

**Nalanda Bal Sr Sec School Dayalpur, Faridabad**  
**Affno- 531457 (SESSION 2026-27)**

**School curricular, pedagogical and Assessment policy (Integrated)**

\* Nalanda school believes in the concept of lifelong learning and it should be enjoyable. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

The policy highlights classroom practices and procedures that promote high quality teaching and learning. We also encourage and promote a cross curricular approach in school. An understanding of basic skills and knowledge in all areas to provide the foundations that these skills can be built upon.

**1. Purpose:-** To educate child to become a responsible global citizen. They are learners with character and become leaders.

**2. Objectives:-** Diagnostic assessment. That enable child to access the breadth of the curriculum.

\* Strengthen their academic knowledge.

\* Shape their character and prepare for life so they make a positive contribution to society.

\* Integrate environmental education in various disciplines.

\* Promote inclusive education by providing equal opportunities to all students.

\* Nurture life-skills by prescribing curricular and co-curricular activities to help improve self-esteem, empathy.

\* Provide ample scope for physical, intellectual and social development to students.

**3. Curriculum summary:-** Our curriculum is to be

\* Challenging      \* Achieve cognitive, affective, Psycho-motor excellence.

\* Supported by diagnostic assessment

\* Taught to be remembered.

- \* Enhance self-awareness and explore innate potential how to achieve this.
- \* Regular practice to form long-term memories of knowledge.
- \* Support children in self-regulating their learning and develop metacognitive skills.
- \* designed to develop oral ability, literary and numeracy which are fundamental to learning.

**Curriculum leadership**:- Teachers are responsible for understanding and adapting and enacting the curriculum for their classes.

### **Teaching**

**Objectives**:- To teach the content of the curriculum in a way that inspires and challenges students to know more.

**Guiding principles**:- \* Challenge and inspiration

- \* Explanation    \* Questioning \* Feedback    \* Deliberate practice
- \* Positive & effective classroom environment \* Developing long term memory

### **How do we achieve this?**

The pedagogical principles to support learning outline evidence informed strategies to maximise learning potential.

### **Assessment**

**Objectives**:- To identify gaps and misconceptions in children's learning and support them to close gaps. Teachers systematically adapt and improve the curriculum & lessons in light of assessment information.

### **Underlying principles**

#### **Assessment**:-

- \* Formative in nature.
- \* Regular assessment of student understanding in every lesson.
- \* Is subject specific and carried out with consistency by teachers.

\* Aim to improve and increase validity by understanding the limitations of assessment and how it can be improved.

### **How do we achieve this?**

\* Assessment is structured through consistent mid-cycle & end of the cycle assessments as well as the ongoing assessment in lessons.

\* Teachers respond to assessment with individual and whole class feedback.

\* Assessment is used to improve retention of knowledge.

\* Regular assessment in classroom through teacher questioning, live marking, discussion & peer feedback.

### **Pedagogical practices:-**

The curriculum can be delivered in a variety of ways. Children are encouraged to take increasing responsibility for the choice and organisation of resources, thus reflecting their greater independence & maturity. We provide a rich and varied learning environment that allows children to develop their skills & abilities to their full potential by catering for those different learning styles.

### **How to achieve this:-**

The pedagogical practices are learner centric. The role of teacher is to encourage collaborative learning and development of multiple skills. Teachers must follow inclusive principles and Arts should be integrated in teaching. The students are given competency based education to meet expectations given by board. Learning outcomes are statements of what a learner is expected to know & understand. Experiential and active learning are the best pedagogies for competency based learning which promotes critical thinking, creativity and effective study skills among students.

### **Throughout teaching we aim to:-**

\* enable children to become confident, resourceful, enquiring & independent learners.

\* Foster children's self-esteem & help them build positive relationships with other people.

\* Develop children's self-respect & encourage children to respect the ideas, attitudes, values & feelings of others.

\* Enable children to understand their community.

