Query after periodic intervals to gauge short and long-term recall.	R
	Instruction Sheet		

SUBJECT- Study Skills - Test Taking Skills			
The student will BE ABLE TO FOLLOW TEST PREPARATION TECHNIQUES a minimum of 70% of classroom observations.	Resource Title	Follow the 5 day preparation Plan: 1. Day 5 - Read notes taken in class, prepared notes and other handouts provided. 2. Day 4 - Use techniques like mnemonics , association , pictorial representations to help memorize important information. 3.Day 3 - Write information in brief. Do a short mock test. 4. Day 2 - Make a list of possible questions (based on past papers). Write key Q & A on flashcards. Complete a brief mock test. 5.	R
	Instruction Sheet		

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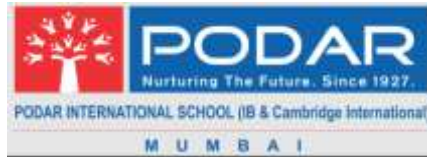
	Day 1 - Review notes, flash cards and test material. Rest well at night before day of exam, have a healthy meal and plenty of water.	
--	--	--

Sign:

Coordinator Sign:

Appendix 2

Teachers referral form



INCLUSION POLICY Student Referral form

Name of the student	
Grade	
Member of staff/subject	
Has the student been discussed with inclusion coordinator	<input type="radio"/> Yes <input type="radio"/> No

1. Please tick which area(s) of concern

- Communication and Interaction
- Cognition and learning
- Social, mental
- health and emotional difficulties
- Sensory/and or physical difficulties

--

2. Briefly explain what difficulties the student is experiencing in accessing the curriculum

--

3. Beside the quality first teaching what would you suggest based on your observation of the student during class?

--

Teacher's signature:

Date:

TEACHING – LEARNING POLICY

Teaching – Learning Philosophy: Education at Podar focuses on the diversity of the individual. The main aim of education at Podar is to encourage the students to work together in a variety of situations that help them make sense of the world. Through varied methods and democratic classroom settings, the students are empowered towards a way of learning which is independent, collaborative and lifelong.

Definition - High quality learning sets rigorous expectations for how students learn, analyze information, and communicate, leading to increased student engagement, content mastery, and higher-order thinking.

Definition of learning is a personal and social experience; it is the ongoing development and demonstration of what we understand, what we can do and who we are.

Podar International School's teaching – Learning Philosophy believes that:

1. Teaching in the school should strive towards making the students independent, lifelong learners who are well equipped with the twenty first century skills.
2. Teaching-learning focuses on ensuring that the best practices are followed by teachers thus students receive the best.
3. The focus of teaching is to develop thinking skills, communication skills, social skills, self-management skills and research skills.
4. The teaching-learning roots in the fundamentals of Blooms taxonomy.
5. The students must be encouraged to develop the basic skills and from there gradually explore diverse and more challenging areas of the respective subjects.
6. The teaching-learning is structured in a way that ensures sufficient reflective activities that challenge children to think more deeply and not just mechanically.
7. All subject teachers are language teachers.
8. Development of higher order thinking skills are fostered through encouraging students to identify, analyze critically, evaluate theories, concepts and arguments.
9. There is an important connection between effective research skills and academic honesty.
10. Communication skills form the basis of all assessments.
11. There is a major link between communication skills and social skills and technology in classrooms is an important consideration for development of these skills.

Classroom practice is based on the below principles of learning

- Learning occurs at various levels.
- Learning occurs in a space where objectives are clear
- Transferring knowledge across disciplines contributes to deep learning.
- Building understanding is enhanced through a culture of thinking.
- Learning progresses more productively with effective feedback
- A stimulating, caring healthy environment promotes learning.
- All learning is personal.

I. **Broad framework of the Teaching – Learning in school:**

Teaching at Podar is broadly based on six key elements. The six elements support and give direction to the school's teaching – learning process.

I. Inquiry:

- I. Being inquirers is one of the attributes of the IB learner profile. The prime focus is to utilize the student's natural curiosity and develop it.
- II. Making students autonomous lifelong learners being the ultimate goal.
- III. To provide enriching and engaging learning experience through experiential and problem – based learning.
- IV. To ensure teachers follow a method solely with the intention of empowering the students to take initiatives and create the purpose of inquiry in a thoughtful manner, so that they can construct their own understandings as frequently as possible in classrooms.
- V. To introduce important steps of the inquiry method – asking questions, observing, formulating a hypothesis, investigating, interpreting, analyzing, communicating and reflecting.
- VI. To introduce inquiry method, teachers must pose questions, outline problems, set challenges, and give clear measurable objectives.
- VII. By adopting such an approach students learn the process of scientific inquiry through being involved in an inquiry themselves.
- VIII. By performing an effective inquiry, students will develop research skills, as well as skills like self-management, collaborative learning, communication, thinking, and problem-solving.

II. Conceptual understanding:

- I. To have a focus on developing conceptual understanding of the subjects offered by the course.
- II. To lay emphasis on the development of a strong subject base and content knowledge.
- III. To ensure that broad concepts are well-explored through powerful organizing ideas that have relevance both within and across subject areas.
- IV. To ensure cross-curricular links are made at every opportune point.
- V. To ensure that there is enough emphasis on the interrelationship of concept-based curriculum with the content and skills involved.
- VI. To identify the relevant key concepts and ensure that conceptual understanding are achieved through exploration of the concept.
- VII. To thus enable students to transfer their conceptual understanding to various contexts.

III. Local and global contexts:

- I. To always derive from real-life experiences during the teaching and learning process.
- II. Through subject specific teaching, to explore local and global contexts, which will help develop international-mindedness in students by providing opportunities for sustained inquiry into a range of local and global issues and ideas, and opportunities to explore various global concerns.
- III. To ensure that through context related teaching-learning, the student is made capable of deriving and processing new information by making connections from their own experiences and learning from the world around them.
- IV. To mould and support students to become confident learners and responsible citizens of the world.
- V. To ensure that students are made capable of seeing the “why” and the applications of their learning by grounding the learning in real-life situations.

- VI. To ensure that exploration of real-life problems rather than the imaginary/pseudo problems is used in classrooms to make learning interesting for students because they are more relevant and authentic.
- VII. Connecting the learning to local matters of relevance enabling student to gain the right perspective.

IV. Effective teamwork and collaboration:

- I. To connect the academic subjects to the different co-curricular activities that they are involved in.
- II. To ensure knowledge is collaboratively constructed through systematic and constant interactions among all members of the collaborative team.
- III. To create opportunities for students to take collective responsibility to grasp a concept. Thus awarding uniform grades / common feedback to all members of a group to encourage collaboration.
- IV. To foster a collaborative relationship between teachers and students, encouraging discussions, debates and feedback on what students have, and have not understood during the class sessions.
- V. To ensure that activities supporting collaborative learning like group projects, debates, role plays, etc. are goal-oriented.
- VI. To, therefore, closely relate collaborative lessons as opportunities to develop social skills, such as communication, negotiation, open mindedness, etc.
- VII. To encourage students to get engaged in a wide range of collaborative projects and activities in every subject. This encourages students to engage with other students collaboratively and cooperatively.
- VIII. To create rubrics and assessment criteria that suit the requirements of the activity conducted. This sets a diverse assessment pattern thus gaining a holistic perspective of students' learning.

V. Differentiated to meet the needs of all learners:

- I. To introspect and improve the achievement levels of the students through differentiated teaching-learning.
- II. To identify the individual uniqueness in the student community and to ensure alternations in teaching-learning approaches accordingly.
- III. To support teachers with adequate resources for their teaching.
- IV. To promote an environment that is welcoming and congenial for all learners.
- V. To understand student learning preferences and develop teaching-learning strategies to suit them.
- VI. To identify and teach according to student strengths.
- VII. To encourage collaborative learning groups/peer support.
- VIII. To use technology wherever possible to enrich learning and to ensure that all learners have the same opportunities to learn in class.
- IX. To foster high but realistic expectations, this will be goal-oriented and time specific.
- X. To value and use the diversity of cultural perspectives to relate topics to real-life local issues of relevance to the students.
- XI. To liaise and collaborate with parents to ensure the students gain the most out of the teaching-learning process even when at home.
- XII. To map language and learning profiles in order to gain proper insight into the student's capability.
- XIII. To build new knowledge onto existing knowledge, making the gain and grasp of new tougher concepts easier.
- XIV. To support new learning through the use of pictorial forms of promoting, organizing and constructing knowledge; visual aids, drama, demonstrations, etc. and also use of calculators to enable learning.

6. Feedback obtained by *assessment* (formative and summative) through result analysis:

- I. To ensure that assessment supports teaching-learning, as well as assists as a measuring unit for the process.
- II. To ensure that there is a means for formal assessment to meet the curricular requirements.
- III. To ensure assessment serves as a judge for students' work in relation to the pre-determined levels of attainment.
- IV. To ensure that formative assessment is a process that teachers can use to improve the teaching-learning process. It is about assessment for learning, rather than simply assessment of learning.
- V. To ensure that assessment judges students' work in relation to identified levels of attainment and not in relation to the work of other students.
- VI. To have effective assessments, as a key parameter of providing feedback: feedback to students, and also feedback to teachers on students' strengths and limitations.
- VII. To ensure the assessment feedback forms a vital part that guides the teacher in future planning.
- VIII. To ensure all teachers are able to develop the attributes of the learner profile through diverse classroom teaching-learning methodologies and strategies.
- IX. To ensure that all teachers recognize that they are responsible for language development in their respective subjects. To ensure that the subject specific vocabulary is developed systematically over the period of the course.
- X. To analyze class results. To observe for particular trends in deficiencies across the class. To plan for the following year with improved ideas and inputs.
- XI. To ensure development of appropriate mini-lessons or tutorials, create or find online exercises for students to complete in order to bring all students up to the same skill level.

II. Frameworks that support faculty to deliver lessons that meet the expected standards:

- I. The section coordinator and Heads of Departments work in synchronization with the faculty members. This team provides support and content assistance to any member of the faculty who may require timely guidance.
- II. Regular vertical and horizontal articulations are scheduled and calendared. They are intended for intradepartmental and interdepartmental discussions and reflections. These meetings have different objectives depending on the time and month of the academic year.
- III. The teaching faculty is supported by ensuring easy availability of resources. These include official websites and other support websites that improve network amongst the faculty that will lead to richer classroom experiences.
- IV. The Head of the school, Coordinators and Heads of Departments make regular classroom observations. This ensures that the faculty is continuously updated on their strengths, and areas that need attention.
- V. Presence of an additional assistant teacher up to grade 7 ensures that the teaching-learning process is successful.
- VI. Care is taken to make sure that faculty members have a clear understanding of the purpose of lesson observations.

III. Monitoring of the policy: The teaching-learning policy is reviewed at the end of every academic year. This helps the team to reflect on the positives and drawbacks of the policy, which can then be reviewed for amendments. The monitoring ensures-

- a) That there is a clear and unified approach to planning, including collaborative planning.
- b) That international-mindedness is embedded in curricular and co-curricular activities.
- c) That students prefer to be responsible for their own learning and are involved in the planning and evaluation of their instructions.
- d) That creating classroom experiences can lead students using their own life experience as a rich resource for learning.
- e) That teacher's move towards planning classroom lessons that would create an inclination towards problem-centered learning rather than content-oriented learning.
- f) That classroom learning will make students respond better to internal, rather than external motivators.
- g) That a classroom environment will make students need to understand the reason for, and importance of, all their learning.
- h) That more challenging and innovative methodologies are used to capture the best in the learners and use it for their benefit.
- i) That classes and units stand alone as a significant, engaging, relevant and challenging learning experience for the students.
- j) That students will demonstrate development consistent with learning objectives.
- k) That students will be involved in a range of learning experiences planned in response to inquiry-based classroom lessons.
- l) That a summative assessment gives the students the opportunity to demonstrate what they have gained from the units' objectives.

