

Beaconhouse School System



Academic Practices & Procedures Manual

ACD-APPM-001

REVISED 2014

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DOCUMENT APPROVAL /REVISION SHEET

Sr #	Details	Revision #	Date	Author / Editor	Reviewed By	Approved By
1.	Academic Practices & Procedures Manual (2004)	01	2004	Najma Javaid (Research Officer)	HODs, Academic Coordinators, RDs	DOS
2.	Academic Practices & Procedures Manual (Updated 2007)	02	2007	Najma Javaid (Research Officer)	HODs, Academic Coordinators, SHs	DOS
3.	Academic Practices & Procedures Manual (REVISED 2011)	03	2011	Najma Javaid (Research Associate)	RDs, SHs, SGHs, AMs, SCCs, DDCD	DOS, CE
4.	Academic Practices & Procedures Manual (REVISED 2014)	04	2014	Najma Javaid (Research Associate)	SHs, SGHs, AMs, AHs, RDs, GM SEU, Curriculum Heads	CE

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Our Mission

Beaconhouse school system aims to provide quality education of an international standard within our cultural framework.

We aim for excellence through quality management, quality training and quality teaching bringing benefit to our students, the community, the country and the wider world.



PREFACE

This new edition of the BSS Academic Practices & Procedures Manual (APPM) is an extensive revision of the previous version with significant amounts of new content. Every effort has been made to make these procedures as clear and concise as possible, and to include the most current information available. Two new sections (Section 20: Guidelines for the A-Level Programme & Section 21: Regular School Attendance) and additional annexures have been added.

Amendments were made in light of the feedback received from the BSS schools and in consultation with the Academic Managers, School Heads, School Group Heads, Curriculum Heads, School Evaluation Cell and the Academics department at the BSS Head Office.

The manual is divided into sections that are numbered and listed in the Table of Contents. Each section is independent; users (i.e. teachers, head teachers, principals, coordinators, academic managers, school managers, school group heads) may select and refer to specific sections that address the process or problem at hand. Sample lesson plan formats, teachers' diary pages, standardised forms, class timetables, and school report cards are also included in Annexure.

An electronic version of this document is being made available on BEAMS. It is easily navigable, and contains hyperlinks to Annexures, as well as online resources and educational tools websites. Many headings and educational terms are highlighted hyperlinks to relevant websites and online articles.

This manual will be revised as necessary to include updated procedures and standard practices. Suggestions for further improving and updating the academic practices and procedures or this manual itself are welcome. For this purpose, an [Evaluation Form](#) is located in the end of this document.

Please do not hesitate to contact me if you have any further questions. Beneficial comments (recommendations, additions, deletions) and pertinent data which may be of use in improving this manual should be addressed to the undersigned.

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SECTION: 1. THE CURRICULUM

1. The Curriculum

1.1. Curriculum is at the heart of education. It is the total set of experiences a child receives in school.

1.1.1. Every school has a curriculum that has two aspects:

- The formal curriculum
This refers to the range of formal subjects offered by the school.
- The informal curriculum
This refers to the attitudes, values and hidden messages received by the students in their relationships with their teachers, school heads, peers, junior staff and others in the school.

1.1.2. A curriculum therefore specifies the

- what;
- how;
- when; and
- where of teaching.

1.1.3. The Curriculum is a means through which the school's Mission Statement can be implemented in the classroom. [Annex 1.1.](#)

1.2. A standard curriculum document contains the following:

A general statement of aims for the subject called the curriculum statement. This includes the programme of study in bands across the age range.

(Statement of aims was first written and implemented in the BSS in August 1999)

1.3. All Beaconhouse curriculum documents contain the following sections:

1.3.1. Long term planning and progression

This section includes:

- A long term plan of objectives
- Progression across the classes
- Planning term by term

Teachers may use these documents to draft their monthly, weekly or unit plans for the subject.

1.3.2. Guidelines for teaching

All curriculum documents are self-explanatory and contain detailed guidance on what teachers should be teaching and students should be learning in the class.



1.3.3. Guidelines for assessment

These will tell you the preferred methodology for assessment at that particular age range and subject.

1.3.4. Teachers' resource packs

Some curriculum documents also have teachers' resource packs. These include activities and guidance on the methodology, which may be helpful to the teacher in implementing the curriculum. These packs give guidance on the topics to be used, themes to be considered and a range of textbooks including core texts recommended by the System.

1.3.5. Criteria for assessment

The objectives provide the criteria for assessment in that particular subject.

1.3.6. Objectives [\(See Fig. 1\)](#)

Teaching in the classroom is based upon the teacher's intention for the lesson.

Objectives often answer the question: "What do I want my students to know, do and understand as a result of my lesson plan/teaching?"

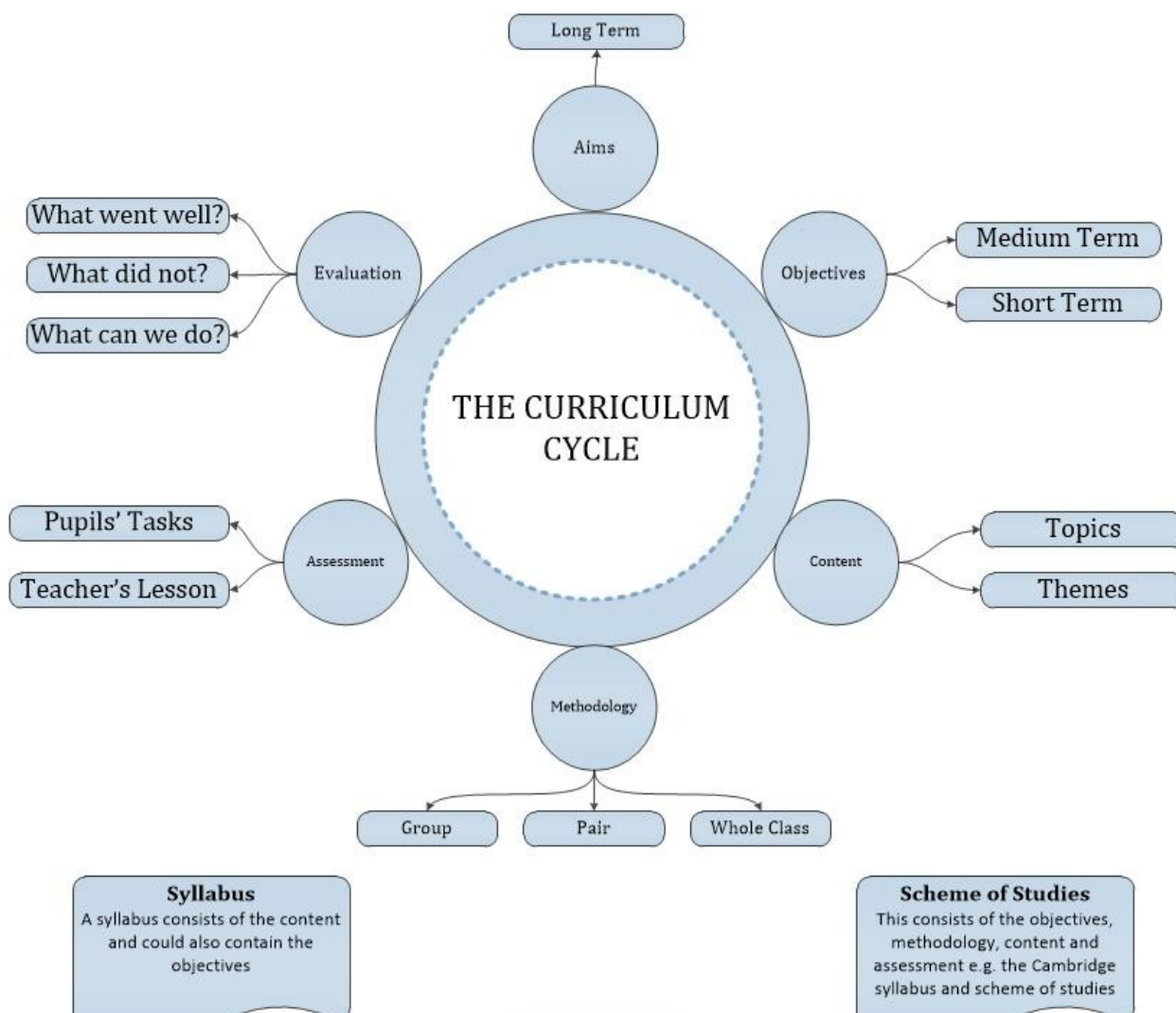
1.3.7. These objectives can be:

- Long Term: Here objectives are planned for a period of a year, two years, five years or the entire school period.
- Medium Term: Here objectives are planned topic wise or unit wise.
- Short Term: These could be a week's work, or even one particular period/block of time.

1.3.8. Objectives can be categorised into concepts, knowledge, skills, attitude, values and emotions:

- Concepts are ideas or generalisations that have to be understood e.g. house, happiness.
- Knowledge is based on facts that add to the understanding of the concepts.
- Skills are actions that illustrate the understanding of a particular concept or fact. Skills are what students actually do. Skills cannot be practised in a vacuum and must illustrate the context in which they are being taught e.g. reading is a skill but reading a book in private is different to reading a paper in public. Both have different demands. Teachers need to be careful when they are mentioning skills. Skills need to be specific. Reading alone does not clarify much. The teacher needs to clarify whether it is reading for information or reading for enjoyment etc.
- Values are beliefs, which we hold very strongly.
- Emotions are about feelings, how one feels about learning something.

Figure 1: The Curriculum Cycle



1.4. Content

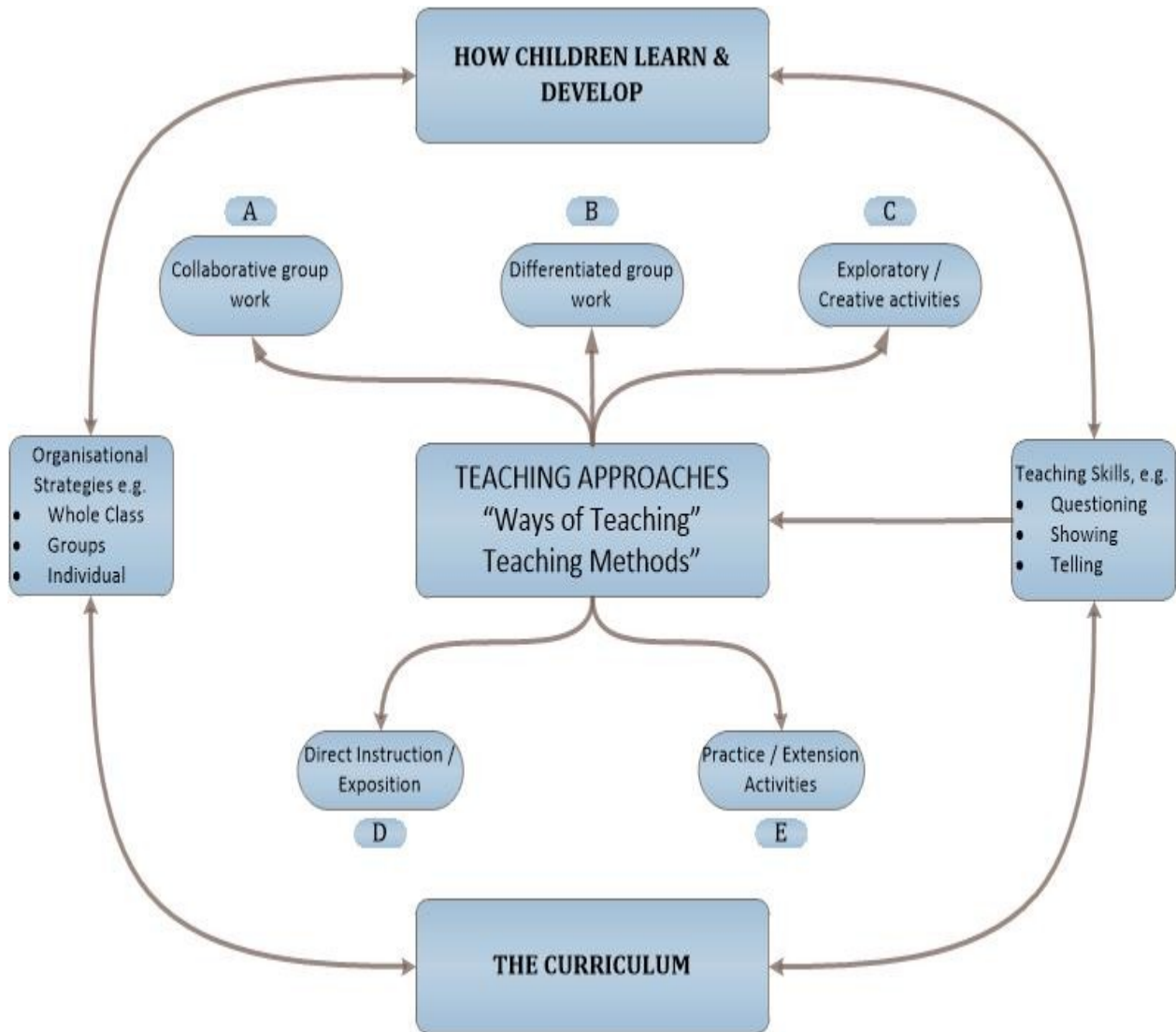
The content provides the meat for the lesson. Concepts, knowledge and skills are developed through different themes or topics. This is where the textbook forms a resource for the curriculum.

1.5. Methodology

This implies how a particular lesson can be taught. A range of activities is available to teachers to use as appropriate. These should conform to the ways in which children are likely to learn in that particular lesson most effectively. These can be:

- Whole class teaching
- In pair
- In groups
- Individually. [\(See Fig. 2\)](#)

Figure 2: Curriculum and Teaching Approaches



1.5.1. Teachers need to select the most appropriate methodology to teach the lesson. Different activities can be used to teach the different stages of lessons.

1.5.2. The stages of a lesson are:

- Introduction
- Practice through problem solving
- Review
- Reinforcement
- Extension and enrichment
- Recap
- Assessment of learning
- Evaluation.



1.5.3. Assessment has to be strongly tied to the objectives of a lesson in order to provide a focus for learning and improvement in teaching. The objectives of the lesson/s form the criteria for assessment.

1.5.4. All lesson plans must therefore indicate how the lesson is to be assessed i.e. what tasks the students will undertake to show how much learning has taken place.

1.6. Assessment

All learning needs to be assessed. There are two major reasons for this:

- To diagnose how learning has taken place from the teacher's point of view.
- To assess the progress that each student has made in his/her learning.

Note: It should be possible to put a line across the objectives, methodology and the assessment on a lesson plan and see the relationship between the three. Teachers must be encouraged to see that the more specific and accurate their objectives are, the easier will it be for them to match the assessment.

1.7. Evaluation

One of the most important tasks of the teachers is to reflect on their teaching. To find out for themselves if their lesson went off well, if not, how can they make it better.

1.7.1. Teachers can use the assessment to consider how effective their lesson was. Once this is done, teachers have to gauge the individual needs of their students and then identify the changes if necessary for their next lesson/series of lessons.

1.7.2. Teachers can use the assessment to consider how effective their lesson was. Once this is done, teachers have to gauge the individual needs of their students and then identify the changes if necessary for their next lesson/series of lessons.

1.7.3. This evaluation can then be used either:

- to amend the long term objectives/aims; or
- to change the methodology or content of the teaching.

1.7.4. Evaluation of lessons is therefore, crucial to all teaching and must be undertaken regularly.

1.8. The objectives, content and methodology together form the Scheme of Studies.

1.9. Weekly time allocations for each curriculum area should be strictly in accordance with the standardised timetables and guidelines.



SECTION: 2. SCHEME OF STUDIES and TEXTBOOKS

2. Scheme of Studies and Textbooks

2.1. A syllabus refers to one academic year's work to be carried out in full by all schools. A syllabus consists of the content and could contain the objectives. It also contains relevant textbook pages for teachers' reference.

2.2. Using the syllabus

2.2.1. School Heads are to see that every topic in the syllabus is appropriately and adequately taught.

2.2.2. The work can however be redistributed between the two terms, and in any suitable order. Each individual school is responsible for this, and coordination meetings with Academic Managers at the Regional Offices will help with this task.

2.2.3. The medium term plans in the BSS curriculum documents have been distributed over the two terms.

2.2.4. If the syllabus, which forms the core curriculum, has been properly completed before the end of the term/year, it is expected that teachers will go beyond the syllabus either by exploring a topic more deeply or by doing extra topics, which are of interest or use to the students.

2.2.5. In case the syllabus is not completed, the areas/topics not taught should be communicated to the School Head.

2.2.6. The next teacher should begin her teaching for the year based on the previous year's work.

2.3. Using a set textbook

2.3.1. Having to cover set topics in a textbook does not necessarily mean that every student needs to do every page and every exercise. If the class understands the work and has had sufficient practice, the next topic can be approached.

2.3.2. Attention should be drawn to the teachers' guides or resource books and other resource materials, which accompany the textbooks. They are designed to help teachers prepare interesting and useful lessons.

2.3.3. It is suggested that all teachers look at these resource books and materials, because even experienced teachers can find new ideas in them. Teachers may use and adapt ideas given to suit individual needs, and reject unsuitable ideas or activities. However, it is strongly recommended that all activities be looked at first.

2.3.4. The guidelines sometimes recommend extra reference books. In case these cannot be



found then the teacher and the students should use any other reference material that is useful and appropriate to the topic.

2.3.5. Heads are expected to ensure that teachers use the reference materials. This can be done through checking teachers' planners and classroom observations.

2.3.6. Students should be encouraged to use extra books and reference material in the school library. They can also be provided study packs of such materials through the school by photocopying them if necessary.

2.4. Coordination meetings

2.4.1. The purpose of coordination meetings at the Regional Offices is:

- to compare scheme of studies prepared by different school groups in the region and to iron out any major differences;
- to ensure that all schools within the region teach a core scheme of studies, which enables them to participate in the regionalised exams;
- to share good teaching practice.

2.4.2. All teachers attending coordination meetings must be carefully selected and must come to coordination meetings with:

- their own scheme of studies;
- problems they wish to discuss; and
- their best ideas.

2.4.3. In case of major differences Regional Office will constitute sub-committees to make a regionalised scheme of work.

2.4.4. Minutes of the coordination meetings will carry suggestions as well as any decisions that can be made.

2.4.5. Major decisions will be communicated to School Heads vide appropriate memos/directives/standing orders.

2.4.6. All teachers must get a copy of the minutes of coordination meetings.



SECTION: 3. TEACHER'S PLANNER

3. Teacher's Planner

3.1. A standardised BSS Teacher's Planner is issued to every class/subject teacher at the beginning of each academic year.

3.1.1. At the end of each academic year the teachers must deposit their planners in the office before they are issued new ones.

3.1.2. Folders should be retained by the teachers and used for at least three years.

3.2. The planner remains the property of the school.

3.2.1. The teacher, to whom the planner is issued, is responsible for its safekeeping.

3.2.2. The planner must also be deposited in the office before a teacher leaves on summer, winter and spring vacations or when a teacher is on planned leave of more than one day.

3.2.3. In the case of unplanned leave of more than a day, the teachers must send their planner to the school through a reliable source. This rule is to be strictly implemented in all schools.

3.3. The teachers must file the following items in their planner:

- A copy of the syllabus sent by Regional Office/Head Office
- All relevant guidelines
- A copy of all circulars sent from the school office
- A copy of all information sent from Head Office/Regional Office/SGO/the Academic Managers
- A copy of all the minutes of coordination meetings held with School Heads, School Group Heads, and the Regional Academic Manager
- A record of Parent-Teacher meetings.

3.4. Checking of planners must be carried out every week by the School Head or anyone else so deputed.

3.4.1. The Teacher's Planner can be called in at any time by the Regional Office or by classroom observers from Regional or Head Office.

3.5. The contents of the planner should include:

3.5.1. Information for Teachers (to be read very carefully) [Annex 3.1.](#)

3.5.2. Personal Data (filled in by every teacher) [Annex 3.2.](#)



3.5.3. Timetables [Annex 3.3.](#)

- Class Timetable
- Free Periods Timetable

3.5.4. List of other duties including extra-curricular activities

3.5.5. Scheme of Studies/curriculum document guidelines [Annex 3.4.](#)

Detailed break-up of syllabus topics/themes to be covered.

3.5.6. School Calendar [Annex 3.5.](#)

List of events/activities taking place in the school

3.5.7. Staff Meetings [Annex 3.6.](#)

Record of staff meetings (attended/unattended by the parents)

3.5.8. Student/Pupil Marks [Annex 3.7.](#)

- Class work: detailed record of all weekly assignments assessed
- Assessment Tests: detailed record of all weekly tests
- Schedule of assessments for the year.

Note: For computer-generated report cards, all marks and grades obtained by the students are to be entered electronically by the respective subject/class teachers in the gradebook using their BEAMS account.

3.5.9. Lesson Plans

There are two types of Lesson Planners being used in the System at present.

- Category 1: Classes 1 – XI [Annex 3.8.A](#)
- Category 2: Pre-Nursery - Nursery and Kindergarten [Annex 3.8.B](#)

Note: There are major differences in both types. Schools are advised to order carefully.

3.5.10. Detailed Outline of Teacher's Weekly Lesson Plans according to the Scheme of Studies (See [Section: 4](#) on Lesson Planning)

3.6. **The Early Years Observation Diary for Pre-Nursery, Nursery and Kindergarten contains the attainment of targets and guidelines for observing students.** [Annex 3.9.](#)

- These guidelines help to remind teachers of the areas of experience and provide examples of what the attainment of targets will look like in practice.
- The attainment targets for Pre-Nursery, Nursery and Kindergarten are provided at the back of this diary for ready reference.

3.6.1. Notes on Children [Annex 3.10.](#)

These are brief accounts of students' progress. Parents at parent-teacher meetings should invariably sign these, so that they are fully aware of their child's progress.

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SECTION: 4. LESSON PLANNING AND PREPARATION

4. Lesson Planning and Preparation

4.1. Planning is a vital element in teaching. Every lesson delivered needs some kind of planning and preparation, irrespective of a teacher's experience and however many times a topic has been taught.

4.1.1. Lesson plans are the way a teacher presents curriculum to students every day. Teachers must plan in-depth lessons in all subject areas.

Table 1: Five Important Questions in Planning Work

1.	What do we want the students to know, be able to do or to understand?
2.	What activities will enable students to reach our objectives?
3.	What resources will we need if the activities are to go ahead?
4.	What will the students have done to complete the work?
5.	Can the work fit into the time we have available?
(The sixth important question is: How can we evaluate and assess what has happened?) (The seventh is: How can we get all this onto a format, which does not take hours to fill in?)	



Table 2: Key Questions About Your Planning and Preparation

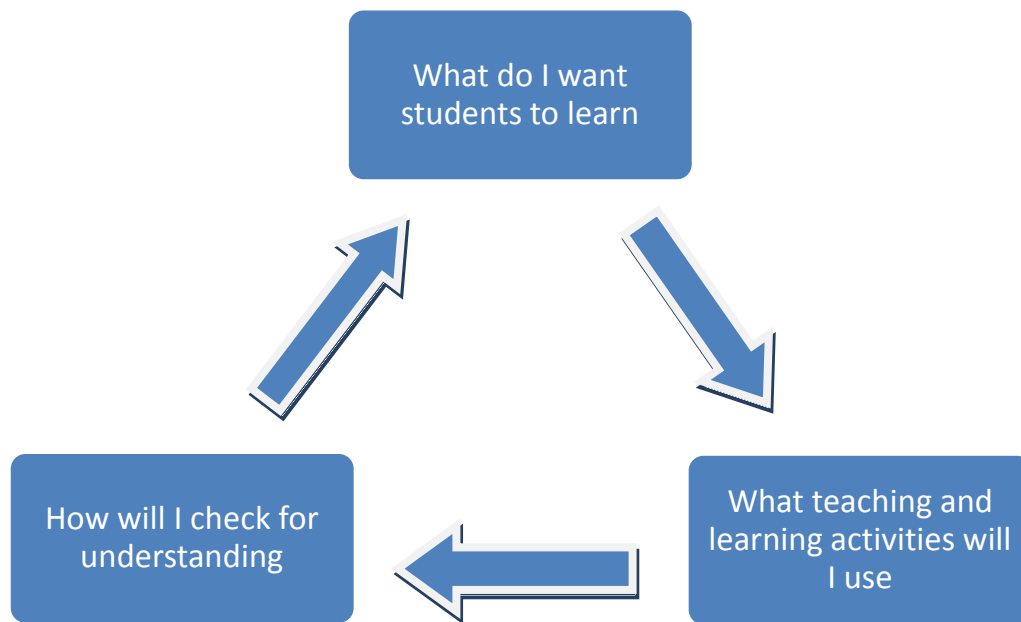
<ul style="list-style-type: none">• Are my educational objectives for this lesson clear?
<ul style="list-style-type: none">• Do my educational objectives take appropriate account of students' needs, particularly in terms of their abilities, interests, motivation, the context of the lesson, and the work they have previously done and will do in the future as part of their programme of study?
<ul style="list-style-type: none">• Does the content of the lesson and the learning activities selected, together with the structure of the lesson appear appropriate to maintain students' interest and motivation, and deliver the educational objectives intended?
<ul style="list-style-type: none">• What type of student performance during the lesson can I expect and how do I monitor and explore students' progress to ensure that the lesson is effectively promoting the intended student learning?
<ul style="list-style-type: none">• Are all the materials, resources and equipment I require well prepared and checked?
<ul style="list-style-type: none">• Does my lesson plan contain all the notes I need to refer to, including, for example, worked examples or a note about extension work to be used if the need arises?
<ul style="list-style-type: none">• Have I adequately prepared students for this lesson, by alerting them in advance to any revision that may be required or other preparation they should do beforehand?
<ul style="list-style-type: none">• Am I prepared for this lesson, in terms of my subject matter knowledge about the topic to be covered?
<ul style="list-style-type: none">• What type of assessment will I be conducting during the lesson, and, if formal assessment is occurring, is this well planned and prepared?
<ul style="list-style-type: none">• Are there any particular concerns that I need to bear in mind regarding this lesson, such as a student with special educational needs, or a particular aspect of the topic or learning activity that will require careful monitoring?