### **Creating cross-curricular linkages & integrating arts in education:-**

Creating cross-curricular linkages are vital to learning as they help to connect prior knowledge with new information. Life skills can easily be integrated with the study of literature. Life skills, universal values, constitutional values may be incorporated depending upon context in almost all the subjects. Art integration helps the child apply art-based enquiry, critical thinking and creativity for a deeper understanding to the concepts. It also makes teaching learning process joyful. This kind of learning broadens the mind of the student and enables them to see multi-disciplinary links between subjects, topics & real-life.

### **Art-integrated pedagogy:-**

It means how art can be integrated with classroom learning of various subjects where the focus must be on mutually reinforcing art as a subject and art as a tool for learning.

### **How to achieve this:-**

The subject teacher himself/herself or jointly with the art teacher integrates arts as a pedagogical tool to ensure active learning and prepares a rubric to assess the student in both the areas.

### **21<sup>st</sup> century skills:-**

21<sup>st</sup> century skills are integrated in education systems so that students are able to think scientifically, mathematically and artistically to face the real life challenges in an information and technology driven world and enhance their inherent potential. These include.

#### **\* Learning skills**

Critical thinking, creativity, communication, collaboration

#### **\* Literacy Skills**

Information literacy, media literacy, Technology literacy

### **\*Lifeskillsinclude**

Flexibility, leadership, initiative, Productivity, Self-awareness.

### **Inclusiveeducation:-**

Inclusiveeducationapproachis thewayforfullparticipatimofstudentswithor without disabilities and children of different backgrounds without any discrimination in both scholastic and co- scholastic areas.

### **Howtoachievethis:-**

- \*Teachingandnon-teachingstaffshouldbesensitized.
- \*Organisesensitizationprogrammes
- \* Providingavariedandexcitingcurriculumwithprinciplesofequal opportunity.
- \* Abalanceofappropriateteachingstyles.

### **Safety:-**

Thesafetyofchildernisofgreatimportance.Weaimtoteachandlearninas safe an environment as possible. Health and safety guidelines are followed.

### **Howtoachievethis:-**

- \*Taskstakenbychildrenaresafe.
- \*Riskassessmentsaresharedwithbothstaffandstudents.
- \*Parentalwrittenpermissionforeducationvisitsandotheractivitiesisalways sought.

## **ASSESSMENT**

### **Purpose:-**

Assessments and record keeping is the means by which our pupil's attainental and achievements are monitored. So that appropriate progressionthroughcurriculumisensured. Thus,teachersareabletomaintain a profile of individual strengths and areas of development. This is used to inform their planing and teaching. These assessments allow the teachers to

identify those children whose achievements fall outside the boundaries of differentiated activities like languages, physical education, SUPW, art and craft etc.

### **Methods:-**

- \* Lessonwise assessment through constructive marking.
- \* Observation throughout the teaching learning process in class.
- \* Formal assessment at least twice in every term for all subjects.
- \* Detailed structure of assessment.

### **Progress card:-**

As per new education policy 2020, the progress card will be a 360-degree multidimensional document that reflects in detail the progress as well as the uniqueness of each student in cognitive, affective and psychomotor domains. The result of this assessment are used to determine if children are in the correct ability group and to decide the remedial action to bring them at par.

### **Reporting procedure:-**

Parents are invited to attend termly assertive mentoring meetings. Where they can discuss their child's progress with the class teacher and are provided with a termly written report. Which forms part of the annual report to parents.

### **Curriculum monitoring review evaluation and review**

**Principal and co-ordinator are responsible for monitoring the curriculum that is done in several ways:-**

- \* Regularly looking at the class work in books and classrooms.
- \* Monitoring targets.
- \* Monitoring planning.
- \* Analyzing assessment data.
- \* Lesson/classroom observation.
- \* Displays.

\* Curriculum walkabouts.

\* Subject teachers are responsible for reviewing modules.

\* An annual paper by subject teacher to report on the progress of his/her subject & to support new initiatives.

\* Coordinator will review curriculum documentation to ensure changes in statutory requirements & new initiatives are considered and integrated in the school curriculum.

\* Staff will be encouraged and supported in their professional development to meet the requirements of the school as outlined in the school aims, the curriculum policy, planning, recording and assessment policy.

\* Student discussions.

\* Staff meeting.

**Policy Review:-**

This policy will be reviewed regularly as part of the school self-evaluation process.

**Thank you**