1. Progress Elements

1.1 Progress of students, including those with special educational needs, against their starting points and overtime

1.2 Progress in lessons

1.3 Progress of different groups of students

Brief descriptors

Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
1.1 Progress of students, including those with special educational needs, against their starting points and over time.					
Internal and external assessment information indicates that most students make better than expected progress in relation to their individual starting points and the curriculum standards.	Internal and external assessment information indicates that a large majority of students make better than expected progress in relation to individual starting points and the curriculum standards.	Internal and external assessment information indicates that the majority of students make better than expected progress In relation to their individual starting points and the curriculum standards.	Internal and external assessment information indicates that most students make the expected progress in relation to individual starting points and the curriculum standards.	Assessment information indicates that less than three-quarters of the students make the expected progress in relation to individual starting points and the curriculum standards.	Assessment information indicates that only a few students make the expected progress in relation to individual starting points and the curriculum standards.
1.2 Progress in lessons					
In lessons, most students make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.	In lessons, a majority of students make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.	In lessons, the majority of students make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.	In lessons, most students make expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards and a few make better progress.	In lessons, only a majority of students make expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.	In lessons, only a few students make expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.
1.3 Progress of different groups of students					
All groups of students make better than	Most groups of students make better	The majority of groups of students make	All groups make at least expected progress, although	At least one significant group of students does not	There is significant disparity in

expected progress.	than expected progress.	better than expected progress.	there may be some unevenness in progress between groups.	make the expected progress.	progress rates between the different groups of students.
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2. LEARNING:

Learning skills proportions of students: except where specifically stated, the descriptors that follow do not make reference to proportions of students. It is expected that the learning skills described will be typical of those generally displayed by students in different phases of a school.

Elements

2.1 Students' engagement in, and responsibility for, their own learning

2.2 Students' interactions, collaboration and communication skills

2.3 Application of learning to the world and making connections between areas of learning

2.4 Innovation, enterprise, enquiry, research, critical thinking and use of learning technologies brief descriptors

Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
2.1 Students' Engagement in, and responsibility for, their own learning					
Students are enthusiastic and take responsibility for their own learning in sustained ways. They focus well and reflect on their learning to evaluate their strengths and weakness accurately. They take targeted actions to improve.	Students are keen to learn and take responsibility for their own learning. They know their strengths and weakness and act purposefully to improve.	Students enjoy learning and take increasing responsibility for their own learning. They know their strengths and weakness and take steps to improve.	Students have positive attitudes toward learning and can work for short periods without their teachers' intervention. They may be passive learners, but they know what they have learned and how to improve their work in general terms.	Students are easily distracted and work only with their teachers' direction. Students rarely reflect on the quality of their learning and consequently they are unsure how to improve their work.	Students are very easily distracted and work only with constant teacher direction. They do not show interest in learning. They do not know how to improve their work.
2.2 Students' interactions, collaboration and communication skills					
Students interact and collaborate very effectively in a wide range of learning situations to achieve agreed goals. They communicate their	Students interact and collaborate purposefully and productively in a range of learning situations to	Students interact and collaborate well in a range of learning situations. They communicate	Students can work productively in groups although the quality of their interactions is varied and collaboration is	Students work together only with teacher supervision. They find it difficult to interact and to discuss and	Only a few students can interact and work together at an acceptable level and communicate their learning.

learning very clearly.	achieve common goals. They communicate their learning effectively.	their learning clearly.	limited. They communicate their learning adequately.	communicate their learning.	
2.3 Application of learning to the world and making connections between areas of learning					
Students consistently make meaningful connections between areas of learning and use these to deepen their understanding of the world.	Students regularly make meaningful connections between areas of learning and relate these well to their understanding of the world.	Students make clear connections between areas of learning and relate these to their understanding of the world.	Students make a few connections between areas of learning and relate these in simple ways to their understanding of the world.	Students find it difficult to make connections between areas of learning and to relate knowledge to their understanding of the world.	Only a few students are able to make connections between areas of learning and relate knowledge to their understanding of the world.
2.4 Innovation, enterprise, enquiry, research, critical thinking and use of learning technologies Brief descriptors					
Students are innovative and enterprising. They are independent learners and can find things out for themselves using a variety of different sources. They use learning technologies independently and very effectively. Critical thinking and problem-solving skills are intrinsic features of learning.	Students are innovative and enterprising. They use enquiry and research skills, and learning technologies effectively. Critical thinking and problem-solving skills are key features of learning.	Students are enterprising. They can find things out for themselves and use technologies to support their learning. Critical thinking and problem-solving skills are common features of learning.	Students can do basic research with teachers' direction. They use learning technologies in limited ways to support their learning. Critical thinking and problem-solving skills are developing features of learning.	Students find it difficult to do basic, independent research or use learning technologies effectively. Critical thinking and problem-solving skills are underdeveloped features of learning.	Only a few students can find things out independently and use learning technologies effectively. Critical thinking and problem-solving skills are not features of learning.

3. Teaching and assessment

3.1 Teaching for effective learning elements

3.1. Teachers' knowledge of their subjects and how students learn them

3.2 Lesson planning, the learning environment and the use of time and resources

3.3 Teachers-students interactions including the use of questioning and dialogue

3.4 Teaching strategies to meet the needs of individuals and groups of students

3.5 Teaching to develop critical thinking, problem-solving, innovation and independent learning skills

Brief descriptors

Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
3.1 Teachers' knowledge of their subjects and how students learn them					
Most teachers expertly apply their knowledge of their subjects and how students learn them.	Most teachers effectively apply their knowledge of their subjects and how students learn them.	Most teachers consistently apply their knowledge of their subjects and how students learn them.	Most teachers demonstrate secure knowledge of their subjects and how students learn them.	A minority of teachers are insecure in their knowledge of their subjects and/or how students learn them.	A large minority of teachers have inadequate knowledge of their subjects and/or how students learn them.
1.2 Lesson planning, the learning environment and the use of time and resources					
Teachers plan imaginative lessons, provide inspiring learning environments and use time and resources creatively to enable all groups of students to learn very successfully.	Teachers plan engaging lessons, provide motivating learning environments and use time and resources skillfully to enable all groups of students to be very successful learners.	Teachers plan purposeful lessons, provide interesting learning environments and use time and resources effectively to enable students to be successful learners.	Teachers plan lessons, manage time and use resources appropriately to provide environments where students can meet learning expectations.	Teachers' planning, time management and use of resources are variable. Teachers do not consistently provide environments that encourage learning.	Teachers' planning, time management and use of resources are ineffective and the learning environments are bleak and uninspiring.
3.3 Teachers-students interactions including the use of questioning and dialogue					
Teachers' interactions with students ensure that they are always active and focused learners. Questioning challenges students' thinking and promotes insightful responses. Dialogue engages students in insightful discussions and reflection.	Teachers' interactions with students ensure that they are keen to learn. Questioning promotes higher level thinking and critical responses. Dialogue engages students in thoughtful discussions and reflection.	Teachers' interactions with students ensure that they are engaged learners. Questioning promotes thought and considered responses. Dialogue engages students in meaningful discussions and reflection.	Teachers' interactions with students ensure that they are willing learners. Questioning and dialogue engages students in meaningful discussions.	Teachers' interactions with students result in disinterest. Questioning is not sufficiently challenging and dialogue does not engage students effectively.	Teachers' interactions with students result in demotivation and disengagement. Questioning and dialogue are ineffective.
3.4 Teaching strategies to meet the needs of individuals and groups of students					
Teachers use strategies that very successfully meet the individual needs of students.	Teachers use strategies that are highly effective in meeting the individual needs of	Teachers use strategies that are effective in meeting the individual needs of	Teachers use strategies that adequately meet the needs of groups of	Teachers do not use strategies that meet the needs of groups of students. They do	Teachers have low expectations. They lack the knowledge and understanding of

Teachers have high expectations of all groups of students. They provide very challenging work and excellent support.	the students. They consistently provide specific levels of challenge and support.	the students. They provide appropriate levels of challenge and support.	students. They provide challenge and support generally but this is not always sufficiently personalized.	not provide appropriate challenge and support.	how to meet the needs of students. They do not provide any challenge or support.
1.5 Teaching to develop critical thinking, problem-solving, innovation and independent learning skills					
Teachers skillfully develop students' critical thinking, problem-solving, innovation and Independent learning skills.	Teachers purposefully develop students' critical thinking, problem-solving, innovation and independent learning skills.	Teachers systematically develop students' critical thinking, problem-solving, innovation and independent learning skills.	Teachers sometimes develop students' critical thinking, problem-solving, innovation and independent learning skills.	Teachers rarely develop students' critical thinking, problem solving, innovation and independent learning skills.	Teachers do not develop students' critical thinking, problem-solving, innovation and independent learning skills.

4. Assessment

Elements

4.1 Internal assessment processes

4.2 External, national and international benchmarking

4.3 Analysis of assessment data to monitor students' progress

4.4 Use of assessment information to influence teaching, the curriculum and students' progress

4.5 Teachers' knowledge of, and support for, students' learning

Brief descriptors

Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
4.1 Internal assessment processes					
Internal assessment processes are fully coherent and consistent. They are directly linked to the school's curriculum standards to provide valid, reliable and comprehensive measures of students' academic, personal and social development.	Internal assessment processes are coherent and consistent. They are linked well to the school's curriculum standards to provide valid, reliable and comprehensive measures of students' academic, personal and social development.	Internal assessment processes are mainly coherent and consistent. They are linked to the school's curriculum standards to provide valid and clear measures of students' progress.	Internal assessment processes are consistent. They are generally linked to the school's curriculum standards to provide appropriate measures of students' progress.	Internal assessment processes are inconsistent. They may not produce valid or reliable data. They may be restricted to measuring students' knowledge and have limited use as measures of progress.	The school does not have effective systems to provide accurate measures of students' progress.
4.2 External, national and international benchmarking					
The school rigorously benchmarks students' academic outcomes against a range of external, national and international expectations.	The school effectively benchmarks students' academic outcomes against appropriate external, national and international expectations.	The school benchmarks students' academic outcomes against appropriate external, national and international expectations.	The school benchmarks students' academic outcomes against external, national and international expectations but may not do this consistently	The school rarely or never benchmarks students' academic outcomes against appropriate external, national and international expectations.	The school has little understanding of how to benchmark students' academic outcomes against any external expectations.
4.3 Analysis of assessment data to monitor students' progress					
Assessment data is rigorously analysed. Information about students' progress, as individuals and as groups is accurate and comprehensive. It is monitored effectively.	Assessment data is analysed well. Information about students' progress, as individuals and as groups, is accurate and very detailed. It is monitored well.	Assessment data is analysed in some depth. Information about students' progress, as individuals and as groups, is accurate and detailed. It is tracked over time.	Assessment data is analysed but information about students' progress, as individuals and as groups, may be superficial or under-developed.	Analysis of assessment data is limited and information about students' progress, as individuals and as groups, is inadequate.	There is little or no analysis of assessment data and little information about students' progress.
4.4 Use of assessment information to influence teaching, the curriculum and students' progress					
Assessment information is used skillfully and effectively to influence teaching and the curriculum	Assessment information is used very effectively to influence teaching and the curriculum in	Assessment information is used effectively to influence teaching and the curriculum in order to meet	Assessment information is used adequately to inform teaching and curriculum planning in order to	Assessment information is not used adequately to inform teaching or	Assessment information is not used to inform teaching or curriculum

in order to meet the learning needs of all groups of students, and to optimise their progress.	order to meet the learning needs of all groups of students, and to enhance their progress.	the learning needs of all groups of students, and enhance their progress.	meet the needs of groups of students.	curriculum planning. Consequently, the needs of groups of students are not adequately met.	planning and the needs of students are not met.
4.5 Teachers' knowledge of, and support for, students' learning					
Teachers have in-depth knowledge of the strengths and weaknesses of individual students. Teachers provide excellent personalised challenge and support. Feedback to students is comprehensive and constructive. Students are routinely involved in assessing their own learning.	Teachers have very good knowledge of the strengths and weaknesses of individual students. They provide personalised challenge and support. Feedback to students is constructive. Students are regularly involved in assessing their own learning.	Teachers have good knowledge of the strengths and weaknesses of individual students. They provide well-focused challenges, support, feedback and follow-up. Students are usually involved in assessing their own learning.	Teachers have reasonable knowledge of the strengths and weaknesses of individual students. They provide some challenge, support, feedback and follow-up. Students are sometimes involved in assessing their own learning.	Teachers have insufficient knowledge of the strengths and weaknesses of students. Students are not given enough challenge, support, feedback or follow-up. Students are rarely involved in assessing their own learning.	Teachers' knowledge of the strengths and weaknesses of students is very limited. Students are given little challenge, support, feedback or follow-up. They are not involved in assessing their own learning.