4.2. A lesson plan is the teacher's roadmap of what students need to learn and how it will be done effectively during the class time. [\(See Fig. 3\)](#)

4.2.1. A successful lesson plan addresses and integrates these three components:

- Objectives for student learning
- Teaching/learning activities
- Strategies to check student learning

Figure 3: The Roadmap to Successful Lesson Planning



4.3. The important parts of individual lesson planning are:

4.3.1. Deciding upon suitable objectives [\(Also See Table 3\)](#)

Remember objectives should be SMART	
S	Specific
M	Measurable
A	Accurate
R	Realistic
T	Timed

4.3.2. The content

4.3.3. The time for each activity

4.3.4. Deciding upon varied and suitable teaching methods. These may include:

- Eliciting facts or ideas from the students, rather than always giving them to the students
- Working in pairs or groups to practise some language skills, to solve a problem or share ideas for a project rather than always working 1:1 with the teacher or individually. **(Also See [Section 5 : Teaching Techniques](#))**



- Listening to other students, or an audio-cassette
- Reading aloud to the teacher or other students
- Writing notes, summaries, stories or poems, question and answers etc.
- Matching, rearranging words, pictures or objects
- Participating in discussions, colouring, drawing, constructing, experimenting, role-playing, and drama etc.

Table 3: Learning Objectives

<ul style="list-style-type: none">• What are Learning Objectives?
<p>These are the 'learning feet' of the lesson. If students are going to be successful, it is vitally important that they know what the teacher expects them to learn. It is important therefore that:</p> <ul style="list-style-type: none">- They know what is expected of them to do in order to demonstrate their new learning- The teacher is clear how students' performance will indicate that the new learning has been attained.
<p>Note: The objectives should only indicate the focus of the learning in the lesson. Students may well use a range of concepts, processes and attitudes, which are not in the objectives. The important feature here is what learning you, as the teacher, plan to concentrate on. Do not have too many objectives: three is an absolute maximum.</p>
<ul style="list-style-type: none">• How are Learning Objectives written?
<p>Firstly, the objectives need to be stated in terms of the students. (The most useful formulation is: Students should be able to")</p>
<p>Secondly, the objectives need to indicate the concepts, processes or attitudes that the students are to develop i.e. the objectives should indicate what the students should know, understand or be able to do.</p>
<p>Thirdly, the objectives need to indicate the performance that the teacher expects the student to show during or at the end of the activity, which demonstrate that, they have achieved the learning. A key part of this is the performance verb.</p>

Contd.



- **Suitable verbs include:** identify, distinguish, name, state, describe, order, sequence, construct, print, draw, demonstrate, write, solve, discriminate between, reorganise, sort, plan, formulate, interpret, record, select, present, locate information from text, decide, discuss, classify, etc.
- **Inappropriate verbs include:** know, understand, develop, memorize, internalise, value, etc. (phrases such as 'demonstrate an understanding of', 'recognise the importance of', 'become familiar with', 'appreciate the significance of', etc. should be avoided.

Fourthly, the performance needs to be specific. For example: "students should be able to demonstrate their handwriting skills when using the letters 't' and 'f'", should be replaced by "students should be able to correctly form the letters 't' and 'f' to the appropriate height".

Finally, the performance needs to be observable. For example: "students should be able to observe different parts of a sunflower" should be replaced by "students should be able to draw and/or describe and label different parts of flower".

4.4. Coordinated Lesson Plans

- 4.4.1. It is ideally recommended that lesson plans in larger schools particularly, are coordinated for a unit or a topic, leaving individual teachers to plan their own lesson plans.
- 4.4.2. However, in view of the long hours being spent by individual teachers the system has allowed coordinated lesson planning, which means that teachers plan a week's lessons for a particular subject in rotation.
- 4.4.3. For the primary school teachers some of the Curriculum Guidelines from Head Office and the Teachers' Resource Books have lesson plans, which are worth emulating.
- 4.4.4. The secondary/senior school teachers need to consult the teachers' guides and resource material available in order to plan their lessons.

4.5. Coordination Meetings for Coordinated Lesson Plans

- 4.5.1. A well-organised coordination meeting is one of the most important ways of ensuring effective collaborative outcomes in terms of a coordinated approach to lesson plans. This applies to all schools however small.
- 4.5.2. An important skill for the School Head is to plan and lead coordination meetings to ensure maximum results.



4.5.3. Effective collaborative techniques should be used to help give participants a stake in the decisions reached, and a better understanding of the implications so they are more likely to put the lesson plans effectively into practice.

4.6. Guidelines to follow while planning the coordination meetings

4.6.1. The meeting should be held within school hours.

4.6.2. The duration of the meeting should be between 60-80 minutes.

4.6.3. The time, venue and duration must be conveyed to all attendees in a timely manner.

4.6.4. The timetable should be adjusted at the beginning of the academic year to accommodate all teachers (including ET teacher/ ETAC As/ School Coordinators) and SM/HM alike as it is absolutely necessary for all of them to be present.

4.7. Pre-meeting

4.7.1. A subject coordination schedule should be worked out at the beginning of the academic year.

4.7.2. The responsibility of the coordinator should be rotated regularly in order to ensure that all teachers get the opportunity to plan lessons for all subject areas.

4.7.3. The teachers should be informed about the subject they are to coordinate so they come fully prepared to share their teaching ideas and lesson plans.

4.7.4. All participants are required to have read and understood the curriculum document for the particular unit/topic to be planned for the following week. This applies to all teachers even if they are not responsible for writing the lesson plans for the subject.

4.7.5. Teachers should bring with them:

- An evaluation of the previous week's plans.
- A list of additional resources that may be required.
- Resources that are already with the teachers should also be brought to the meeting for the purpose of demonstration and to clear any doubts about their correct usage.

4.7.6. Teachers should come prepared with any questions and queries regarding the content that has to be planned.

4.8. During the meeting

4.8.1. It is important that the meeting be held in a quiet area with comfortable seating to facilitate interactive discussion.

4.8.2. A coordination meeting register/file should be maintained by the HM/SM.



- 4.8.3. Attendance, key issues emerging from previous week's lessons and main takeaways from the meeting should be noted in the register/file by the HM/SM.
- 4.8.4. Curriculum documents should be present for reference and discussion.
- 4.8.5. Planning for each subject should be done together, respecting and considering everyone's views and suggestions. The HM/SM should ensure that the views/opinions of all participants are appreciated, and that no one teacher dominates the discussion.
- 4.8.6. The objectives set out in the meeting should be realistic.
- 4.8.7. Teaching and learning strategies should be in line with the expected learning outcomes.
- 4.8.8. The breakdown of lessons should be discussed to ensure that all sections cover the same topics at the same time and that appropriate use is made of the allotted class time.
- 4.8.9. The weekly planning sheets for the various subjects should be filled out during the meeting.
- 4.8.10. At least one ET integrated lesson should be planned weekly on rotation for all subject areas. This should be discussed with the ETAC As/ET teachers to ensure their support for related software/skills.

Note: Teachers who are absent during the meeting should take a copy of the weekly planner and go through the points noted in the coordination meeting register.

4.9. Post-meeting

- 4.9.1. Lesson plans should be written by the nominated teacher for the subject in light of the discussions and the weekly planning sheets prepared during the meeting.
- 4.9.2. Lesson plans along with the weekly planning sheets and the photocopiable resources should be submitted to the School Head two days after the meeting.
- 4.9.3. The HM/SM should ensure that the lesson plans submitted are in line with the discussions and mutually agreed content.
- 4.9.4. It is the responsibility of the HM/SM to have all the lesson plans, weekly planning sheets and resources photocopied and delivered to the concerned teachers by Friday.
- 4.9.5. The original lesson plans must be kept in a master file for each level. These should be kept in the HM/SM's office for future reference by teachers/SM/HM.
- 4.9.6. Details will vary depending on the preference of the teacher, subject being covered, and the need and/or curiosity of the students.



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- 4.9.7. Teachers need to make a note of any difficulties they face while implementing the lessons and be flexible in making changes on the spot. These points should then be brought up for discussion in the next meeting.
- 4.10. Lesson planning must be done a week in advance and lesson plans should be duly signed and approved by the Head teacher.
- 4.11. There are many websites that offer lesson plans, worksheets, and links to teacher-oriented websites. Teachers may use their favourite search engine to find free lesson plans.
- [SCHOLASTIC: Free Lesson Plans](#)
 - [TeacherVision: Lesson Plans](#)
 - [TeAch-nology: The Online Teacher Resource](#)
 - [Discovery Education : Lesson Plan Library](#)
 - [The Educators' Online Resource](#)
 - [Hot Chalk Lesson Plans Page](#)



SECTION: 5. TEACHING TECHNIQUES

5. Teaching Techniques

5.1. Although teachers are very knowledgeable about the subject they are teaching, they often rely on one teaching technique to impart this information. Teachers must use a variety of teaching techniques to promote active student participation and engagement.

5.1.1. Students are more likely to learn and retain if we ask them to do more than learn information. Including activities where students can explore applications and implications will improve learning.

5.2. Children learn in a variety of ways. It is especially crucial for teachers to take their students' preferential [Learning Styles](#) into account when they are teaching. Knowing the most effective route to learning can make it easier, more effective and take less effort.

5.2.1. Research shows clearly that a person must be engaged to learn.

- People learn by actively participating in observing, speaking, writing, listening, thinking, drawing, and doing.
- Learning is enhanced when a person sees potential implications, applications, and benefits to others.
- Learning builds on current understanding (including misconceptions!).

5.2.2. Some commonly used teaching strategies and activities include:

- [Active learning strategies](#)
- [Cooperative and Collaborative learning](#)
- [Peer tutoring](#)
- [Explicit teacher modeling/teacher demonstration](#)
- [Literature circles](#)
- [Classroom book clubs](#)
- [Small group guided discussion](#)

5.2.3. Online resources and educational tools websites include:

- [Study guides and strategies](#)
- [Instructional strategies](#)
- [Interactive Java-based courseware](#)



5.3. Games for learning encourage healthy competition and quick responses/action.

5.3.1. Games can make practicing and revising more interesting and fun, and they can be played by individuals answering alone or in consultation with a group or as a team.

5.3.2. Some examples are:

- Word games e.g. scrabble
- Problem solving e.g. agreeing on six items for survival in the desert.
- Questioning games e.g. students guessing object or famous person by asking questions, which can only be answered with a 'Yes' or 'No'.
- Guessing games e.g. what's in the bag - feel it.
- Memory games e.g. students in turns add to, and remember, an increasingly longer list e.g. shopping or looking at objects for one minute, then writing down their observations from memory.

5.4. Brainstorming Technique

5.4.1. **Brainstorming** is the name given to a situation when a group of people meet to generate new ideas around a specific area of interest.

5.4.2. In schools this is used as a technique to elicit previous knowledge and ideas from students or to teach new knowledge e.g. a picture can be put up on the blackboard, the same picture may be given to each pair or group, or different pictures may be given to each pair or group for brainstorming. The teacher or a student writes elicited words on the blackboard or students individually write down words that other students suggest. Thus, in a few minutes a list of words, terms, facts or ideas on a given topic can be generated.

5.4.3. Brainstorming helps promote thinking skills. When students are asked to think of all things related to a concept, they are really being asked to stretch their thinking skills.

5.4.4. To brainstorm, teachers should use a set of specific rules and techniques, which encourage and spark off new ideas, which could never have happened under normal circumstances.

5.4.5. Some basic rules to follow when conducting a brainstorm in the classroom with a small or whole group of students:

- There are no wrong answers.
- Try to get as many ideas as possible.
- Record all ideas.
- Do not express your evaluation on any idea.
- A brainstorming session should last for not more than seven minutes.
- Afterward, prioritise, analyse, or use the list to generate discussion or problem solving.



5.4.6. Teachers should use these basic rules to remove inhibitions:

- The students will shout out ideas as they occur to them and then build on the ideas raised by others.
- All ideas should be noted down and not be criticized. Only when the brainstorming session is over are the ideas evaluated.

5.4.7. The students will have to be trained to give one-word responses; otherwise, it gets too complicated to note everything down.

5.4.8. A further extension of brainstorming is clustering, where all the words written down randomly are clustered under a series of appropriate sub-headings e.g.

Living Things

Plants

Non Living Things

Furniture

5.4.9. Teacher can also categorise/classify the students' answers once the brainstorm is done or separate them out and let students work in groups on each of the sub topics.

5.4.10. Once the brainstorming activity is done, teacher will have a great deal of information on where to take the topic next. Or it may be linked to a current theme or topic to enhance knowledge. [\(25 Useful Brainstorming Techniques\)](#)

5.5. Scaffolding Instruction Strategies

5.5.1. [Scaffolding](#) in education is an instructional technique whereby the teacher models the desired learning strategy or task, then gradually shifts responsibility to the students. A set of training wheels on a bicycle is a classic example of scaffolding.

5.5.2. In other words, scaffolding is the application of support to the student in their early learning phase and then gradually removing that support system as the student masters the lesson.

5.5.3. Scaffolding can also include breaking a large task into smaller parts, verbalising cognitive processes, working in peer groups, or prompting. As the student begins to work independently, the teacher removes all or some of the scaffolding.

5.5.4. Scaffolding techniques should be considered fundamental to good, solid teaching for all students, not just those with learning disabilities or second language learners.

5.5.5. Scaffolding can be used at any level of education and in any discipline, but it requires detailed planning on the part of the teacher.

5.5.6. Teachers must be familiar with the students' abilities in order to apply scaffolding successfully.

5.6. Questioning Techniques

5.6.1. [Questioning techniques](#) are a heavily used and thus widely researched teaching strategy.

5.6.2. Questions can be of a lower order or a higher order. The quality of the question determines the quality of thinking done by the student and hence determines the quality of response.

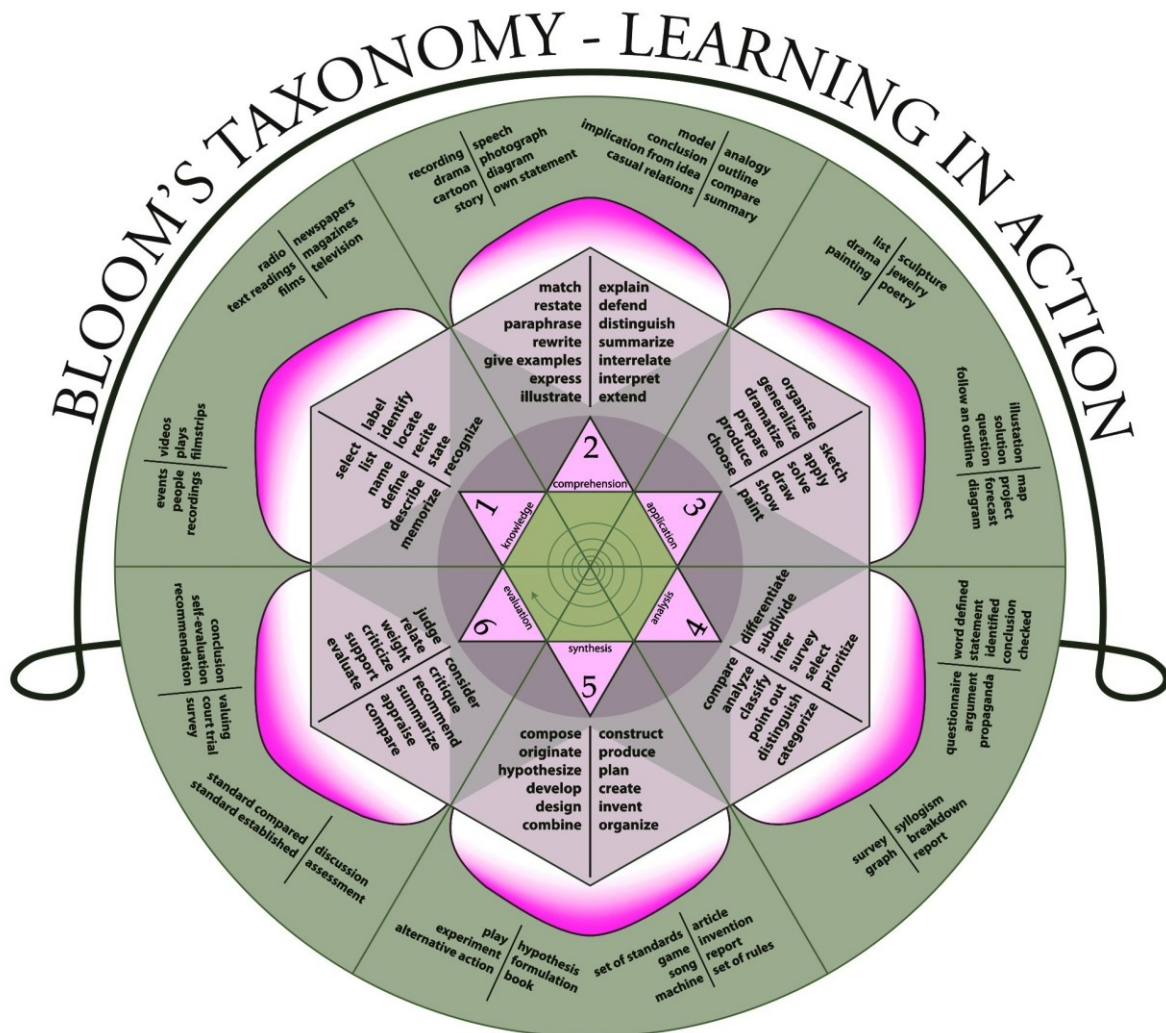
5.6.3. [Asking Effective Questions](#) [\(See Fig. 4\)](#)

5.6.3.1. Questioning should be used purposefully to achieve well-defined goals.

5.6.3.2. Teachers should ask questions, which will require students to use the thinking skills, which they are trying to develop.

5.6.3.3. As teachers, 80-90% of the time we tend to ask questions in the "knowledge" category. These questions are not bad, but using them all the time is. Teachers should refer to the six question categories as defined by Bloom, and try to utilise higher order level of questions. [\(Bloom et al.'s Taxonomy of the Cognitive Domain\)](#)

[Figure 4: Bloom's Taxonomy \(Cognitive Domain only\)](#)





5.6.4. When planning questioning, teacher should consider the following:

- What do I want to know?
- Which questions will help me find that out?
- In which order will I ask the questions?

5.6.5. Following rules should be observed by teachers while questioning in class:

- Ask open-ended questions (These elicit the children's own ideas)
- Let the students tell you what they know
- Avoid questions, which elicit simple answers such as 'Yes' or 'No'
- Encourage students to think about and use knowledge they have acquired
- Encourage them to solve problems and plan tasks for themselves
- The teacher should look and sound interested
- Give the students enough time to think of an answer
- Ask the questions in a sensible order
- Listen to what the students say.

5.6.6. Some useful tips on questioning in a real class situation

5.6.6.1. Choosing the student who is to answer.

This can be done in several ways: Open questions where all students who think they know the answer are asked to raise their hands and the teacher can nominate who will answer. Individual students can be named to answer - this is particularly suitable for giving appropriate questions to each student i.e. easier questions to less able students and more challenging questions to students that are more able.

5.6.6.2. Who asks the question?

Remember that it is a useful and extra learning process for students to ask questions of each other, rather than all the questions going from the teacher to the students. Teachers can give clues to the students in the form of flashcards, words on the blackboard or spoken: e.g. students are required to form the questions "Did Ali buy anything?" If necessary, the teacher could cue it by writing or saying "Did Ali buy anything else?" or ask a question about what other things Ali did.

5.6.7. Questions can come from different sources:

- The textbook (exactly as written)
- The teacher (adapted from the book or new ones)
- The students (their own choices). Students must be encouraged to question.

5.6.8. Question types

- Psycho-social questions
- Pedagogical questions
- Open-ended questions (high-level cognitive demand)



Note: The teachers' skills are reflected through the quality of their questioning.

Purpose of Psycho-social questions:

- To encourage shy members to integrate by participating (e.g. 'Nadia, you've got a little kitten too, haven't you?')
- To show interest in and value for group members (e.g. 'you have a good idea, Sana. Will you tell us?')
- To develop respect for each other's views (e.g. 'what do you think you would have done?')
- To assert control (e.g. 'Nadeem, what are you up to?')
- To implement routines and procedures (e.g. 'Ahmed, what did I tell you to do next?')

Purpose of Pedagogical questions/Closed questions: (Low-level cognitive demand)

- To recall information: for testing, consideration or feedback (e.g. where is Ethiopia?).
- To generate on-the-spot solution: application of known rule to new variables (e.g. what is 28 divided by 4?).
- To encourage analysis by describing, comparing or classifying (e.g. what's the difference between...?).

Purpose of Open-ended questions: (High-level cognitive demand)

- To explore information and ideas with no set 'answer' (reasoning/interpreting, hypothesising/ speculating, imagining/investigating e.g. how do you think the hero would feel if...? What would you do if)
- To encourage synthesis of information and ideas by focusing on contradictions, discrepancies, different sources of evidence (e.g. what do you think really happened?)
- To encourage evaluations, decision-making and judgments (e.g. would it be fair if...?)
- To encourage the transfer of ideas and application of knowledge (e.g. what's it that we've found useful?)

5.7. Correction techniques

5.7.1. Written work can sometimes be corrected by the student who made the mistake or by another student. Students must be encouraged to correct their own work after discussion with the teacher. **(See [Section 11](#) for a useful correction code)**

5.7.2. Oral correction can be done by:

- the student who made the mistake;
- other students; and finally
- the teacher (if no one knows)



Note: Even though it is quicker for the teacher to provide the correct answer, it is not very helpful to the learner. As often as possible, it is suggested that students be guided towards finding the correct answers.

5.7.3. Try to be encouraging when correcting a student. A straight 'No' can be rather discouraging. Other possible responses are: "Try again", "Not quite right", "Are you sure?"

5.7.4. The tone of voice helps too: Never be cynical or hard, but rather try to smile and say something in a friendly, helpful way.

5.8. Balance of four language skills

5.8.1. A balance of the four language skills should be maintained in each week's work, so that there is neither too much nor too little of any one skill practiced over any period of time. (See the BSS Urdu & English Languages, Science, and Mathematics curricula)

5.9. Teaching with the Constructivist Learning Theory

5.9.1. The best way to learn is by having students construct their own knowledge instead of having someone construct it for them. This belief is explained by the [Constructivist Learning Theory](#). This theory states that learning is an active process of creating meaning from different experiences. In other words, students will learn best by trying to make sense of something on their own with the teacher as a guide to help them along the way.

5.9.2. A teacher cannot "pour" information into the students' brains and always expect them to process it and apply it correctly later.

5.9.3. One of the first things a teacher must do when considering how to teach students is to acknowledge that each student does not learn in the same way. This means that if the teacher chooses just one style of teaching (direct exposition, collaborative learning, inquiry learning etc.), the students will not be maximising their learning potential.

5.9.4. It should be recognised that a person's prior knowledge may help or hurt the construction of meaning. People's prior knowledge comes from their past experiences, culture, and their environment. Generally, prior knowledge is good, but sometimes misconceptions and wrong information can be a hindrance. Sometimes, time must be spent correcting prior knowledge before new learning can occur.

5.9.5. Some Suggestions for Teaching with the Constructivist Learning Theory

- Encourage and accept student autonomy and initiative.
- Try to use raw data and primary sources, in addition to manipulative, interactive, and physical materials.



- When assigning tasks to the students, use cognitive terminology such as "classify," "analyse," "predict," and "create."
- Build off and use student responses when making "on-the-spot" decisions about teacher behaviours, instructional strategies, activities, and content to be taught.
- Search out students' understanding and prior experiences about a concept before teaching it to them.
- Encourage communication between the teacher and the students and also between the students.
- Encourage student critical thinking and inquiry by asking them thoughtful, open-ended questions and encourage them to ask questions to each other.
- Ask follow up questions and seek elaboration after a student's initial response.
- Put students in situations that might challenge their previous conceptions and that will create contradictions that will encourage discussion.
- Make sure to wait long enough after posing a question so that the students have time to think about their answers and be able to respond thoughtfully.
- Provide enough time for students to construct their own meaning when learning something new.

Source: Brooks, J. and Brooks, M. (1993). *In Search of Understanding: The Case for Constructivist Classrooms*, ASCD

5.10. Use of Teaching Aids [\(See Fig. 5\)](#)

5.10.1. Certain teaching aids are used more than others are. However, Figure 3 below gives a comprehensive range of teaching aids that can be used at all levels of school.

