

LAWRENCE INTERNATIONAL SCHOOL

A booklet for Pedagogical Leadership Plan

By:

**Mr. Ajay Kumar Sharma
Principal,
Lawrence International School
Jalandhar**

Table of Contents

Sr. No.	Contents	Page No.
1.	Vision Mission and Objectives	3
2.	Introduction	4
3.	Process Implementation	4
4.	Factual Approach	5
5.	Purpose of this booklet	5
6.	Pedagogical Leadership	5
7.	Steps for planning learning target	6
8.	Teaching Approaches	7
9.	Group Teaching	9
10.	Organization of Resources	10
11.	Time Allocation	10
12.	Classroom Approaches	11
13.	Curriculum transaction	11
14.	Teacher Development	11
15.	Performance Measurement	12
16.	Morning Assembly:	13
17.	Assessment	16
18.	Assessment Flow Chart	17
19.	System of Assessment	18
20.	Co-scholastic Activities	22
21.	Discipline.	23
22.	Scholastic Evaluation	23
23.	Rules for Promotion	23
24.	Exam planning and Type of Assessment	23
25.	Exam Schedules PT1/ HY/ PT2 and Annual Exam	24-25,29
26.	Activity Calendar	26
27.	Develop school Resource	30
28.	Formulation of School Environment Policy	30
29.	Economy in Use of Electricity & Water	30
30.	Other good housekeeping Practices	31
31.	Definitions	31

VISION STATEMENT

To provide accessible, affordable and contemporary education with a deep-rooted value system.

MISSION

To stimulate and nurture young mind which strive for excellence through active learning. To enable children to become thinking, sensitive and respectful global citizens with a progressive outlook.

OBJECTIVE LAWRENCE INTERNATIONAL SCHOOL aims to:

- Foster a spirit of enquiry and scientific wisdom to encourage creative, enquiring minds.
- Inculcate healthy and positive ways of living and care of environment help children develop strong ethical learn to respect and care for the school environment and local community.
- Imbibe principles such as empathy and dignity.
- Partner with parents in holistic development of their child.
- Enable children to contribute meaningfully to the society at large. Ensure that no child is left behind in the learning process.
- To ensure equal opportunities for all pupils and bring out the unique talents in every child.

Philosophy Statement

The children of this school system will be provided with the best educational opportunities.

- The school will attempt to provide the best education possible with the available human, financial and material resource capital.
The community will be encouraged to provide input and sport for the school in any way possible.
- The children of this school system will be given opportunities to become fully confident and have positive self-esteem.
- School will encourage students to attain academic excellence and to develop personally and socially.

Introduction

Lawrence International School provides itself on its educational journey which commenced on 6th April 1998, under the aegis of Dr. Vidya Parkash Gupta Educational trust. It got affiliation from CBSE in the year 2004. Lawrence is a co-educational English medium boarding cum day school which imparts value education to children, with equity. We vow to impart purposeful education, developing children to think intensively and critically. Positive linking and attitude is encouraged through various activities.

Dr. Vidya Parkash Trust is committed to systematic review and improvement as its important duty towards society. Strategic planning, resource allocation and quality maintenance are reviewed time to time and a set of principles is followed.

PROCESS IMPROVEMENTS UNDERTAKEN FOR INCREASING EFFECTIVENESS OF THE TEACHING AND LEARNING PROCESS

Computer-aided teaching, Computerized work-sheets

Model teaching using audio-Visual Aids

Sports Camps

Seminars, Quizzes and Projects

Competitions Inter Houses and Inter Schools

Remedial Teaching for Slow Learners

Language Camps

Model Answer Presentation for Each Lesson for board classes

Academic and Educational Workshops -shows

Surprise Tests and Examinations

Seminars for Students, Parents and Teachers

Counselling

The Principal ensures through his numerous initiatives that The LIS adapts itself to the changing technology to meet the surpass customer expectations. IT has been integrated into all activities of the LIS.

FACTUAL APPROACH TO DECISION-MAKING

The Lawrence International School has always believed in using data collected formally and informally to decide upon its future strategies and also upon the effectiveness of its present strategies. Primary and Secondary data is collected for measuring and monitoring parameters like customer satisfaction, educational needs, training needs of teachers, examination results, vendor pre-qualification etc. This data is used for decision-making for continual improvement.

PURPOSE OF THIS BOOKLET

The Lawrence International School **Pedagogical Leadership Plan** proposes a framework consisting of several elements that help in proper assessment of teaching learning process by the school leader and smooth functioning of day to day activities.

The objective of this document is to enable in decision making at appropriate levels; help streamline processes; provide a basis for individual and departmental accountability.

PEDAGOGICAL LEADERSHIP

Pedagogy can be defined as the understanding of how learning takes place and the philosophy and practice that supports that understanding of learning. Essentially it is the study of the teaching and learning process. Leadership is often defined as the act of leading or guiding individuals or groups. If we are to combine these two we are offered the notion of pedagogical leadership as leading or guiding the study of the teaching and learning process.

1. Roles of Pedagogical Leaders:

1.1 Support teaching and learning in the schools

It involves instructional leadership so as to support classroom teachers in performing their major role of executing the curriculum, and transforming teaching and learning by establishing the norms of persistent quality improvement. So as to ensure mandatory adoption of learning outcomes based on teaching and learning in all the schools, The duties that adhere to this role are implementation of the prescribed curriculum and transformation of the methods of learning and teaching by formulation of organizational norms that ensure quality improvement persistently. Are expected to be updated with all the latest ideas and tools that are being used and implemented at a global level. Also, the principals are required to indulge in discussions and learn the best of practices from other principals etc. They can also arrange for visits of the teachers of other schools.

1.2 Support Classroom Teachers for implementing the curriculum

1.2.1 Learning targets

Each subject can be broken down into a number of modules. For example, perceptual training and motor co-ordination are essential modules in the subject of Perceptual Motor

Training. It will be more beneficial to the children if these learning targets are defined in terms of different types of outcome such as skills, behaviour, knowledge, attitudes, values and interests.

1.2.2 STEPS FOR PLANNING LEARNING TARGETS

The teacher should plan the learning targets that make up the modules in the following Four basic steps:

➤ **Specifying Learning Targets in Behavioural Terms**

All learning targets should be expressed in observable behaviour or skills. For example, when instructed, the children are to button up their shirts with six buttons for four times. Each learning target in its written form should contain the following elements:

A) Target Behaviour – This is the behaviour that the children are expected to achieve after learning or mastering the target.

B) Pre-requisite Skills – These are the basic skills that the children should have mastered before learning other more difficult skills.

C) Instruction and Materials Required – This refers to the instruction and materials required for teaching. The conditions under which the instruction should be given may sometimes be included.

D) Criteria of Success – This refers to the number of successful performances of a target skill required out of a fixed number of attempts before the target skill is considered to have been mastered by the children.