Bloom's Taxonomy in Classroom Observation

Students tend to read and think based on the kinds of questions they anticipate receiving from the teacher. If students are constantly bombarded with questions that require only low levels of intellectual involvement (or no involvement whatsoever), they will tend to think accordingly. Conversely, students who are given questions based on higher levels of thinking will tend to think more creatively and divergently. The challenge for teachers is to scaffold their questions to take pupils to higher levels, challenging pupils with higher order questions and encouraging deeper discussion between teacher and pupils, and amongst pupils themselves. Using Bloom's Taxonomy as a guide, teachers can scaffold the level of questions they use with pupils from lower order questions around memorizing and recalling right up to higher order questions at the top of the triangle.

Bloom's Pyramid



Teachers are expected to take each class to the higher order thinking level, i.e. of Analysis, Evaluation and Creativity.

Lesson observation by coordinators and peers using BLOOM'S TAXONOMY as a tool is to gather data on the level of questions asked by the teacher. This data will assist the teacher to determine the appropriate level of interaction with the students and whether or not s/he is eliciting the level of thinking desired.

To facilitate more objective observation, the following record forms are designed:

Annexure 1 - Evidence record - Leading students to higher order thinking. To document all questions and activities leading to different levels of Bloom's Taxonomy during a classroom teaching-learning session.

Annexure 2 - Observation Data Sheet - Leading students to higher order thinking. A date-wise record based on evidence noted using Annexure 1.

These are used to both guides the observer's observations and the descriptive data that is collected, as well as shape the learning conversation that follows. This conversation is about deepening understanding around the role and importance of teacher questioning, as well as unpacking challenges and issues such as:

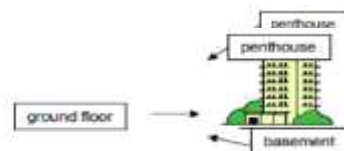
- the differing needs of individual pupils
- particular challenges of whole class higher order questioning versus lower order questioning
- how to measure impact on learning

Podar International School							
Annexure 1 - Evidence record - Leading students to higher order thinking							
Name of the observer:							
Name of the teacher:							
Date	Question/Activities	Remembering	Understanding	Applying	Analysis	Evaluation	Creativity

BLOOM'S TAXONOMY

The student will:

A Three Story Intellect!



Knowledge (Remembering)	Comprehension (Understanding)	Application (Applying)	Analysis (Analyzing)	Synthesis (Creating)	Evaluation (Evaluating)
Learn specific facts, ideas. Vocabulary: Remembering or recalling information or specific facts	Ability to grasp the meaning of the material; communicate knowledge; understand information without referring it to other material.	Use learned material in new and concrete situations; use learned knowledge and interpret previous situation.	Break down material into its smaller components and perceive its interrelations	Put parts together to form a new whole; use elements in new patterns and relationships.	Judge the value of material (statement novel, poem, report, etc.) for a given purpose; judgment is based on a given criteria.
Introduction of Knowledge <i>Level One-the basement</i> By doing the following...		Practice knowledge learned <i>Level two-the ground floor</i> By doing the following...		Practice knowledge learned <i>Level two-the ground floor</i> By doing the following...	
Collect, copy, Define, describe, Group, Identify, indicate, Label, list, locate, Examine, Find, Match, Name, Omit, observe, Point, provide, Quote, Read, recall, recite, Recognize, repeat, Reproduce, Say, select, sort, spell, state,	Alter, associate, calculate, categorize, change, communicate, convert, distinguish, expand, explain, inform, name alternatives, outline, paraphrase, rearrange, reconstruct, relate, restate (own words). Summarize, tell the meaning of translate, understand, Verbalize, write	Acquire, adopt, Apply, assemble, capitalize, Construct, consume, demonstrate, develop, discuss, Experiment Formulate, Manipulate, Organize, Relate, report, search, show, Solve novel problems, Tell consequences, Try, Use, utilize.	Analyze, arrange, breakdown, categorize, classify, Compare, contrast, deduce, determine, diagram, differentiate, discuss Causes, dissect, distinguish, give reasons. Order, Separate, sequence, survey, take apart, test for , why	Alter, build, combine, compose, construct, crate, develop, and estimate. Form a new... Generate, Hypothesize, Imagine, improve, infer, invent, modify, Plan, predict, Produce, propose, Reorganize, rewrite, revise, simplify, synthesize	Appraise, argue, assess, challenge, choose, conclude, criticize, critique, debate, decide, defend, discriminate, discuss, document, draw, conclusions, editorialize, evaluate, Grade, interpret, Judge, justify, Prioritize, Rank, rate, recommend, Reject, support, validate, weigh

tabulate, tell, touch, Underline, Who, when, where, what					
Knowledge-level 1A (remembering)	Comprehension- level 1B (Understanding)	Application-level 2A (Applying)	Analysis-level 2A (Analyzing)	Synthesis-level 3A (Creating)	Evaluation-level 3B (Evaluating)
Skills Demonstrated: <ul style="list-style-type: none"> ● Observation and recall or information ● Knowledge of dates, events, places ● Knowledge of major ideas ● Master of subject matter 	Skills Demonstrated: <ul style="list-style-type: none"> ● Understanding information ● Grasp meaning ● Translate knowledge into new context ● Interpret facts, compare, contrast ● Order, group, inter causes ● Predict consequences 	Skills Demonstrated: <ul style="list-style-type: none"> ● Use information ● Use methods, concepts, theories in new situations ● Solve problems using required skills or knowledge 	Skills Demonstrated: <ul style="list-style-type: none"> ● Seeing patterns ● Organization of parts ● Recognitions of hidden meanings ● Identification of components 	Skills Demonstrated: <ul style="list-style-type: none"> ● Use old ideas to create new ones ● Generalize from given facts ● Relate knowledge from several areas ● Predict, draw conclusions 	Skills Demonstrated: <ul style="list-style-type: none"> ● Compare and discriminate between ideas ● Assess value of theories, presentations ● Make choice based on reasoned argument
What is...? How is...? Where is...? When did ___ happen? How did ___? Why did...? How would you describe? When did...? Can you recall...? How would you show...? Can you select...?	How would you classify the type of...? How would you compare/contrast...? Will you state or interpret in your own words...? How would you rephrase the meaning...? What facts or ideas show...? What is the main idea of...? Which statements supports...?	How would you use...? What examples can you find to...? How would you solve ___ using what you have learned? How would you organize ___ to show? How would you show your understanding? What approach would you use to...? How would you apply what you	What are the parts of...? How is ___ related to...? Why do you think...? What is the theme...? What is the motive is there...? Can you list the parts...? What inference can you make...? What conclusions can you draw?	Do you agree with the actions...? With the outcomes...? What is your opinion of...? How would you prove...? Disprove...? Can you assess the value or importance of...? Would it be better if...? Why did they (the character) choose...?	Do you agree with the actions...? With the outcomes...? What is your opinion of...? How would you prove...? Disprove? Can you assess the value or importance of...? Would it be better if...? Why did they (the character) choose...?

<p>Who were the main....?</p> <p>Can you list three...?</p> <p>Which one...?</p> <p>Who was...?</p>	<p>Can you explain what is happening....what is meant...?</p> <p>What can you say about...?</p> <p>Which is the best answer...?</p> <p>How would you summarize...?</p>	<p>learned to develop....?</p> <p>What other way would you plan to...?</p> <p>What would result if...?</p> <p>Can you make use of the facts to...?</p> <p>What elements would you choose to change...?</p> <p>What facts would you select to show...?</p> <p>What questions would you ask in an interview with...?</p>	<p>How would you classify....?</p> <p>How would you categorize...?</p> <p>Can you identify the different parts...?</p> <p>What evidence can you find...?</p> <p>What is the relationship between...?</p> <p>Can you make a distinction between...?</p> <p>What is the function of...?</p> <p>What ideas justify...?</p> <p>How would you estimate the result for ...?</p> <p>What facts can you compile...?</p> <p>Can you construct a model that would change...?</p> <p>Can you think of an original way for me...?</p>	<p>What would you recommend...?</p> <p>How would you rate the...?</p> <p>What would you cite to defend the actions...?</p> <p>How would you evaluate...?</p> <p>How could you determine...?</p> <p>What choice would you have?</p>	<p>What would you recommend...?</p> <p>How would you evaluate...?</p> <p>How could you determine...?</p> <p>What choice would you have made...?</p> <p>What would you select..?</p> <p>How would you prioritize...?</p> <p>What judgment would you make about...?</p> <p>Based on what you know how would you explain...?</p> <p>What information would you use to support the view...?</p> <p>How would you justify...?</p> <p>What data was used?</p>
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TRIPS AND EXCURSIONS

PLANNING AND EXECUTION OF OVERNIGHT EXCURSIONS, EDUCATIONAL TOURS

Introduction

Security and safety of children is the top most priority of an education institution. It becomes more important when children are sent on outdoor activities. In the prevailing environment importance of safety and security of children multiplies many folds. **PLANNING STAGE**

- Select a date/period for the trip keeping in mind the suitable climate and other conditions both at the location where the school is and at the location of the destination of the trip. For example if city is on high alert then do not plan a trip during that time, even if the destination city is not on high alert. [this is not a separate point]
- Avoid monsoons, major festival seasons etc. as these are generally difficult times to handle large numbers and emergency situations
- If school has planned the trip then ensure that proper allotment of staff duties is done to ensure the smooth and safe implementation of the trip.
- If outside organizer is being appointed, then get credentials checked, take things in writing and only appoint organizers that have been duly passed and sanctioned by the management.

IF OUTSIDE ORGANISER IS IN CHARGE THEN HAVE A CELL COMPRISING OF-

1. ORGANISER TEAM REPRESENTATIVE
2. SCHOOL REPRESENTATIVE
3. PTA REPRESENTATIVE

All parameters and decisions about the trip to be taken in the presence of or communicated to all the above, Signatures must be taken for assurance.

IF SCHOOL IS ORGANIZING THE TRIP THEN TO HAVE A CELL COMPRISING OF- [Underlined it]

4. SCHOOL REPRESENTATIVE
5. PTA REPRESENTATIVE

All parameters and decisions about the trip to be taken in the presence of or communicated to all the above, Signatures must be taken for assurance.

Attached APPENDIX A to be used to get parents approval and go ahead to take the child.

AREAS THAT NEED TO BE LOOKED INTO FOR THE TRIP PLAN-

1. Route to be taken for going and returning
2. Transport that is to be used
3. Number of children
4. Health details of each child
5. Phone numbers of each child
6. Phone numbers of staff accompanying them
7. Emergency numbers of the destination where travelling
8. A properly charged cell phone and its charger
9. Supply of torches for each bus
10. Supply of first aid kit for each bus **(as given in APPENDIX B)**
11. Supply of emergency food and water ration for each bus

11. A megaphone for each bus.
12. Blankets, old newspapers for each bus.
13. Check the buses booked to see that they have a door that closes and the windows have grills
14. Also send a school representative to find out beforehand if the hotels booked for the trip have safe rooms and do not have balconies and if there are balconies then they should have high railings or should be locked when the children are there.
15. A receiver at the hotel before kids come is a must, so either someone goes beforehand to check or 3 to 4 days ahead of the group and then stays there to welcome the group.
16. Staff accompanying the children to be trained in how to use the first aid kit and in basics of first aid. Use APPENDIX C to inform general manager about the trip, a week before the trip. During the trip right from the time of departure to the time of arrival, key adults of each bus will give sms status to representative at base school, who in turn will inform the general manager. These updates should come every 2 hours and if they do not come on time then the base school person to contact them to find out if any problem. If no contact made then to raise alarm by informing GM. Gm will then declare the situation as emergency and get in touch with principal and formulate plan and inform management and PTA of the same. In emergency situation draft the media information release and keep ready, to be handed out or emailed as per need to avoid speculation and gossip.

TRAINING OF STAFF

It is extremely important that all staff who are part of the TRIP TEAM, BASE TEAM AND MANAGEMENT TEAM, read the following brain based training facts as this knowledge is extremely important in handling agitated, upset and anxious and frightened children, adults etc.