5.10.2. Teaching aids are very useful because they:

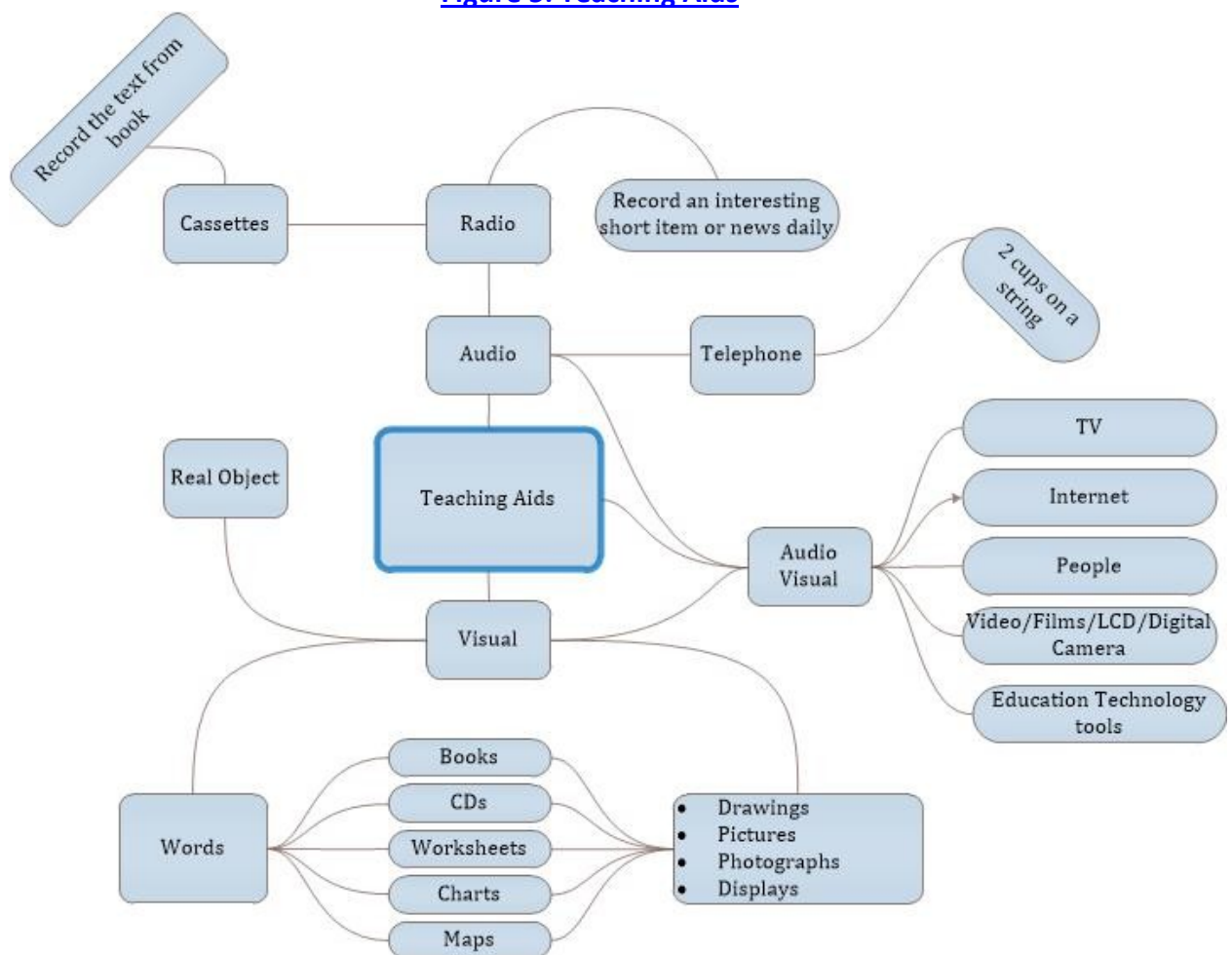
- supplement learning
- provide direct experience to the students
- improve understanding
- discourage cramming
- add variety to a lesson
- make the classroom live and active
- can be made/handled by students
- take the pressure off the teacher to talk too much - a picture can say a lot
- encourage students to use the knowledge and language they already have
- can be found/made easily from locally available items e.g.
 - food containers (tins/boxes)
 - used everyday items (newspapers and magazines)
 - left-over items (materials, dried foods)

5.10.3. The teacher, students and the blackboard are always available as teaching aids, so teachers need to:

- practise quick + simple blackboard sketching (match stick figures)
- be ready to act and mime
- be prepared to encourage students to draw, mime and act.

Note: All Pre-Nursery and Nursery classrooms contain corners set up with special teaching aids to facilitate early childhood education. (See the Early Years Curriculum documents)

Figure 5: Teaching Aids





SECTION: 6. USE OF ENGLISH IN SUBJECT TEACHING

6. Use of English in Subject Teaching

6.1. Use of English across the curriculum

- 6.1.1. School Heads are required to speak in English to teachers as well as students, and also expect to be spoken to in English most of the time.
- 6.1.2. Teachers should use every opportunity to speak and write in English in school and encourage students to do the same.
- 6.1.3. However, if there is some confusion or a communication breakdown, translating into the mother tongue of the student(s) is recommended, but the message must also be repeated in English.
- 6.1.4. Translation technique is particularly useful in Pre-Nursery and Nursery classes. As long as translation does not become an automatic first step, it is a good backup tool for ensuring communication in the classroom.
- 6.1.5. Remember that too much unnecessary and insensitive correction often leads to unwillingness to say anything.
- 6.1.6. However, teachers must continue to make efforts to teach correct spoken language patterns without damaging the confidence of the child.

6.2. In written work, grammar, spelling and punctuation mistakes must be corrected.

- 6.2.1. Encourage short/one-word answers in English at first. Longer responses can be elicited as confidence and ability increases.
- 6.2.2. Putting red marks on a child's work is not the only answer. Different methods should be used so that children can become party to correcting their own mistakes willingly.
- 6.2.3. Teachers must analyse the cause of the errors and take steps to correct them.

6.3. To produce proficient speakers in English, teachers must offer correction in the classroom. For this they need to know how to correct and handle mistakes.

[How to Correct: Four Ways to Handle Mistakes](#)

- 6.3.1. Students should be provided maximum opportunities to use English for different communicative purposes.
- 6.3.2. Students are required to use English:
 - in socially and culturally appropriate ways
 - to communicate in social settings
 - to achieve academically in all content areas.



6.4. English is a cross-curricular skill. It should be developed across the curriculum.

6.4.1. To enhance academic achievement in all subject areas, teachers should:

- create a language-rich classroom
- avoid using slang and idiomatic speech
- use multi-sensory instruction, hands-on activities and frequent modeling
- relate information, as much as possible, to students' prior knowledge
- use flashcards, pictures and labels for vocabulary building and teaching subject specific terminology
- have different media available for student use (books, magazines, newspapers, audio-tapes, video-tapes, computer software) to address different learning styles and also help build connections
- scaffold instruction. **(See [Section 5: Teaching Techniques](#))**

6.4.2. Teachers should emphasise more on the usage rather than the use of language.

6.4.3. With students, who are apparently weak in any subject, try to work out if they really do not understand the subject, or if their lack of English is holding them back.

6.5. Teachers should adopt new and more effective methods and a variety of instructional media in teaching English Language.

6.5.1. Ideally, teachers should use a multiple line approach to language teaching. The methods chosen should promote skill development in listening, speaking, reading and writing.

6.5.2. The teaching/learning resources and environment should enable the students to increase their English language proficiency, and provide access to a wealth of information beneficial in building content knowledge and clarifying concepts.

6.5.3. If teachers in secondary schools are to assume new roles and use new technology-supported instructional tools, they should become familiar with a variety of instructional delivery methods, rather than relying only on textbooks, chalkboard and lecture method.

6.5.4. Technologies such as audio and video recordings, Internet and computer can be more effective teaching tools for English Language lessons as they offer authentic learning experience when interwoven with existing curriculum.

6.5.5. To help students to use English in appropriate ways, teachers should teach what language is appropriate in what setting so students can determine when to speak and in what way (for example, formal speech or slang).



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- 6.6. For many subject teachers who have to teach their subject in English, their major gap is the language, which is a real problem as it causes a crisis in confidence.**
- 6.7. Subject teachers should be helped to improve their English proficiency with focus both on generic linguistic proficiency and the specialist vocabulary that is linked to each distinctive subject discipline.**
- 6.7.1. If, for example, school science is taught in English by teachers with limited language proficiency scientific understanding can suffer.
- 6.8. English Language Development (ELD) programme for BSS teachers focuses on both up skilling English teachers and helping subject teachers who use English as the medium of instruction.**
- 6.8.1. Teachers' English language proficiency and progress is evaluated and monitored by ELD trainers. Support is provided to teachers in a variety of ways depending on their language needs and stage of development in English language proficiency.



SECTION: 7. HANDWRITING

7. Handwriting

7.1. Handwriting is a more complex skill than we often realize. A child's ability to colour within the lines, trace over a shape and draw simple pictures forms the building blocks for writing letters and words.

7.1.1. Mastery of these skills enables children to focus on the content of their writing rather than the mechanics of pencil control, pencil grasp, speed and movement.

7.2. The recommended script to be used is the [Nelson Handwriting Script](#). All Pre-Nursery/ Nursery children should begin with the Nelson Handwriting. The recommended handwriting script to be used for Urdu is the Nastaliq Script. [Annex 7.1.A](#) & [Annex 7.1.B](#)

7.2.1. It is very important to remember that until the second term in Nursery, no formal writing should be attempted. It is far more important to concentrate on pre-writing activities. (*Refer to the Teacher's Notes in Nelson Handwriting Packs and the Early Years curriculum*).

7.3. Classroom Management

7.3.1. Classroom layout needs to be carefully thought out. The teacher must be able to circulate freely.

7.3.2. The general lighting in the classroom should be adequate for both right and left-handers to prevent them from writing in their own shadow. The blackboard should be visible, well lit but without reflection that might obscure visibility for any child in the room.

7.4. Teaching Handwriting

7.4.1. Some suggestions on the basic concepts of [Teaching Handwriting](#):

- English writing moves from left to right and Urdu from right to left.
- The movement of the hand in writing a letter is as important as its shape. If movement is learned incorrectly at the start, then joining letters becomes very difficult later.
- Spacing between letters and words is important for legibility.
- Care should be taken to distinguish between letters with mirror images e.g. 'b' & 'd'.
- Urdu alphabet letters change their shape in joining handwriting.



- 7.4.2. The letters will be taught in letter families and kept in their families until hand movement for each family is securely learned.
- 7.4.3. Left-handers can usually be identified by the end of the Nursery Class, when handwriting starts. They need special attention, and the teacher (using her own left hand) will have to show them individually how to form their letters.
- 7.4.4. The standard pencil grip (thumb and first two fingers) should be encouraged. It is important to establish a good pencil grip as early as possible.
- 7.4.5. In the tripod grasp, the pencil is held with the tip of the thumb and index finger and rests against the side of the third finger. The thumb and index finger form a circle. (Show the child how to form the [Tripod Pencil Grip](#) for writing.)
- 7.4.6. The most optimal body position for writing includes the ankle, knee and hip at right (90 degrees) angles with the forearms resting on the desk. The top of the desk should be approximately 2 inches above the elbows when the arms are at the student's side.
- 7.4.7. Some children may learn the wrong way to hold the pencil for writing. In such cases, it is important to modify the pencil grasp as early as possible.
- 7.4.8. In the earliest stages, the child's attention span is short. Children cannot be expected to copy from the blackboard for more than about three minutes at a time.
- 7.5. Up to the end of KG, most of the work will need to be on an individual rather than a class basis.**
- 7.6. Students should be proficient in cursive writing by the end of Class III.**
- 7.7. Students should be able to use a fountain pen comfortably by the end of Class VI.**
- 7.8. Let the students develop their own individual style (e.g. large/small, left hand/right hand) once they have mastered the standard script.**
- 7.9. Handwriting competitions should be organised twice a term. Each pupil's work should be displayed. The results of the competition are to be aggregated, and there will be overall winners in each class at the end of the year.**

Note: For further guidance refer to the Teachers' Notes in the Nelson Handwriting Pack, the Beaconhouse School System Early Years curriculum, and the Urdu & English Language Curricula for Classes KG to V.



SECTION: 8. CLASSROOM MANAGEMENT

8. Classroom Management

8.1. Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behaviour by students. In this, their role, student groupings and discipline, all play an important part.

8.1.1. If the teacher allows a discipline problem to arise, learning will be affected.

8.1.2. The most effective activities can be made almost useless if the teacher does not organise them efficiently.

8.2. The role of the teacher will depend to a large extent on the functions they perform in different activities. The teacher should act as a learning facilitator, controller, assessor, organiser, prompter, learner, a role model, and resource person.

8.2.1. Good classroom management reduces problems through careful design of lessons and classroom space, anticipates problems before they occur and uses positive reinforcement to reduce misbehaviour.

8.2.2. Positive classroom management can be seen as the result of four factors:

- How teachers regard their students (spiritual dimension)
- How they set up the classroom environment (physical dimension)
- How skillfully they teach content (instructional dimension)
- How well they address student behaviour (managerial dimension)

(Robert Di Giulio, 2007. Positive Classroom Management. 3rd edition. Vermont: Corwin Press)

8.2.3. The teacher should establish fair rules and offer warmth, acceptance, and support unconditionally - not based on a student's behaviour.

8.2.4. Students flourish in classrooms where they feel valued, cared for, safe, and where they are challenged to think and explore.

8.3. Instructions for class management and activities need to be precise, clear and unambiguous.

8.3.1. Teachers need to work out in advance, what they are going to say and when they are going to say it.



8.3.2. Instructions could be checked by asking a student to say what they have been asked to do. This is particularly important in pair or group work; otherwise, the teacher may waste time re-explaining to each pair or group.

8.4. Time management needs to be considered on a large and small scale.

8.4.1. The year's work needs to be realistically subdivided into manageable areas, bearing in mind the number of periods per week allotted to the subject (leaving enough, but not too much time for revision, twice a year).

8.4.2. The work for each lesson needs to be planned according to the time available.

8.4.3. Activities must match the purpose of the lesson and the teacher is the best judge of which activity must be done when and for how long.

8.5. In order to manage learning, it is important for teachers to put students in different learning situations in one lesson or in different lessons. There can be different arrangements for working in groups, pairs etc.

8.5.1. Working individually and independently allows the students to relax from outside pressure and gives them the opportunity to rely on themselves instead of on others. Reading and writing are both areas where individual work is possible.

8.5.2. Working in pairs is one move towards more student interaction and more learning activities where students simultaneously work in pairs.

- Pair work facilitates students' participation and practice and develops their listening skills. It allows the students to use and learn language in the classroom because the teacher is no longer oppressively present.
- It is important that the students are well prepared to do this more independent kind of activity. They should know how to work in pairs and should know exactly what is to be practised.
- The teacher needs to carefully monitor the students. This means quietly and continually moving around the classroom listening for mistakes and giving help when required. Pair-work exercises usually last 5-10 minutes.
- However, some mistakes will go unnoticed and uncorrected; but remember that mistakes are part of the learning process, and the more practice that takes place, the greater the chance of real understanding and learning, not just memorizing.
- If most students make a lot of mistakes then the teacher has not taught the material properly.
- The noise level will initially be higher, but the teacher has to train the students to work more quietly, and colleagues need to be made aware that silence in class does not always mean that work is taking place.



8.5.3. Working in groups is a further extension of pair work, where students work in groups of 3-6.

- The idea behind group work is that students learn through sharing ideas and by discussing them with each other. Every opportunity needs to be given to encourage them to work collaboratively.
- Group work like pair work allows an increase in the amount of student talking time and really gives an opportunity to the students to use the language to communicate and interact with each other. It also allows opportunity for co-operation and to an extent a degree of self-reliance.
- In group work it is usual for groups to have tasks to complete in 10-20 minutes. Again students have to be trained to work more independently and quietly and to ask for and give help to each other, and the teacher's main role is to monitor.

8.5.4. What guarantees learning in groups

- The teacher has to explain and develop a sense of responsibility amongst their students that no group work will be complete if all members are not participating. Each student's contribution is important and necessary.
- A lot of planning is required for a successful activity. The teacher should know what they are trying to achieve.
- The assessment task should match the objectives set for the activity.
- The teacher should give the students a clear picture of the requirement of the task and how will their work be assessed.
- The work planned should be challenging. It should cater for both the quick and slow workers. Each student should get an opportunity to think, to contribute ideas and participate in problem solving.
- All necessary equipment/resources should be made available as required. If a group or a student has to wait for scissors or glue while the others are working, then the student's focus has changed from his/her work to borrowing of the scissors.
- An ideal group constitutes 4 -5 members, in which each member has both an individual and a collective role.
- Poor instruction will leave the students confused and lost, and by the end of the period each student would have come to ask the teacher what s/he is supposed to do?
- The teacher should help students who have slowed down or are apparently stuck e.g. "Maybe you could try this....?", "How about doing it in a different manner?"



- During group work the teacher should enhance students' thinking by asking them questions like “Why did you choose....?”, “How did you manage to find...?”, “Can you think of another way to do it...?”
- The teacher needs to be aware of the problems that would hinder the progress of the work e.g. a sick child.

8.5.5. Kinds of groups

- Seating Groups: Students are sitting together but do not work as a group. The students are facing each other, even doing the same assignment but individually - without discussing or relating to each other.
- Working Groups: They are groups working on the same thing (may check each other's answers) but are expected to work towards their own solution e.g. in Math.
- Co-operative Groups: Students of different abilities are grouped. The purpose is to encourage learning in students. Each student has different but related task e.g. making a map.
- Collaborative Groups: Each student has the same task. There is a joint outcome e.g. problem solving, discussing a social or moral issue.

8.5.6. Whole class enables the teacher to talk to the class as a whole. It is a very useful way of giving information to a large group in a short span of time.

8.5.7. Working with the teacher (Lockstep) is a traditional classroom organization. Here the teacher is in complete control of classroom interaction. The focus of attention is on the teacher and the whole class, or the teacher and one student at a time.

- Lockstep classroom management does have a place in classroom learning, but perhaps with a more limited role. The most suitable place for this controlled interaction procedure would be at the beginning of a lesson when new material is being given or elicited, and at the end of a lesson when learning is being finally checked.
- Only one student at a time can speak (with the teacher only), so each member of the class gets very little practice time in each lesson.
- The teacher cannot be sure that all the students are paying attention or learning anything while concentrating on one student at a time.

8.5.8. Working individually (guided, independent work) is another teaching and learning option. Here students are doing the same or different work, and again the teacher's main role is to monitor, after carefully explaining and setting up the activities.



Note: Each of the above-mentioned approaches has its own advantages and disadvantages so it is recommended to vary the use and approach to suit various activities. However, it should be remembered that students learn best by maximum participation and opportunities to practice.

8.6. Discipline

Discipline here does not mean a series of punishments meted out to badly behaved students. Discipline here refers to a code of conduct, which binds the teacher and students together so that learning can be more effective. In other words, the objective of 'discipline' is not to take action when things get out of hand but to ensure that things never reach that stage.

8.7. Causes of Discipline Problems

- The teacher herself: The behaviour and the attitude of the teacher is the most important factor in a classroom, and can have a major effect on discipline.
- Students: Students have many reasons for behaving badly:
 - Time of the day when the class is held and the students' level of tiredness
 - Students' attitude towards the class, the teacher and the subject being learnt
 - A desire to be noticed or attention-seeking behaviour.
- The Institution: A lot depends on the attitude of the institution towards discipline and student behaviour. Every institution has a recognised policy for dealing with discipline problems and it should be followed strictly. In case of severe problems, the School Head should deal with the problem instead of the teacher.

8.8. Prevention of Discipline Problems

Following are some practical methods that teachers may use to create a classroom environment that honours both teacher and student:

8.8.1. Maintain your dignity

- Do not lower your dignity by getting involved in unnecessary argument or physical struggle with your students.
- Be a good example of what you would like the students to do, be and admire.
- Avoid trying to be too popular with students.

8.8.2. Be fair & consistent

- Do not be strict with discipline one day and slack another.
- Do not show favouritism to any student.
- Be just and fair in dealing with misbehaviour and do not allow your emotions to control your actions.
- Never take action over a student when you have lost your temper. Wait until you have regained it.



- Respect the children and their rights.
- A sympathetic and understanding attitude to students is not a sign of weakness but of strength.

8.8.3. Come well prepared to class

- A well-prepared teacher will know what is likely to interest and stimulate his/her class and will have a lot of ideas to keep the class interested and involved.
- Students can immediately identify teachers who are not sure what to do in the classroom, and are therefore likely to cause trouble.

8.8.4. Be firm

- Your authority will be lost if you appear to be uncertain in your decision-making.
- Do not tell students apologetically what you want them to do, but speak to them in a confident and decisive tone.
- When teaching a class for the first time it is better to be too firm than too easy, while still retaining a friendly manner.
- It is easier to slacken the degree of strictness than increase it once authority is lost.
- If an offence or disorder occurs, act at once. Delay may be interpreted as weakness.
- It is not sufficient to say you will see the student later. If you say so, be sure that you do. An unkempt promise is a lost point.
- Never give a warning you are not prepared to carry out.

8.8.5. Be self-critical

- Try to see yourself as students see you.
- To carry authority, you must be aware of both your strong and weak points.
- Be careful of personal mannerisms and undesirable character traits.

8.8.6. Use punishments and rewards wisely

- Rewards should be used to acknowledge successful efforts and can also be used as incentives.
- Rewards should never be so easy to earn that they lose their worth.
- Do not use big punishments for little offences.
- Punishments must never humiliate the student.
- Punishment should be aimed at stopping and correcting bad practices.
- Punishments should never be so light that they become ridiculous.
- Never allow punishment to become revenge. The objective must be to reform.
- Physical (corporal) punishment must never at any stage be inflicted on a child, no matter how big the offence.



8.9. **Assertive Discipline Approach**

Assertive discipline is a systematic and objective way of ensuring teacher-controlled classroom. This is high profile discipline. The assertive teachers are demanding, and yet treat everyone fairly.

- 8.9.1. Clear rules are laid out and consistently enforced and appropriate behaviour does not go unnoticed in an assertive teacher's classroom.
- 8.9.2. A positive attitude is prevalent in the assertive teacher's classroom.
- 8.9.3. Following steps are taken to apply assertive discipline approach:
 - Decide which rules should be implemented in the classroom. Devise four or five rules that are specific and are easily understood by the students.
 - Have the students write the rules and take them home to be signed and returned by the parents. Attach a message explaining the rules and requesting their help.
 - Give firm, concise directions to the students who are in need of outside control.
 - Dismiss the thought that there is any acceptable reason for misbehaviour.
 - React confidently and quickly in situations that require behaviour management.
 - React assertively as opposed to aggressively. Determine what is best for your students and expect compliance. Students' compliance is imperative in creating and maintaining an effective and efficient learning environment.
 - Catch them being good. The quickest and the most effective way to promote the display of appropriate behaviour is to reward them by a simple thank you, verbal praise, individual prizes or group rewards.

8.10. **Ways of taking action in case of in-discipline**

- Act immediately. The longer a discipline problem is left unchecked, the more difficult it is to take action.
- Stop the class. This will indicate to all the students that there is a problem in class. Then deal with the problem.
- Reseating. Change the place of the students or separate the troublesome lot.
- Change the activity.
- Deal with the student after the class.
- Involve the parents and the administration where the problem persists or is serious.

Note: Refer to the BSS School Discipline Policy for guidance on disciplinary procedures. This policy deals with rules governing the conduct of students and the consequences of non-compliance.



8.11. Visit the following web links for some more useful strategies to shape positive classroom atmosphere.

- [Positive Classroom Discipline](#)
- [Classroom Discipline Resources](#)
- [Classroom Discipline Strategies](#)
- [Proactive Strategies for Disruptive Student Behaviour](#)
- [Techniques for Better Classroom Discipline](#)



SECTION: 9. MEETING INDIVIDUAL NEEDS

9. Meeting Individual Needs

9.1. Children may have specific needs which may be defined as under:

- children with Special Educational Needs (SEN)
- children with a physical, mental or psychological disability, or medical condition
- children who have family problems (resulting in too much or too little attention at home, and/ or physical and/or verbal abuse)
- children with a chronic medical problem (and the resultant problems with certain medicines e.g. dizziness, drowsiness etc.)
- children who are academically gifted (very quick workers and those academically above their age).

9.2. Typical behaviour by such children will include some of the following features:

- not being able to keep up with the class
- not being willing to participate in class activities
- not being able to hold pen/pencil easily
- need more time to complete assignments or tasks
- weak in problem-solving power
- will disrupt the work of the class, or of certain individuals
- prone to violent behaviour and abusive language
- always seeking attention from the teacher
- understand and work very fast
- often disobedient and restless
- nervous and crying a lot
- absent a lot
- hyperactive (will not sit still, or sit at all)
- not being able to concentrate for any useful length of time
- finding it difficult to understand and use verbal and non-verbal communication
- lack of learning motivation.

9.3. Some possible corrective strategies include:

- seating the child near the teacher
- carefully selecting a sympathetic group for the child to work with
- setting appropriate levels and quantity of work
- setting appropriate class rules and keeping them fairly and consistently



- speaking firmly not shouting
- being friendly, supportive and encouraging
- giving praise when justified to each student, remembering that they are all individuals needing different handling and support at different times for different achievements
- changing the teacher or section
- talking to other teachers and the rest of the class
- giving individual help, without disadvantaging others
- counseling parents.

9.4. Treating Special Children

It is important to remember that every class may have one or more special children; therefore, it should be seen as a normal part of school life, hard though it may be at first. Ignoring or being harsh to these children will soon have a harmful and long lasting effect on the whole class and the child himself.

- 9.4.1. It is an important lesson in life skills for the whole class to learn that everyone is different.