➤ **Setting Teaching Priorities**

A very important part of curriculum implementation is that the teacher should consider carefully the order in which learning targets should be learnt. It is logical to put learning targets requiring lower level skills before those requiring higher level skills, for example, teaching the children to draw lines before teaching them to write. In some cases, the targets themselves may form a definite sequence or hierarchy when the skills actually come in a continuous or chained sequence, for example, putting on a shirt and buttoning it up. Some higher level targets can be learnt more quickly after the pre-requisite skills have been mastered. For example, learning to write will become easier when eye-hand co-ordination skill has been acquired. It follows that unrelated targets can be learnt in any order.

➤ **Specifying**

Baseline Assessment Procedures

This is the specification of the procedures to identify the current skill level or the pre-requisite skills of the children. The assessment enables the teacher to know whether or not the children have acquired the pre-requisite skills required for learning the target. Procedures for Writing Programmes to Teach Target Skills

With the pre-requisite skills of the children known, the teacher can then design learning materials to help them achieve the target skills. The learning materials should be designed in small steps and in order of difficulty. The teacher should choose the appropriate step for the children according to their pre-requisite skills, so as to bridge the gap between their pre-requisite skills and the target skills.

TEACHING APPROACHES

To teach target skills effectively, the following teaching approaches are suggested :

(1) Modelling

Children learn by imitating other people's behaviour. Modelling therefore underlies most of the learning activities. The teacher can either demonstrate the behaviour to be learnt or point out the target behaviour performed by other children and encourage the children to imitate it.

(2) Task Analysis

Task analysis is a way to break down target skills into smaller steps according to the children's abilities and learning needs. The teacher can then teach the steps in a planned sequence. Task analysis should be used with flexibility to help the children with further difficulties in learning the planned steps. Once the difficulty is overcome, the original teaching steps can be resumed until the target skill is achieved.

(3) Chaining

This means breaking down a target skill into a series of steps to describe the action to be performed in sequence. The sequence can be written in a forward or backward order, depending on the nature of the target skill to be learnt. For example, most dressing and undressing skills can be taught by chaining. The more effective approach to teach dressing skills is backward chaining because this would ensure that the children will be able to complete the task. Forward chaining would be more appropriate in teaching target skills such as operating a washing machine or writing one's own name.

(4) Discrimination Learning

When the target skill to be learnt involves choosing the right answer, discrimination learning is a more effective approach. For example, a child is given several choices (including some distractors) from which to pick out the correct answer. In this approach, it is necessary to control both the characteristics and the number of the distractors used. At the initial stage, the difference between the distractors and the target choice should be as great as possible and the number of distractors used should be as small as possible. That means the strength of the distractors should be low (e.g. a circle and a big square, then a circle and a square, and finally a circle and an eclipse). As the child begins to master the initial step, the number of distractors used can be increased gradually.

(5) Information Gathering

Children may sometimes lack the information required to analyse the problems they encounter. The teacher should teach them to gather relevant information from various sources, e.g. teachers, parents, newspapers or the library and help them develop a more objective and systematic way to deal with problems. Activities, such as organizing a birthday party or a picnic, would help the children understand the procedures of information gathering and its importance.

(6) Induction

This is an approach to help the children form a holistic concept from the characteristics of different things. The children are thus trained to observe the various characteristics of things --their similarities, differences as well as relationships and then exercise induction.

(7) Discussion

This approach is often used in group teaching. Through discussions, the children learn to look into problems and are thus motivated to think. Through discussions, they express their own views and at the same time listen to other children's views, so that they can review their own. The teacher needs to ensure that each child is given equal opportunity to participate in discussions. Thus, discussions can promote greater interaction among the children. More important still, they help the children to realise the importance of accepting other people's views while expressing their own.

The following are ways to teach target skills:

(1) Prompting

This skill can be used at any stage of the programme. There are various kinds of prompts: physical guidance, physical prompts, gestures, verbal prompts, eye pointing, etc. Prompts should only be used when required and should be faded out as soon as the children demonstrate certain degree of mastery.

(2) Shaping

This refers to the increase in precision in the behaviour to be performed. It involves successive approximation of the target behaviour. Another aspect of shaping which is not so obvious is the shaping of the target behaviour by manipulating the materials used. An example of this is teaching the children to thread a needle with a big eye using thick thread and then gradually increasing the precision by using an ordinary needle and sewing thread.

(3) Fading

This means gradual removal of the various prompts as the children begin to master the target behaviour. At the initial stage, the teacher can use prompts with more help. Then at later stage, he can use prompts with less help. One common example is the gradual removal of the strokes of a word when teaching the children to write.

(4) Generalization

When the children know how to apply the knowledge or skills they have acquired to new situations, they have achieved generalization. The ultimate purpose of generalization is to reinforce the children's social adjustment. For example, when a child applies the table manners he has learnt at school to the environment of his home or a restaurant, generalization is achieved. The following are important considerations in formulating teaching approaches for children:

- a) Observing the children's behaviour, planning goals and targets appropriate to their ages, levels of development and interests and building on their areas of strength;
- b) Using situations familiar to the children and those which they can experience in their everyday life;

- c) Using activities which are as practical as possible;
- d) Making the children feel secure and willing to express themselves and giving them opportunities to learn by doing;
- e) Breaking down a task into simple steps to facilitate learning;
- f) Providing the children with opportunities for direct sensory contact, for manipulating real objects or relating learning experiences to real life situations;
- g) Using various media extensively and varying the teaching approaches and techniques according to individual learning needs.

GROUP TEACHING

Quite often, the teacher is faced with a class of mixed abilities or with different behaviour problems. He will have to teach them in groups or individually. The following are some suggested forms of grouping:

(1) Small Group Teaching

Small group teaching means splitting the class into different ability groups and teaching the children with different approaches. This would help the children learn by imitating and helping each other and apply what they have learnt to other situations. Small group teaching also helps to reinforce the children's ability to communicate and co-operate with each other. Take the teaching of colour concept for instance. The teacher can set the children's baselines according to assessment results and split the class into three groups as follows:

A) Junior group - In this group, the concept of red and blue colours is taught. The children are taught through a matching game to put the cubes into boxes of corresponding colours.

B) Intermediate group - In this group, the concept of red, yellow, blue and green colours is taught with one type of teaching aid, such as cubes. The children are asked to pass cubes of the same colour to the teacher and name the colour after him.

C) Senior group - In this group, the concept of red, yellow, blue, green, black and white colours is taught with different types of teaching aids which include cubes, beads, Lego, etc. The children are asked to pick up different things of the same colour and name the colour when the teacher picks up one thing. If the children can name the colour correctly, the teacher will ask them to pick out things of the same colour from the cupboard according to instructions.

2) Individual Teaching

This allows learning materials to be tailored to meet the specific needs of individual children. The teacher can focus his attention exclusively on individual children and likewise the children only need to attend to one teacher and one set of learning materials during this period.