As human beings we think with our prefrontal cortex which is the front part of our brain, (the area behind our forehead) all higher order thinking, logic, planning, intelligence association are done in this part of the brain. But all inputs to the brain first go through a part of our brain called the amygdala, so for any information to go to the prefrontal cortex (the thinking brain) it has to pass through the amygdala. Now the information passes smoothly during happy and positive experiences, but when the human being is upset or scared then the amygdala can hold the information and take its own decisions. Amygdala has only two decisions, fight or flight, so either the person you are trying to handle in a stressful situation will start fighting, arguing or get aggressive with you or will start crying, hiding or not want to meet you or talk to you. In this situation you as the person in charge have to realize that the brain required dopamine chemical to function smoothly and calmly, happy emotions can trigger dopamine. So talk calmly to the person, talk positively to the person, give the person a glass of water (water has oxygen and oxygen is one of the requirements of the brain, it helps calm it) and do not shout or ridicule or blame the person at this point. Or amygdala will hijack the functioning of the prefrontal cortex.

The above is the reason why even intelligent, educated people behave unreasonably or violently during a stressful situation and then after the situation is over they regret the same behavior.

VOCABULARY TO BE USED BY THE PERSON HANDLING STRESSED OUT CHILDREN OR ADULTS-

1. I can understand what you are feeling...
2. I have things under control and things will definitely be better...
3. I appreciate your points, and I will look into the same...
4. We are with you and we are happy to have your co-operation...
5. I am here with you...

SENTENCE TO AVOID-

1. Please don't shout, you are not the only one in the mess, I am also worried...
2. Please go home, we have things under control and will call you...
3. I have no further information to share with you...
4. This is not the school's fault the organizer should have been careful... 5. Such things happen, what can we do...

The above is called stress handling training and it should be taught to all the teams, so that they can bring in this training during the emergency situation.

DEPARTMENT FOR THE TRIP

1. Note down every bus number, name of driver and name of conductor.
2. Try and click their photo too.
3. Stock each bus with the emergency rations
4. Divides kids for each bus
5. Make a list, bus wise, of all kids and ensure that throughout the trip every child to only be in the bus designated to him/her
6. Appoint one staff per bus who will be in charge of that bus and the children on it.
7. Give whistles to all staff and train kids to listen for the whistle and report to teacher immediately
8. Let kids board the bus and do a headcount while boarding
9. Tape a list of kids per bus in the bus, with names of each and every adult on the bus also added.
10. Flag off the buses and base school representative to send first sms to GM
11. In the bus brief each child about safety and security in the bus and also about rules once they get off the bus.
12. Every time kids climbs in and climb out of the bus do a head count

DURING THE TRIP

1. No unscheduled stops.
2. Headcount every time while embarking and disembarking .(leaving and entering hotel or any location)
3. Children to be briefed every day about rules and regulation.
4. Children to be briefed about not talking to or taking anything from strangers.
5. If in a bus then driver to be told not to give lift to any local etc, no stranger should be on the bus.
6. Conductor and staff to be trained to always check bus before and after the trip.

EXECUTION STAGE EMERGENCY STAGE STEPS TO FOLLOW INCASE OF EMERGENCY –

IF NO CONTACT WITH GROUP BY BASE SCHOOL OR IF ANY EMERGENCY SITUATION ARISES
THEN THREE TEAMS TO FUNCTION ACCORDINGLY.

1. TRIP TEAM
2. BASE SCHOOL TEAM
3. MANAGEMENT SUPPORT TEAM OF EMERGENCIES TO BE PREPARED FOR-
 - Child has an accident
 - Child lost
 - Full group cannot find way back
 - Group has missed the connecting flight or train
 - The vehicle they are travelling in meets an accident
 - Tour organizer leaves them in mid trip

TRIP TEAM

1. It is the trip team's duty to realize when to declare an emergency and start taking precautionary Measures in collaboration with base team. They also realize that delay is deadly.
2. To remind each adult member of the team to start using their stress handling training points.
3. Trip team leaders to inform base team head about the issue and take advice.
4. Base team to inform and keep GM and PTA leader in the loop.
5. Trip team to also give them alternative land line numbers in case of mobile phones not working.
6. Trip team to take decisions based on advice of base team, who in turn is in touch with GM and PTA. Trip team to only take decisions from base team head.
7. Trip team to take all trip staff into confidence.

8. Trip team to ensure that children are kept calm and not agitated or scared.
9. If kids have already realized about the trouble, chances are they will start panicking and calling their parents, in such a case do not stop them from doing so instead allow them to do so.
10. Then speak to each parent who calls and reassure them, and update them about steps being taken.
11. If parents start advising kids about solutions, this is where you have to handle both parents and the kids and convince them that too many different solutions will confuse the scenario.

BASE SCHOOL TEAM

1. Base team to understand the urgency of the situation and keep GM and PTA completely in the loop, without hiding facts.
2. To remind each member to start using stress handling training with parents, etc.
3. Base team to discuss way ahead with both GM and PTA head and then co-ordinate with trip team.
4. In the urgency and chaos, GM or PTA should not start co-coordinating with trip team, as in this situation it is better if all information and advice goes through one channel only. Decisions can be taken jointly. But communication with trip team to be through base team head only.
5. Base team to ensure that if parents starts coming to the school and enquiring, then keep them updated, without hiding facts.
6. Base team to be calm and help parents maintain calm too.
7. Agitated parents can be handled by staff who knows how to deal with them.
8. Base team to ensure that parents who have come to the school have food, water and toilet facility.
9. Base team to take instruction from GM about handling media.

MANAGEMENT SUPPORT TEAM-

1. This team will comprise of the GM, PTA head and trustees.
2. To remind each member to start using stress handling training.
3. GM to be the connecting factor in this team and needs to co-ordinate with PTA head, base team leaders and the trustees.
4. Decisions reached are to be conveyed to base team leaders by the GM.
5. GM to get into action as soon as emergency situation declared.
6. GM to initiate contact with local police or local contact if there, at the trip location
7. GM to also co-ordinate with the trustees and PTA for press release.
8. GM to get press release in place and based on advice of trustees either brief media or give it to principal to brief media.
9. GM to ensure security at the base team and also to ensure that parents' cars are assisted in parking and not adding to the general chaos in the school.
10. GM to co-ordinate with PTA and solicit the members help in calming the parents
11. GM to keep his entire team active for this situation.

Arrival of group at base School

- a) Inform all concerned about exact time of arrival of the group.
- b) Also inform them that first head count will be taken and only then children handed over. c) Do a proper head count per bus.
- c) Handover kids to parents and take sign in, this is a must, while taking sign in ask the child if he know the adult, or check for smart card, but don't make smart card an issue.
- d) Ensure that all kids took all their luggage and belongings.
- e) Check each bus thoroughly to ensure that nothing is left behind.
- f) Base team, management support team members to sit with trip team for a short 15 meeting and Evaluate short coming or if any other loose factor needs attention.
- g) Trip team can leave after this.
- h) Base team to only leave after all has left.
- i) Base team and management team to meet media and brief them or email them.
- j) Base team and management team to meet next day and compile a proper report for the management.
- k) If required parents of kids can be called for a meeting in a day or two to give them an idea or report about what happened and what steps are now being taken
- l) Submit final report to management.

TRANSPORT POLICY

Introduction

The Transport Department of Podar Group of Schools is established by seasoned transportation professionals to provide strategic solutions to student transportation issues. We at Podar respond to all critical needs by creating smart solutions to unique situations involved in school bus operations.

About Us

The Transport Department of Podar Group of Schools provides exceptionally safe and convenient transportation for its students across its schools located in Maharashtra, Gujarat & Karnataka.

Our Mission

To provide safe and reliable transport services to the students at the highest levels of safety, quality, customer service and positive employee relations.

Our Vision

To be the first and foremost in providing the safest and most comfortable school transportation without compromising on safety, professionalism, training, leadership and quality.

Our Commitment

We are committed to provide the best school transport service with highest safety measures and comfort to each student. Our transport team is engaged in research, development and implementation of systems and practices to make our service the best in the industry.

Our History

The Transport Department of Podar Schools is established by seasoned transportation professionals who have a track record of more than 20 years of rich experience in managing school transport services.

Our Team

Our team consists of experts in the areas of safety, training, recruitment, human resources, maintenance, route management, customer service and public relations

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Facts

1. We are one of the leading schools having a well-organized and disciplined fleet of over 200 buses.
2. We have established ourselves by seasoned transportation professionals who have a track record of more than 20 years of safe transportation of students with the best safety records.
3. We are transporting more than 15,000 students to and from schools every day.
4. 40% of our drivers are put in more than 10 years of service under the same management.
5. Every new driver is put through 30 hours of in-house Pre-Service training.
6. The drivers are monitored by well experienced Supervisors / Transport Contractors and Managers.
7. Our school buses cover an aggregate distance of approximately 40,000 kms every day over more than 700 routes.

SAFETY NORMS IN THE SCHOOL BUS

We have attached great importance to enhance the Safety and Security measures for children travelling in our own School Buses. We furnish hereunder a list of such enhanced safety measures which have been implemented:-

- All buses will be run by authorized Private Contractors only who have sufficient years of experience in running of school buses and who are fully acquainted and competent in adhering to the prescribed norms of safety as laid down by the Regional Transport Commissioner.
- Parents are requested to desist from utilizing the services of any unauthorized private transport, (other than those which are duly authorized by the School). The list of authorized Transport Contractors is displayed in the Transport Department Notice Board.
- A number of buses have been installed with door closure systems with alarm. Thus while the bus is in motion, if the door is kept open, a shrill alarm will go off, thereby alerting all concerned.
- A number of our school buses have been fitted with CCTV cameras.
- Each Podar school bus has 3 adults in the bus. A trained driver, a lady attendant and a conductor.
- All lady attendants will have a dedicated mobile number and will be designated for each route without being changed frequently. They will be monitoring discipline in the school bus, besides taking responsibility for conducting the bus and shall be reporting directly to the School Principals and the Transport Department.
- New routes may be added during the academic session.
- As per the recent R.T.O rules, private vehicles (unauthorized Bus, Mini Bus, Auto rickshaws, etc.) should not be used to ferry school children to and from school. These guidelines have also been reiterated by the Hon'ble Supreme Court of India. The rule is important as these private vehicles may not prescribe to the safety and security norms for school children.
- Suggestions and grievances may be brought to the notice of your respective school's Transport Manager. Details can be found at the organizational chart section and 'contact us' section.
- There will also be a Transport Committee for each school comprising of the respective Principal, Admin Officers / Transport Officers and two designated parents from the school. Officials from the Regional Transport Office, Traffic Police, Education Office and Local Authority may also be invited to be a part of the Transport Committee.

FACILITIES

- A number of buses owned by Podar are installed with CCTV Cameras to monitor student discipline, any untoward happening, etc.
- In certain buses, each seat of the bus is fixed with individual seat belts to ensure added safety while travelling.
- Every bus owned by the School is installed with speed regulators / governors, so that there is no complaint regarding over speeding.
- Each bus owned by the School has been further protected by a padded shield near the main door of the bus so as to prevent even a small object from falling down the stair of the bus.
- A number of buses owned by Podar have been provided by a Door Safety Alarm, in order to ensure that the main door of the bus remains closed while the bus is in motion.

TRANSPORT POLICY

Services

The Transport Department & our Schools

When we appoint Transport contractors, we hire a strategic partner who works closely with us to implement solutions, identify opportunities and confront strategic issues. We believe that a school bus is an extension of the classroom and it is important that the school authorities give adequate attention to the discipline and wellbeing of the children in buses. It is with this purpose we, as a responsible school ensure that Conductors and Lady Attendant is there in every bus. We have student monitors in every bus who can not only maintain discipline inside the bus but also give feedback to our Customer Care Executives in the Transport Department regarding the bus service.

The Transport Department & Parents

We endeavor to provide the best possible service for both parents and students. We place the safety and responsibility of the children as our highest priority. We value the parents trust in our service and endeavor to provide the highest standards of care. In this regard our Customer Care Executives in the Transport Department are in constant touch with the parents. We listen to the parents. The parents should give their feedback through the Customer Care Executives or through the website. Please visit our:

FEEDBACK SECTION / GRIEVANCE REDRESSAL SECTION.

Student Management and Control

One area in student transportation that can cause very serious problems for the transportation supervisor, bus driver, and the school system, is student behavior.

It is probably the most complex and demanding phase of the student transportation system, as well as the hardest to satisfactorily handle. Student behavior on school buses can become a serious problem for bus drivers and the school, if not properly and timely corrected.

A co-ordinated and mutually respected platform for the parents, school and the Transport Department in the form of a "Transport Committee" will go a long way in bringing about positive attitudinal changes in all concerned.