9.5. Special Educational Needs (SEN)

Children have [Special Educational Needs](#) if they have a learning difficulty which calls for special educational provision to be made for them. These may be children with Autism, Dyslexia, Dyspraxia or a severe medical condition associated with some physical disability, or sensory impairment.

- 9.5.1. Children have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age; or have a disability which prevents or hinders them from making use of educational facilities provided for children of the same age in schools within the same locality.

- 9.5.2. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

9.6. Schools should place great importance on identifying SEN so they can help children as early as possible.

- 9.6.1. Class teachers should be provided proper guidance on how they should identify, assess and provide help for children with SEN.



9.7. Children learn in different ways, and can have different levels or kinds of SEN.

9.7.1. The school is responsible for ensuring the following with regard to children with special needs:

- conducting a detailed assessment of the child's needs
- seeing that the children with special needs are being helped appropriately
- ensuring liaison with parents
- providing differentiated teaching and learning matched to the child's individual needs
- collecting relevant background information about individual children
- maintaining up-to-date written records.

9.8. A school must tell parents if they start giving extra or different help to a child because of their special educational needs.

9.8.1. Parents must be consulted at every step and informed about their child's progress.

9.8.2. Parents should also be advised on what help they can give their child at home.



SECTION: 10. MOTIVATING LEARNERS

10. Motivating Learners

10.1. Motivation is the most important aspect of learning. Motivating students is a challenge all teachers face.

10.1.1. If the students are motivated, they will willingly and to the best of their ability, work as requested. Without motivation, nothing will happen and teaching will be difficult, if not impossible.

10.2. The process of motivation stems from stimulation, which in turn is followed by an emotional reaction that leads to a specific behavioural response.

10.3. Initially try to determine the level of motivation in your class.

10.3.1. This can be ascertained by finding out:

- if students appear interested in the lesson
- what they are actually doing (listening, writing or doodling, looking out of the window).

10.4. Remember everyone learns in different ways; so, do not expect the whole class to react in the same way.

10.4.1. Some learners prefer listening, some like to practise by talking, some like reading and others prefer to take lots of notes. Similarly, some students prefer to work alone, while others work better in groups. This means that lessons have to be planned for:

- a variety of skills
- a variety of activities
- a variety of interactions (teacher - students / teachers - individual student / student - student)
- the use of audio visual aids.

10.5. Here are some practical teaching ideas about how to motivate students:

- Having a variety of skills and activities in a lesson.
- Being positive and helpful towards the learners.
- Giving suitable rewards for 'good' or 'improving' work.
- Guiding learners towards their personal strengths while discreetly pointing out their areas for development.
- Explaining and showing the short and long term benefits of learning and working, through a positive and helpful attitude from the teacher, and making full use of the learners' previous knowledge and thinking capabilities.



Memorising facts or rote learning will not be a sufficient motivator at all times.

- The appropriate use of audio visual aids in lessons, which are to be planned in advance and carefully chosen and used.
- Developing an atmosphere of healthy competition in class, by not putting 'losers' down, but encouraging them to help each other. Team or individual competitions can be fun as well as a quick way to test and revise.
- Giving realistic and relevant examples for new facts/ideas.
- Grading work from easy to difficult i.e. setting easier work at the beginning of a lesson, or at the end of the week if students appear tired.

10.6. A variety of ideas and strategies should be used for [Motivating Learners](#) in the classroom.

10.6.1. An excellent way to start is by having strong classroom management skills. Teachers can refine their natural talents in this area by following the tips found in:

[Take Back That Class](#)

10.7. The overall goal of teachers should be to help students develop into self-motivated learners. Students who are encouraged to become motivated lifelong learners will be more successful in and out of the classroom.

10.7.1. While teachers can't make or teach students to be self-motivated, they can encourage and promote this highly desirable trait. [\(See Fig.6\)](#)

10.7.2. Generally, students will show some self-motivation if they:

- know what is expected of them
- think the effort is worthwhile
- feel they will benefit through effective performance.

10.8. Teachers need to be very aware of impact that their verbal comments and non-verbal body language might have on their students' motivation level. Below are some tips for being a motivator and not a de-motivator.

10.8.1. Show honest appreciation by using "I statements" instead of using a mechanical or exaggerated response. Below are some examples of communicating personal appreciation:

- "I appreciate that."
- "I like the way you said that."
- "Thank you very much for that."
- "I sure like your taking that risk."



10.8.2. Communicate empathetic acceptance or understanding by using "I'm with you" statements. Below are some good examples of "I'm with you":

- "I might make that same mistake."
- "Lots of us feel that way."
- "I can see how you would do that."
- "I understand why you would say that."

10.8.3. Support and encourage a student without causing the student to grow dependent on the teacher approval or praise. This is done when a teacher simply gives time and attention to a student by listening carefully. Below is a list of things to do when giving attention without praise:

- Use sincere eye contact that shows you are truly listening.
- Use honest appreciation or "I'm with you".
- Use non-threatening physical touch like a pat on the arm or shaking hands.
- Simply give students time so that you can listen or communicate with them about a situation.
- Greet a student after their absence.

10.8.4. Use plain corrects or incorrects. This allows the teacher to treat the students like intelligent people who do not appreciate overstatements or exaggerations. Below is a list of some appropriate plain correct responses:

- "Yes, that's right."
- "Okay."
- "Yes, that's just what I wanted."
- "Correct."
- "Yes, thank you."
- "No, the correct answer is -----."
- "You had the first part right, but the last part was incorrect."
- "Thank you for taking a risk to answer that, even though it was the wrong answer."

10.8.5. Provide praise and reward for all. Some might receive praise for bigger accomplishments than others but even the low performer needs a regular pat on the back. Teacher should:

- Look for positive things to say about a student's work even when pointing out problems or mistakes with the work.
- Praise the class as a whole to encourage the class and also build team unity.



10.9. Things to avoid

10.9.1. Too much praise

Too much praise can lead to a student becoming dependent on it. It becomes an addiction instead of serving to motivate the students. They begin to require constant praise and develop no personal initiative.

10.9.2. Unfairness

Consciously and unconsciously teachers tend to react more positively to some students more than others. Teachers need to put personal differences aside and treat each student equally so that each student has the same opportunity to be motivated to learn.

10.9.3. Manipulation

Manipulation happens when teachers focus their attention on the positive behaviour of a student or group of students in order to hint that certain behaviour is the most desirable. This works in some situations to motivate students to modify their behaviour; yet, underneath it is really saying that it is okay to manipulate people to get what you want. For example: "Look at how well Farah did on the assignment" or "I really like how well this side of the room is contributing."

10.9.4. Exaggeration

Exaggeration quickly devalues honest relationships between students and teachers. Exaggerated praise includes statements such as, "Great answer!" "Super!" "Wonderful!" "Sensational!"

Adapted from an Iowa State University 245/268 curriculum and instruction (CI) class in the spring semester in 2000.

Figure 6: Encouraging Adult / Inhibiting Adult

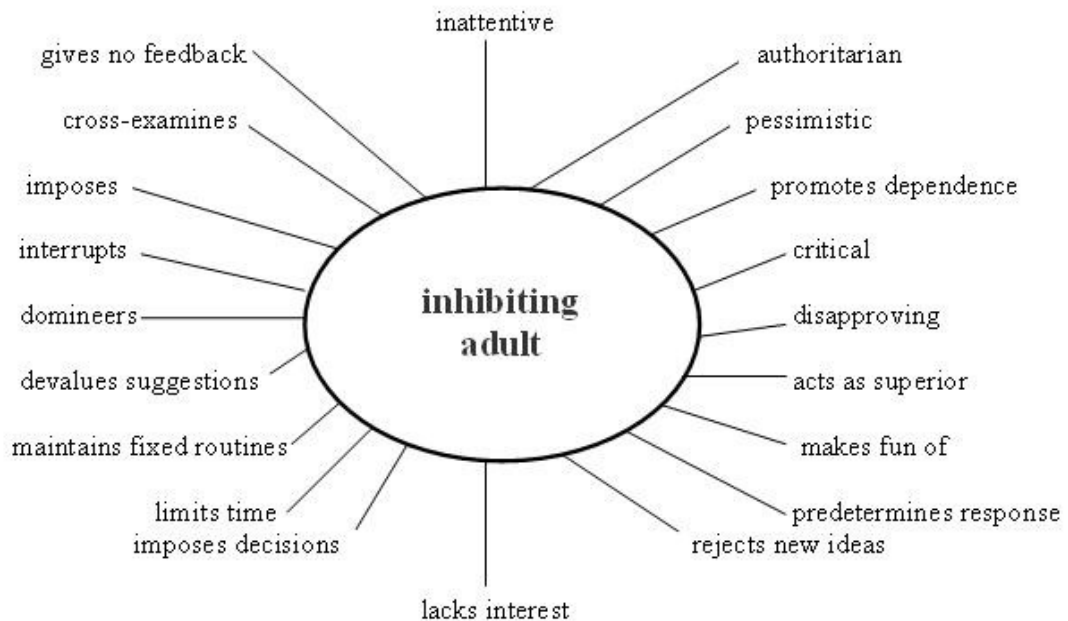
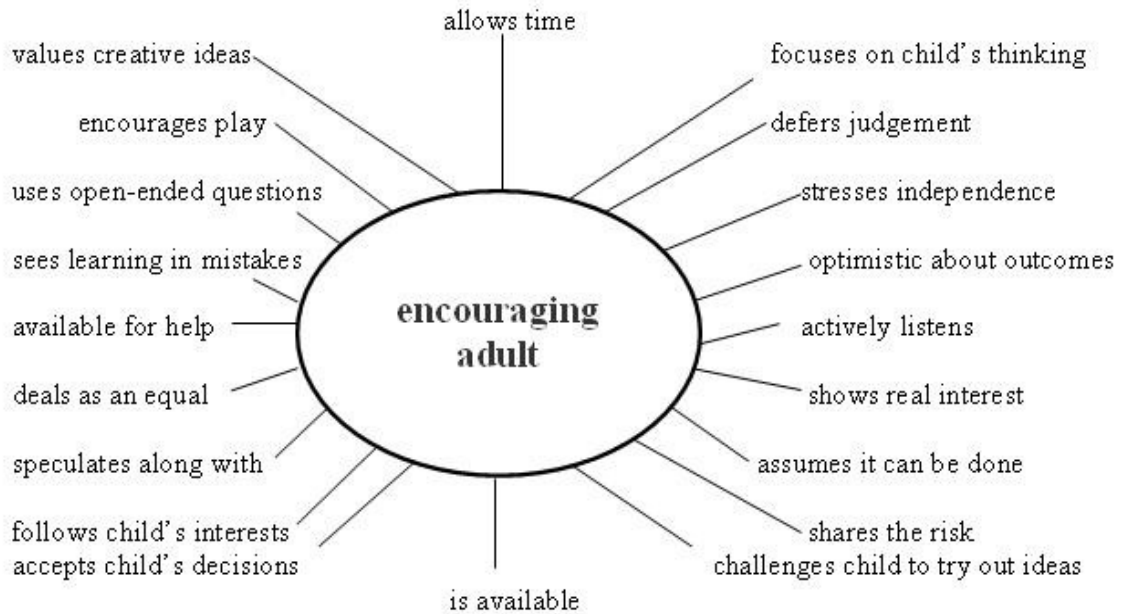




Table 4: Encouraging Statements / Discouraging Statements

<p style="text-align: center;">Encouragement</p> <ul style="list-style-type: none">• “I think you can do it.”• “You have what it takes.”• “You’re a hard worker.”• “What do you think?”• “I could use your help.”• “It looks like a problem occurred; what can we do to solve the problem?”	<p style="text-align: center;">Discouragement</p> <ul style="list-style-type: none">• “Here, let me do that for you.”• “Be careful; it’s dangerous.”• “Don’t forget your assignment.”• “Let me give you some advice.”• “When you’re older, you can help.”• “I told you to be careful.”
<p style="text-align: center;">Encouragement</p> <ul style="list-style-type: none">• “You put a lot of effort into your work.”• “You’re a fine person.”• “I know you did your best.”	<p style="text-align: center;">Praise</p> <ul style="list-style-type: none">• “I’m proud of you when you do well.”• “You did better than anyone else in the class.”• “Next time, if you work harder, I know you can get an A instead of a B+.”

THE LANGUAGE OF ENCOURAGEMENT (Evans, 1995, Dreikurs, Grunwald, & Pepper, 1982)

10.10. The statements in Table 4 above, contrast encouraging statements that imply faith and respect with discouraging statements that convey doubt and disrespect.

10.10.1. To be encouraging, adults must believe that children have a positive desire to solve problems and make changes. When this attitude is lacking, encouragement is nothing more than another technique to coerce children.



SECTION: 11. CORRECTIONS

11. Corrections

11.1. The purpose of correcting students' work is to provide guidance immediately on what they have done well as well as what they need to do to improve without giving them a sense of failure.

11.1.1. Corrections, whether done in red or blue, will produce the same results if they do not encourage students to improve their work.

11.2. Useful methods that can be employed by teachers

11.2.1. Self-correction is a very valuable learning activity, but students have to be trained for it. It should take 10-15 minutes, after which the students return their copies to the teacher for rechecking. It is very important for the teacher to develop a positive attitude towards correction, and to encourage the students to see self and peer correction as a learning process. It should be used judiciously at the discretion of the teacher and under her supervision.

11.2.2. Teacher should check the corrections once the students have done them.

11.2.3. When training students for this new activity, resistance will be met from both students and parents, so both need to be informed as to why it is sometimes done. It is not that the teachers are not doing their job properly, but that the students learn better from mistakes they have corrected themselves.

11.3. A correction code may be used when marking written work so that the student can do some self-correction.

11.3.1. The following table shows some possibilities, but teachers can devise their own symbols.

Λ <i>a word is missing</i>	/ <i>start a new sentence</i>
~ <i>join sentences/paragraphs</i>	Gr <i>grammar error</i>
// <i>start a new paragraph</i>	X <i>not necessary</i>
(...) <i>move text to better position</i>	w <i>word or phrase too simple</i>
SP <i>spelling mistake</i>	WW <i>wrong word</i>
WO <i>wrong word order</i>	WM <i>word missing</i>
WT <i>wrong tense</i>	Exp <i>poor expression</i>
P <i>punctuation/capitalization</i>	Par <i>paragraphing</i>
S/P <i>singular/plural issues</i>	? <i>unclear meaning</i>
Ref <i>problem with reference and cohesion</i>	S-V <i>subject/verb agreement</i>



- 11.3.2. Students need to be trained for this new approach, so it is initially advisable to add the correction code to each underlined mistake. As students become more competent, the code can be dropped.
- 11.3.3. A useful way to mark written texts using a correction code is to annotate the first draft that the student submits which is then returned to the student for revision using the correction codes as a guide. Each student should then be given a table of the correction codes for reference. Once they finish their second draft only then would it be explicitly corrected.
- 11.3.4. Using correction codes and a 2-draft system as mentioned above aids the learning process by focusing student's attention on their own errors, thus encouraging self-monitoring and cultivating self-correction.
- 11.3.5. Highlighting some parts of the written work where the student has done well is a good way to indicate that their effort is appreciated.
- 11.3.6. It is important that all students' class work, exercise books and assessment tests be regularly and carefully marked by the class/subject teacher.
- 11.3.7. It is recommended that all students' class work should be formally checked. Tests must be checked and returned to students as soon as possible for discussion in class.
- 11.3.8. All tests must be signed by the parents and records kept with the teacher concerned.
- 11.3.9. Overwriting on students' work by the teacher is strongly discouraged. Corrections must be made in the margin.
- 11.4. Target: Students must be helped by the teacher to correct their work.**
- 11.4.1. It is similarly important that teachers' checking of students' class work, homework and test papers be monitored by the Senior Mistress at least once a month with a different subject being examined each month.
- 11.4.2. The Heads/Principals should also randomly check some of the test/exam papers.
- 11.4.3. Teachers having problems with checking class work or homework should be monitored by the School Head more frequently and they should be provided extra positive help in checking students' work.
- 11.5. It is part of the teacher's job to give their students the kind of feedback that helps them to learn and grow, and encourages them to continue trying.**

Here are some: [Ways to Correct a Student without Hurting their Feelings](#)



SECTION: 12. HOMEWORK: SETTING & MARKING

12. Homework: Setting and Marking

12.1. Homework must be regularly given, carefully marked, and promptly returned to the students.

12.1.1. Homework for the various subjects should be spaced out evenly over a week. Coordination between subject teachers and class teachers is necessary for this.

12.1.2. Each class will have a homework timetable approved by the Head.

12.1.3. Homework schedule must be displayed in all the classes.

12.1.4. The homework needs to be planned in advance and written in the lesson plan.

12.2. The amount of homework should be determined with an average student in mind.

12.2.1. Pre-Nursery/ Nursery homework should not be given as a matter of routine but only to students who require special attention or reinforcement.

12.2.2. The length of assignments for Pre-Nursery/ Nursery should only be 15 minutes.

12.2.3. For the KG, one 15 - 20 minute assignment a day may be given as a matter of routine.

12.2.4. The following table indicates the optimum quantities for Classes 1 to IX and above.

Class I - II	30-minute assignment daily
Class III	30-minute assignment daily
Class IV - V	60-minute assignment daily
Class VI - VII	90-minute assignment daily
Class VIII	90-minute assignment daily
Class IX and above	at the discretion of the teacher

12.3. The homework assignments should be targeted at the teaching objectives and serve the purposes of learning.

12.3.1. Teachers should take note of the following points when designing homework for students:

- The homework should have clear objectives, and can accommodate the level and needs of students.
- The form and contents of homework should be of a great variety so as to develop students' creativity, self-learning and collaborative skills.
- Ineffective and mechanical drills should be avoided.



- The homework should match the content taught in class. In fact, it should build on what happens in class and not just a mere repetition of what is learnt in class.
- Homework should enrich the learning experience in a meaningful way. It should encourage independent learning, consolidate skills and help students to answer new questions.
- Teachers should make good use of the homework as a tool for evaluation and feedback to enhance the motivation and effectiveness of learning.

12.4. Homework must be written on the blackboard for the students to copy it down in their diaries.

12.4.1. Up to Class V, the teacher should check and sign the homework given in the students' homework diaries.

12.4.2. Teacher should note which students are absent when the homework is given and then take steps to ensure that it is done.

12.4.3. Monitor students who were present but did not do the homework - was it laziness or were they unable to do it?

12.5. Secondary school subject teachers must ensure that homework is copied by the students in their diaries, and should monitor its completion carefully.

12.5.1. Homework is not a test but a reinforcement of the class work. Therefore, normally, homework should be of a level that can be handled independently by the student.

12.5.2. Teachers should avoid the temptation to say, "Finish this class work as homework." The quick workers will be left with little to do and the slow workers with too much.

12.6. Although homework is not marked, it is essential that it should be checked.

12.6.1. Very untidy, carelessly done homework should not be accepted.

12.6.2. The criteria for presentation should be explained to students and communicated to parents also.

12.7. Weekend homework: All homework and assignments set for the weekend (including project work or local research work) should be made as interesting as possible depending on the class and level.

12.8. Holiday's homework: The main purpose behind assigning holidays' homework is to provide extended practice and investigations or to shape individual habits and work ethic, without overloading students and parents.



12.9. Holiday assignments are essential for bringing below-level students up to their full potential.

12.9.1. By assigning projects that are meaningful and exciting, students should be enabled to share things about themselves and their family with their classmates.

12.10. Here below is a list of alternative homework ideas separated into the following categories:

12.10.1. Outings

e.g. field trip; visit to the museum/a historical site/ zoo/ mall/ airport/ park/ ice cream or juice factory/candy factory/ farm/ local library/ water treatment plant/ a local government office or going shopping and computing how much 25/50/70% off would be on the sale price of clothes etc.

12.10.2. Outdoor activities

e.g. gardening, fishing, hiking, biking, skating, swimming, camping, horseback riding, exploring nature, bird watching, maintaining pets, photography, running a stall in fun fair etc.

12.10.3. Arts and Crafts

e.g. building models such as birdhouses/cars etc.; make a simple scribble/ origami/ paper dolls/ family banner/ paper decorations/ scrapbook/ birthday cards using recycle objects/ drawing and colouring story books/ book covers; make a colourful collage, and create an Art display or a puppet show; sewing/ knitting/ quilting or building simple structures with hand tools etc.

12.10.4. Games and activities

e.g. Monopoly, Scavenger Hunt; play restaurant/ cafeteria, candy shop; organise a book club/reading circle/ talk show/ colour weeks; study the food pyramid/ water cycle; draw timelines; draw a map to a friend's place; write directions; learn a different language; watch an historical movie or show together; play instruments; create riddles; create a song or a short melody; make a temperature/ weather chart; draw routes; build a roller coaster using several bridges; sort and count money; use ATM machine; open own bank account; build construction projects; or help with remodeling projects to understand geometry; plan own lunch menu/ family meals/ daily timetable; journal writing; word/alphabet games; use alphabet stamps; dictionary games; Spelling Simon; rhyming words/synonyms and antonyms etc.

12.10.5. Math/Number activities

e.g. use pizza/ pie/ bread to work on fractions; use a fish tank to discuss conversions: gallons to litres to ounces; create items for an Estimation Table; use small blocks for multiplication facts; addition and subtraction of food on their plate during dinner



using vegetables; play Addition War on a card deck; Addition Bingo; Multiplication Twister; count steps to different places in the house; keep bowling scores manually; use stamps or stickers to make a math/counting book; measure angle of shadows/diameters of dinner plates; calculate gas mileage; use eBay; maintain a checking account or manage an allowance; plan a party using grocery ads; money exchange game; sorting activities; track growth chart of a child; keep track of time and set time on digital clocks etc.

12.10.6. Physical activities

e.g. practice Bubble Blowing in the bath, Sink and Float with various objects and measurement; play sports or after school activities; establish daily exercise plan: calculate distance walked, swam, biked, etc. and how many calories are used; spell words or do multiplication tables as you jump on a trampoline - one letter/number per jump; spell words or do multiplication tables as you play basketball; one letter/number per shot; spell words or do multiplication tables as you jump rope etc.

12.10.7. Computer activities

e.g. Real time strategy games such as Age of Empires and Rise of Nations etc. Teachers may use the Internet for more interesting homework ideas.

www.sparky.org

www.coolmath4kids.com/

www.sciencenewsforkids.org

www.mathcats.com/explore.html

www.softschools.com/

www.classroomclipart.com/

www.starfall.com

www.nasa.gov/externalflash/50th/main.html

www.Kidspell.com

www.apples4theteacher.com/math.html

12.10.8. Philanthropy

e.g. save the environment and community service projects for helping animals, children or senior citizens etc.

Note: The BSS curriculum documents also contain guidance on home assignments and online school projects.



SECTION: 13. RELATIONSHIP WITH PARENTS

13. Relationship with Parents

13.1. Parents can be said to be the customers of the school. It is extremely important to have good working relationships between parents and teachers.

13.1.1. Parents may not always be right, but they do have the right to be concerned. Therefore, they deserve to be listened to and helped.

13.1.2. Teachers must look on each student's education and wellbeing as the common goal of the teacher, the school and parents.

13.1.3. Heads and teachers should be patient and polite with parents, whatever their feelings towards them might be.

13.1.4. Teachers should adopt an encouraging attitude with parents about their child, but be honest about faults and problems.

13.1.5. When problems arise, the School Head or the teachers should be positive and suggest remedial steps for the parents and/or the school to adopt without being personal.

13.2. Three parent-teacher meetings are mandatory in a year. The School Head will ensure that all parent-teacher meetings achieve their maximum potential.

13.2.1. It is extremely important to keep the doors open and welcome parents to share in the educational goals of the student.

13.2.2. School Heads should train their office staff to deal politely with parents. The office staff often conveys the first impression of the school to the parents. It is important that the impression given be one of courteousness and consideration.

13.2.3. Parent-teacher meetings are private between a teacher and a student's parents, and are an opportunity to exchange ideas and communicate feelings. They must not be held in public.

13.3. Suggested arrangements for parent-teacher meetings:

13.3.1. Parents should be given plenty of notice about the upcoming parent-teacher meeting.

13.3.2. Reports of students' progress based on remarks on all subjects, clearly showing strengths and areas for development, should be sent to parents before the meetings are scheduled.

13.3.3. Parents should be asked through a circular to have ready questions for the parent-teacher meeting



- 13.3.4. Parent-teacher meetings could be general when all parents are invited to speak to all the teachers, or meetings could be individual and the parents of the student could be called in on one specific day to discuss a particular issue e.g. streaming into Cambridge/Matric, or a specific discipline or academic problem.
 - 13.3.5. Parents' comments register/files are to be maintained.
 - 13.3.6. Seating arrangements for the parents should be made available especially when they are discussing their child's progress with the concerned teacher.
 - 13.3.7. Students could be invited to this meeting, but it is not mandatory.
 - 13.3.8. Confidentiality and privacy at these meetings viz. other parents and students should be strictly maintained.
 - 13.3.9. Record keeping of these meetings is important. Parents to be informed of the student progress and asked to sign the record sheet maintained. More emphasis on written information/record is preferred.
 - 13.3.10. Parents of students, who have not achieved as well as they should have, should be called before the general parent-teacher meeting to a private meeting with the Principal/HM and the teachers.
 - 13.3.11. Students/parents must not be subject to ridicule by the teachers.
- 13.4. Teachers should follow these simple guidelines to make their parent-teacher meetings productive and effective:**
- 13.4.1. Create a welcoming environment for parents by displaying student work, arranging seating for parents and making a private space for the meeting.
 - 13.4.2. When greeting parents at the meeting, be sure to start on a positive note. Smile, thank them and begin with some positive remarks about their child. Identify strengths and ask the parents to provide their input as well.
 - 13.4.3. Let the parents know about their child's ability level in different subjects and in relationship to their peers.
 - 13.4.4. Discuss the academic progress of your students by using examples of student work and assessments. Take parents through the assignments that are particularly demonstrative of the students' progress and abilities.
 - 13.4.5. Ask questions and listen actively. Ask them about their child's likes and dislikes, how homework is handled at home and what their child's attitude towards school or specific subjects is like. Discuss their child's strengths and needs, preferred learning activities and discuss your areas of concern. Be sure to let the parents know how the areas of concern can be addressed.