ONGOING RECORD-KEEPING

A comprehensive curriculum design should include ongoing assessment and a clear record of progress. This will ensure that teaching procedures will be consistent and continuous. This consistency and continuity will in turn ensure that the planned programmes will match the actual progress of the child.

Organization of Resources

Successful curriculum development also depends upon the effective utilization of resources in the school and in the community, particularly human resources.

All members of staff can contribute to curriculum development in terms of knowledge and experience. Through regular contacts with the children, the teacher can identify the range of knowledge, concepts, skills and attitudes which need to be developed in them. His understanding of the children's learning needs will enable him to see the different parts of the curriculum as an integral whole.

Parents are also valuable resources of the school. They should be encouraged to participate in curriculum development and to follow-up at home on what their children have learnt at school, thus reinforcing their learning. This joint effort between the school and the parents will contribute much to the education of the children.

The effective use of space in the school helps to develop in the children an awareness, understanding and appreciation of their surroundings. Physical constraints can be overcome by careful planning and flexible utilization of teaching bases and common areas. Arrangements within the classroom can be varied to suit different teaching purposes.

Community resources should be utilized for teaching purposes as well. Appropriate use of these resources will help to enhance the children's understanding of the people around them, their role in society and the relationship between people and their environment. Therefore, facilities available in the community should be used or introduced to the children to enrich their life experiences.

Time Allocation

Time allocation is one of the major concerns in curriculum planning. It is for individual schools to decide how the curriculum is to be organized in terms of content and time allocation. Basically, flexibility should be allowed so that the varied needs of different schools, classes and individual children can be met.

In designing a time-table, apart from classroom availability, options, etc. Other variables such as the children's abilities and learning needs, should be given prior consideration.

At different stages of development, the children require different skills to help them cope with those needs which are characteristic of a particular developmental stage. Priority of learning should therefore be given to these skills and emphasis in training should vary according to the present and future goals of these children. The understanding of the children's needs will facilitate time-table arrangements, with due weight given to various subject areas.

Apart from basic and functional academics, the children also need to develop their capacity to respond appropriately to sensory and social experiences, regardless of their ages and abilities. This involves the exploration and understanding of aesthetic and creative experiences, which may be integrated in any part of the curriculum. Music, Art and Craft and Physical Education contribute particularly to such development. The children also need to acquire these skills as leisure time activities. In considering the allocation of time to these areas of learning for both the junior and senior sections of the school, similar emphasis should be given.

Apart from basic and functional academics, the children also need to develop their capacity to respond appropriately to sensory and social experiences, regardless of their ages and abilities. This involves the exploration and understanding of aesthetic and creative experiences, which may be integrated in any part of the curriculum. Music, Art and Craft and Physical Education contribute particularly to such development. The children also need to acquire these skills as leisure time activities. In considering the allocation of time to these areas of learning for both the junior and senior sections of the school, similar emphasis should be given.

Classroom Arrangements

Classroom arrangements should provide a favourable environment and atmosphere conducive to learning. This requires good planning in the use of space, arrangement of furniture, display of learning materials, etc. Flexibility should be allowed so that the arrangements can vary according to the type of learning activity adopted at the time.

To provide the children with maximum exposure to a diversity of learning environment and experiences

These learning corners and interest areas serve different purposes. For example, **the reading corner** is for the display of light reading materials for casual reading; **the educational toys corner** is for the children to learn through play; the **nature corner** serves to nurture in the children the love of plants and animals as well as the way to look after them and the creative work area helps with the development of creativity in the children.

To enhance the learning environment, display boards are valuable display areas for the children's work, group projects, charts, diagrams, photos, cut-outs from newspapers or magazines, etc. all of which have much to contribute to the children's learning and enhance their sense of achievement.

Curriculum transaction

Lawrence International School shall follow curriculum transaction as per guidelines. Text-Books: NCERT Books to be followed for reference:

Text books and work books prescribed by the NCERT in the subjects of Hindi, English, Mathematics, Environmental Studies & Social studies will be followed in CBSE affiliated Lawrence International School in all the classes. Text books published by the NCERT and as used in CBSE schools are generally prescribed in Lawrence International School in classes I to XII. Wherever the NCERT has not published any text book, those published by private authors will be used in Lawrence International School.

In classes IX & X the textbooks as recommended by the CBSE will be used.

Teacher Development

Development of teachers will be undertaken through in-service teacher training programs Principals and Counsellors conference meet to be held bi-annually Leadership training program shall be conducted for Principals bi-annually Annual training program can be conducted for Co-Curricular teachers (can be done Zone-wise)

Every school should take steps to provide reorientation to all its teaching staff, at least once in five years. Such orientation may be organized by the school itself or in collaboration with other schools or by the State or Regional Institutions or by the Board or by a National Agency.

Performance Measurement

Periodic Teacher Training times a year to take care of development of 13 attributes. System of monthly reviews to be followed for the first 5 months of the academic year

- MR1 (monthly review): check status against goals set / KRAs
- MR2: Follow-up on the previous review report o
- MR3: Specific feedback pertaining to areas of improvement
- MR4: Reviewing improvement action plan
- MR5: Feedback from interested party (student, parent, peers) Continuous Comprehensive Evaluation to be done against the 13 attributes.

Continuous Professional development shall be conducted for the employees by way of in service training. At the end of in service Teachers Training Camp, evaluation shall be done on the 13 attributes.

After Principal and in service Teachers Training Camp, if candidate evaluated as Red, result will lead to termination. Red defined as not fit to teach. Scoring Parameters:

- ❖ Training to probation (all 13 attributes)
- ❖ Probation to confirmation Minimum level competency in the core.

Morning Assembly:

The School will begin with the morning assembly for which at least 20 minutes should be kept apart. The morning assembly should include the following: School prayer, silent prayer, thought for the day, news & views, talks on various topics, Community Songs and Value education programs etc.

Assembly Schedule 2023-24

Week Beginning	Theme	Class/House	Other Important dates
4 th April	Punctuality	Whole School	4 th International Day For mine Awareness
8 th -13 th April	Handwork and Success		10 th - World Homeopathy Day 11 th -National safe Motherhood Day
15 th - 20 th April	Best Way of Learning		17 th - World Haemophilia Day 18 th - World Tradition Day 18 th - World Heritage Day
22 nd -30 th April	Positive Attitude and Its Benefits		21 th - Secretaries Day 22 nd - International Earth Day 23 th - World Book And Copy right Day 23 rd - National Panchayati Day 29 th - International Dance Day 30 th - International Labour Day
2 nd to 4 th May	Choosing the right Career		3 rd - Press freedom Day 4 th Coal Mines Day International Fire-fighter's Day
6 th - 11 th May	National Instigation		7 th World Athletics Day 7 th - World Red Cross Day, Mother's Day 11 th - National Technology Day
14 th May	How to improve self confidence		14 th - international Day Of Family
17 th -24 th May	1 st Unit Test/Periodic-I		
31 st May	Role of youth in national integration		31 st - Anti-Tobacco Day
Summer Vacations [1 st June to 09 th June Summer camp 1 st June -09 th July]			
11 th -20 th July	Importance of patience in life		11 th - World Population Day 18 th - International Nelson Mandela Day
22 nd -27 th July	Equality		
29 th July-3 rd August	What we can learn from the past		
5 th -10 th August	Strength and Weakness		6 th - Hiroshima Day 9 th - Quit India Day 9 th - National Women's Day