Responsibilities

The best way to correct the student behavior problem is to have a clear and definite understanding of what is expected on the part of everyone concerned. All guidance concerning student behavior should be well-known and clearly understood by bus drivers, students, parents, administrators, teachers and School Transport Services members. All concerned are requested to abide by the following:

Transport Department's Administrative Responsibilities

The Transport Department at Podar sets the tone for the safe transportation of children. Clear and concise policy statements are made and adopted. The Transport Department will adhere to all the bus specifications and safety measures prescribed by the Regional and State Transport Authority. They are responsible for-

1. Comprehensive evaluation of the transport system of each school.
2. Preparation of policies and procedures and effective implementation.
3. School bus routing efficiency audit.
4. Routing and logistics solutions.
5. Recruitment and training (pre-service training programme, quarterly in-service training) of drivers, conductors and lady attendants and monitoring their performance on a daily ongoing basis.
6. Deployment of buses with specification prescribed by RTA / local authorities.
7. Maintenance and upkeep of buses.
8. Ensuring the highest standards in school transportation.

Functional Responsibility of the Transport Department

1. For bus drivers to effectively perform their duties, the Principal or person designated by the school must enforce rules and regulations concerning transportation of pupils.
2. When cases of indiscipline, damage of buses or any misbehaviour are brought to the attention, take necessary disciplinary action.
3. Should be aware of the seating plan of students in the buses, details of the routes and the time taken for picking-up and dropping-off of children.
4. Create awareness of road safety and bus safety amongst the students through various activities.
5. Provide a safe environment in the bus parking zone.
6. Provide necessary training to the conductors/ bus supervisors to take care of the students, to take their attendance in every trip and also inform them about the preferred etiquettes and manners required in dealing with parents and students.
7. Teachers and administration staff of school must be present at the parking zone to ensure safety of children when they arrive and depart.

The School and Teachers:

1. It should be mandatory that students are provided instructions in school on bus safety and receives one evaluation procedure at least once a year. Teachers have a golden opportunity to impart safety instructions and material in the classroom. Lessons can be geared around transportation according to the grade level. Students can be asked to write compositions expressing feelings, reactions and concerns about transportation. Class discussions are beneficial. It just needs a little imagination and effort. Teachers can do some seemingly small things that will help educate the students, obtain brilliant ideas from them for us to emulate and to prevent accidents.
2. Send students on time for buses. Let them not run to catch buses.
3. Teachers should discourage students to carry bulky projects or instruments that might block aisles.
4. Speak positively to students about transportation safety.
5. Teachers should have a good knowledge of local rules and regulations regarding transportation.

Student's Responsibilities

Students must bear their share of responsibility for safety while travelling in school buses. The privilege of any student to ride a school bus is conditioned upon their good behavior and observance of the rules and regulations set forth by the school and transport operator. Certain levels of conduct are expected of any and all students riding the bus. All students shall conduct themselves in a manner conducive to the safe transportation of all. No conduct will be tolerated that will cause in any way a distraction to a driver's attention that might result in unsafe operation of the bus. Students are expected to respect the authority of the bus driver and obey his/her instructions. If the rules are followed, all concerned can expect to have a safe bus trip.

While Waiting To Board The Bus

1. Arrive at your assigned bus stop five (5) minutes ahead of the bus. The driver cannot wait for you, as it may create traffic problems.
2. Do not play in the path of traffic and stand well away from the road when the bus approaches.
3. Remember the danger zone around the bus. The danger zone is anywhere close enough to the **bus to touch it. The bus driver cannot see you when you are in the danger zone.**
4. Do not damage other people's property while waiting for the bus.
5. Avoid making excessive noise.
6. Fighting and playing at bus stops and on the way to and from school should be avoided.
7. Never run alongside the bus when the bus is moving. Wait until the bus stops and the driver/conductor signals and then walk to the door and board the bus in an orderly manner. **DO NOT PUSH OR SHOVE.**

While Riding On The Bus

1. Obey the Marshall's/Lady Attendant's instructions. The Conductor of a school bus is in complete charge of students while they are on the bus. Complaints regarding discipline on the bus should be taken to the Principal / Transport Department.
2. The Marshall / bus conductor has the authority to assign seats.

3. Students shall remain properly seated while the bus is in motion.
4. The windows of the bus must be closed at all times. On no account does any student have the right to open a window of a bus. This is in keeping with the preventive measures against any injury to the student.
5. Refrain from talking to the driver except in an emergency.
6. No one shall tamper with any equipment or operate any part of the bus.
7. Do not mar or deface the bus. Students caught damaging bus equipment will be subject to disciplinary action and/or restitution.
8. There is to be no fighting or profanity on the bus or any loud disturbances.
9. Students must not wave or shout at pedestrians or occupants of other vehicles. Do not throw objects from bus windows.
10. Eating inside the bus is not permitted. Save snacks for snack time at school or till you get home. They may spill or you may choke if the bus goes over a bump.
11. Use of tobacco and its by-products or drugs, in any form, is prohibited.
12. Bullying/fighting, use of abusive language is not permitted.
13. Students are required to ride their assigned bus, unless they have written approval from the Transport Department.

While leaving the bus

1. When you leave the bus, hold the handrail.
2. In case you need to cross a street, ensure that you cross it in front of the bus. Cross only when the driver/conductor gives a signal. Cross the street in single file.
3. If you drop something near the bus, don't pick it up. Tell the driver or another adult.
4. If everyone is getting off the bus, the people in the front leave first. Do not push. Allow small children and/or disabled children to board/alight first.
5. Be familiar with the rules of emergencies.

Parent's Responsibilities

Progress has been made in the improvement of safety and safety awareness in the transportation of students. However, one critical area that has not been explored to the fullest extent is the role responsibility of parents and guardians of the students. Safety awareness must begin and be consistently reinforced at home. The following points are suggested for parents:

1. Familiarize themselves with school and transport provider policies and procedures pertaining to riding a bus. Know their child's bus number, telephone numbers of the Bus Attendant, Transport Supervisor and School (all available at the website).
2. Parents should try to communicate the exact time their child should be at the bus stop in the morning. They should also recognize the dangers of students playing at the edge of a busy roadway.
3. Warn their children of the dangers of strangers who appear friendly and hang around bus stops.
4. Provide their child with a school bag to carry all their school supplies. Loose papers / materials are a serious hazard.
5. Stress the importance of remaining properly seated and reasonably quiet and disciplined while aboard the bus.
6. Familiarize them with emergency procedures and danger zones around the bus and suggest they discuss these zones with their children.
7. Make sure children have their bus ID cards.
8. Parents should explain to their child that situations aboard the bus may not always be familiar. The bus might have to take an alternative route, a substitute may be driving the bus, or occasionally another bus might be used. If the child is confused, they need to be encouraged. It is in order to ask the Conductor, Lady Attendant or Driver relevant questions.
9. Parents should also support policies of the school and transport provider.

Responsibilities of students and their guardians as per RTA booklet

1. Guardians to drop their children to the school bus or pick-up point well before time. In the event of any delay from their part, they bear the responsibility of dropping their children to the school without any responsibility on the part of the School Transport Department.
2. Assist in training and educating their children on the importance of safety and how to wait for the school bus and board it.
3. Report to the Management of the school / transport department regarding any offence or failure on the part of the Lady Attendant/driver/conductor/marshals.

4. The driver is responsible to return the student to the school if there is no person to collect him or her at the time of returning home and guardians are responsible for any associated outcome.
5. The student must maintain cleanliness of the bus and advise the school management or his / her guardian in case the driver or any other student breaches the rules in transit.
6. The Transport Department / School is solely entitled to deny any student from transport service in case any of the following condition apply:
 - If the student is to blame for delaying the trip more than three times in a single academic year. · If the student breaches any safety rule and makes others liable to danger during the trip.
 - If the student deliberately alights from the bus before arriving to the specified drop-off point, without a prior consent.
 - If the student, against whom more than three written complaints were made during a single academic year, continues to cause troubles.

School Bus Driver's Responsibilities

The conduct of students on a bus has a direct relationship to their safety. The position should be taken that no act or conduct that distracts the driver from safely maneuvering the school bus through traffic and operating the bus safely will be condoned or tolerated. Swift and firm action must be taken by the driver to solve and correct these problems.

1. One of the first steps a school bus driver must take toward controlling student behaviour is to set a proper example. The driver should always practice good driving habits, take personal interest in the job, keep abreast of all advancements that take place in pupil transportation and take excellent care of the equipment.
2. Secondly, the attitude towards the job and towards the students is critical. The driver must realize that it is more important to be "respected" by the students than to be "liked" by them. Students can accept and will conform to rules and regulations, which are fairly, firmly and consistently enforced. Letting some students get away with breaking the rules in order to be nice so that they will like you is a sure way for the school bus driver to have trouble! This tactic will result in students losing respect for the driver.
3. Most of the general public and, to a degree, school bus drivers feel that a school bus driver needs only to be trained to drive the bus safely. There is much more to the job as a school bus driver than that. The School bus driver should be the best defensive driver on the road.
4. Understand and obey all traffic laws.
5. Attend all training sessions.
6. Maintain the buses in excellent condition.
7. Never over-speed.
8. Physically check the bus after every trip to be sure that no child is left behind.
9. Send an SMS to the Transport Department after the last child is dropped off.

Transport Supervisor / Conductor's / Lady Attendant's Responsibilities

1. Ensure that students are picked up and dropped off at the designated points agreed upon from home and in school.
2. Handle children carefully and maintain safety and discipline on the bus.
3. Help children to cross roads, where required.
4. Girl students will compulsorily be assisted by Lady Attendants only.
5. Communicate with parents politely in a disciplined manner.
6. Report any misbehaviour of the student to the Principal/Transport Department
7. Clean the bus before and after every trip.
8. Take daily attendance of students and give report to the Bus Marshall.
9. Physically check the bus after every trip to be sure that no child is left behind and/or no important papers / bags / education materials are left behind.
10. Ensure the bus is kept neat and tidy internally and externally, washed / cleaned every day.
11. Ensure that the curtains (if any) are drawn properly; no loose papers, clothes are inside the buses.
12. Ensure that route details and student details are posted in each bus.

Facilities

1. Every bus owned by the school is installed with CCTV Cameras to monitor student discipline, any untoward happening, etc.
2. Each seat of the bus is fixed with individual seat belts to ensure added safety while travelling.

3. Every bus owned by the School is installed with Speed Regulators / Governors, so that there is no complaint regarding over speeding.
4. Each bus owned by the School has been further protected by a padded shield near the main door of the Bus so as to prevent even a small object from falling down the stair of the bus.
5. Each bus owned by the School has been provided by a Door Safety Alarm, in order to ensure that the main door of the bus remains closed while the bus is in motion.

Guidelines for School Buses by State Transport Authority

The State Transport Authority passed a new set of guidelines for school buses, which are furnished here under:-

1. School bus drivers should have a minimum **of five years' experience.**
2. Every school bus must have an experienced **Lady attendant / Conductor.**
3. **(Two) Fire-extinguishers are compulsory** on each school bus. Training is to be given to the Drivers / Attendants on its use, by Fire officers from the local Fire Brigade station.
4. Each bus should **necessarily** have a **First Aid Kit** and Drivers / Attendants should be imparted with the Training on its use, by experienced hospitals / compounders.
5. School buses should have a **maximum of 1.5 kids per seat**; e.g. a bus with **36 seats** should not have more than **54 kids.**
6. In addition to the front door and emergency exit at the back, there must be a rear door situated **between the back and the middle of the bus on the right hand side.**
7. The windows of the bus must be fitted with horizontal grills so that emergency evacuation is easy and fast.
8. The emergency exit window must not be sealed and should be easily open-able in case of an emergency.
9. The word "**School Bus**" must be written across the **rear** as well as **front** of the bus **for buses owned by schools along with the telephone number of the school / transport department.**
10. **For private Buses** authorized by the School, the words "**On School Duty**" must be prominently written on the **front and the rear of the bus**, along with the **telephone / contact number of the Transport Operator.**
11. The mobile number of the **bus owner must be written across the bus for privately run buses**, authorized by the School.
12. In addition to a door at the front, there must be **another emergency door** on the **right side, towards the rear of the bus.** This door must extend from the windows to the floor of the bus.
13. The emergency door **must have handles on both sides** so that it can be opened from the **inside and the outside.**
14. Handles must be covered with **glass or plastic.**
15. Buses may have an alarm that goes off when the emergency door is opened.
16. Lights should start blinking when the rear door is opened.
17. **Note:** Point No 15 and 16 are optional and not compulsory for the present.
18. There should also be a rear exit window made **of transparent glass. Its dimensions should be 39 inches by 23 inches and 3 inches by 8 inches**
19. Emergency window should have **a handle on the inside as well as the outside.**
20. The main door of the school bus should be invariably locked and fastened properly, **while the bus is in motion** and should be only opened when children are boarding and/or alighting.
21. Each bus will have one Conductor and Lady Attendant. (Any parent / Guardian or a Teacher may also be allowed to travel to ensure these Safety norms).
22. All Road Transport Offices in the state should publicize the new norms and ensure that they are implemented by bus operators and manufacturers.
23. All schools will have a Transport Committee, comprising of the Principal, Transport Management and two / three parents who will meet regularly/periodically, to discuss shortcomings and bring about required improvements in the quality of services rendered.
24. All parents must sign a Letter of Undertaking to send their wards to school only in school buses and that if they choose to send their wards in private vehicles, they should not hold the school responsible for any untoward incident. Parents must send an undertaking stating private operators' school buses are following R.T.O norms.