- 13.4.6. Share ideas for supporting learning. Provide suggestions for activities and strategies parents can use at home to help their child learn and grow.
 - 13.4.7. Seek solutions collaboratively. Avoid judgments about what "they" should do and instead emphasise how "we" can work together to resolve any problems.
 - 13.4.8. Do not be negative, aggressive or defensive with parents, as this will cause problems.
 - 13.4.9. Make an action plan. Spend the last few minutes discussing how you and the parents will support the student.
 - 13.4.10. Schedule a way to follow up on your meeting in the next few months, and agree to provide them regular updates on student progress and challenges.
 - 13.4.11. Conclude your meeting with a sincere thank you. Remind parents that they have taken a keen interest in their child's education and that the door is always open. Remind them that it's their positive attitude toward learning that will help their child grow both academically and socially.
- 13.5. Following strategies are suggested for teachers to use when delivering news to parent about their child's academic or behavioural problem:**
- 13.5.1. Focus your comments and efforts only on things that can be changed.
 - 13.5.2. Limit the number of suggestions for improvements so that parents are not overwhelmed.
 - 13.5.3. Speak plainly and avoid jargon and euphemistic language.
 - 13.5.4. Be tactful, but not so tactful that you don't adequately communicate the problem.
 - 13.5.5. Ask for and listen to parents' reactions.



SECTION: 14. ASSESSMENT

14. Assessment

14.1. BSS assessment practices aim to foster independent learning by enabling students to be described in ways that are understandable to students, helping them reflect on their own learning, and set future learning goals.

14.1.1. In the BSS curriculum documents there are clear statements of what the students should know, do, understand and experience (facts, concepts, subject skills, learning skills, and values), what is to be assessed, and how is it to be assessed.

14.1.2. A clear assessment framework has been set alongside the objectives.

14.2. A combination of [Formative and Summative Assessments](#) is used systematically to monitor student progress and guide instruction.

14.3. The prescribed formative assessment strategies are connected with effective classroom practice. These strategies include:

- Observation - watching the students on task; questioning/discussion with the student; photographing/videoing/audio taping work in progress; examining students' work and marking students' work according to the marking policy.
- Sharing the learning goals/objectives with students.
- Helping students to know and recognise the standards they are aiming for.
- Developing students into confident learners who understand their strengths and areas of development without fear.
- Involving students in self-assessment.
- Having confidence that every student can improve.
- Helping teachers to provide specific, constructive and timely feedback and to identify next steps.

14.4. Summative assessment in BSS is based on external, school-based, regionalised, and end-of-year examinations in Class IV onwards. In Classes VII and above, it is based on both mid-year as well as end-of-year examinations.

14.4.1. Students are informed in advance of the topics that are to be assessed in both the mid-year and end-of-year exams.

14.4.2. At senior secondary school level the requirements of 'O' and 'A' Level or Matriculation will guide the assessment.



14.5. In Classes I to III there are no examinations. Student reports are based on work done during the term rather than exclusively by mid-year/end-of-year examinations.

14.6. Continuous assessment in Classes I to III will comprise the following:

- One class work per topic to be marked: This class work will be an unguided piece of work. Marks will be given on the exercise books/ workbooks/ worksheets etc. The topic, date on which the class works were done and the marks obtained will be recorded by the teacher.
- One formal assessment per subject per term: These assessments will be designed by the teachers and checked and signed by the School Head. Students will be informed in advance of the topics to be assessed. This information will be noted in the students' homework diaries. Each assessment should not be longer than one period (40 minutes) duration.
- Two End-of-Unit (EOU) assessments per year i.e. one EOU in each term: These EOU assessments will be designed by the SGs in collaboration with the teachers. Students will be informed in advance of the topics that will be assessed and this information will be noted in their homework diaries. All subjects will not be assessed one after the other on consecutive days, as the EOU assessment for the 6 subjects will be spread throughout the term. Hence, an EOU assessment timetable will not be sent home. The Academic Managers will ensure that only one subject's EOU assessment be carried out in December and May. Each EOU assessment should not be longer than one period (40 minutes) duration.
- Project work, oral and mental mathematics
- Formative assessment: This will be based on observations, lesson evaluations in terms of students' learning and students' self-assessment. Marks will not be given to this type of assessment and it will only be used to inform teachers about their teaching.

14.6.1. At the beginning of each academic year schools will prepare their own Assessment Plan for Classes I to III, so that teachers know how and when the assessments will take place.

14.6.2. Assessment Plans shall be sent to the Academic Managers before the beginning of each academic year.



14.6.3. The schools' Assessment Plans will be communicated to the parents through newsletters and by organising orientation sessions in which parents will be educated about the different forms of assessment being used in BSS.

14.6.4. Parents will only be given information in advance about the formal assessments. All other types of assessment will be without notice to parents.

14.7. Assessment specifications for Class IV onwards in each curriculum area

14.7.1. Class Work: This refers to the daily work carried out in class by the students. This is the most important aspect of continuous assessment.

- Teachers should carefully monitor the activities of the students in their class with special reference to the following:
 - The students' ability to work independently.
 - The students' capacity to complete their task within the stipulated time.
 - The students' standard of performance in the curriculum area.
- It is necessary to check all class work, but one class assignment per topic should be marked.
- Heads must monitor the weightages given to different skills in the various subject areas ensuring that no skill is over/under assessed.
- All class work should be assessed according to given attainment targets and objectives laid out in the curriculum.
- In English, for Classes IV & V, two types of class work have been identified:
 - Routine Class Work: English teachers decide what is to be assessed and how it will be assessed.
 - Specified Class Work: These are activities listed in the curriculum documents, which must be assessed by teachers.

Note: A Specified Class Work sheet is included in each of the units of work. Teachers are expected to complete these sheets for every student and include them in their assessment portfolios.

14.7.2. Class Tests: These refer to the snapshot assessments taken to see students' progress at a particular point in time.

- End-of-topic tests to diagnose learning are left to the discretion of schools and teachers but should stay within policy frameworks.
- Tests should be set at the ability range, yet present a challenge to all.



- Schools should make their own assessment plan at the beginning of a new session so that teachers and students know how and when the assessments will take place.
- This plan should determine the number of written/oral/practical assignments to be marked as well as the number and types and timing of tests given during the academic year for every subject/level.
- Tests should be given with adequate notice and should not be longer than two class periods.
- Retests are strongly discouraged unless there is a specific need determined by the School Head/Principal.
- There should be a common assessment paper for all the sections within a grade level to maintain uniformity in assessing. Objectives for these tests should be coordinated.
- Teachers must make marking keys for grading all test papers to ensure fairness and to provide a source of evidence to parents during parent-teacher meetings.
- It is the duty of the class teachers to collect the marks from the subject teachers and record them in their Teacher's Planner.

14.7.3. **Other Assessment:** 20% of the Assessment marks (i.e. 10/50 in each Assessment mark on the Primary school report) are to be allocated for different skills in different subjects:

- In English and Urdu, the marks will be given on the basis of Oracy according to the targets set in the Speaking and Listening strands. (Ref. English & Urdu Language curriculum documents)
- In Mathematics, assessment will be based on skills in Mental Math i.e. simple sums done orally, and later on knowledge of multiplication tables, and ability to manipulate simple formulae etc. Mental Mathematics assignments that are to be marked need not be oral drills only. These could include written responses to oral drills or games etc. Any project that the teacher wishes to mark for assessment whether on individual basis or group work, will also fall in this same category. (Ref. Mathematics curriculum documents)
- In Science and Social Studies, the marks will be based on the project work done during the term, which should include an oral component i.e. the ability to explain the project to others. (Ref. Science and Social Studies curriculum documents)



- In Classes I to II, assessment in Islamiyat will be based on oral question and answer on the content of the course, and recitation of the Surahs and Ayats in the course of the study. However, Class III onwards, oral assessment will be based only on recitation of Surahs and Ayats in the course of study.

14.7.4. Speaking & Listening: Oral assessment should be wide ranging, using multiple methods and sources of information over the school year.

- Oral language assessment, to be a valid predictor of a student's ability, needs to be set in a range of contexts and situations. Therefore, schools need to avoid repeating the same oral examination context or procedure.
- Opportunities for oral assessment include:
 - Role-play
 - Drama
 - Dialogue and discussion
 - Debate and speeches
 - Storytelling
 - Storytelling and retellings
 - Using functional language
 - Seminars
 - Presentations (individual or group) in a variety of contexts.

14.7.5. Co-curricular Subjects (Classes I to VIII): Students will be awarded grades in Music, Art, Games, and ICT Skills using a grading key at the end of the term.

14.8. School Heads are to take full responsibility for the assessments in their schools. It is their duty to:

- Ratify the assessment tests before they are administered.
- Guarantee that tests are delivered in a secure and appropriate environment and that effective post result procedures are in place to manage test results.
- Ensure reliability and consistency in the marking of assessments.

14.8.1. Assessments must be valid, reliable and fair in order to give an accurate demonstration of student learning.

- Validity refers to the accuracy of an assessment – whether or not it measures what it is supposed to measure. A valid test shows students' real knowledge or performance abilities, not test-taking abilities.
- Reliability refers to the extent to which assessments are consistent. It is established if a test given on a number of occasions to the same child, or marked by different people, would get the same marks.



- **Fairness** means that an assessment should allow for students of both genders and all backgrounds to do equally well. For a task to be fair, its content, context, and performance expectations should: reflect knowledge, values, and experiences that are equally familiar and appropriate to all students; and be as free as possible of cultural, ethnic, and gender stereotypes.
- 14.8.2. SG academic staff and school management should seek to ensure maximal validity, reliability and fairness in a number of ways, including:
- Determining the validity of the assessment tests
 - Ensuring inter-marker reliability
 - The use of straightforward, unambiguous mark schemes and answer keys
 - Monitoring of teachers throughout the time that they are marking assessments.
- 14.8.3. Curriculum coordinators should ensure standards of quality through random checking of assessment tests during their school visits.
- 14.8.4. Information from student assessment statistical data and result analyses should be used for improving student achievement.
- 14.8.5. School Heads should strive to make the ongoing use of assessment data analysis to promote student success a part of their school culture.
- 14.8.6. SG academic staff, curriculum coordinators and school management should look for trends and patterns while going through the assessment and examination data in the online BSS Gradebook.
- 14.9. Assessment Procedure**
- 14.9.1. Pre-Nursery to Nursery
- Continuous assessments to be based solely on Teacher's observation.
 - Checkboxes to be ticked in the reports.
 - Reports to be sent out twice a year, i.e. at mid-year and end-of-year.
- 14.9.2. Kindergarten
- Continuous assessments to be based on class work, assessment tasks and other work as applicable.
 - Reports to be sent out twice a year, i.e. at mid-year and end-of-year.
 - No class positions to be given.
- 14.9.3. Classes I to VI
- Continuous assessments to be based on class work, end-of-unit tests, class tests and other work.



- There will be no mid-year exams up to Class VI.
- There will be no end-of-year exams up to Class III.
- Reports to be based on continuous assessment, tests and end-of-year examinations respectively as applicable.
- Reports to be sent out twice a year i.e. at mid-year and end-of-year.
- No class positions to be given.

14.9.4. Classes VII to VIII

- Continuous assessments to be based on class work, assessment tests and other work.
- Mid-year exams to be held in Classes VII and VIII.
- Reports to be sent out twice a year. Mid-year and end-of-year reports to be based on continuous assessment, mid-year and end-of-year examinations respectively.
- Social Studies paper and assessments to be split into History and Geography.
- English and Urdu papers to be split into Language and Literature.
- For both Urdu & English, Literature and Language will be examined as separate papers but marks will be reported in a combined form as English & Urdu.
- No class positions to be given.

14.9.5. Classes IX and Up

- Two exams per year under regular exam conditions.
- Reports to be sent out twice a year, and based on continuous assessment and examinations.
- A report after the mock exams/send ups prior to the public examination in IX M, XM and XIC.
- There is no limit to the number of tests/exams at this stage for revision. However, over testing must be avoided. Emphasis must be laid on creative problem solving and guidance on weak areas.
- Matric follows a very rigorous routine of tests and are not to be restricted to any set policy.



14.10. Reports

- Pre-Nursery to Nursery: Reports to be based solely on continuous assessments through comments and checklists only.
- Kindergarten: Reports to be based solely on continuous assessment in the form of comments and marks.
- Classes I to VI: Reports to be based on continuous assessment and end-of-year examinations in the form of comments and marks for each subject.
- Classes VII to VIII: Reports to be based on continuous assessment, mid-year and end-of-year examinations.
- Classes IX and up: Reports to be based on tests, a mid-year examination, end-of-year examination and a report after the mocks/preliminary examination prior to the public/ board examination.

14.11. For Report formats of various classes see the Annexure:

• Early Years Progress Report (Pre-Nursery)	Annex 14.1.A
• Early Years Progress Report (Nursery)	Annex 14.1.B
• Kindergarten School Report	Annex 14.2.
• Primary/Middle School Report (1 – VIII)	Annex 14.3.
• Secondary School Report (IX to XI)	Annex 14.4.
• End-of-Year Report (IXC – XC)	Annex 14.5.
• Mock Examination Report (XIC)	Annex 14.6.
• Preliminary Examination Report (IXM - XM)	Annex 14.7.



SECTION: 15. EXAMINATIONS

15. Examinations

15.1. General Information

- All stationery needed during the examination will be purchased by the schools well in advance of the commencement of the examination.
- The class teacher will check the names of the students and other information on the computerised class lists and get these photocopied for each subject. This must be done well in advance to avoid last minute accumulation of work.
- The students' attendance will also be taken on these class lists by the invigilator.
- All class teachers will enter the marks obtained by their students in the online gradebook, where results can be automatically combined to generate a full report card for every student.
- The Promotion Committee will hold a meeting to discuss the results as soon as all the result forms and consolidated result statement are ready.

[Annex 15.1. A](#) / [Annex 15.1. B](#)

- After the approval of the results, the class teacher will print out the students' report cards.
- The class teacher will file the duplicate copy of the result in the Personal File of the students after getting it duly signed by the parents.
- The answer scripts will be retained in the office until the next exam.
- There must be no errors in the totaling of marks or correction of papers.

15.2. Examination Schedule

Mid-Year Examinations

- North & Centre 1st & 2nd working weeks in December
- South 2nd working week in December

End-of-Year Examinations

- North, Centre & South 2nd and 3rd working weeks in May

Note: These suggested dates are to be adjusted where necessary to cater for religious holidays, unscheduled closures etc.

15.3. Security of Examination Papers

15.3.1. Mid-Year Examination Papers

- The security of the examination papers will be the responsibility of the School Head/teacher/Regional Office.
- The Head will have the papers typed, proof-read and then cyclostyled according to the number of examinees under his/her supervision.



- The Head should make sure that the question papers and marking keys are sealed in the prescribed brown envelopes. [Annex 15.2.A](#) / [Annex 15.2. B](#)
- The sealed brown envelopes will then be arranged according to the date sheet and stored under lock and key. The Head of School will keep the key.
- The sealed question papers for each section and class shall be delivered to the invigilators 15 minutes before the examination is to begin.
- The sealed question papers will be delivered to the invigilator according to the examination date sheet.
- The sealed envelopes must contain:
 - One copy of the award list, which has to be filled out by the class teacher
 - One copy of the invigilation challan form [Annex 15.3.](#)
 - At least two extra question papers.

15.3.2. End-of-Year Examination Papers

- The sealed brown envelopes containing question papers and marking keys will be sent to the schools by the Regional Office.
- Security of the Examination papers, once they reach the school, will be the responsibility of the Head of School.

15.4. Examinations

15.4.1. Mid-Year Examinations

- These examinations will be held as per schedule. The examinations will be spread over 8-10 working days.
- The length of papers and distribution of marks will be as per Charts C & D. [Annex 15.4. A](#) / [Annex 15.4. B](#)
- The examinations will be administered under proper examination conditions. The question paper will be constituted out of the entire course covered from beginning of the session up to that period.
- The teachers appointed by the respective School Heads will set the mid-year examination question papers.
- The Heads will send these papers along with their marking keys to the Academic Manager of their Region for final approval.
- In the case of classes that have more than one section, the Head will appoint a teacher by rotation, to set the question paper for all sections of that class.
- The checking will be done based on the marking key provided by the paper setters.



- The Academic Manager in consultation with the Heads will make a regular examinations timetable and the school office will make an invigilation duty roster.
- The marks obtained by the students of each class in each subject will be entered by the respective teachers in the electronic gradebook on BEAMS.
- The computerised Award Lists for each class can be generated once the marks entries in a subject have been completed.
- Once all the assessments and examination components for all subjects have been entered in the gradebook, the mid-year result statement can be automatically generated on computer by the class teacher. [Annex 15.5.](#)
- The reports must be printed out within 5 days of the conclusion of the examination/continuous assessment.

15.4.2. End-of-Year Examinations

- The end-of-year examinations will be regionalised for Classes VI-VIII.
- The dates for the regionalised exams will be communicated to the School Heads by the Regional Office.
- The papers and the marking keys will be sent by the Regional Office.
- The date sheet will be sent by the Regional Office at least 2 weeks before the examinations.
- The examinations will be spread over 8-10 working days.
- The question papers will be based on syllabus covered in the second term only, meaning thereby that the entire content taught in both terms should not be assessed at one time.
- The invigilation timetable will be prepared by the school and circulated at least one week in advance.
- All papers must be marked according to the marking key. From Classes VI upwards, a mixed seating plan is to be followed.
- Seating plans will be made by the school office and put outside the classrooms at least 30 minutes before the commencement of each examination.
- A complete package of examination papers, marking keys, etc. will be delivered to the Head of each school before the commencement of the examination.
- Teachers assigned by the Head of the school will check the answer papers.
- A significant random sample of all corrected papers will be collected by the Regional Office and checked for reliability in the marking.
- The marks obtained by the students of each class will be entered by the subject teachers in the gradebook on BEAMS.



- Once all the assessments and examination components have been entered in the gradebook, the end-of-year result statement can be automatically generated on computer by the class teacher. [Annex 15.6.](#)

15.5. Instructions to Paper Setters

- Question papers must be set in clear and simple language.
- The questions must be from the prescribed scheme of studies.
- The questions must not be ambiguous or irrelevant.
- All questions must be clearly written/ expressed.
- All questions must be clearly numbered on the left hand side of the page.
- In case of Urdu/Islamiat papers, the arrangements will be reversed.
- Totals must tally with the marks allocated.
- The paper setter is to use the top sheet for writing all the required information. The rest of the question paper may be written on ordinary sheets.

[Annex 15.7. A](#) / [Annex 15.7. B](#)

- If the paper consists of two parts, these must be clearly marked as Section A and Section B, or Part I and Part II.
- Special instructions for the typist are to be captioned "Instructions for Typist" and written in red ink.
- The spacing of the paper should be made out exactly as desired and should be written down as single spacing, double spacing etc.
- All maps and diagrams are to be sketched by the paper setter.
- Questions must be graded from easy to difficult and must cater to all levels of understanding.
- All questions must specify the marks specification and question type.
- Urdu/Islamiat papers will have to be written out onto the stencils.
- Every paper setter must provide a marking key with the question paper.
- All typed stencils must be proofread for accuracy before being cyclostyled.
- Marking keys must be prepared with care and are the responsibility of the paper setter and the School Head.

15.6. Instructions to Invigilators

- The invigilator must arrive at school 15 minutes before the examination is scheduled to begin.
- Special teachers on invigilation duties will not be allowed any casual leave or changes.
- The invigilator is to collect all relevant stationery and question papers from the office 15 minutes before the exam is scheduled to begin.



- The invigilator must be in the classroom 10 minutes before the examination is scheduled to begin.
- The invigilator must be in possession of his/her invigilation timetable during the examination.
- The invigilator must take the roll call on the Class List during the first hour.
- It is the responsibility of the invigilator to see that students are not in possession of their books, copies or any other stationery (in the examination room) other than the stationery that is required for the examination.
- The answer sheets are to be distributed first and then the question papers.
- Students must be advised and reminded to write their names on the paper and to number every question and page on their answer sheets.
- The question papers may be read out for junior classes. Timing of the paper will begin only after the invigilator has read out the question paper to the students.
- The invigilator must not leave the examination room unattended at any time and must be vigilant all the time.
- Drinking water may be provided in the examination classroom if necessary.
- The students must be informed when half the allowed time for the paper is over and again when 10 or 5 minutes are left.
- Students who finish their paper earlier may be allowed out of the examination room only after three-quarters of the maximum time is over.
- Students must be reminded to revise their paper 10 minutes before the maximum time limit and encouraged to check whether they have attempted all the questions.
- If a student feels unwell during the examination, the office should be informed through the duty teacher.
- Students are not to be allowed to leave the room during the examination (and only at the discretion of the invigilator in case of younger children).
- In very special cases, the invigilator may permit five minutes above the allocated time to a student.
- The answer script is to be put into the printed brown envelope provided and the invigilation challan form.
- A copy of the question paper and marking key must be enclosed in the envelope.

15.7. Instructions to Paper Checkers

- Paper checkers are instructed to read the question paper, marking key and instructions carefully before checking the answer scripts.
- The totaling of marks is to be done very carefully to avoid any miscalculation.



- In case all students have made a similar mistake, the subject teacher concerned should be consulted as to whether the question was ambiguous or irrelevant. In such cases, a uniform policy for evaluation will need to be adopted.
- Grace marks (up to 3%) may be taken into consideration by the School Head and the Promotion Committee at the time of granting/refusing promotions, and may not be awarded by the examiner/paper checker.
- The examiner/paper checker must put his/her name and signature on the title page of each answer script.
- The answer scripts must not leave the school premises for corrections under any circumstances, and should remain under lock and key in the school at all times.
- All marks are to be entered in the gradebook on BEAMS.

15.8. Marking Instructions

- Answers that are exceptionally good (with adequate relevant subject matter according to the marking key) should be awarded marks liberally.
- Marks should not be deducted merely as a routine.
- Marks are to be indicated in the margin only.
- Unless otherwise stated, each answer is to be evaluated in parts, keeping in view the specific instructions and marking key.
- Total marks for each question must be conspicuously indicated, by encircling these marks at the end of the answer for each question.
- Errors in answers are to be highlighted/ underlined, and correct answers properly ticked at every step.
- The final award must always be in whole numbers.
- In case of too many questions having been attempted by a student, the paper checker should only mark the best answers given.

15.9. Send-up Examinations (Mock & Preliminary Exams)

- 15.9.1. A few months prior to the public examination, the school will conduct send-up examinations for Classes IX M (where necessary), XM and XIC.
- 15.9.2. The examination will spread over a period of 8-10 working days.
- 15.9.3. The Mocks and Prelims are centralised exams. The question papers shall be fully representative and distributed over the entire course covered.
- 15.9.4. The format, marks allocation and duration of each paper shall be based on the pattern of the public examinations.
- 15.9.5. Practical examinations will be held wherever necessary.



- 15.9.6. The paper checkers (teachers teaching a particular subject to a particular class in the school) will check the examination scripts.
- 15.9.7. All papers must be marked according to the general and specific marking keys supplied.
- 15.9.8. The invigilation duty in an examination room, hall, and laboratory is to be assigned to a teacher other than the concerned subject teacher.
- 15.9.9. Regional Office will prepare the date sheet in consultation with the relevant School Heads, which will then be circulated at least two weeks before the commencement of the examinations.
- 15.9.10. The respective School Heads will prepare the invigilation timetables.
- 15.9.11. A seating plan will be devised by the school office and displayed outside the examination room/hall at least 30 minutes before the commencement of the examination.
- 15.9.12. Time between the end-of-year exam and the result day should be adequate for teachers to mark papers and prepare results.

15.10. Instructions to School Heads

- Schools must allow some openness and make it easy for parents to see their children's marked answer scripts.
- Parents will have the option to see their children's marked answer scripts at school on the Result Day or when requested.
- Paper checkers must mark carefully and note appropriate comments in an attempt to reassure students and their parents by delivering consistently high marking standards.

15.11. The electronic report cards will be printed on the school printer using the prescribed report sheets with the BSS logo on them. [Annex 15.8.](#)

15.12. The consolidated result sheets shall form the basis for deciding the following:

- Grading
- Recommending promotions
- Subject positions
- Award of academic prizes.



15.13. A yearly analysis of assessment and examination results, as well as strengths and areas for development in the different subjects must be done by every school.

15.14. Data-driven decision-making will be applied to the following:

- Analyses of student achievement, exam results and student progress
- Identified problems and possible solutions
- Measured impact of school improvement initiatives
- Capacity-building efforts
- School evaluation.



SECTION: 16. ACADEMIC AWARDS & SCHOLARSHIPS

16. Academic Awards & Scholarships

16.1. Outstanding students in the BSS are recognised in a variety of ways each year, many of them receiving academic awards and special prizes.

16.1.1. The purpose of academic awards is to recognise educational achievement and academic success in school.

16.1.2. BSS recognises students who:

- Maintain high standards and show excellent and outstanding performance in class by achieving high scores
- Exhibit tremendous growth and improvement in their academic subjects
- Demonstrate unusual commitment or intellectual development in particular subjects
- Win laurels for studies, sports and other extra-curricular activities or in the arts such as music or drama.