12 th -17 th August	Team Work		12 th – Organ Donation Day 15 th – Indian Independence Day
19 th – 24 th August	Environment and its effects on human life		19 th – Photography Day 22 nd – World Senior Citizen Day
26 th -31 st August	Belief of Human values		29 th – National Sports Day
2 nd -14 th Sept.	Never ever give up		5 th – Teacher’s Day 12 th – World Coconut Day 14 th – World Hindi Day
1 st Term Exams (11 th – 25 th Sept.)			
26 th -30 th Sept.	Learning from mistake- Healthy-mistakes		26 th – World Contraception day 27 th – World Tourism Day 29 th – World Heart Day
1 st -5 th Oct.	Hindi Week		3 rd - World Habitat Day 1 st - Gandhi Jayanti 4 th - World Animal’s Welfare Day
7 th – 12 th Oct.	Influences of great Leaders		7 th - Indian Air force Day 7 th – World Post Office Day 10 th -World Mental Health Day 11 th - Day of Girl child
14 th – 19 th Oct.	Respect		14 th – World Standards Day 15 th – World Students Day, World white cane Day 15 th – World Food Day
21 st -26 th Oct.	Diwali Celebrating Festival		23 rd -National Ayurveda Day 24 th – World Development info. Day
28 th Oct – 2 nd Nov.			29 th – World Thrift Day
4 th -9 th Nov.	Save the Planet		5 th – World Tsunamis Day, 9 th – Legal Services Day
11 th – 16 th Nov.	Behaviour and Achievement		11 th – National Edu. Day 14 th – Children Day, Diabetes Day
18 th -23 rd Nov.	Say no to Easy ways		19 th – Africa Industrialisation Day 21 st – World TV Day
25 th – 30 th Nov.	Self discipline is the best discipline		29 th – International Day Of Solidarity with Palestinian people
Pre – Board Examination (04 th Dec. to 20 th Dec.)			
2 nd Unit Test/ Periodic – II (11 th – 18 th Dec.)			
16 th – 21 st Dec	Life In A Diverse Society		16 th - Vijay Diwas 17 th - Minorities Rights Day
23 rd – 25 th Dec	Christmas		23 rd – Kisan diwas 24 th – National Consumer Day 24 th – Christmas Day
Winter Vacation (25 th Dec. 2023 to 07 Jan 2024)			
8 th – 11 th Jan	How To Treat Success and Failure Equally		9 th – NRI Day 9 th – Guru Gobind Singh Jayanti
13 th – 18 th Jan	Good Use Of Internet		14 th – Indian Army Day

20 th - 25 th Jan	Importance Of respecting Elders		23 rd - Neta ji Subhash Chandra Boss Jayanti 24 th - National Girls Child Day 25 th - National Voter's Day, Tourism Day
27 th Jan - 1 st Feb	An Ideal Students		23 rd - Martyr's Day 1 st - Kalpna Chawla Death Anniversary
3 rd to 8 th Feb	Value Of Yoga		4 th - World Cancer Day 6 th - International Day Of Zero Tolerance to Female Genital mutilation
10 th - 15 th Feb	Peer Pressure : will help students grow		10 th National De-Worming Day 10 th Thomas Edison's Birth Day Anniversary 13 th National Productive Day 13 th - World Radio Day, 14 th - Safer Internet Day
17 th - 22 nd Feb	Ethics And Etiquette		20 th - World Day Of Social Justice 21 st - International Mother Language Day
24 th - 29 th Feb	Hard and smart work		24 th Central Excise Day 28 th - National Science Day
2 nd - 4 th March	Managing Exam Stress		1 st - National Defence Day 3 rd - World Wild Life Day, 4 th - National Security Day
Final Term Exams (04 th March to 25 th March)			

Assessment

A well-structured curriculum should enable the school to follow a procedure of teaching intervention, incorporating assessment, programme planning and evaluation. To achieve this aim, criterion-referenced assessment designed by the teacher is recommended.

Assessment should not be seen as something external to the learning process or something added on at the end of a learning sequence simply for administrative purposes or as a means of reporting to parents. Rather, it is an integral part of effective learning, whereby the children are provided with feedback on their progress. The teacher should plan in his scheme of work the learning experiences which he will provide for the children. Similarly, as part of his scheme of work, he should also plan the assessment of the children's progress.

Purposes of Assessments:

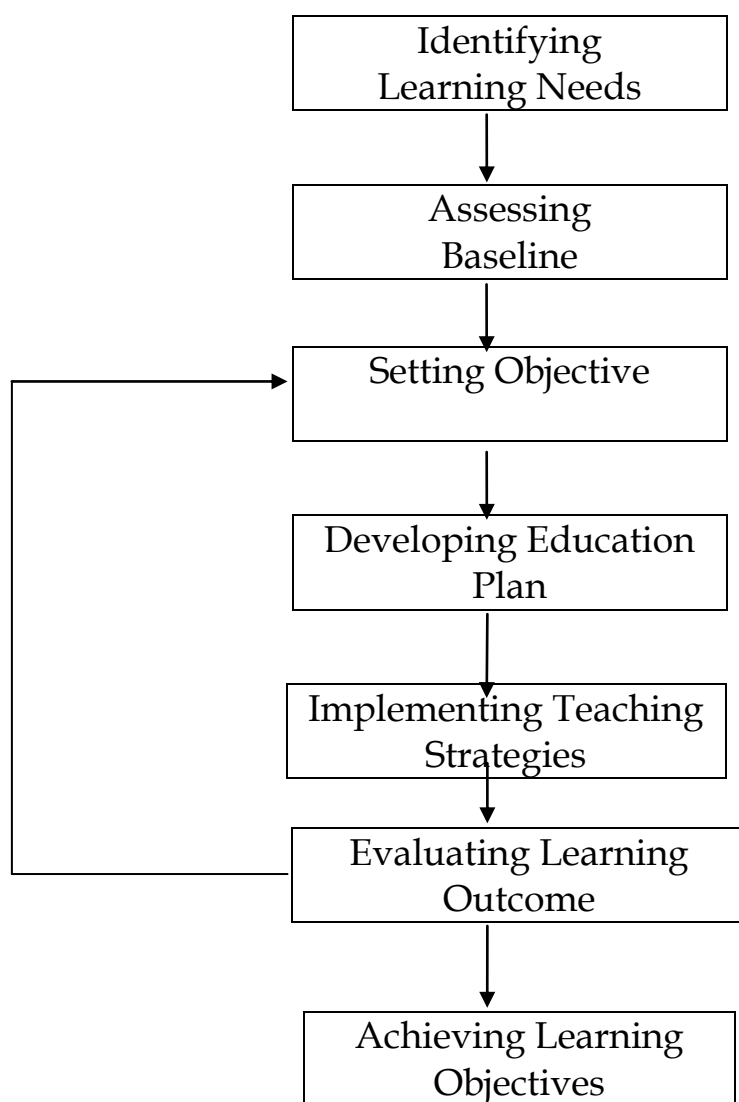
- a) To identify the children's learning needs;
- b) To help the teacher plan educational programmes for the children;
- c) To indicate which specific educational objectives have or have not been achieved;
- d) To serve as continuous evaluation.