INFORMATION FORM FOR SCHOOL BUS SERVICE

ARE YOU INTERESTED IN AVAILING OUR SCHOOL BUS SERVICE?

NO

YES

I Mr. / Mrs. _____ Parent / Guardian of

Mast./ Ms. _____ Std. _____ Div _____

Are interested in the use of your bus service(s) for my Son / Daughter. I agree to the rules of the School in this regard.

I understand that the Bus Fee will be determined and made known, well in advance, before commencement of the School session, after compiling the Bus Routes, costs of transportation and other operative costs involved.

This form is for information only and is not binding on the undersigned.

1. NAME OF THE STUDENT : _____ Blood Group _____

1. FATHER'S NAME: _____

1. STANDARD & DIVISION/SECTION : _____

1. FULL ADDRESS : _____

1. CONTACT NOS (RES): _____ (OFF) _____ (MOB) _____

1. E-MAIL ID: _____

1. BOARDING / PICK-UP POINT : _____

1. 8. DROP-OFF POINT: _____

Date: _____

SIGNATURE OF PARENT

TRANSPORT POLICY –D1

APPENDIX – D1

(to be submitted by parents whose child is using transport by private vehicles not authorized by the school)

The Principle
Podar international school,

Respected Sir/Madam

I undertake to agree to the terms / conditions and regulations and shall abide by these rules, as stated in your Circular Letter attached and as required vide Maharashtra Government G.R. No. S. Pre-2008/ (506/11) Part -1 dated 14th September 2011.

I have decided to send my child by means of private transport vehicle and am fully aware that this mode of transport is not authorized by the school.

I am also fully aware that the school is not responsible and / or liable, in any manner, in respect of my decision to send my child by means of private vehicles and am also aware that such transport is neither managed nor endorsed by the school, in any respect whatsoever.

In the event of any untoward incident, I / We undertake not to initiate any action (legal or otherwise) against the school and hereby waive any rights and remedies against the school. All risk and responsibilities in this regard shall vest in the undersigned only.

We also agree and undertake that such private vehicles will not be permitted to enter near the school vicinity and shall be parked at least 100 meters away from the school premises.

Yours Faithfully.

Signature (Parent)

(Parent of _____)

Date: _____

Class _____ Division _____

RULES AND REGULATIONS

- The buses are operated on a contractual basis and the bus contractor decides the route's timings and also takes predicted safety measures for the children travelling in the school bus. The school is just acting as a catalyst / agent for the convenience of the parents and facilitating cost effective, and efficient service and it is stipulated and understood that the School (including its management and administration) shall not incur any liability legal / financial or otherwise arising out of and in connection with providing such services and the students, their parents, guardians and legal assigns shall be deemed to accept and acknowledge this stipulation.
- The pickup point is based on the Profile of the addresses where the child stays in the locality. The bus charges are decided according to the distance of the pickup to and from the school and also may increase from time to time as and when there is a hike in the fuel charges, taxes, insurances are levied by the government on the bus contractors.
- The contractor is solely responsible for the safety of the children traveling in the school bus only when the child is in the bus, and not after getting down either at school or at the opted bus stop (residence). The bus contractor will take utmost care of the students and will take all the necessary steps required for the safely of children travelling. Please note that school authority or the bus contractor is not responsible for any unforeseen circumstances or mishap if any occurs which is beyond their control.
- The School is providing this facility of contract school buses purely as a help and assistance to the students and undertake no responsibility and liability for any loss or injury that may be sustained by a student or a parent arising out of availing such facilities. Responsibility or liability for any negligence or breach of duty in this connection shall exclusively rest with the Contractor, his drivers (S), Conductor (S) or attendant (S), and NOT with the school. The parents and students undertake and agree not to initiate or maintain any action against the School and hereby waive all rights and remedies in this behalf, against the school.
- **Students withdrawing from the bus service in middle of the academic year: FULL YEARS FEES WILL BE CHARGED except if the child leaves the school or transfers to another school or residence, in which case fees for the whole 1 month's advance written notice with the proof for the same is required.**
- FULL FEES for both ways will be charged even if students are traveling ONE WAY only. In case of dishonour of Cheque or delay in payment or stop payments, a penalty of Rs. 200/- will be charged per transaction as Bank Charges.
- LATE FEE of Rs. 250/- will be charged extra, for cheques drawn & delivered, after due date.
- Complaints regarding the school bus service will be entertained only on email address of school i.e. transport@podar.net with a C.C copy to the School Principal.
- In case of any breakdown, a service vehicle will be deputed within 15-20 minutes at the breakdown site. Similarly, there may be abnormal delays in cases of heavy rainfall and other unforeseen and unavoidable circumstances resulting in traffic jams & resultant delay, parents are requested to bear with such eventualities and cooperate whole-heartedly, which will be highly appreciated.
- Before filling the bus from, parents are requested to be satisfied with the bus route, pick-up and dropoff points, timings and service.
- Fees amount is subject to change without any prior notice if there is a suitable reason e. g. hike in fuel, taxes, Insurance, taxes etc.

PLEASE NOTE: - Students will be enrolled on 'First come first served' basis and rest will be waitlisted.

I shall not hold school or its bus contractor or its staff responsible for any inconvenience or problems, e. g. untoward incident or mishap regarding transporting of my son / daughter/ ward. I am aware that the conveyances facility provided to me is a privilege and not a right.

I agree to abide by the above terms and conditions to enroll my son / daughter ward for school bus service and request you to kindly accept my requisition form.

Sign. Parents / Guardian

Student's Name

Std.

Div.

CONTACT OUR TRANSPORT MANAGER

Transport Officer – Santacruz

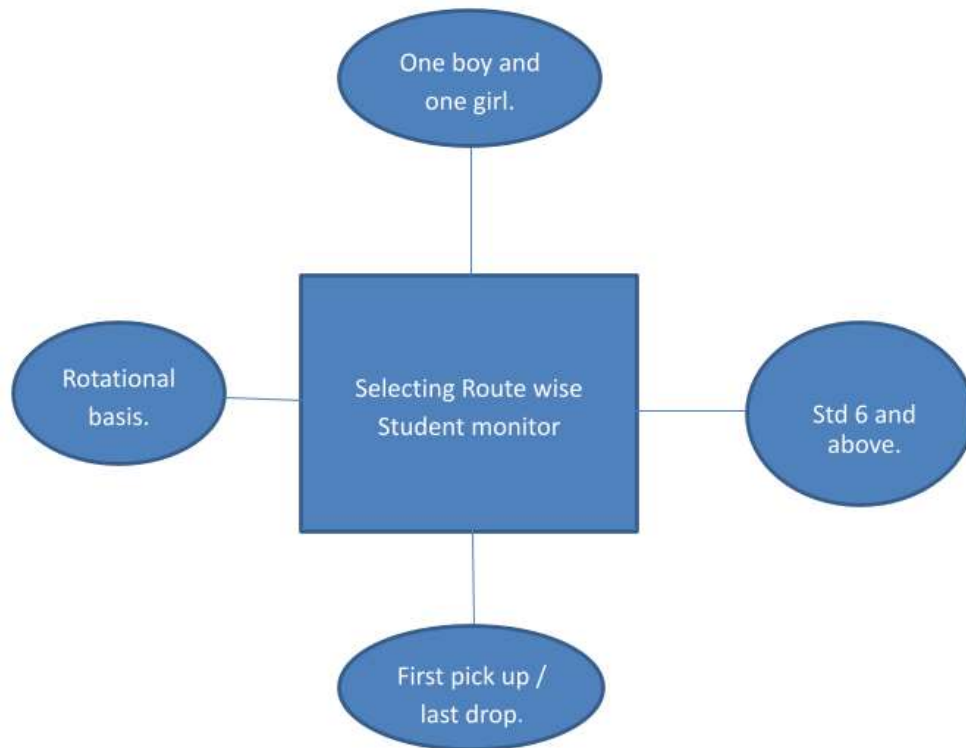
Manager - 9819815133

Transport Officer:- 8879977385

Transport Officer Assistant – 9869531982

BUS MONITORING SYSTEM

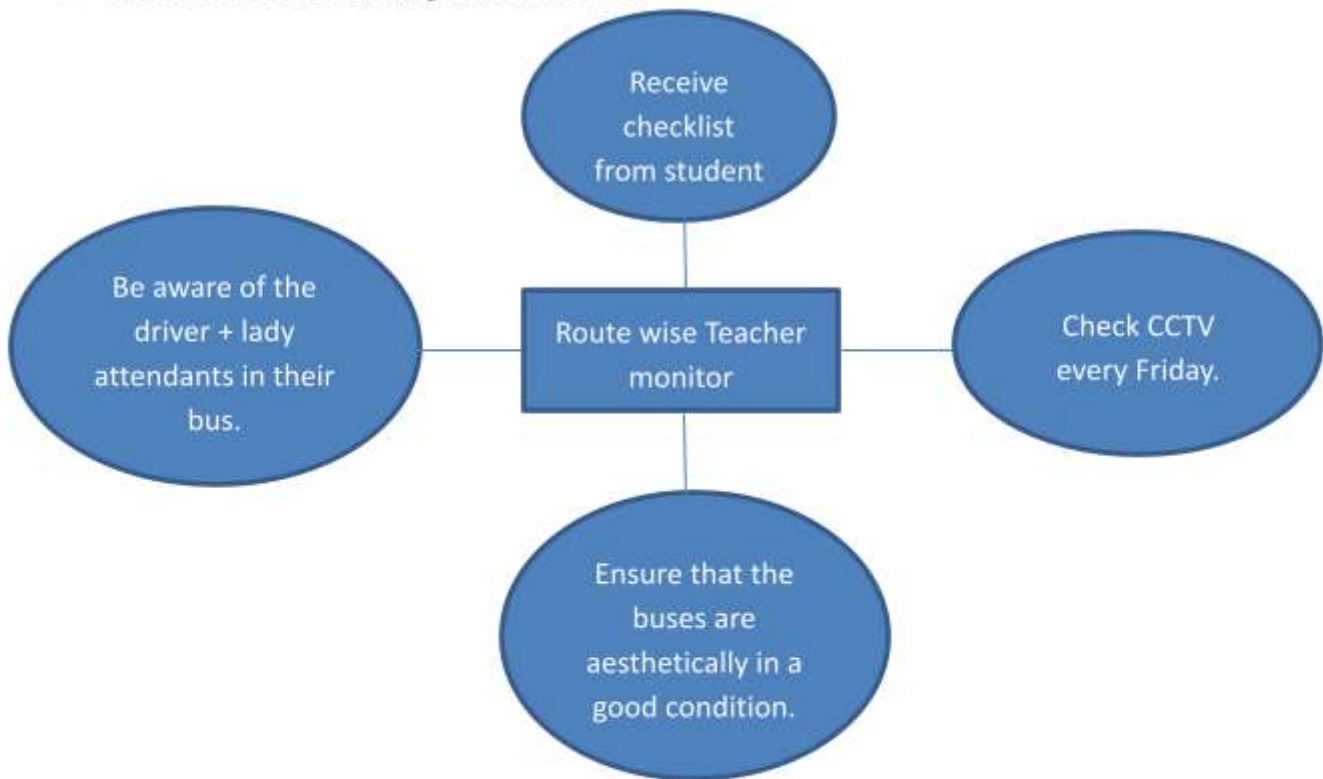
Student and Teacher responsibilities



Checks that will be conducted by the Route wise student monitor:

- Driver is driving properly / not on his phone.
- 2 lady attendants in each bus.
- The lady attendant is getting out of the bus to pick up / drop the small students.
- The bus door is closed when the bus is in motion.