16.2. All prizes and merit certificates are meant to encourage and reward students who work hard and give their best effort in school.

16.3. Class Prizes will be awarded on the basis of:

- Outstanding Academic Performance (in each section)
- Excellent Academic Performance (in each section)

16.3.1. The recipient of Outstanding Academic Performance will be the student with the highest academic performance in the combined final mark of their consolidated total of the mid-year and end-of-year aggregates in the annual report.

16.3.2. The recipient of the Excellent Academic Performance Award will be the student with the second highest academic performance in the combined final mark of their consolidated total of the mid-year and end-of-year aggregates in the annual report.

16.3.3. In case of a tie between two students for any one of the above prizes, both students will be awarded the same prize.

16.4. Merit Certificates will be awarded for:

- Attendance (in each class)
- Extra-Curricular Activities (in each class)
- Good Progress (in each section)
- Conduct (in each section)
- Grooming (in each class)



- 16.4.1. The recipient of the certificate for good progress will be the student with the highest percentage of academic improvement. This will be calculated using their overall examination results compared to the previous year.
- 16.4.2. The certificate for conduct is presented to recognise students for demonstrating exemplary character and outstanding personal qualities through their behaviour and actions.
- 16.4.3. The certificate for grooming is presented to recognise students for exhibiting potential to perfection through being neat and clean and looking their best at all times. Physical fitness, personal hygiene, self skin care, hair care, good posture, and good communication and interpersonal skills also count.

16.5. Subject Prizes

- 16.5.1. Subject Prizes are to be awarded section-wise, and must always be accompanied by a certificate. One subject prize (first prize only) will be awarded for each subject in that class.
- 16.5.2. In case of a tie between two students for a subject prize, both students will be awarded the same prize.
- 16.5.3. Prizes given to students should always be books and a certificate. A maximum of Rs. 800/- is normally spent on each subject prize.
- 16.5.4. A prize label is to be appended inside the book that is to be given out as a prize. Another label goes on top of the wrapped prize.

16.6. Shield / Memento

A shield/memento is to be awarded to the student for outstanding academic performance in each class if there are more than two sections per class in school.

16.7. Progress Certificates

At the KG and Lower Primary Level (KG to Class III) effort must be to reward progress in all areas and to as many students as possible. Progress certificates may therefore be awarded to all those students who have shown remarkable and distinct progress over the year.

16.8. Employee Long Service Award

A memento/certificate is to be given to Heads/teachers/junior staff if they have served 10 or more years of service. This can be awarded on the Prize Distribution Day.



16.9. Internal Scholarships

A number of internal scholarships are available to BSS students under the following categories:

- Merit & Means Scholarship
- Means Scholarship

- 16.9.1. Scholarships may be awarded to deserving students while remaining within the overall regional allocations.
- 16.9.2. The validity period for a scholarship award is one academic year beginning the 1st of August. However, a student may win a merit scholarship again in subsequent years as long as his/her performance level is maintained.
- 16.9.3. Merit and Means, and Means Scholarships can be given for a maximum period of three consecutive years.
- 16.9.4. Means Scholarship cases will be recommended by the School Head, reviewed and approved by the respective Regional Directors.
- 16.9.5. Any exceptions will be reviewed on a case-to-case basis on the recommendation of the respective Regional Director.
- 16.9.6. The selection procedure and eligibility criteria for awarding scholarships are laid out in the 'BSS School Operations Manual'.
- 16.9.7. Certificates of Honour/Merit may be given to all scholarship winners including staff children. This may be the only way to recognise children of BSS staff, as they are not eligible for the financial benefit of this scheme.



SECTION: 17. PROMOTION & RETENTION

17. Promotion and Retention

17.1. The Promotion Committee will consist of the:

- Academic Manager
- Head of School
- Head/Senior Teacher
- Class Teacher
- Subject Teacher(s)

Note:

- The Academic Manager will send out a schedule to schools for promotion meetings.
- The class and subject teachers will be co-opted members of the committee when their classes come up for discussion.
- Decisions of the Promotion Committee are final.
- Re-evaluation will only be permissible after the Promotion Committee meets again.
- A special adhoc committee appointed by the Promotion Committee will recheck answer scripts of intended detainees before the declaration of results.
- Answer scripts will be shown to parents if demanded and to students after the examination results.
- Promotion and Detention Policy should be timely communicated to parents via school circular.

[Annex 17.1.](#)

17.2. Promotion Rules

17.2.1. Pre-Nursery, Nursery and KG Classes

- Promotion in these classes is based mainly on the class teacher's assessment of each student.
- A student's general awareness, comprehension and communicative ability, rate of mental and physical development, and age, are all factors to be taken into consideration.
- A student who is not able to keep up with the level of work in the class may not be ready for promotion.
- Final decisions on promotion are the responsibility of the School Head.



Note: In the following paragraphs, headings such as 'Class I, II.....VII' mean promotion from Class I, II....VII to the next higher class, and not promotion into the named class.

17.2.2. Classes I & II

Students of Classes I & II must pass in 2 major and 1 minor subjects to be eligible for promotion to the next class.

Subject Type	Major Subjects			Minor Subjects		
Subject	English	Urdu	Math	G. Science	S. Studies	Islamiat
Minimum Pass Marks	50%	50%	50%	45%	45%	45%

17.2.3. Class III

Students of Class III must pass in 2 major and 2 minor subjects to be eligible for promotion to the next class.

Subject Type	Major Subjects			Minor Subjects		
Subject	English	Urdu	Math	G. Science	S. Studies	Islamiat
Minimum Pass Marks	50%	50%	50%	45%	45%	45%

17.2.4. Classes IV -VII

Students of Classes IV to VII must pass in 3 major and 2 minor subjects to be eligible for promotion to the next class.

Subject Type	Major Subjects			Minor Subjects		
Subject	English	Urdu	Math	G. Science	S. Studies	Islamiat
Minimum Pass Marks	50%	50%	50%	45%	45%	45%

17.2.5. Class VIII

- For promotion to Class IX Cambridge
Pass marks are: 60% all subjects
- For promotion to Class IX Matric
Pass marks are: 50% all subjects

Note: Promotion from Class VII and VIII must be very thorough and careful. The target is a situation where once a student has been promoted to Class IX, s/he is only subsequently retained when absolutely necessary after adequate information and notice has been given to parents.



17.2.6. Class IXC

- For promotion to Class X Cambridge

Pass marks are: 50% all subjects

17.2.7. Class IXM

- For promotion to Class X Matric

Pass marks are: 45% all subjects

17.2.8. Class XC

- For promotion to Class XI Cambridge

Pass marks are: 50% all subjects

17.3. Classes I to X M and XI C

All marks and percentages quoted in 17.2 refer to the Consolidated Total that is achieved at the end of the academic year. In Classes I to III, this comes from the continuous assessment marks only. In Classes IV to XIC, these assessment marks are combined with examination marks.

17.4. Rules and Procedures to be applied to Unusual Cases

It is the responsibility of the Promotion Committee to determine which cases come under this category.

17.5. Double Failure

Double failure means the failure of a student to qualify for promotion on two consecutive occasions during their school career.

17.5.1. At the time of the first failure, the Promotion Committee may take into account any special circumstances (such as lengthy and unavoidable absence from school) and decide whether they constitute a valid reason for allowing the student to be promoted to the next class. In such a case, an undertaking must be taken from parents at the time of the first failure, committing them to withdraw their child if s/he fails again the next year.

17.5.2. The student who fails more than once in this way will be considered automatically withdrawn from the school.

17.6. Double Promotion

Double promotion is not permissible in any class.

17.7. Conditional Promotion

Conditional promotions are to be strongly discouraged. If at all necessary, it must be accompanied by an undertaking from parents committing them to share responsibility for their child's performance within the school.

[Annex 17.2. A](#) / [Annex 17.2. B](#) / [Annex 17.3. A](#) / [Annex 17.3. B](#)



17.7.1. The undertaking must indicate:

- the time period in which the child is to show progress
- whether the child is to be considered a one-time failure to be withdrawn from school rolls as per Beaconhouse rules if s/he fails again.

17.7.2. Students will not be conditionally promoted to Class XI C.

17.8. Students who miss examinations or assessments

Students who are absent for class tests, or assessed written work, or examinations, will not be re-tested, but will come under the following rules:

- 17.8.1. In the case of students who have been unable to sit for the end-of-year examinations, with a valid reason, the committee will consider their promotion on the basis of their consolidated performance in the continuous assessment and the mid-year examinations.
- 17.8.2. If a student is absent from the mid-year examinations with a genuine reason, the promotion decision will be based on the continuous assessment and the end-of-year examination results.
- 17.8.3. In the case of students who have been admitted late, and were not assessed or examined in the early part of the year, the committee will consider their promotion on the basis of the later continuous assessments and the end-of-year examinations.
- 17.8.4. In the case of students who have been unable to sit for the end-of-year examinations, with a valid reason, the committee will consider their promotion on the basis of their consolidated performance in the continuous assessment and the mid-year examinations.
- 17.8.5. Students on leave for a negotiated period of time are given a placement test for the compulsory subjects at the time of rejoining.
- 17.8.6. If a student is absent from one or two subjects in the end-of-year examinations without a valid reason, the marks of the mid-year examinations or the minimum pass marks will be allotted, whichever is less.
- 17.8.7. A student who is absent for the entire mid-year or end-of-year examinations without a valid reason, is given no credit at all for the examination.
- 17.8.8. If a student has been absent for less than half the class tests or assessed written work during a term, the average mark gained in other tests and written work, or the minimum pass marks as decided by the promotion committee will be allotted for the missing work.



- 17.8.9. A student who is absent for less than half the class tests with a genuine reason, will be allotted marks based solely on the number of assessment tests taken.
- 17.8.10. A student who is absent for more than half the class tests with a genuine reason, may be given the average of the other class tests or minimum pass marks, whichever is less.
- 17.8.11. A student who is absent for less than half the class tests without a genuine reason, may be awarded minimum pass marks or the average of the other tests, whichever is less.
- 17.8.12. A student who is absent for more than half the class tests, without a genuine reason, is given no credit for the ones missed.
- 17.8.13. A student who misses any exams is not eligible for a prize for academic excellence.

17.9. Malpractice Cases

If it is established that a student has indulged in any malpractice or breach of the examination rules, s/he may be required to:

- Forfeit any award for the paper in which the student is found to be cheating (no marks to be given for this paper).
- Leave the school (this may be appropriate for a habitual offender or one who threatens a teacher, or who seriously disrupts an examination).

17.9.1. Invigilators should be instructed to repeat the above points to the older students before the commencement of each examination.

17.9.2. Invigilators should report any offence to the Head of the school as soon as possible after the event.

Note: Any disciplinary measure of this sort should be reported to and discussed with the School Group Head (SGH) and repetition of a year or expulsion from the school should be confirmed by the SGH/Regional Director.

17.10. Reporting the Results

A copy of the consolidated result sheet for each section of each class is to be sent to the Academic Head within one week of the end of term.

17.10.1. Reports of students whose dues have not been cleared will be withheld until such time as the dues are cleared.

- Students will not be allowed to attend lessons in their new classes until the outstanding dues are cleared.
- It is the responsibility of the school office to inform teachers of any such cases.
- Parents should be informed about this well in advance.



17.10.2. Reports may be collected, within 7 days of the declaration of the result, by parents or legal guardians only, and will not be handed to the student. The parent/guardian will sign the office copy of the school report to indicate receipt of the original copy.

17.10.3. Unclaimed reports are to be submitted to the school office by the class teachers. The school office will send them to parents by registered A.D. mail.

17.10.4. Office copies of all school reports should be placed in the students' files by the class teachers, immediately after the declaration of the results.

17.11. Preparation of the New Class Lists

As soon as possible after the declaration of the results, the school office will prepare the class lists for the new academic year.

17.11.1. New Class Lists have to be in an ascending order of the computer numbers assigned to all students who are to be promoted, retained, transferred (from another BSS school), or admitted to that class at the beginning of the new academic year.

17.11.2. An indication of how each student was placed in the new class will be put by each name, thus:

P = Promoted

R = Retained

T = Transferred

A = Admitted

17.11.3. The new class list will be prepared in the following format:

Serial No.	Computer No.	Name	How placed (P, R, T or A)
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17.11.4. The names of any students admitted or transferred to the class during the course of the academic year will be added to the bottom of the class list, in the order in which they join the class. They will be put into proper order at the beginning of the subsequent academic year.

17.12. All consolidated result statements and the provisional grades for Matric and O' & A' Level should be submitted to Regional Office after the final mock examination every year.

17.13. Results of Board Examinations

- Results of the Matriculation examination held by the Local Board of Intermediate and Secondary Education are announced in June or early July all over Pakistan.
- Results of GCE O' & A' Level examinations are announced by CIE/British Council in late August.

17.13.1. School Principals must supervise the compilation of results as well as delivery of results to their students.



SECTION: 18. USE OF TECHNOLOGY ACROSS THE CURRICULUM

18. Use of Technology across the Curriculum

18.1. All students at BSS should have the opportunity to use technology in the study of all subject areas.

18.1.1. The existing curriculum uses current and emerging technologies as a tool.

18.1.2. This means that students should have access to technology at various places in the school, such as classrooms, library, resource room, science lab, computer lab (bank of computers) and teachers' staff rooms.

18.1.3. Students and teachers should be able to use Education Technology (ET) tools at their convenience and in context of their studies.

18.1.4. To ensure that natural and seamless integration of technology takes place, the strategy is to plug technology in what is already being done in academics by adding new activities. Our success will depend on how effectively we use ET to facilitate and enhance learning.

18.2. Examples of how students benefit

18.2.1. Most students develop computer skills and the ability to use all new technologies best if they learn them in the context of whatever they may be studying and being able to decide what, when and where technologies are to be used.

18.2.2. Students and teachers collaborate with their counterparts from schools across the world, sharing ideas and experiences. Science projects such as reporting local weather conditions or analysing acid rain become more meaningful when the students' work is shared with other schools and discussed in class to understand the impact better.

18.2.3. Research reports show that:

- "Using computers improved performance and clarified concepts in a wide range of subjects, including language arts, math, social studies and science"
- It also "improved students' organisation and writing skills and cited twice the normal gains in math skills"
- "Students with spell-checkers actually become better spellers than kids with dictionaries, because they always get instant correction and reinforcement when they misspell a word"
- "A guaranteed method for spurring students to write is by regularly publishing students' work on the school's web pages or on educational sites providing students a real audience" or through blogs, pod casts and



videos as these are all very strong mediums of communication for very powerful discussions with a real, relevant audience leading to better learning.

*Extracts from Special Report: Technology & education - Wall Street Journal Interactive Edition - November 1998.
1995 Tenth Planet Teachers and Technology Survey.*

18.2.4. From Early Years students, who might use new technologies to drag and drop pictures to match with the appropriate/corresponding letter which makes the task easier, to senior students who might be doing a multimedia project studying earthquakes, using videos, pod casts, wikis and programming, motivation is high.

18.2.5. Students get engaged in the real world using technologies meaningfully for various purposes. The variety of experiences during the course of a project includes:

- research on the Internet and CD-ROM/DVDs
- encyclopedias
- talking to experts in a chat room
- looking through reference material in books
- watching/making a movie or video
- holding discussions on blogs
- contributing to original information on wikis, pod casting and programming.

18.3. The role of the teacher in integrating technology

18.3.1. Computers, or for that matter all technologies are pretty much useless without a teacher carefully planning lessons and including students, guiding them along the way.

18.3.2. If we examine the Beaconhouse school mission and values statement, we would clearly be able to make the link with the change towards the use of emerging technologies across the curriculum.

- The mission statement reads "BSS aims to provide quality education of an international standard." Internationally, technologies are being used at schools across the curriculum, and BSS is in sync with these changes and standards internationally.
- The last lines of the values statement reads, "BSS values its past and builds upon its strengths, approaching new ideas with discernment as it continuously looks to the future". If we claim to prepare our students for the future, we could not do so without preparing them to use technologies that will be a way of life for them, whatever career path they may wish to follow.



- 18.3.3. It is therefore, mandatory, that students be provided the opportunity to use ICT tools in all subjects during the course of study.
- 18.3.4. In Primary school curricula, activities have been embedded. It is important for the teacher to understand how using technologies in the suggested activities will enhance learning.
- 18.3.5. In Secondary schools, suggested activities, which are directly linked to their schemes of study, are sent out each year. However, teachers may plan activities using new emerging technologies at their coordination meetings themselves, with the purpose of enhancing learning.

18.4. The role of the Headmistress

- 18.4.1. While it is clear that technologies can help learning, it is important to realise that true benefits of technologies cannot be experienced without serious planning, involvement and support of the School Heads.
- 18.4.2. The use of ICTs must be a part of the school's Yearly Development Plan. School Heads must keep in mind the needs of their school as it expands, and ensure that they have provided for it. Part of their Development Plan must include strategies to empower teachers to use technology comfortably and to ensure continuity.
- 18.4.3. Heads must become aware of the use of technology in their school and must strategise to make their schools e-confident. One approach is to ensure that all activities integrating ICTs in the curricula are carried out by the subject teachers themselves and ICT teachers be called in only for technical support, if at all.
- 18.4.4. Heads should now look to employing teachers with basic ICT skills and encourage those who haven't, to take responsibility for becoming ICT capable through regular workshops organised by Heads and conducted by ICT teachers at their schools. They should themselves attend these training sessions to encourage teachers.

18.5. The role of Academic Management and Administration

- 18.5.1. School Heads must present their technology and action plan each year along with their overall School Development Plan in keeping with the direction and shared vision created.
- 18.5.2. An over-all technology plan must include policies regarding school support, maintenance and reporting issues for smooth running of technologies provided to schools.
- 18.5.3. School Heads must be given a modicum of independence in their budgets to acquire technologies they identify and take ownership of the plans they spell out.



- 18.5.4. Contrary to common belief, a technology plan does not end with the procurement of hardware and software. It is a long way between having technology resources and seeing results.
- 18.5.5. Academic Managers, ET Coordinators and Administration need to develop a shared vision and a technology plan of the direction they are to take, study its implications and negotiate provisions for the schools, with the Heads leading the change.
- 18.5.6. The technology plan needs to be re-visited each year to devise strategies, prioritise and make policy changes to keep abreast with emerging technologies and provision of resources between ET Coordinators, School Heads, Academic and Administrative Management.
- 18.5.7. Policy decisions must be communicated to all School Heads, Teachers, Academic Coordinator, ET Coordinators, and the IT Development team.
- 18.5.8. For best results, schools need to work on a usage model that consists of all the four elements of an optimal technology plan:
- Developing the right hardware plan to ensure required performance and higher investment protection.
 - Developing the right connectivity plan to enable the use of the Internet and email. It is becoming increasingly important to provide broadband, faster and reliable connectivity.
 - Developing the right teacher training programme, that not only teaches the basic skills, but also ensures the best usage of technology by teachers in their day-to-day teaching.
 - Using ICTs as a tool to teach regular subjects where students and teachers can make a direct link with curriculum, pedagogy and learning using emerging technologies, instead of focusing on ICT as a subject by itself.
- 18.6. Infrastructure, access & resources provided**
- 18.6.1. All schools must have computer labs and a resource room. The old concept of computer lab, with no role for a subject teacher has changed.
- 18.6.2. At present all BSS schools have the following resources: Each lab has 15 computers including the teacher multimedia station with a DVD writer and DVD drive, with scanner and laser printer, resource rooms with 3 computer stations, library with 1 computer dedicated for students, teachers' staffroom with 1 computer, the entire school on one network, DSL Internet connection, 1 digital



camera, 1 multimedia, and 1 digital microscope, 1 school server, intranet facility, and SW with teacher's guides accessed to the library.

- 18.6.3. To enable effective integration of emerging technologies in the curricula, teachers have been provided computers in the classroom. The resource room is one such classroom where the computers are available for them and can be booked by any teacher wishing to use computers.
- 18.6.4. Over and above that, the computer lab has also been made available for one period in teacher's timetables for all classes, where the subject teacher can walk in with her/his students and carry out their lesson using various technologies.
- 18.6.5. Schools need to manage the number of students to computer and other technologies ratio, so that all students and teachers get a chance to use them. Schools may ask for a second lab when the utilisation goes above 30 to 32 periods. Also the Resource Rooms may have 2-3 additional computers. Schools, which have a computer in every classroom, can carry out most activities in their classrooms without having to go to the lab. Schools with 3 or 4 computers in every classroom may not need a lab. Staffroom computers should be in the ratio of 20:1.
- 18.6.6. It is important to provide access at several sites at schools, so students use them the way they are used in the real world, such as the:
- library for research;
 - classroom for demonstration, clarifying concepts during lectures, using various technologies best suited to each task, for organisation, analysis, synthesis, simulations, presentations of project work etc.
 - staff room for teachers' secretarial tasks; and
 - science lab using various sensors to measure temperatures etc, which are directly fed into the computers to analyse results.
- 18.6.7. The required setup has been provided to facilitate the use of ICTs across the curriculum. It is important to note that successful and efficient usage of emerging technologies is not dependent on resources alone, but on the creativity of the teacher and challenging and engaging students with the technologies they have available.

18.7. Instructions for teachers

- 18.7.1. In accordance with the Beaconhouse Curriculum programme, students should be given opportunities to apply and develop their ICT capability through:
- The use of ICT tools to support their learning in all subjects; and the use of computers, related technologies and Internet to support their learning



in a variety of ways such as:

- word processor for reports
- slide shows and audio-visuals for presentations
- spreadsheets and databases for analysis
- making videos for documentation
- pod casting and blogging for connecting to peers round the world
- specific applications for many of the subjects.

18.7.2. Students and teachers begin to use ICT tools at their convenience and in context. The focus is not meant to be technology, but to use technology to get their work done more effectively and easily.

18.7.3. Each ICT opportunity, whether in the curricula documents or the schemes of study, from Early Years to Class VIII fits in seamlessly with the subject attainment targets. The tool is being replaced and not the activity or content, therefore student's work should be assessed based on the lesson objectives, although the learning may at times be greater than spelt out.

18.8. Expectations from subject teachers

18.8.1. That they make meaningful use of technology in the classroom.

18.8.2. That they coordinate with the ICT teacher when planning the ICT opportunity, and take help, but remember that ICT teachers would have no knowledge of their needs and lesson focus.

18.8.3. That they take responsibility for their own lessons, calling in ICT teachers when faced with technical difficulties and not leaving the conducting of ICT opportunities to ICT teachers.

18.8.4. That they focus on subject objectives and targets given in the curricula documents, and schemes of study while using various technologies and not on technology.

18.8.5. That they use the Internet for research, collaborative activities, pairing with other schools, coordinating activities on educational websites, and uploading students' work for sharing.

18.8.6. That they use the Resource Room to conduct those ICT opportunities that do not require all students to work using computers at the same time, for projects and group discussions.



- 18.8.7. That they use the computer between lectures to illustrate concepts, make learning easier, to save time and to provide experiences, which are not possible without the use of ICTs.
- 18.8.8. That they use technology for secretarial work such as tabulating marks, designing worksheets, making question papers and entering assessment data for online report cards.
- 18.8.9. That they use the educational packages provided for relevant subject areas, because they support the curricula documents and the schemes of study.
- 18.9. The various ICT opportunities in the curricula documents may need to be carried out differently, but common requirements for all technology usage are as follows:**
- 18.9.1. All subject teachers should coordinate with the ICT teacher at least one week in advance to inform them of their needs, so the ICT teacher can develop the level of IT capability that will be required by students to do a given task. Also to check out the resource they intend to use to gain confidence, learn to use it and to ensure that the resource is functioning.
- 18.9.2. Some activities require the one computer class i.e. the Resource Room, whereas some lessons require multiple computers. The teacher needs to be clear which arrangement suits her lesson so she can choose to use the Resource Room or the computer lab for a particular lesson.
- 18.9.3. Whenever the teacher needs to use any resource to demonstrate a concept to the students during her class, she must try it out in advance, so she knows how to run it herself in order to avoid any mishaps during the lesson.
- 18.9.4. When visiting sites, groups of students need to be managed and monitored and the sites need to be checked for being active, e-safe, age appropriate as well as relevant to the topic, prior to the students surfing the net. In some cases often-used sites may be mirrored on the intranet for easy access.
- 18.9.5. The ICT Opportunities in the curricula documents must be carried out by the subject teacher in her own class period, and she should only call in the ICT teacher for technical support.
- 18.10. Suggested Software and its application**
- 18.10.1. Several software packages have been suggested for use for the ICT Opportunities provided in the document. All suggested software is available in the school lab and resource room computers, while the original is accessed to school libraries.

- 18.10.2. All generic software (that can be used in all subject areas) is ready to install. Educational software, specific to particular subjects should be taken from the library and installed by ICT teachers when needed by subject teachers. The original software CDs should be returned to the library and not issued to any individual.
- 18.10.3. Educational packages, provided for various subjects should be explored and used by subject teachers to derive maximum benefit.
- 18.10.4. With some ICT Opportunities, guidelines have been provided. For further support, teachers can look up software manuals and Teacher Guides, which provide ideas for using the software. They contain clear instructions for classroom use - particularly in the case of educational packages, which are meant for use by subject teachers.