Process in Assessment:

- a) Identifying the children's learning needs.
- b) Assessing the children's baselines in specific subjects and establishing their pre-requisite skills.
- c) Setting learning objectives.
- d) Implementing curriculum programmes.
- e) Implementing curriculum programmes.
- f) Evaluating the effectiveness of curriculum programmes & making adaptations to curriculum programmes.

Assessment Flow Chart

The following flow chart will illustrate the assessment



Process:

Methods of Assessment

When evaluating the children's performance in terms of specific criteria set, the teacher has to analyse the curriculum and the method of instruction used before he can develop appropriate assessment to identify the children's learning needs.

In order to gather relevant information and collect observational data, assessment designed by the teacher should be used to measure the children's specific skills and abilities. The assessment may be in the form of checklists, paper-pencil tests, interviews or observation of the children engaged in activities. They should be individually administered both at the beginning and at the end of the teaching period, so that the children's progress can be measured. The assessment results will then reflect the children's strengths and weaknesses. Assessment is thus an important part of the teaching process.

2. Focus on Entire Student learning activities.

Value education has been mainly expressed in terms of development of values and virtues like honesty, self-control, respect, responsibility, loyalty for personality/character

development of the individual per se without situating them in the prevailing social, cultural realities and conditions. Values should not be treated as ideal concepts but as 'empowering tools' which are helpful in meeting the challenges of the contemporary social world-be it religious fundamentalism, environmental degradation, multi-cultural conflicts, misuse of science and technology, inequalities, ill effects of mass media, globalization, commercialization and so on.

From broader perspective, the aim of value education is linked with the fundamental question of what education itself is meant for. From individual's perspective, the purpose is to enable students achieve personal fulfilment for success in life and work. From societal perspectives, education aims to prepare young people to contribute to the society/nation and world around. In neither case however, education is to be perceived as an outcome but as an experience in itself, which will enable student to live safe, healthy and fruitful life and become responsible citizens who make positive contributions to the society.

1. Plan annual pedagogical plan (Grade wise, Subject wise & Unit wise)

SYSTEM OF ASSESSMENT & EXAMINATION (CLASS I - VIII)

SUBJECTS	TERM - 1 (1 st half of the session) 20 marks Internal assessment+80 marks for Half Yearly Exam		TERM - 2 (2 nd half of the session) 20 marks Internal assessment +80 marks for Half Yearly Exam	
	ENGLISH	PA 20 marks	Half Yearly Exam	PA 20 marks
HINDI	Periodic Test 10 marks	Written Exam for 80 marks (50% syllabus)	Periodic Test 10 marks	Written Exam for 80 marks (Remaining 50% of Syllabus)
PUNJABI	Diverse methods of assessment (5 marks at term end)		Diverse methods of assessment (5 marks at term end)	
MATHEMATICS				
SCIENCE	Subject Enrichment activities (5 marks at the term end)		Subject Enrichment (5 marks at the term End)	
SOCIAL SCIENCE				
E.V.S				
COMPUTER/A.I				

SYSTEM OF ASSESSMENT & EXAMINATION (CLASS IX - X)

SUBJECTS	20 marks Internal assessment+80 marks for Yearly Exam	
ENGLISH	PA 20 marks 1. 5 marks (Periodic Tests + Term 1 Exam) 2. Diverse methods of assessment (5 marks) 3. Subject Enrichment activities (5 marks) 4. Portfolio (5marks)	Yearly Exam Written Exam for 80 marks (100% Syllabus) IX – Internal Exam X- Board Exam (CBSE)
HINDI		
PUNJABI		
MATHEMATICS		
SCIENCE		
SOCIAL SCIENCE		
E.V.S		
A.I		

Internal Assessment

Subject	UT ₁	Term I		UT ₂	Final Exam	
		Theory	Practical		Theory	Practical
English	40	80	20 (ASL)	40	80	20 (ASL)
Hindi	40	80	20 (Project-10 ASL-10)	40	80	20 (Project-10 ASL-10)
Pol. Science	40	80	20 (Project)	40	80	20 (Project)
Physics	35	70	30 (Practical)	35	70	30 (Practical)
Chemistry	35	70	30 (Practical)	35	70	30 (Practical)
Biology	35	70	30 (Practical)	35	70	30 (Practical)
Maths	40	80	20(internal ass)	40	80	20(internal ass)
Phy. Edu.	35	70	30 (Practical)	35	70	30 (Practical)
I.P	35	70	30 (Practical)	35	70	30 (Practical)
Accountancy	40	80	20 (Project)	40	80	20 (Project)
Business-Studies	40	80	20 (Project)	40	80	20 (Project)
Economics	40	80	20 (Project)	40	80	20 (Project)
History	40	80	20 (Project)	40	80	20 (Project)
Psychology	40	80	20 (Project)	40	80	20 (Project)

I-VIII

Term -I					Term-II			
Subject	Periodic Test	Diverse methods of assessment	Subject Enrichment	Half Yearly	Periodic Test	Diverse methods of assessment	Subject Enrichment	Half Yearly
English	10 Marks	05 Marks	05 Marks	80 Marks	10 Marks	05 Marks	05 Marks	80 Marks
Hindi								
Punjabi								
Maths								
Science								
S. Science								
E.V.S								
Computer /A.I								

IX-X

Subjects	Periodic Test	Diverse methods of assessment	Portfolio	Subject Enrichment Activities	Yearly Exam (80)
English	Two Periodic Test (Average of two)	5 marks	5 marks	5 marks	Written Exam. For 80 marks IX - Internal X - By CBSE
Hindi	5 marks				
Punjabi					
Maths					
Science					
S. Science					
A.I					

Subjects	UT1	UT2	Term I		Pre-Board Exam	Final Exam
			Theory	Practical		
English	40	40	80	20	80	BY CBSE
Hindi	40	40	80	20	80	
History	40	40	80	20	80	
Pol. Science	40	40	80	20	80	
Physics	35	35	70	30	70	
Chemistry	35	35	70	30	70	
Biology	35	35	70	30	70	
Maths	35	35	80	20	80	
Phy. Edu.	35	35	70	30	70	
I.P	35	35	70	30	70	
Accountancy	40	40	80	20	80	
Business-St	40	40	80	20	80	
Economics	40	40	80	20	80	
Psychology	40	40	80	20	80	

1. Subject Enrichment Activities:

These are subject-specific activities aimed at enhancing the understanding and skill of the students. These activities are to be carried out throughout the term; however, they should be evaluated at the term-end.