- The school bus is reaching school on time.



Reporting structure



TRANSPORT CHECKLIST



PODAR EDUCATION NETWORK

Transport Checklist

Boy student monitor :

Bus No :

Girl Student monitor :

Month :

Date	Is the driver driving properly?	Are there total 2 transport staff in the bus (1 driver + 1 attendant)?	Is the bus door closed when the bus is in motion?	Is the help attendant getting out of the bus to pick up / drop the weak students?	Is the school bus meeting schedule on time?	Is discipline being maintained in the bus?
1						
2						
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30						

ZERO TOLERANCE POLICY ACKNOWLEDGMENT

I UNDERSTAND THAT THE SCHOOL WILL NOT TOLERATE

- Use of Abusive Language/Gestures.
- Bullying.
- Getting involved in fights.
- Bringing any dangerous item / abusive substances into the school that is deemed to jeopardize the health and safety of other students and staff in the school.
- Deliberately damaging school property in any way.
- Leaving the school premises during School hours without permission.
- Neglecting studies or homework repeatedly.
- Habitually coming late or without proper School Uniform.
- Coming to School without Student Organizer, Notebooks.
- Carrying Mobile phone / any other gadgets.
- Surfing social networking websites
- Public display of Affection

THE SCHOOL RESERVES THE SOLE RIGHT TO DISMISS STUDENTS WHOSE PROGRESS IN STUDIES IS
CONSISTENTLY UNSATISFACTORY OR WHOSE CONDUCT IS HARMFUL OR INJURIOUS TO OTHER STUDENT'S MORALITY

Rules read and noted

Name of the student

Grade

[Parent's Name]

Father's Sign

Mother's Sign

Student's Sign

ZERO TOLERANCE POLICY

I UNDERSTAND THAT THE SCHOOL WILL NOT TOLERATE

- Use of Abusive Language/Gestures.
- Bullying.
- Getting involved in fights.
- Bringing any dangerous item / abusive substances into the school that is deemed to jeopardize the health and safety of other students and staff in the school.
- Deliberately damaging school property in any way.
- Leaving the school premises during School hours without permission.
- Neglecting studies or homework repeatedly.
- Habitually coming late or without proper School Uniform.
- Coming to School without Student Organizer, Notebooks.
- Carrying Mobile phone / any other gadgets.
- Surfing social networking websites
- Public display of Affection

THE SCHOOL RESERVES THE SOLE RIGHT TO DISMISS STUDENTS WHOSE PROGRESS IN STUDIES IS
CONSISTENTLY UNSATISFACTORY OR WHOSE CONDUCT IS HARMFUL OR INJURIOUS TO OTHER STUDENT'S MORALITY

Rules read and noted

Name of the student

Grade

[Parent's Name]

Father's Sign

Mother's Sign

Student's Sign

PARENTS APPROVAL FORM

APPENDIX A

NAME OF CHILD : _____ CLASS : _____

NAME OF MOTHER : _____ CONTACT NO OF MOTHER : _____

NAME OF FATHER : _____ CONTACT NO OF FATHER : _____

ADDRESS : _____

AGE OF THE CHILD : _____ BIRTH DATE : _____

MENTION ANY HEALTH ISSUES LIKE CHRONIC COUGH, COLD, WHEEZING, ETC

MENTION ALL ALLERGIES, EVEN IF SMALL ONES LIKE CANNOT DRINK COLD WATER ETC

MENTION ANY SLEEPING PROBLEMS LIKE BED WETTING, SLEEP WALKING ETC.

IF YOUR CHILD IS UNDER ANY MEDICATION, PLEASE MENTION, WHAT, WHEN TO BE TAKEN AND HOW TO BE TAKEN

ARE YOU AWARE OF THE DESTINATION OF THE TRIP? PLEASE MENTION WHAT YOU KNOW

ARE YOU AWARE OF THE DAYS OF THE TRIP? PLEASE MENTION WHAT YOU KNOW

ARE YOU AWARE OF WHO ALL WILL BE ACCOMPANYING THE KIDS? PLEASE MENTION WHAT YOU KNOW

WHAT TECH GADGETS WILL YOU BE GIVING YOUR CHILD FOR THE TRIP.

HOW MUCH MONEY WILL YOU BE GIVING YOUR CHILD FOR THE TRIP

ANY OTHER DETAILS THAT YOU WOULD LIKE TO SHARE ABOUT YOUR CHILD

PLEASE SIGN THE DISCLAIMER FORM GIVEN BELOW.

I, PARENT OF _____ HEREBY AGREE THAT I AM COMFORTABLE WITH THE VENUE, DATES AND TIME OF THE TRIP. I AM AWARE OF ALL THE ARRANGEMENTS FOR THE TRIPS AS GIVEN ABOVE AND I AGREE TO THE SAME. I ALSO TAKE FULL RESPONSIBILITY FOR THE LOSS OF ANY TECH GADGETS OR MONEY THAT I MAY HAVE GIVEN MY CHILD. I ASSURE YOU THAT MY CHILD WILL BE RESPONSIBLE FOR THE SAME. I HAVE NOT WITHHELD ANY INFORMATION FROM THE SCHOOL AUTHORITIES AND I WILL CO-OPERATE WITH THE SCHOOL AUTHORITIES IN THE VENT OF ANY EMERGENCY SITUATION, THE EMERGENCY CONTACT NUMBER THAT SCHOOL CAN USE TO GET IN TOUCH WITH ME IS _____

SIGNATURE OF FATHER

SIGNATURE OF MOTHER

A DAY AT SCHOOL

What I should bring to school?

- Your school bag with your books and folders according to the timetable.
- HB Pencils (s) and Sharpener
- Pen(s) – Black or Blue ball pens
- Red/green pens/highlighters. These can be useful in lessons for labeling and underlying key words, as they help with revision.
- An eraser.
- A ruler.
- A small glue stick
- Color pencils set, if required.
- A pencil case to put all these things in.
- A geometry set, if required.
- Water bottle.
- Lunch box with snacks.
- Your school Diary.

The Role of your class teacher:

The most important person for you in this school is your class teacher, the person that you see every day and the first person you should go to see if you have a problem.

Your Class Teacher:

- Registers you everyday
- Distributes circular and communicates things that may be going on in the school.
- Helps you set targets for the term or year.
- Checks and signs your diary
- Writes your reports.
- Helps you with any trips/activities.
- Coordinates your class contribution to the school.
- Is there for you when you need any other help.

WHAT WILL HAPPEN IF I GET IN TO TROUBLE?

For much of the help you need, your class teacher will be the first person whom you will go to. But many of the staff have specific duties and at times it will be easier to go directly to these people.

Confidential matters – Your Class Teacher or Coordinator.

1	Art /Display Materials	Your Art Teacher
2	Fees	Admission office
3	Counseling	Counselor
4	Exam Queries	Coordinators
5	General Homework	Your class teacher
6	Music and Choir	Your music teacher
7	Learning Resource Center	Librarian
8	Science Lab and Equipment	Lab assistants
9	Student Council	Your PE teacher
10	Timetable	Your class teacher
11	Uniform	Your class teacher
12	Unwell	Teacher
13	Lost Items	House keeper

What will happen if I get into trouble?

Teachers care about you, but they also care about the learning and safety of all our other students. If you behave in an inappropriate way, you will get into trouble.

A variety of actions are available to staff :

- Complete an incident slip which will be kept in your personal file.
- Contact parents
- Write in your Diary
- Involve a coordinator
- Exclude you from breaks for a set period – if the incident occurred during break time.
- Give you a detention supervised by the teacher. The detention will normally be during your break and will have a purpose – complete homework etc....

TIPS FOR STUDENTS

Study Tips

1. Identify "Best Time" for Studying:

Everyone has high and low periods of attention and concentration. Are you a "morning person" or a "night person"? Use your power times to study and make clear notes.

2. Study Difficult Subjects First:

When you are fresh, you can process information more quickly and save time as a result.

3. Use Distributed Learning and Practice:

Study in shorter time blocks with short breaks between. This keeps you from getting fatigued and "wasting time." This type of studying is efficient because while you are taking a break, the brain is still processing the information.

4. Make Sure the Surroundings are Conducive to Studying:

This will allow you to reduce distractions which can "waste time." Concentrate on what you are doing.

5. Make Sure you Have Time to Sleep and Eat Properly:

Sleep is often an activity that students use as their time management "bank." When they need a few extra hours for studying or socializing, they withdraw a few hours of sleep. Doing this makes the time they spend studying less effective because they will need a couple hours of clock time to get an hour of productive time.

6. Go Further:

Make it a habit to study everyday and once you are done with studying, stick rigidly to a revision timetable.

Top ten Test Taking Tips to success!

1. Have a Positive Attitude

Approach the big test as you would approach a giant jigsaw puzzle. It might be tough, but you can do it. A positive attitude goes a long way towards success.

2. Make a Plan

Weeks before the test, make a list of the most important topics to be covered and use that as a guide when you study. Circle items that you know will require extra time. Be sure to plan extra time to study the most challenging topics.

3. Preparation

Obtain copies of the syllabus/past papers/revision guides. Read through your notes, highlighting key words/phrases. Aim to work in 45-minute stretches, taking 15-minute breaks.

4. The Night Before

Cramming doesn't work. If you've followed a study plan, the night before the test you should do a quick review and get to bed early. Remember, your brain and body need sleep to function well, so don't stay up late! Make sure you have all your equipments: pens/ stationery.

5. The Day of the Test

Did you know that you think better when you have a full stomach? So don't skip breakfast the morning of the test. Get to school early and do a ten-minute power study right before the test, so your brain is turned on and tuned up.

6. Test Time

Before the test begins make sure you have everything you'll need - scratch paper, extra pencils, your calculator (if you're allowed to use it). Understand how the test is scored: Do you lose points for incorrect answers? Or is it better to make guesses

when you're not sure of the answer? Read the instructions! You want to make sure you are marking answers correctly.

7. Manage Your Time

Scan through the test quickly before starting. Answering the easy questions first can be a time saver and a confidence builder. Plus, it saves more time in the end for you to focus on the hard stuff.

8. I'm Stuck!

Those tricky problems can knock you off balance. Don't get worried or frustrated. Reread the question to make sure you understand it, and then try to solve it the best way you know how. If you're still stuck, circle it and move on. You can come back to it later. What if you have no idea about the answer? Review your options and make the best guess you can, but only if you don't lose points for wrong answers.

9. Multiple-Choice Questions

The process of elimination can help you choose the correct answer in a multiple-choice question. Start by crossing off the answers that couldn't be right. Then spend your time focusing on the possible correct choices before selecting your answer.

10. Neatness Counts

If your 4s look like 9s, it could be a problem. Be sure that your writing is legible and that you erase your mistakes. For machine-scored tests, fill in the spaces carefully.

11. I'm Done!

Not so fast - when you complete the last item on the test, remember that you're not done yet. First, check the clock and go back to review your answers, making sure that you didn't make any careless mistakes (such as putting the right answer in the wrong place or skipping a question). Spend the last remaining minutes going over the hardest problems before you turn in your test.

Follow these test tips, and you'll know you did your best - congratulations!

TIME MANAGEMENT TIPS

Practice good 'Time Management' habits and you can begin to achieve all the things that you need and want to do.

Managing my time in the classroom

- Record all homework tasks on the day they are given
- Record the day they are due
- Record your test results for use in a record of achievement
- Record all targets set and when they are completed

Managing my time at home

- Check off assignments when they have been completed
- Take time to review work returned by your teacher
- Commit yourself to a revision schedule and stick to it.

To do list tips

1. A written to do list is a simple technique that can increase your productivity by 20 percent or more, if you don't use it already. It also has extra benefits of clearing your mind and saving you energy and stress.
2. Try to spend 5-10 minutes each day on planning your activities with a daily to do list. Start your day with it. Even better, every evening write a plan for the next day, listing your daily things to do. You must include leisure time.