18.11. Computer access provided at different sites in BSS Schools

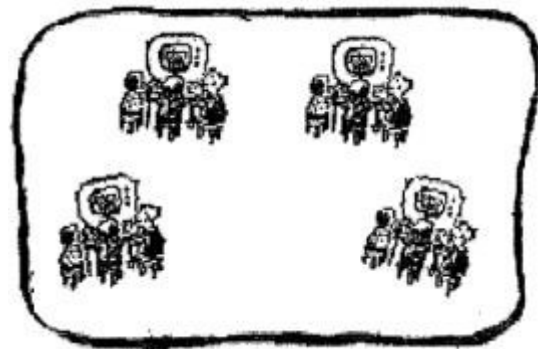
All Beaconhouse schools have computers available in the places shown below to provide greater access.



18.11.1. Resource Room / Classroom with one - three computers

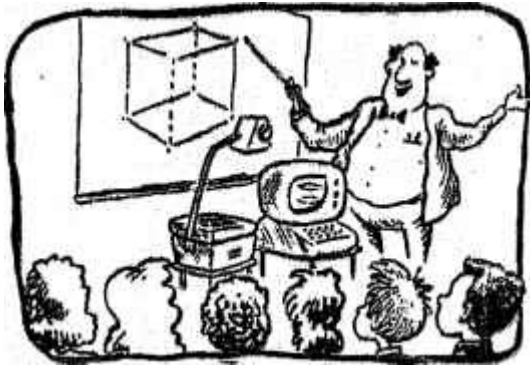
In small groups:

- To be used when students work in teams collaboratively at their tables and groups move in turns to the computer stations to do the planned activity.



18.11.2. The Computer Lab

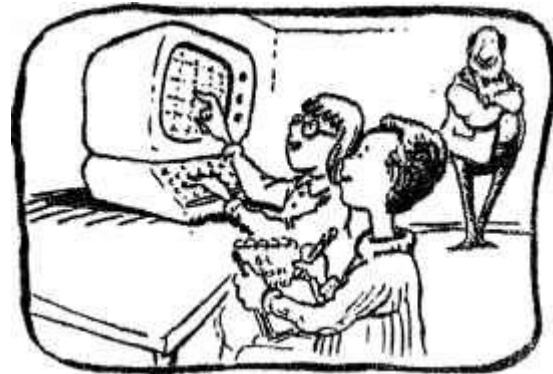
- To be used when subject teachers need all students to work simultaneously, in groups or pairs.
- By computer teachers needing to develop students' ICT capabilities and ICT projects.



18.11.3. Resource Room / Classroom with one - three computers

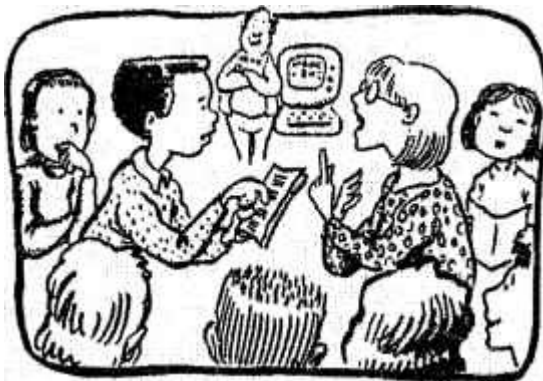
In large groups:

- Teachers can use the computer between lectures to demonstrate concepts.
- Students can make presentations.



18.11.4. Library

- Teachers use it for downloading lesson plans and research material to be used for teaching.
- Students research & extract relevant material to use for their presentations and reports.



18.11.5. Resource Room / Classroom with one - three computers

In large groups:

- The computer can be used to generate whole class discussions.
- Model or experiences a simulation in which the whole class can participate at the same time.



18.11.6. Staff room

- To be used for preparing question papers.
- Feeding in the marks in the assessment Record Sheets.
- Designing worksheets.
- Writing letters to parents.



18.12. Technology Development Plan

A whole school policy regarding a technology development plan leading to action plan by the School Head must be developed. Its success and progress can be measured. [Annex 18.1.](#)

- 18.12.1. An example plan is given in annexure containing clear indicators and benchmarks set for each of the goals listed. An indicator is a statement that reflects specific steps that can be used to gauge progress and a benchmark is the target that the programme is striving to attain. Clear criteria for measuring success and defining timelines are also given. The percentages given in this document will also depend on the improvement in teachers' teaching skills and the vision spelt out.

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SECTION: 19. TIMETABLE AND TEACHING WORKLOADS

19. Timetable and Teaching Workloads

19.1. Weekly time allocations for each curriculum area should be strictly in accordance with the standardised timetables sent by the HO to all BSS schools, so that all students across the three regions get the same breadth and balance of the curriculum.

19.2. Schools are responsible for ensuring:

- The implementation of the BSS Standardised Timetable
- The availability of teaching staff in accordance with subject requirements and teaching hours
- Fair and impartial distribution of substitution duties
- There are no clashes between class timetables and teachers' individual timetables
- The teaching loads and spread of hours for academic staff are in line with CE's directives.

19.3. System's Coordinators for various curricula should:

- Ensure that accurate and timely data on teaching and time allocation is provided before the commencement of the new academic session
- Request timely adjustments to the timetable including changes arising from amendments in the curricula.

19.4. Academic Heads should:

- Read and check individual timetables when they have been drafted and advise School Heads on any problems
- Advise School Heads of their requirements regarding overall workload and any reasonable adjustments they require arising from the syllabus/course requirement.

19.5. Weekly period allocations in the BSS curriculum for primary schools Class I – V

19.5.1. Schools must implement timetabling guidelines provided in the curriculum documents keeping to the weekly totals of time for various components of each curriculum area.

19.5.2. The new BSS curriculum is based on 24-26 weeks per year giving at least 10 weeks for teachers to review work with their students and to cater to any unforeseen activity in the school e.g. charity drives, or other school functions.



- 19.5.3. Care should be taken that 4 block periods of 80 mins duration each and a 30 mins period (Fridays only) should be allocated for English per week.
- 19.5.4. The library period is part of the English provision of 9 periods per week in primary schools. Story time and Oracy lessons can be planned in that time.
- 19.5.5. 3 block periods of 80 mins duration each and 2 single periods of 30 mins each have to be allocated for Math.
- 19.5.6. For Urdu, 3 block periods of 80 mins duration each and a 30/40 mins period should be allocated.

Note: Block periods may be allocated on all week days except Fridays.

19.6. Subject-wise and class-wise weekly period allocations
Standardised timetables for primary, middle and secondary schools are included in this manual as Annexure. [Annex 19.1.](#)

- 19.6.1. BSS timetables provide the following period allocations to various subjects in all classes:

Class I – VIII

Sr. #	Subject	Classes		
		I-II	III-V	VI-VIII
1.	English	9	9	8
2.	Mathematics	8	8	8
3.	Science	4	4	5
4.	Social Studies*	4	4	5
5.	Urdu	7	7	6
6.	Islamiat	2	2	2
7.	Music	2	1	-
8.	Games	2	2	2
9.	Art	2	2	2
10.	Computer	-	1	1
11.	Library	-	-	1
Total		40	40	40

* Periods allocated for Social Studies may be divided for History and Geography e.g. weekly 3 periods may be allocated for History and 2 periods for Geography in the 1st term, whereas in the 2nd term Geography may be allocated 3 periods and History 2 periods.



Class IX – XI

Sr. #	Subject	Classes					
		IX M	X M	IX C	X C	XI C	XI C 2005-06
1.	English	5	5	5	5	5	5
2.	Mathematics	5	5	5	5	5	5
3.	Biology / Computer Sciences	5	5	-	-	-	-
4.	Pakistan Studies	-	8	6	6	-	4
5.	Urdu	5	5	5	5	5	5
6.	Islamiat	8	-	4	4	-	3
7.	Physics	5	5	-	-	-	-
8.	Chemistry	5	5	-	-	-	-
9.	Physics / Economics	-	-	4	4	7	5
10.	Chem. / Accounting/ Biology / Add. Math	-	-	4	4	8	5
11.	Comp. St. / Bus. Studies	-	-	4	4	8	5
12.	Library	1	1	1	1	1	1
13.	Games	1	1	2	2	1	2
Total		40	40	40	40	40	40

19.7. Suggested timetables for Pre-Nursery, Nursery and KG are also included as annexure. [Annex 19.2.](#)

19.7.1. The Early Years Education (EYE) curriculum is characterised by its breadth and balance. Suggested time allocations for learning experiences in all the areas of curriculum reflect a carefully structured and balanced programme of study for all children. [Annex 19.3.](#)

19.8. Average teaching workloads

Pre-Nursery/ Nursery/ Kindergarten	30 teaching periods
Primary school	26 teaching periods
Middle school	25 teaching periods
Secondary school	24 teaching periods

19.8.1. Average workload should not be interpreted as the workload for every single teacher. An average workload of 25 means that if you have 10 teachers in your school the total number of periods taken by them should be 250, which divided



by 10 equals 25 each. So it may be that 5 teachers may have 26 periods and the other 5 would have 24.

- 19.8.2. For the purpose of HR calculations, the workloads of Pre-Nursery - KG teachers are worked out on the basis of 30/40 periods, thus providing an opportunity for employment of Art, Music and PE/Games teachers in the school.

Note: The Pre-Nursery, Nursery and Kindergarten timetables given in the curriculum documents do not cater for 40 minute periods.

19.9. Teaching workload distribution

- 19.9.1. Class teachers should be given fewer teaching periods than the subject teachers, due to the added workload of the class in their charge.
- 19.9.2. For subject teachers it is recommended that no teacher should be teaching more than 27 periods/ week, and should not be expected to monitor the progress of students in more than 3 sections.
- 19.9.3. Computer, PE/Games, Art teachers and librarians are supposed to do a maximum of 32 periods/ week.
- 19.9.4. The teaching with ICT period must come out of the subject teachers' timetable and will not be an add-on to her daily timetable.
- 19.9.5. Science and Social Studies are allocated 5 periods each. Hence, a science or social studies teacher would teach her subject to 5 sections for 25 periods.
- 19.9.6. The subject Social Studies should not be divided into History and Geography, and should ideally be taught by one teacher.
- 19.9.7. Problem arises when schools put in separate teachers to teach History and Geography. The solution then is to work out the average workload of both teachers to 25.
- 19.9.8. The daily working hours for Pre-Nursery, Nursery and Kindergarten teachers are fewer as compared to those of primary and secondary teaching staff. Therefore, they are supposed to be with their classes the whole day through and will have no free periods.

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SECTION: 20. GUIDELINES FOR THE A-LEVEL PROGRAMME

20. Guidelines for the A-Level Programme

20.1. Beaconhouse A-Level programme aims at producing mature, knowledgeable, creative, unique, and all- rounded graduates.

20.1.1. It is a two-year programme of study, which follows the Cambridge International A-Level courses and examinations that are widely accepted as proof of academic ability for entry to universities worldwide.

20.1.2. The programme is based upon a broad-based curriculum that:

- Prepares students for University/Higher Education
- Caters to students' future career requirements
- Includes personality development components.

20.1.3. BSS offers pre-determined combinations of the wide choice of subjects available. Students can opt for any subject combination. However, students may choose subjects out of the pre-determined combinations as well, depending on their personal interest and study goals, provided that the subjects can be accommodated on the timetable.

20.1.4. All students must take a minimum of three A-Level subjects, since the basic requirement to qualify for admission to any national and international university is three full credit subjects. [Annex 20.1.](#) / [Annex 20.2.](#)

20.2. Requirements for Admission in A-Level

20.2.1. Admission criteria and policies are established to maintain required standards of the school.

- Admission decisions are made on a case-by-case basis, taking into account academic performance, extra-curricular activities, behaviour and so on.
- Minimum grade requirements are not published, but for certain A-Level subjects students are required to fulfill the following criteria:
- 'B' minimum in O-Level Biology, Chemistry, Physics and Mathematics to continue that subject at the A-Level. A student must have taken these subjects at O-Level to continue them in A-Level.
- Good performance in O-Level Mathematics and English Language to take A-Level Business Studies or Economics.

Note: Occasionally, schools may also accommodate students with 'C' minimum grades in order to keep intake steady and fulfill their targets in terms of student strength.



- Students may take up the Social Sciences or Humanities subjects at A-Level without having studied them at O-Level.
- Students who have studied Science subjects in O-Level may be given the choice to switch over to Accounting and Economics in A-Level if they desire.
- Science students who wish to switch over to Commerce subjects are allowed to do the same as foreign universities prefer to take Commerce A-Level students who have studied Science subjects in O-Level.
- Students should preferably have studied Additional Mathematics at O-Level if they want to take up A-Level Mathematics.
- Other school and national examinations at an equivalent level are equally acceptable.

20.3. CIE Registration Criteria

20.3.1. Students who fail to maintain the following criteria may not be registered for the CIE:

- Minimum attendance of 75%
- Minimum 65% marks in the Mid-Year Exam in each subject
- No serious discipline issues.
- Student learning is assessed through formal assessments as follows:

<u>1st Term:</u>	2 formal assessments and Mid-Year Examination
<u>2nd Term:</u>	1 assessment and Mock Examination
- All assessments are to be reported on BEAMS.
- Transcripts are issued depicting O-Level results, AS Mid-Term, AS Mock, AS CIE, A2 Mid-Term, A2 Mock and A2 CIE results.

20.4. Student Counselling

- The Access Centre helps students to explore university options within Pakistan and beyond so that they can find the best fit for their educational and personal needs.
- Career Advisors are appointed in each A-Level campus to:
 - Help students to determine which A-Level subjects to choose.
 - Plan their future course of studies.
 - Help students make informed decisions on university options.
 - Assist them with the daunting task of college application.
 - Assist in profile building of the student.
 - Conduct Outreach Sessions of local and international universities.



20.5. Co-Curricular & Extra-Curricular Activities

20.5.1. Beaconhouse encourages a balance between academics and extra-curricular activities.

20.5.1.1. It is desirable that all A-Level schools organise the following:

- Study Skills workshops for A-Level students
- Resources, including visual aids and their full utilisation
- Remedial and extra classes
- Parent-teacher meetings as per the guidelines in APPM
(See [Section: 13 Relationship with Parents](#))
- Co-curricular and extra-curricular activities.

20.5.2. A wide range of extra-curricular activities are available including sports, community service, leadership, music, school publications (newspaper, year book), debate, drama, Model United Nations, external events (LUMUN, YLES, ISEO) and numerous school-sponsored social activities.

Extra-curricular activities also include:

- Inter-school and inter-regional events
- Excursion trips, camps and field trips/study tours
- Parliamentary style debates
- International inter-school events
- Worldwide school link programmes, student visits, video conferencing etc.

Note: Students must have good attendance and maintain a strong academic record to participate in extra-curricular activities, especially in external events. However, in exceptional cases the final decision may be left to the School Head/Principal's discretion.

20.6. Monitoring Performance and Academic Progress

- A-Level grades which enable a student to reach a university of their choice and pursue their preferred career are a key focus at all times in Beaconhouse.
- Students' chances of exam success are maximised with an intense concentration on the skills required for sitting the all-important examinations.
- A comprehensive system of monitoring and feedback is in place to ensure that any potential problems in achieving the desired grades are swiftly identified.



- A highly effective system of assessment and exam practice ensures that all relevant stakeholders are made aware of the students' performance month by month.
- If the student is not performing up to the mark, then there should be a clear procedure of warnings. The warnings should be in written form and should be handed over to the parents. [Annex 20.3.A](#) / [Annex 20.3. B](#)
- SM is responsible to coordinate with teachers and monitor the progress of the students who are not able to perform well in the monthly assessment tests and Mid-Term examinations or referred by their subject teachers.
- Students are allotted remedial and extra classes for the subject where they need help.
- Regular teachers are assigned a class of students needing extra help in a particular subject, to keep track of their progress in the allotted class.
- If a student is still not performing up to the mark, then there should be a clear procedure of warnings. The warnings should be in written form and should be handed over to the parents.
- Crash revision classes for all the subjects are conducted in March, before the mock examinations.
- Prep leave is granted after the completion of the syllabus about 2 weeks before the CIE examinations begin. However, extra classes may be continued till the commencement of and even during CIE examinations on need basis.

20.7. The A-Level Strategy on Assessment and Feedback

20.7.1. The A-Level strategy on assessment and feedback is based on the following principles:

- That assessment and feedback form a fundamental part of the learning and teaching process and are not separate from it.
- That all assessment and feedback practices should promote effective learning.
- That the processes and procedures of A-Levels for assessment and feedback should be explicit, valid and reliable and all students receive parity of treatment.
- That the amount and timing of assessment should enable effective and appropriate measurement of students' achievement of intended learning outcomes.



- That all assessment and feedback is conducted with rigor and fairness and in a timely manner.
- That all the teachers use a variety of forms and methods of assessment and feedback appropriate to the intended learning outcomes of the programme.

20.7.2. Both formative and summative assessment methods are used across different subjects that enable students to show the extent to which they meet the intended learning outcomes.

- The A-Level Heads should encourage their staff to make use of different assessment methods by ensuring they have access to expertise, internal and external, to support the development of assessment that focuses on student achievement.
- There are circumstances where students, and their teachers, need to be aware of gaps in their knowledge, understanding, abilities or skills. Intended learning outcomes and marking criteria therefore take into account requirements for attaining academic standards and for progression, where appropriate.

20.7.3. Students should be enabled to experience a range of assessment methods that take account of individual learning needs and, where appropriate, encouraging them to reflect on and synthesise learning from different parts of their syllabus.

20.7.4. Examples of assessment that support student learning include:

- Designing a 'feedback loop' into assessment tasks so that students can apply formative feedback (from staff or peers) to improve their performance in the next assessment.
- Setting assessment tasks such as extended assignments that involve students researching a topic and producing work based on their research.
- The use of self-reflective accounts, or other types of student self-assessment.
- The use of peer assessed activities during formal teaching sessions where students, either in pairs or groups, comment constructively on one another's work. This technique enables students to understand assessment criteria and deepens their learning in several ways, including:
 - Learning from the way others have approached an assessment task (structure, content, analysis); and



- Learning through assessing someone else's work, which encourages them to evaluate and benchmark their own performance and to improve it.

20.7.5. It is important that assessment is designed to recognise student achievement, including exceptional ability.

- Other than in pass/fail assessments, grading criteria can be used to differentiate between students' performance.
- The A-Level Heads/Principals should place emphasis on the positive aspects of assessment and its use in supporting student learning. However, it is important to mention that in some cases, the outcome of an assessment will be the student's failure to achieve intended learning outcomes.
- Failure can be used positively to support student learning if accompanied by appropriate advice that enables a student to improve his/her performance.

20.7.6. It is important that students, staff and examiners are aware of the ways in which assessment results will be used, including:

- How they affect progression within the two years of A-Level programme
- Their contribution to the overall programme outcome.

20.7.7. The results required for passing in each stage and to progress to the next stage of the A-Level programme (where appropriate), need to be clearly stated and explained to students at the beginning of the programme. The purpose of this is to ensure that students understand the impact of individual marks on their ability to progress and ultimately to complete the programme. For example, a monthly test taken by the respective teachers of different subjects.

20.7.8. It is good practice to provide students with sufficient, constructive and timely feedback on their work in respect of all types of assessment. Timing is important: students benefit from feedback on their work at a time when they will be able to use it and are most likely to take notice of it, for example, during an academic session rather than at the end.

20.7.9. In meeting the needs of students for feedback on their progression and attainment, it can be helpful to consider:

- The desirability of providing feedback at an appropriate time in the learning process, and as soon as possible after the student has completed an assessment task.



- Specifying the nature and extent of feedback that students can expect and whether this is to be accompanied by the return of assessed work. It is important to consider the particular needs of students studying part-time and/or remotely.
- The effective use of comments on returned work, including relating feedback to intended learning outcomes and assessment criteria, in order to help students identify areas for improvement as well as commending them for achievement.
- The role of oral feedback, either on a group or individual basis, as a means of supplementing or replacing written feedback.

20.8. Assessment and Examinations

All assessments, Mid-Year and Mock Examinations are to be conducted according to the guidelines in the APPM.

(See [Section 14: Assessment](#) / [Section 15: Examinations](#))

20.8.1. Monthly Assessments

Monthly assessment tests for each subject may be conducted in addition to routine class tests. However, since the majority of the teachers in A-Level branches are visiting faculty members, it may not be feasible to have more than one test per month.

20.8.1.1. Instructions for conducting the monthly assessments are as follows:

- There has to be a common test for a subject across all the sections at branch level.
- Each teacher has to follow monthly breakup of the syllabus developed by them at the start of the session.
- Monthly assessments are conducted on a mutually agreed date (e.g. 20th day of each month) and results recorded/uploaded on gradebook.
- In the mid-term examination, out of a total weightage of 30% for all monthly assessments, 20% weightage is given to the monthly assessment tests and 10% weightage is given to monthly quiz and assignments.
- Monthly progress reports are given to parents. Any queries sent by parents are to be responded immediately.
- Parents of students performing below average are called for meetings.

20.8.2. Mid-Year & Mock Examinations

- Mid-Year Exam is conducted in the first three weeks of December; it consists of the syllabi covered in first term.



- A few months prior to the CIE examination, the school will conduct Mock Exam for A1 & A2.
- The Mocks are centralised exams. Mock Examination starts either in the last week of March or the first week of April, and it consists of the entire (both 1st term & 2nd term) syllabi.
- The examination will spread over a period of 15 -20 working days.
- The question papers shall be fully representative and distributed over the entire course covered.
- The format, marks allocation and duration of each paper shall be based on the pattern of CIE examinations.
- Practical examination will be held wherever necessary.
- Mock Examinations in A2s are for all subjects.
- Students who have taken subjects requiring practical examination (e.g. Media Studies, Art & Design, ICT, Design & Textile, and all Science subjects) have to appear in the practical examination as well.
- Length of paper, number of papers and marks allotted in the examination are in line with CIE requirements.
- Grades are awarded according to the CIE grading system. [Annex 20.4.](#)
- Parents are informed that students' forecast grades will be based on the grades in Mid-Term results.
- It is mandatory for students to appear in both Mid-Year and Mock Exams.
- Parents have to sign an undertaking that registration with CIE strictly depends on attendance in both the Mid-Year and Mock Examinations.

20.8.2.1. Instructions for conducting the Mid-Year and Mock Examinations are as follows:

- All stationery needed during the examination will be purchased by the schools well in advance of the commencement of the examination.
- The Coordinator will check the names of the students and other information on the computerised class lists and get these photocopied for each subject.
- The students' attendance will also be taken on these class lists by the invigilator.
- The security of the examination papers will be the responsibility of the School Head/teacher/Regional Office.
- The Head will have the papers typed, proofread and then cyclostyled according to the number of examinees under his/her supervision.
- The Head should make sure that the question papers and marking keys are sealed in the prescribed brown envelopes.



- The sealed brown envelopes will then be arranged according to the date sheet and stored under lock and key.
- The Head of school will keep the key.
- The sealed question papers for each section and class shall be delivered to the invigilators 15 minutes before the examinations are to begin.
- The sealed question papers will be delivered to the invigilator according to the examination date sheet.
- The sealed envelopes must contain:
 - One copy of the award list, which has to be filled out by the class teacher
 - One copy of the invigilation challan form
 - At least two extra question papers.
- The invigilation duty in an examination room, hall and lab is to be assigned to a teacher other than the concerned subject teacher.
- Regional office will prepare the date sheet in consultation with the relevant School Heads, which will then be circulated at least 2 weeks before the commencement of the examinations.
- The respective School Heads will prepare the invigilation timetable and seating plan which will be displayed outside the examination room.
- Regionalised Mocks/Mid-Year Exams with structured timetable for them (Fixed timings) will also be displayed.
- Monthly Progress Report and October Assessment Report are handed over to parents in school. [Annex 20.5. A](#) / [Annex 20.5. B](#)
- Both Mid-Year and Mock Examination Reports are either handed over to parents on PTM or sent through courier to parents, at least twice a year. [Annex 20.6. A](#) / [Annex 20.6. B](#).

20.9. Promotion and Retention

- For promotion to A2, pass marks are 50% in all subjects.
- A minimum pass criterion for promotion from AS to A2 is three passes.
- Anyone scoring Straight 'U' grades will either be detained or given another chance till A2 Mid-Year Examinations on the discretion of the Head.
- A list of students getting 2 or more than 2 'U's would be sent to SGO for further action.
- At school level, parents of low grade achievers would have to be informed beforehand that their children will have to repeat AS in case they failed to show any progress in the 2nd assessment in the 1st Term.



- Students with less than 50% marks are promoted to A2 with a conditional undertaking that they would have to appear as a private candidate if they did not improve their results in the upcoming Mid-Year Examinations.
- The status of student would be 'private' in CIE exam if he/she obtained less than 50% marks in relevant subjects during the Mock Examinations.
[Annex 20.7. A](#) / [Annex 20.7. B](#) / [Annex 20.7. C](#)
- The School Head/Principal and SGH will use their discretionary powers to review and decide all such cases.
- The names of students whose parents are not turning up to meet the administration for signing up the undertaking forms despite calls from school, should be forwarded to the School Head/Principal/SGH.
- Students who are absent in assessment, Mid-Year, or Mock Examinations will not be retested.