❖ Languages:

Aimed at equipping the learners to develop effective listening and speaking skills. The language teachers may devise their own methods and parameters for assessment of the language.

❖ Mathematics:

For the activities in mathematics, Practical work and activities in Maths may be undertaken as suggested by the NCERT syllabus and textbooks.

❖ Science:

Practical work and activities in Science may be undertaken as suggested by the NCERT Syllabus and textbooks.

❖ Social Science:

Map or the project work may be undertaken as suggested by the NCERT syllabus and textbooks.

Grading Scale for Scholastic Areas (Classes I to V) (School will award grades as per the following grading scales)		Grading Scale for Scholastic Areas (Classes VI to IX) (School will award grades as per the following grading scales)	
Mark Range	Grade	Mark Range	Grade

91-100	A1	91-100	A1
81-90	A2	81-90	A2
71-80	B1	71-80	B1
61-70	B2	61-70	B2
51-60	C1	51-60	C1
41-50	C2	41-50	C2
33-40	D	33-40	D
32 & BELOW	E(needs improvement)	32 & BELOW	E (Failed)

CO-SCHOLASTIC ACTIVITIES (Classes I – X):

For the holistic development of the student, co-curricular activities in the following areas be carried out by the teachers and will be graded term-wise on a 3-point grading scale (A=Outstanding, B=Very Good and C=Fair). The aspect of regularity, sincere participation, output as teamwork be the generic criteria for grading in the following co-scholastic activities.

A) Work Education: Work education refers to skill based activities resulting in goods or services useful to the community.

B) Art Education:

(Visual & Performing Art)

C) Health & Physical Education:

(Sports/Material Arts/ Yoga/ NCC etc.)

DISCIPLINE:**(Class I - X):**

The student will also be assessed for the discipline, which will be based on the factors like attendance, sincerity, behaviour, values, tidiness, respectfulness for rules and regulations, attitude towards society, nation and other. Grading on discipline will be done term-wise on a 3-point grading scale. (A=Outstanding, B=Very Good and C=Fair).

Scholastic Evaluation:**(Class Nursery - Prep):**

There is continuous observation for nursery to Prep. The entire academic year is divided into two terms & student's evaluation record is given term wise to parents, i.e., in the month of September & March.

RULES FOR PROMOTION:

1. Promotion is made based on the grades obtained in the Annual Assessments. Minimum qualifying grade in scholastic is D or (33% marks) in all subjects.
2. A student must have at least 75% of attendance.

Exam planning and Type of Assessment					
Assessment	From	To	Type of Assessment	Max Marks	Result Day
P T -1/ UT1 Unit Test 1	17-05-23	24-05-23	Objective & Short answer Q test of 25% Syllabus	35 or 40	27 th May
Half Yearly	05-09-23	05-09-23	Written test of 50 % Syllabus	70 or 80	30 th September
P T - 2/ UT2/	11-12-23	18-12-23	Written Test of 75 % Syllabus	35 or 40	23 rd December
Pre Board X and XII	04-12-24	20-12-23	100 % Syllabus	70 or 80	23 rd December
Annual Exam	04-03-24	23-03-24	Written Test Final Exam of 100 % Syllabus	70 or 80	30 th March

LAWRENCE INTERNATIONAL SCHOOL, JALANDHAR
DATE SHEET FOR Unit Test & Periodic Test-I MAY 2023-2024

DATE	CLASS DAY	→ ↙ 6 TH	7 TH	8 TH	9 TH	10 TH	11 TH SCI./COMM./A RTS	12 TH SCI./COMM./A RTS
17-05-23	Wednesday	SOCIAL SCIENCE	MATHS	SCIENCE	MATHS	ENGLISH	CHEMISTRY/ ECONOMICS	PHYSICS/ ACCOUNTANC Y/ POL. SCIENCE
18-05-23	Thursday	HINDI	PUNJABI	A.I	ENGLISH	HINDI	PUNJABI	ENGLISH
19-05-23	Friday	ENGLISH	HINDI	SOCIAL SCIENCE	A.I	PUNJABI	BIOLOGY /HINDI /B.ST/HISTOR Y	PUNJABI
20-05-23	Saturday	SCIENCE	SOCIAL SCIENCE	MATHS	HINDI	A.I	PHYSICS/ ACCOUNTANC Y/ POL. SCIENCE	CHEMISTRY/ ECONOMICS
22-05-23	Monday	MATHS	SCIENCE	ENGLISH	SOCIAL SCIENCE	SCIENCE	MATHS	PHY- EDU/ IP/PSYCHOLO GY
24-05-23	Wednesday	PUNJABI	ENGLISH	PUNJABI	SCIENCE	SOCIAL SCIENCE	ENGLISH	BIOLOGY /HINDI /B.ST/HISTOR Y
25-05-23	Thursday	A.I	A.I	HINDI	PUNJABI	MATHS	PHY- EDU/ IP/PSYCHOLO GY	MATHS

LAWRENCE INTERNATIONAL SCHOOL, JALANDHAR
DATE SHEET FOR UNIT TEST-I MAY 2023-2024

DATE	CLASS DAY	→ ↙	1 ST	2 ND	3 RD	4 TH	5 TH
19-05-23	Friday		MATHS	MATHS	ENGLISH	HINDI	ENGLISH
20-05-23	Saturday		HINDI	PUNJABI	E.V.S	PUNJABI	MATHS
22-05-23	Monday		ENGLISH	HINDI	PUNJABI	MATHS	PUNJABI
24-05-23	Wednesday		PUNJABI	ENGLISH	HINDI	E.V.S	HINDI
25-05-23	Thursday		E.V.S	E.V.S	MATHS	ENGLISH	E.V.S

Exam Schedule of Term I (2023-24)

Date	Day	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
05.09.23	Tuesday						Maths	Sc.	Eng.	Maths	S. Sc.	Maths	Eco/Chem./hist
08.09.23	Friday						Eng	S. Sc.	Maths	Pbi	Hindi	Physic/Acc./Pol.Sc.	Bio/hindi/B.st
11.09.23	Monday	Maths	E.V.S	Maths	Eng.	E.V.S	Hindi	Pun	Sc.	Eng	Maths	English	Physic/Acc./Pol.Sc.
14.09.23	Thursday	Eng.	Pun.	Hindi	Maths	Eng.	S. Sc.	Hindi	S.Sc.	Sc.	Sc.	Eco/Chem./hist	Phy Edu/IP/psy
18.09.23	Monday	Hindi	Maths	Pun.	E.V.S	Maths	Pun	Eng	Hindi	S. Sc.	Pun	Bio/hindi/B.st	Eng
20.09.23	Wednesday	E.V.S	Eng.	E.V.S	Pun.	Hindi	A.I	A.I	A.I	A.I	A.I	Pun.	Punjabi
23.09.23	Saturday	Pun.	Hindi	Eng.	Hindi	Pun.	Sc.	Maths	Pun	Hindi	Eng	Phy.Edu./I.P	Maths

NOTE: 1. School Timings during exams will be 9:00AM to 12:30 PM.