3. Some people are more comfortable doing it on paper, while others prefer using a computer. Try and see what works best for you.
4. After you've listed all your tasks, review your 'To Do' list and decide on the priority of each task. Give higher priority to the tasks that get you closer to your goals.
5. A proven simple technique is an ABC rating of your priorities. Mark the tasks on your to do list with "A's" if they are critical for your goals and simply must be done that day (or else you face serious consequences).
6. "B's" are less urgent but still important tasks that you should start right after you are done with "A's". "C's" are "nice to do" things that you could do if you have any time left after "A's" and "B's". Those tasks can be safely moved to another day.
7. One important tip to keep in mind. If during a day some new unplanned task comes up, don't do anything until you put that new task on your list and rate it by priority. See it written among the other tasks and put it in perspective. The more you let go off the urge to skip that simple step, the more productive and satisfied you become.
8. When making a to do list, break down your complex tasks into smaller manageable pieces, and focus on one at a time.
9. Finally, after completion of a task take a moment to look at the result and feel the satisfaction of the progress.

RECOMMENDATION TO PARENTS

In order to secure all that is best in the education of your ward, much co-operation between parents and school authorities is necessary. Besides periodic circulars sent out to parents to keep them apprised of the programmes in the school, the diary serves as a convenient channel of two way communication between parents and teachers.

- We earnestly request parents to look into the diary everyday and see that the homework assigned for the next day is completed. The teachers will communicate through this handbook or school portal. Prompt attention to their remarks is essential.
- Regular hours of study at home will help your child develop proper study habits.
- Criticism of teacher should be avoided in the presence of the child because it undermines his/her respect for them and the school. Should you have a legitimate complaint, please meet the Executive coordinator or the Principal.
- 'Open House' is a day on which Parents have the opportunity to meet teachers to discuss the progress of their children. Parents should make it a point to attend.
- Acknowledgements for circulars sent should be promptly signed and returned to the Class teachers.
- Attendance of parents is compulsory during all school programmes.
- Avoid taking their ward home before the school day is completed in order to attend parties, functions, etc.
- Schedule all doctor's appointment after the school working hours.

Parents are also requested to

- Pay the fees as per the schedule given.
- Check the school portal everyday for messages.
- Send a note in the school diary addressed to the coordinator if your child is required to leave the school early or requires a change of bus on any day; this must be signed by the coordinator during the break.
- Promptly inform the class teacher whenever there is a change of address, telephone number etc.
- Ensure that their ward attends 'Open House' in proper uniform.
- You are most welcome to discuss any point pertaining to the child with the Principal.

PARENT FEEDBACK FORM

Please take a few minutes to respond to the following questionnaire. Its purpose is to get your reflections and feedback. We will treat your responses as completely confidential. Please circle the number which most appropriately describes your feelings with regard to the statements below.

Name of the student :	Class :	Div :	lowest				highest
Communication with school							
1.	The school has an effective communication process regarding important academic notifications, school events and other announcements.						
2.	The school has an effective monitoring process of my ward's academic progress in school.						
3.	Adequate information and guidance is provided by the school with reference to my ward's performance.						
4.	The Parent and Student Handbook provides us with adequate information regarding course content.						
5.	The Parent and Student Handbook provides us with adequate information regarding assessments.						
6.	The Parent and Student Handbook provides us with adequate information regarding Rules and regulations.						
7.	The Parent and Student Handbook provides us with adequate information regarding Academic Honesty.						
8.	The school's policies affecting my ward are clearly spelt out.						
9.	The parent and student orientation is informative.						
10.	The parents are involved in providing suggestions and inputs for improving the functioning of the school so as to benefit the students better.						
11.	The school's vision and mission are published in the parent student handbook.						
Teaching, Assignments, Student-Teacher relationship							
12.	The teachers have adequate subject knowledge to impart the curriculum.						
13.	The teacher uses various teaching methodologies.						
14.	The teacher gives challenging assignments.						
15.	The teacher corrects assignments in a timely manner.						

Name of the student :		Class :	Div :	lowest				highest
16.	My ward is encouraged to ask questions and is given positive enforcement.							
17.	There is adequate discipline inside classrooms and outside.							
Curriculum - Written and unwritten								
18.	The curriculum strengthens my ward's cultural identity by connecting global concerns and issues with our own country.							
19.	The school provides opportunities to make the student responsible for his own learning.							
20.	There is an adequate balance and allocation of hours of all subjects.							
21.	The school has adequate resources in their library.							
22.	Local traditions and festivals are celebrated.							
23.	Environmental understanding is promoted to sensitize my ward.							
24.	Teachers explanation of how students answer and reach conclusions is adequate.							
25.	My ward takes part in service activities and has become more caring.							
26.	My ward has become more communicative and confident.							
Assessment								
27.	The frequency of progression tests are adequate enough to assess progress.							
28.	The portion for the tests or exams are given in advance.							
29.	There are formative assessments in class to support learning.							
30.	The quality of assessment is standardised.							
31.	The verbal feedback given on Open day is positive and encouraging.							
32.	The format of the report card is comprehensive.							
33.	I am aware of remedial classes which can support my ward.							
34.	Remedial teaching has made a difference to my ward's performance.							
35.	The written comments in the report card give suggestions for improvement.							

Please take a few minutes to respond to the following questionnaire. Its purpose is to get your reflections and feedback. We will treat your responses as completely confidential. Please circle the number which most appropriately describes your feelings with regard to the statements below.

Name of the student :	Class :	Div :	lowest				highest
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4.	The Parent and Student Handbook provides us with adequate information regarding course content.						
5.	The Parent and Student Handbook provides us with adequate information regarding assessments.						
6.	The Parent and Student Handbook provides us with adequate information regarding Rules and regulations.						
7.	The Parent and Student Handbook provides us with adequate information regarding Academic Honesty.						
8.	The school's policies affecting my ward are clearly spelt out.						
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Teaching, Assignments, Student-Teacher relationship							
12.	The teachers have adequate subject knowledge to impart the curriculum.						
13.	The teacher uses various teaching methodologies.						
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Name of the student :		Class :	Div :	lowest				highest
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34.	Remedial teaching has made a difference to my ward's performance.							
35.	The written comments in the report card give suggestions for improvement.							

CONSENT FORM

Podar International School IB & CIE

Date: _____

Dear Parents,

The school organizes picnics, excursions, swimming, field trips, sports, school programmes in and outside school or any outdoor activity for the overall development of the children.

The school takes all the necessary precautions for the safety of students. However the school shall not be responsible for any incident which is beyond its control and power.

You are requested to accord consent for sending your ward for such events at your own risk and responsibility, considering all the facts and risks involved.

Acknowledgement Slip

I, _____ parent / guardian of
_____ of std. _____ agree that the school is not
responsible for any mishap in the course of the following school activities – Picnics,
excursions, swimming, field trips, school programmes in and outside school, sports and
any outdoor activity.

Father's Signature

Mother's Signature

TRIPS AND EXCURSIONS

PARENTS APPROVAL FORM

APPENDIX A-

NAME OF CHILD : _____ CLASS : _____

NAME OF MOTHER : _____ CONTACT NO OF MOTHER : _____

NAME OF FATHER : _____ CONTACT NO OF FATHER : _____

ADDRESS : _____

AGE OF THE CHILD : _____ BIRTH DATE : _____

MENTION ANY HEALTH ISSUES LIKE CHRONIC COUGH, COLD, WHEEZING, ETC

MENTION ALL ALLERGIES, EVEN IF SMALL ONES LIKE CANNOT DRINK COLD WATER ETC

MENTION ANY SLEEPING PROBLEMS LIKE BED WETTING, SLEEP WALKING ETC-

IF YOUR CHILD IS UNDER ANY MEDICATION, PLEASE MENTION, WHAT, WHEN TO BE TAKEN AND HOW TO BE TAKEN

ARE YOU AWARE OF THE DESTINATION OF THE TRIP? PLEASE MENTION WHAT YOU KNOW

ARE YOU AWARE OF THE DAYS OF THE TRIP? PLEASE MENTION WHAT YOU KNOW

ARE YOU AWARE OF WHO ALL WILL BE ACCOMPANYING THE KIDS? PLEASE MENTION WHAT YOU KNOW

WHAT TECH GADGETS WILL YOU BE GIVING YOUR CHILD FOR THE TRIP-

HOW MUCH MONEY WILL YOU BE GIVING YOUR CHILD FOR THE TRIP

ANY OTHER DETAILS THAT YOU WOULD LIKE TO SHARE ABOUT YOUR CHILD

PLEASE SIGN THE DISCLAIMER FORM GIVEN BELOW-

I, PARENT OF _____ HEREBY AGREE THAT I AM COMFORTABLE WITH THE VENUE, DATES AND TIME OF THE TRIP. I AM AWARE OF ALL THE ARRANGEMENTS FOR THE TRIPS AS GIVEN ABOVE AND I AGREE TO THE SAME. I ALSO TAKE FULL RESPONSIBILITY FOR THE LOSS OF ANY TECH GADGETS OR MONEY THAT I MAY HAVE GIVEN MY CHILD, I ASSURE YOU THAT MY CHILD WILL BE RESPONSIBLE FOR THE SAME. I HAVE NOT WITHHELD ANY INFORMATION FROM THE SCHOOL AUTHORITIES AND I WILL CO-OPERATE WITH THE SCHOOL AUTHORITIES IN THE EVENT OF ANY EMERGENCY SITUATION. THE EMERGENCY CONTACT NUMBER THAT SCHOOL CAN USE TO GET IN TOUCH WITH ME IS _____

SIGNATURE OF FATHER

SIGNATURE OF MOTHER

VERIFICATION DOCUMENT

The Student / Parent handbook establishes the guidelines, administrative rules and policies that guide the school, its staff and its students.

The school realizes that the education of each student is a cooperative venture between the parents, students and the School. Therefore, this handbook sets out to delineate the guiding doctrine of the school.

We request all the parents to read this handbook with your child so that there is a joint understanding of its contents.

We thank you for taking the time to strengthen the bond between home and school.

Sincerely

Dr. Vandana Lulla

Director / Principal

We have read the Student/Parent Handbook & the Student Organizer and will abide by the school rules and regulations.

.....
Student's Name & Signature

.....
Grade & Div

Father's Signature

Mother's Signature

Date:

PODAR MISSION

PODAR MISSION

AT PODAR INTERNATIONAL SCHOOL, WE PROVIDE OPPORTUNITIES TO STUDENTS THROUGH STIMULATING, SAFE AND SUPPORTIVE ENVIRONMENT FOR ATTAINING PERSONAL MASTERY AND TEAM SPIRIT THROUGH COLLABORATIVE LEARNING. STUDENTS DEVELOP NOT ONLY THEIR KNOWLEDGE, UNDERSTANDING AND SKILLS NECESSARY FOR SUCCESS IN THE 21ST CENTURY BUT ALSO DEVELOP STRONG MORAL VALUES, ESPECIALLY APPRECIATION AND RESPECT OF DIFFERENT CULTURES AND RELIGIONS AND BECOME PROACTIVE AND RESPONSIBLE WORLD CITIZENS.

IB MISSION

THE INTERNATIONAL BACCALAUREATE® AIMS TO DEVELOP INQUIRING, KNOWLEDGEABLE AND CARING YOUNG PEOPLE WHO HELP TO CREATE A BETTER AND MORE PEACEFUL WORLD THROUGH INTERCULTURAL UNDERSTANDING AND RESPECT.

TO THIS END THE ORGANIZATION WORKS WITH SCHOOLS, GOVERNMENTS AND INTERNATIONAL ORGANIZATIONS TO DEVELOP CHALLENGING PROGRAMMES OF INTERNATIONAL EDUCATION AND RIGOROUS ASSESSMENT.

THESE PROGRAMMES ENCOURAGE STUDENTS ACROSS THE WORLD TO BECOME ACTIVE, COMPASSIONATE AND LIFELONG LEARNERS WHO UNDERSTAND THAT OTHER PEOPLE, WITH THEIR DIFFERENCES, CAN ALSO BE RIGHT.

IB MISSION

PODAR VISION

PODAR VISION

TO ACHIEVE EXCELLENCE BY CREATING GLOBALLY COMPETENT, ETHICAL AND HIGH PERFORMING WORLD CITIZENS THROUGH WORLD CLASS EDUCATION.



PODAR INTERNATIONAL SCHOOL

SARASWATI RD, SANTACRUZ (W), MUMBAI, MAHARASHTRA 400054

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