Buses will ply accordingly.

2. Result will be declared on 30th Sep. 2023.

Exam Schedule of Unit Test II (2023-24)

Date	Day	I	II	III	IV	V	VI	VII	VIII	IX	XI
11.12.23	Monday						Sc.	S. Sc.	Maths	Sc.	Physic/Acc./Pol.Sc.
12.12.23	Tuesday						Eng	Sc.	Pun	Hindi	Maths
13.12.23	Wednesday	E.V.S	E.V.S	Maths	Eng.	Maths	Hindi	Eng	Sc.	Eng	Eco/Chem./hist
14.12.23	Thursday	Hindi	Pun.	Eng.	E.V.S	Eng.	Maths	Hindi	S.Sc.	A.I	Punjabi
15.12.23	Friday	Eng.	Hindi	Pun.	Pun.	Hindi	Pun	A.I	Hindi	Maths	Eng
16.12.23	Saturday	Pun.	Eng.	Hindi	Maths	Pun.	A.I	Maths	Eng.	S. Sc.	Bio/hindi/B.st
18.12.23	Monday	Maths	Maths	E.V.S	Hindi	E.V.S	S. Sc.	Pun	A.I	Pbi	Phy Edu/IP

NOTE: 1. School Timings during exams will be 9:00AM to 12:30 PM.

Buses will ply accordingly.

2. Result will be declared on 23th Dec. 2023.

Lawrence International School Activity Calendar Session 2023-24

Month	Date	Day	Pre-Nur, Nur-U.K.G	S. Junior I-II	Junior III-V	Middle VI-VIII	Senior IX-XII	
April 2023	12-04-23	Wednesday	Baisakhi Celebration					
“	18-04-23	Tuesday	Fruit day celebration	Spell B (Hindi)	Spell B (Hindi)	Spell B (Hindi)	I-H Debate Comp. (English)	
“	20-04-23	Thursday	-	I-H Gift wrapping comp.	I.H Paper Folding comp.	I-H Paper Bag Comp.		
“	25-04-23	Tuesday	Lets’s colour Comp.	I-H Story Telling (English)	I-H Story Telling (English)	I-H Salad making comp.	I-H cooking without fire comp.	
“	28-04-23	Friday	-	I-H Carrom Board match	I-H Carrom Board match	I-H Poem Recitation Punjabi	I-H Poem Recitation Punjabi	
“	29-04-23	Saturday	Maths Week Celebration					
May 2023	06-05-23	Saturday	Tagore day celebration					
“	05-05-23	Friday	Poem Recitation Hindi Calligraphy Competition English	I-C Spell Buzz English	I-C Spell Buzz English	I-C Spell Buzz English		
“	10-05-23	Wednesday	Card Making Competition (Mother’s day)					
July 2023	14-07-23	Friday	Vegetable day celebration	I-C Cartoon Drawing Competition	I-C Cartoon Drawing Competition	I-C Cartoon Drawing Competition	I-H English Declamation Comp.	
“	17-07-23	Monday		I-C G.K QUIZ Comp.	I-C G.K QUIZ Comp.	I-H Slogan writing Comp.	I-H Slogan writing Comp.	
“			Investiture ceremony	Investiture ceremony	Investiture ceremony	Investiture ceremony	Investiture ceremony	
“	19-07-23	Wednesday	Blue day celebration	-	-	-	-	
“	26-07-23	Wednesday	Water Conservation Day	Water Conservation Day	Class activity (Science Exhibition)	I-H Football Matches	I-H Football Matches	
Aug 2023	03-08-23	Thursday	English Week Celebration	English Week Celebration	English Week Celebration	English Week Celebration	English Week Celebration	
“	11-08-23	Friday	Spell Buzz Punjabi	I-C Spell Buzz Punjabi				
“	14-08-23	Monday	Independence Day					
“	14-08-	Monday	I-C Rakhi	I-C Card	I-C Rakhi	I-C Rakhi	I-C Rakhi	

	23		making comp.	Colouring on Rakhi day comp.	making comp.	making	making	
“	17-08-23	Thursday				I-H Kho – Kho Matches	I-H Kho –Kho Matches	
“	23-08-23	Wednesday	Clay moulding	I-H Calligraphy Competition Hindi	I-H Calligraphy Competition English	I- H Drawing Competition	I- H Drawing Competition	
“	26-08-23	Saturday	Environment Day Celebration	Environment Day Celebration	--	SST Week Celebration	SST Week Celebration	
Sept 2023	04-09-23	Monday	Fancy Dress Comp.	I- H Game	I- H Hindi Creative	I-H Punjabi	English creative Writing	
Oct 2023	02-10-23	Monday	Hindi Week celebration					
“	07-10-23	Saturday	Paper folding comp.	I-H Story Telling Comp. Hindi/Punjab i	I-H Story Telling Comp. Hindi/Punjabi		Business plan Comp	
“	10-10-23	Tuesday	Story Telling Comp.			I-H flower arrangement	I-H flower arrangement	
“	16-10-23	Monday	I-C calligraphy		I-H Collage Making Comp.	I- H volley Ball Matches	I-H Collage Making Comp.	
“	19-10-23	Thursday		I-H Solo Dance comp.	I-H Solo Dance comp.	I-H Solo Dance comp.		
“	23-10-23	Monday	Movie Show	Movie Show	Movie Show	I-H Badminton Matches	I-H Badminton Matches	
“	25-10-23	Wednesday		I-H Diya Decoration	I-H Candle decoration	I-H Board Decoration Comp	I-H Rangoli Comp.	
Nov. 2023	02-11-23	Thursday	Fun with origami	I-C Tear and pasting Comp.	I-C Tear and pasting Comp.	I-H Poster Design comp.	I-H Poster Design comp.	
“	04-11-23	Saturday	-	-	-	I-H shabad comp.	I-H shabad comp.	
“	14-11-23	Tuesday	Solo Dance Comp.	Solo Dance Comp.	Solo Dance Comp.	Solo Dance Comp.	Solo Dance Comp.	
“	22-11-23	Wednesday		I-H Quiz in Maths	I-H Quiz in Maths	I-H Basket Ball Matches	I-H Basket Ball Matches	
Dec. 2023	07-12-23	Thursday	Relay Race		I-H Hindi Doha			
“	11-12-23	Monday	Punjabi Week Celebration	Punjabi Week Celebration	Punjabi Week Celebration	Punjabi Week Celebration	Punjabi Week Celebration	
“	22-12-23	Friday	Christmas Celebration	Christmas Celebration	Christmas Celebration	Christmas Celebration	Christmas Celebration	

Jan. 2024	20-01- 24	Saturday	Computer Day Celebration	Computer Day Celebration	Computer Day Celebration	Computer Day Celebration	Computer Day Celebration
“	23-01- 24	Tuesday	Subhash Day	Subhash Day	Subhash Day	Subhash Day	Subhash Day
“	23-01- 24	Tuesday	Subhash House Celebration		I-H Group Folk song Comp. (Pb.) Group	I-H Group Folk song Comp. (Pb.) Group	

Date Sheet of 1st Pre-board Exam (2023-24)**Class- XII**

Day	Date	Subjects
Monday	04-12-2023	Economics/Chemistry
Thursday	07-12-2023	Phy. Edu./I.P/Psychology
Monday	11-12-2023	B.S/ Bio/Hindi/History
Thursday	14-12-2023	Accountancy/ Physics/ Pol. Sc.
Monday	18-12-2023	Maths/Punjabi
Wednesday	20-12-2023	English

Exam Schedule of Final Term (2023-24)

Date	Day	I	II	III	IV	V	VI	VII	VIII	IX	XI
04.03.24	Monday						S. Sc.	Sc.	Maths	Eng	Maths
07.03.24	Thursday						Maths	Eng	Sc.	Maths	Eco/Chem./hist
11.03.24	Monday	Maths	E.V.S	Maths	Eng.	Hindi	Eng	Hindi	Hindi	Sc.	Eng
14.03.24	Thursday	Eng.	Pun.	Hindi	Maths	Pun .	Sc.	S. Sc.	S.Sc.	Pbi	Physic/Acc./Pol.Sc.
18.03.24	Monday	Hindi	Maths	Pun.	E.V.S	Eng.	Hindi	Pun	Eng.	S. Sc.	Bio/hindi/B.st
20.03.24	Wednesday	E.V.S	Eng.	E.V.S	Pun.	Maths	A.I	A.I	A.I	A.I	Punjabi
23.03.24	Saturday	Pun.	Hindi	Eng.	Hindi	E.V.S	Pun	Maths	Pun	Hindi	Phy Edu/IP

NOTE: 1. School Timings during exams will be 9:00AM to 12:30 PM.

Buses will ply accordingly.

2. Result will be declared on 30th Mar. 2024.

3. New session starts from 3rd April 2024(Wednesday) with summer timings.

2. Develop School resources.

Climate change is now a great global challenge. As in other places, DVM is getting ready to take collaborative actions to rise to this challenge. In this connection, schools are urged to formulate and put in place their school-based environmental policy with an aim to enhance students' environmental awareness, develop their environmentally friendly attitude, and promote green practices and environmental education. Schools should join hands with staff and students to implement various measures to use resources effectively, and avoid and reduce waste.

Formulation of School Environmental Policy:

A) Promotion of Renewable Energy in Schools

B) Measures to Save Resources and Reduce Expenses

C) Economy in Use of Paper/Envelope

- Use blank side of used paper for drafting
- Print on both sides of paper
- Use recycled paper
- Minimize photocopies
- Reuse envelopes or use transit envelopes
- Do not use envelopes for unclassified documents
- Communicate within and outside school by e-mail (including exchange of information, issue of invitation)
- Use the format of electronic files to keep and release school information
- Urge staff to use their own cups instead of paper cups
- Check the settings before photocopying or printing
- Use photocopiers and printers equipped with double-sided printing function
- Use old sets of documents for re-circulation
- Use blank side of used paper to make note pads
- Encourage students to keep their old exercise books for paper recycling

(D) Economy in Use of Electricity

(i) Lighting Installation

Use compact fluorescent lamps (LED) where practicable

Modify group lighting switches to individual switches

Keep all windows, light bulbs and light fittings clean to maintain optimum lighting performance Maintain only those lighting which are essential for safety, security or other specific purposes in areas that are frequently occupied

(ii) Others

Extend the application of renewable energy to buildings undergoing major renovation and retrofitting wherever practicable.

Consider using more energy-efficient electrical appliances, e.g. refrigerator with Grade 1 energy label under the MEELS and procure energy efficient office equipment and peripherals with energy saving labels under the Voluntary Efficiency Labelling Scheme upon replacement of old equipment.

(E) Economy in Use of Water

- Teach students not to play with water in the toilet
- Avoid flushing the toilet unnecessarily
- Irrigate plants in the morning or in the evening to avoid rapid evaporation under the mid day's scorching sun
- Arrange for prompt repair to any dripping tap or leaking water main found

(F) Other Good Housekeeping Practices

- Appoint a designated staff member to follow up on the implementation of the energy saving measures in school premises.

- Monitor the usage of electricity, water and paper.
- Conduct routine checks to ensure unnecessary lighting/air-conditioners, communal facilities (e.g. photocopiers) are switched off outside school/office hours.
- During recesses, lunch breaks and after classes are finished, switch off the lights and air-conditioners in the classrooms once nobody is in the rooms.
- Remind the last one to leave the classroom/office to switch off all electrical appliances.
- Switch on computers, printers and projectors only when needed.
- Shorten operation hours of lifts.
- Attach notices to all switches and exits to remind staff to turn off lights, air-conditioners and other appliances.
- Remind staff and students on regular basis of the need to save resources.

(G) Others

Make appropriate green lunch arrangements and follow the principles of reducing waste, e.g. use reusable food containers and cutlery; facilitate students to bring and use reusable cutlery given to them; implement on-site food portioning; portion out food in a flexible manner; and encourage students to bring their own lunches.

Adopt a green purchasing policy.

Reduce number of greeting cards by sending electronic cards.

Re-use decorative materials.

➤ **PARENTS – TEACHERS MEETING**

Parents teacher co-operation is essential to ensure the complete and harmonious development of child's personality. We therefore expect you to attend all parents-teachers meeting as this gives you opportunity to help us to improve. At the first place any communications/complains addressed to the school need to be communicated in the parents communication section given in the student diary. Also parents can avail the e-mail. Parents can meet teachers after school hours to know about their child's performance. In special cases, they can meet the teachers by taking an appointment with the prior permission of the principal. If there is any genuine issue of collective interest; do not hesitate to discuss in the meeting.

Last Saturday of every month, there will be P.T.M.

Timing for PTM for all classes (Nursery – XII) will be 09:00 am – 12.00 noon.

➤ **EXTRA CLASSES & REMIDIAL CLASSES**

Extra classes and remedial classes will be taken in the school after the school hours. Remedial classes will be conducted for the learners who need support. Attendance is compulsory in these classes.

➤ **Definitions:**

In this context, unless the context otherwise requires:

Lawrence International School under the management committee of Dr. Vidya Prakash Educational Trust.

School Management Committee (SMC)