20.10. Attendance Monitoring

- Attendance is to be closely monitored and if a student is absent without permission, parents can expect to be informed on the same day.
- Parents/guardians will be notified each time their child is absent insofar as possible.
- Absences must be reported in writing to the school by the parent/guardian or adult student as soon as possible. Failure to report and explain the absence(s) shall result in unexcused absence(s).
- Teachers shall record absentees each period of the school day and report absences as required by the school.
- When a student is absent three (3) consecutive days and the school has been unable to ascertain the reason of the absences, the absences shall be investigated if deemed necessary by the School Head/Principal.
- Even in situations where the School Head/Principal might excuse a class absence, e.g., severe medical situations, family emergencies, or participation in school-sponsored extra-curricular activities, it is the responsibility of the student, whenever possible, to inform the Class Teacher ahead of time.
- Absentee notices will be sent to parents if their child is not fulfilling the school attendance requirements. [Annex 20.8. A](#) / [Annex 20.8. B](#)
- Students not meeting the school's minimum academic or attendance requirements might not be registered through the school for their AS or A-Level examinations. The school shall notify parents and students in case of any such eventuality.



20.11. Professional Development for A-Level Teachers

- Training will be provided for the A-Level teachers through online training courses and regular webinars.
- The British Council in Pakistan delivers professional development courses in various subjects for A-Level teachers. These courses are delivered in collaboration with the Cambridge University.

20.12. Parent-Teacher Meetings (PTMs)

An open door policy is observed at all A-Level campuses where the parents are always welcome to discuss the academic progress of their children.

- There are three PTMs: two for the entire student population, and one exclusively for the students facing difficulties.
- A PTM is conducted after October assessments and Mid-Year exams in November and January respectively. A written memo is given to teachers on how to conduct a PTM. (See [Section 13: Relationship with Parents](#))
- Result Day is arranged after the Mock examinations in April every year.

20.13. Teacher's Planner

- Planners should be as per CIE syllabus breakup and targets.
- The planner must have the scheme of study for the specific subject taught, with monthly breakups. In case of Humanities subjects such as Sociology, Law etc. the breakup should be bi-weekly. [Annex 20.9.](#)
- The teachers should submit the breakup of the syllabus and the A-Level administration should be aware of the syllabus to be covered by the end of each term.
- Teachers must coordinate with their counterparts at RO/SGO level and develop a common monthly syllabus across the sections at the start of the session.
- Regional coordination meetings for A-Level subjects held once a term must be attended by all A-Level teachers.

20.14. Lesson Planning

- A lesson plan is a plan for learning. As is true in most activities, the quality of planning affects the quality of results.
- All teachers must complete their lesson plans for each lesson to be taught, and keep them in their planners. These lesson plans will have to be shared with their counterparts and School Head/Principal.



- Visiting faculty/part-time teachers may be required to plan on a sheet for topics completed. These sheets should be filed in a ring-binder.
- A lesson plan should be designed to engage the students in more than one ways. Recommended content and components of a lesson plan are as follows:

Major Components	Information/Materials to be Included
Part I: Cover Sheet	<ul style="list-style-type: none">• Lesson identification• Instructor's name• Method used• Objective (topic/sub-topic)• Main teaching points or task steps• References consulted• Instructional aids used• Handouts needed
Part II: Evaluation	<ul style="list-style-type: none">• Test items• Record of student performance on test items
Part III: Related Materials	<ul style="list-style-type: none">• Handouts• Homework assignments• Reading assignments• Supporting documents• Actual instructional aids

Note: The above lesson plan format may be customised as per class, subject or school needs.

20.15. Technology Integration

The School Head/Principal should be prepared to lead effective technology integration into the curriculum, instruction and assessment, as well as the overall school operations.

20.15.1. The A-Level faculty should:

- Recognise technology's value for personal productivity and student usage.
- Stay abreast of the most current technological advancements and opportunities.
- Implement innovative and unique strategies keeping in mind the interest of the students and suitability of activities.



- Integrate technology applications seamlessly into daily instruction/management activities.
- Teach students how to use technology to meet their individual learning needs.

20.15.2. Information and Techno Teaching & Learning Strategies should be utilised.

Following is the list of various strategies that could be followed in A-Level:

- Lectures, guest lectures, tutorials
- Group work, group discussion
- Project-based learning
- E-Learning during long weekends
- Blogs
- Learning Journeys to place of business/work/interest
- Individual performance practicum
- Holiday assignments etc.

20.15.3. Teachers should also consider using:

- OHP, Laptop, Multimedia, PowerPoint
- Videos, CDs, Interactive Boards
- Skype
- Museums, galleries, libraries, artifacts
- Practical demonstrations

20.16. Motivating Learners

Teachers have a lot to do with their students' motivational level. The teacher's behaviour and teaching style, subject knowledge and teacher skills, the structure of the learning activities and informal interactions with students, all have a large effect on student motivation.

20.16.1. The motivational teacher is someone who is dynamic and flexible, and energizes the students regardless of their personality or learning styles.

20.16.2. Teachers should use innovative and unique teaching strategies for supporting and cultivating academic motivation, and create an effective environment.

20.16.3. Teaching strategies in the classroom must be interesting, follow a sequential order and have a measurable learning outcome.

20.16.4. Following strategies may be utilised to challenge and motivate students:

- Use of interactive technological tools
- Experiences that involve both creative and critical thinking
- Opportunities to work alone or in groups, as well as peer learning and teamwork



- Guided discussions
- Appointing students as Assistant teachers
- Appreciation and celebration of student achievements
- Display of students' work of merit across the school.

20.17. Utilisation of Staff with Exceptional Capabilities

Schools that are having good results in various subject areas and are producing students, who are high achievers, top scorers or position holders, should identify their best teachers and make use of them in assisting the schools that need to develop in some subject areas.

20.17.1. The best performing staff should be utilised for:

- Mutual consultation and sharing of ideas
- Preparation of lesson notes and delivery through laptop and multi-media projector
- Conducting workshops where the school needs assistance in a certain subject area
- Placing orders for reference books for the subject area where help is needed.

20.18. Timetable & Teaching Workloads

Timetabling will be difficult in A Level, as all subjects are optional and core at the same time, and space available in the school might not allow four or six alternative streams running simultaneously. This will also implicate on number of subjects chosen by students.

- A-Level timetable may be different for each school as per their specific requirements.
- The A-Level timetable can be amended as per the availability of teachers.
- According to the British Council there should be four credit hours in a week to each subject, but in A-Level subject period duration is 50 minutes i.e. ten minutes less than one credit hour, so each subject has 3 hours and 20 minutes credit in practical, which is short of 40 minutes. Therefore, extra classes will have to be arranged regularly where the duration is never less than 2 hrs thus covering for the 40 minute loss.
- In a typical A-Level timetable, period duration is 50 minutes. School normally starts at 8.30 AM and finishes off at 1:30 PM with six periods. Seventh period, which lasts till 2:30 PM, is only reserved for optional subjects. [Annex 20.10.](#)



- In case it is not possible to complete full credit subjects within four lessons per week, additional lessons for theory subjects consisting of one hour each may be allocated to allow time for proper revision.
- At least three consecutive periods weekly are required for the theory subjects to be taught.
- Five lessons for AS science subjects are allocated for lab.
- Four consecutive periods for all practical and project based subjects are necessary, according to the availability of teachers.
- In addition to above four periods each science subject has two practical periods in AS.
- Teacher workload would be as per subject requirement.
- The standard teacher-student ratio per subject is around 1:30; however, it depends on the intake.
- The minimum size of group for particular subjects may be adjusted likewise.

20.19. Information to be made available to students and their parents

20.19.1. Details of the following must be communicated clearly to students and their parents:

- Policy with regard to choice of subjects
- Curriculum details and various strategies followed in A-Level
- Parental involvement and consultation about instructional, curricular, and other student-related issues
- Research based projects
- Student discipline and misconduct
- School attendance and absenteeism
- Student support services including career guidance
- Performance and attendance monitoring
- Examination practice papers
- Mock examination & Assessment policy
- Policy on plagiarism.

20.20. Disciplinary Rules & Regulations

- Exemplary conduct and discipline is expected from all our students.
- Teachers must inculcate and manage proper behaviour.



- Friends and relatives of students are discouraged to visit during the school hours. However, in case of an emergency they may contact the school office.
- Any student found indulging in conduct unbecoming in the classroom or on the campus shall be administered a stern warning.
- Beaconhouse A-Level students are expected to:
 - Demonstrate courtesy and behave in a responsible manner
 - Attend all classes regularly and on time
 - Comply with all academic, attendance and discipline requirements
 - Be well-groomed and dressed appropriately
 - Obey all rules and regulations
 - Respect the rights and privileges of students, faculty, and staff
 - Respect the property of others, including school property and facilities
 - Be a positive member of society, with appropriate conduct both on and off campus.
- Students must adhere to the school's Code of Conduct at all times. Simply being away from the school campus does not absolve students from the expectation that they represent Beaconhouse in a positive manner within the larger community.

Note: Disciplinary actions and related procedures in case of all types of behaviour that fall into the category of misconduct or gross misconduct/infraction will be in accordance with the School Discipline and Behaviour Management Policy laid out in BSS School Operations Manual.



SECTION: 21. REGULAR SCHOOL ATTENDANCE

21. Regular School Attendance

21.1. Regular student attendance and punctuality are among the necessary essential components for student success.

21.1.1. Regular attendance develops patterns of behavior essential to successful personal, social and professional life.

21.1.2. Attendance and participation in class are most integral parts of the teaching-learning process.

21.1.3. Teachers have to maintain accurate attendance records, and track absences as required by the school.

21.2. The specific attendance requirements are subject to the following:

21.2.1. All absences must be explained.

21.2.2. To receive an excused absence, the student or a friend or family member must inform the SM or HM in advance that the student will not attend school, provide the reason for the absence and maintain contact with the class teacher (following up no later than the Friday of the week in which the absence happened, if the student has not returned to class).

21.2.3. If the student is absent due to illness or injury for more than 5 consecutive days, medical documentation must be submitted as soon as possible to verify the authorised absence (no later than 5 school days from the initial absence).

21.2.4. Occasional absences will be admitted as excused or unexcused at the discretion of the HM, whose judgment will be based on the student's prior attendance patterns and the nature of the absence.

21.2.5. Once the HM establishes whether the absence is excused or unexcused, the attendance sheet for the day(s) absent will be filled in.

21.2.6. When a student is absent for more than 5% of the attendance days, the HM will issue either a written warning or a verbal warning to the students regarding poor attendance.

21.2.7. School's attendance policy will be communicated to parents through school circular. [Annex 21.1.](#)

21.2.8. When a student is absent even after receiving the first warning and absence is more than 10% of the total number of school days in a month, the school will



issue a final warning and a copy of the letter will also be placed in the student's file.

- 21.2.9. A student who is absent even after receiving a final warning will be given an opportunity to explain the absence and to present relevant documentation. Unless the Principal extenuates the absence, the SGH will be informed of these actions in writing.

21.3. Minimum Attendance Requirement

- 21.3.1. It is compulsory for students to have a minimum of 85% of the total possible attendances before they are eligible to appear in the Secondary School Examination of the Board.

- 21.3.2. In order to ensure the minimum required attendance during the session, the following has been decided:

Sr#	Class	Minimum Attendance
1.	Pre-Nursery to Class II	85-90% during a session
2.	Classes III - VIII	85% during a session
3.	Class IX onwards	75% during a session

- 21.3.3. Any student, whose actual attendances for the whole academic session fall short of the minimum percentage of total attendances as shown above, will not be eligible to appear in the end-of-year examination of the school.

- 21.3.4. Kindergarten students must be in attendance for a minimum of 162 days, as a criterion for progression to first grade. The principal may in consultation with the teacher, deny promotion based on these criteria.

- 21.3.5. All students must be in attendance a minimum of four (4) hours of instructional time to be considered present each day.

- 21.3.6. A student is absent from school for the purposes of this section when the student is not present for a whole school day, whether the absence is excused or unexcused.

- 21.3.7. A student is absent from a class for the purposes of this section if the student misses a class period, whether the absence is excused or unexcused. .



- 21.3.8. A student is considered to be present at school, if away from school on a school day and engaged in an educational activity that constitutes a school approved instructional programme or activity.
- 21.3.9. Absences resulting from participation in school-sponsored activities will not count against the minimum attendance requirement
- 21.3.10. This policy does not limit a teacher or principal from imposing disciplinary sanctions for students who miss portions of the school day or a class without excuse.
- 21.4. The principal and school staff shall take appropriate action to help prevent excessive absences and provide counselling for students with a history of excessive absences.**
- 21.4.1. A student's parent/guardian or custodian must be notified of excessive absences, and the teacher then shall work with the student and family to analyse the causes and determine steps to eliminate the problem.
- 21.4.2. The HM and SM shall work closely to establish support systems for students who are unable to attend school regularly.
- 21.4.3. Upon returning to school, the student must have a written explanation giving the following information:
- Student name
 - Class/Section
 - Date(s) of absence
 - Reason for absence
 - Signature of Parent/Guardian
- 21.4.4. When a student needs to be dismissed prior to the end of the school day, a note (signed by the student's parent/guardian) stating the reason and time of dismissal should be submitted to the school office upon entering school.
- 21.4.5. In the rare case when an emergency requires that a student leave unexpectedly, the parent or guardian should call the school office and request that his/her child be dismissed. The parent/guardian, or their designee, must physically come into the office and sign out his/her child.

Note: In every case, the register needs to be signed and a written excuse is required upon the return of the student.



21.5. Parents of students with attendance concerns shall be notified in the following manner:

- 21.5.1. Parents of a student in grades 9-12 will receive verbal and written notification when their son or daughter has been absent 10, 15 or 20 days in a session.
- 21.5.2. Parental input will be sought to initiate intervention strategies to improve student attendance.

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I. LIST OF ANNEXURES

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1.	BSS Mission and Values Statement	Annex 1.1.
2.	Information for Teachers	Annex 3.1.
3.	Personal Data (Teachers)	Annex 3.2.
4.	Timetable	Annex 3.3.
5.	Scheme of Studies	Annex 3.4.
6.	School Calendar	Annex 3.5.
7.	Staff Meetings	Annex 3.6.
8.	Class Work Assessment Marks Record	Annex 3.7.
9.	Lesson Plan Format (1)	Annex 3.8.A
10.	Lesson Plan Format (2)	Annex 3.8.B
11.	Early Years Observation Diary	Annex 3.9.
12.	Notes on Children	Annex 3.10.
13.	Nelson Handwriting Script	Annex 7.1.A
14.	Urdu Nastaliq Script	Annex 7.1.B
15.	Early Years Progress Report (Pre-Nursery) Early Years Progress Report (Nursery)	Annex 14.1.A Annex 14.1.B
16.	Kindergarten School Report	Annex 14.2.
17.	Primary/Middle School Report (I - VIII)	Annex 14.3.
18.	Secondary School Report (IX - XI)	Annex 14.4.
19.	End -of - Year Report (IXC - XC)	Annex 14.5.
20.	Mock Examination Report	Annex 14.6.

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II. LIST OF ANNEXURES

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21.	Preliminary Examination Report	Annex 14.7.
22.	Consolidated Results (Mid-Year/End-of-Year Final Report)	Annex 15.1.A
23.	Mid-Year/End-of-Year Assessment and Examination	Annex 15.1.B
24.	Regionalised Exam: Brown Envelope for Question Papers	Annex 15.2.A
25.	Regionalised Exam: Brown Envelope for Marking Keys	Annex 15.2.B
26.	Invigilation Challan Form	Annex 15.3.
27.	CHART C: Mid-Year Examinations Length of Paper & Distribution of Marks : CLASSES VII - VIII	Annex 15.4.A
28.	CHART D: End-of-Year Examinations Length of Paper & Distribution of Marks : CLASSES IV - VIII	Annex 15.4.B
29.	Mid-Year Result Statement	Annex 15.5.
30.	End-of-Year Results	Annex 15.6.
31.	Top Sheet of Regionalised Examination Paper (1)	Annex 15.7.A
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33.	Electronic Report Sheet - Gradebook	Annex 15.8.
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35.	Letter of Undertaking signed by Parents of Students in Matriculation & O-Level Streams	Annex 17.2.A Annex 17.2.B
36.	Student to appear as Private Candidate for CIE Public Examination	Annex 17.3.A
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III. LIST OF ANNEXURES

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39.	Suggested Timetables Pre-Nursery to KG	Annex 19.2.
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46.	A-Level Reports : Monthly Report	Annex 20.5.A
47.	A-Level Reports : October Assessment Report	Annex 20.5.B
48.	A-Level Reports : Mid-Year Report	Annex 20.6.A
49.	A-Level Mock Examination Report	Annex 20.6.B
50.	Letter of Undertaking (1)	Annex 20.7.A
51.	Letter of Undertaking (2)	Annex 20.7.B
52.	Letter of Undertaking (3)	Annex 20.7.C
53.	Absentee Notice (1)	Annex 20.8.A
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55.	A-Level Scheme of Study	Annex 20.9.
56.	Bell Timings	Annex 20.10.
57.	School Attendance Policy – Letter to Parents	Annex 21.1.

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ANNEX 1.1. OUR MISSION AND VALUES STATEMENT



Our Mission

Beaconhouse School System aims to provide quality education of an international standard within our cultural framework. We aim for excellence through quality management, quality training and quality teaching bringing benefit to our students, the community, the country and the wider world.

Our Values

Beaconhouse School System values the right of every individual to realise his or her potential through the acquisition of knowledge, skills and values in a caring and supportive environment. The System upholds the freedom of each student to think, create and discover, based on a true understanding of their cultural and spiritual tradition, whilst respecting the cultures and spiritual insights of others. We believe the human mind grows best in a spirit of freedom and cooperation.

We promote equal opportunities for all our students irrespective of gender and of religious, social, ethnic or linguistic background.

We believe in developing responsible citizenship and social responsibility by precept and example. We provide an environment for learning, which promotes independent, creative and critical thought.

We provide a friendly and supportive environment, which not only enhances the self-esteem of each individual but also challenges each to develop understanding skills, abilities and talents to the full.

We expect and demand high standards from all our students and staff and we celebrate the achievement of all.

Beaconhouse School System values its past and builds upon its strengths approaching new ideas with discernment as it continuously looks to the future.



ANNEX 3.1. INFORMATION FOR TEACHERS

1. It is obligatory for teachers to "sign in" and "sign out" daily in the register provided for this purpose.
2. Attendance at all staff meetings is compulsory.
3. Attendance at all school functions is compulsory.
4. Teachers must not leave the school premises during school hours without the prior consent of the Head of the School.
5. Teachers are not allowed to give private tuition to pupils of any branch of Beaconhouse School System except on the written instructions of the Head of the School.
6. Teachers are not allowed to inflict corporal punishment on pupils. A "conduct card" is available for non-cooperative or disruptive pupils. See the Head of School for details.
7. Teachers must not accept or seek any favours from pupils or their parents/guardians.
8. Teachers must use English as the prime language of instruction and communication throughout the school except during Urdu and Islamiyat periods.
9. Teachers must keep in their folders a copy of all circulars sent out from the office for purposes of reference. Any instructions given in the circulars which are applicable to teachers must be meticulously followed.
10. Teachers' working days are 200 per year i.e. 20 more than the pupils.
11. Teachers may take 10 days casual leave each year. Unavailed casual leave of up to 5 days only may be encashed at the end of the year.
12. Casual leave must not be affixed or prefixed to public holidays, school holidays or weekends. If it is, then the total combined period will count towards casual leave.
13. It is the duty of all teachers to help maintain the School standards and discipline as regards pupils uniforms, nails, hair and their general behaviour both in and out of the classrooms.
14. When a teacher is on planned leave of two or three days she must deposit the diary with the office before proceeding on leave. In case of unplanned leave of more than one day the teacher must send the diary to the school through some reliable means by the second day of the leave at the latest.
15. The diary is the school's property and the teacher to whom it is issued is responsible for its safekeeping.
16. This diary must be deposited in the office against receipt before a teacher proceeds on leave or vacation.



ANNEX 3.2. PERSONAL DATA (Teachers)

NAME OF TEACHER:	
CLASS TEACHER FOR:	

SUBJECT TEACHER FOR THE FOLLOWING:

SUBJECTS	CLASS	SECTION

RESIDENTIAL ADDRESS:

CONTACT NO(S):



ANNEX 3.3. TIMETABLE

TERM

Assembly at:		am								
Period Time	Start									
	End									
MONDAY						B R E A K				
TUESDAY										
WEDNESDAY										
THURSDAY										
FRIDAY										

List of other duties (including extra-curricular) to be performed during the term.

TIMETABLE

TERM

Assembly at:		am								
Period Time	Start									
	End									
MONDAY						B R E A K				
TUESDAY										
WEDNESDAY										
THURSDAY										
FRIDAY										

List of other duties (including extra-curricular) to be performed during the term.



ANNEX 3.4. SCHEME OF STUDIES

CLASS		SECTION	
-------	--	---------	--

SUBJECT	THEME / TOPICS TO BE COVERED



ANNEX 3.5. SCHOOL CALENDAR

FOR THE YEAR	
---------------------	--

FIRST TERM	
DATE	EVENT / ACTIVITIES
SECOND TERM	
DATE	EVENT / ACTIVITIES



ANNEX 3.6. STAFF MEETINGS

NO.	DATE	Attended <input type="checkbox"/> Not attended <input type="checkbox"/> (If not attended give reasons)



ANNEX 3.7. CLASS WORK ASSESSMENT MARKS RECORD

CLASS		SECTION		SUBJECT	
-------	--	---------	--	---------	--

S No.	Assignment or Topic												TOTAL	REMARKS	
	Date														
	Marks /Grade														
	Name of Pupil														

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ANNEX 3.8.A LESSON PLAN (1)

SUBJECT		READER / TOPIC		WEEK		DATE	
---------	--	-------------------	--	------	--	------	--

OBJECTIVES	PLAN (Methodology)	Time	Resources	Assessment
Evaluation of Student Learning: <ul style="list-style-type: none">• What did the children learn in this section?• What did they actually do?• What were they not able to do/understand?		Evaluation of Teaching: If you were to teach this lesson again, what would you do differently? (Comment on any ONE aspect of your teaching or planning)		



ANNEX 3.8.B LESSON PLAN (2)

Topic:

Date:

Learning Outcomes/ Objective	Activity Plan / Methodology
Evaluation of Student Learning	



Area of Experience:

Date:

Time	Assessment of Learning Outcome (How)	Resources
Evaluation of Teaching		



ANNEX 3.9. EARLY YEARS OBSERVATION DIARY

Guideline for Observing Students

The Diary

- This is your observation diary.
- In it you are to record observations made by you during the time you are in contact with the students.
- It will contain evidence of your understanding of how each and every student is developing knowledge, understanding, skills and attitudes.
- The attainment targets for Pre-Nursery, Nursery and Kindergarten are provided for your reference at the back of this diary.

How should you organise the diary?

- Name up the sheets, one section for each individual student.
- Keep it on a table in the classroom during school time for quick access.

When should you write?

- It is important to set any observation in context, and that means you need to put in a date and setting. This not only gives you timing but serves as a memory jogger when you try to recall the observation for other purposes, for example report writing.
- Use key words, or snippets of conversations that would recall incidents for you.
- You must identify the targets which the students meet, by writing what he/she has said or done that demonstrates he/she has achieved a particular target.
- It is important to write only what you see or hear and not let your own feelings and thoughts influence your note taking.
- The essence of the diary is to build up a picture of the students. There is no limit to the number of observations a teacher can make and record.
- Only when you have a number of snapshots can you begin to look for patterns and make judgements.

How should you observe?

- There are two main ways of making observations:
 1. To plan a time to observe a specific student (targeting).
 2. To note spontaneous observation when you see something interesting happening.
- Of course these two methods overlap, and it is important to plan and be systematic.
- Unplanned observations are, nevertheless, very valuable, and it is better to have several short entries of this kind than infrequent lengthy ones.

Using the guidelines given on the left hand pages

- The main headings on the left hand pages help to remind you of the areas of experience and provide examples of what the attainment of targets will look in practice.



Language & Literacy

Examples:

Speaking & listening: While playing with the telephone/puppets/dolls a child may speak and then wait for a response thus demonstrating that speaking and listening are a two way process.

Reading: While looking at a book a child points to the print and pretends to read demonstrates that he/she knows that print carries meaning.

Writing: While writing a prescription in the clinic a child demonstrates that he/she knows marks can convey meaning.

Mathematical Development

Examples:

Numbers: While playing with blocks a child counts them correctly till 5 demonstrating that he/she knows the order of number names and their sequence.

Shapes and Space: While playing with toys, a child uses the vocabulary square/circle/triangle in his/her conversation thus demonstrating that he/she can recognise these shapes.

Measurement: While playing in the home corner a child pretends to go through the routine of the day and uses the words day, night and morning to describe the time he/she has, therefore, demonstrated his ability to describe time and use the appropriate vocabulary.

Knowledge & Understanding of the World

Examples:

Investigating: While playing with sand and water a child mixes the two to see what happens. This demonstrates his/her ability to investigate.

Predicting: While playing with friends a child tells another child not to put a large block on top of a small one this demonstrate his/her ability to predict.

Problem Solving: A child opts to solve a jigsaw puzzle and perseveres until it is solved demonstrates his/her abilities to solve problems.



Creative Development

Examples:

Role Play: While participating in a role play situation a child imitates his mother and tells the other children to brush their teeth and go to bed. The child has thus demonstrated his knowledge of the role mother plays at home.

Art: During an art lesson a child colours part of a picture using crayons and another part using paint.

This demonstrates that he enjoys experimenting with materials and techniques.

Music: During a singing lesson a child alternates the pitch of his voice between high and low. This demonstrates his ability to experiment with his voice.

Physical Development

Examples:

Knowledge/Understanding: During a PT drill a child has difficulty in coordinating his/her arms and legs, he/she perseveres and with the teacher's support manages to improve his/her movement.

He/she has, therefore, demonstrated his/her determination and has increased his/her control over movements.

Personal & Social Development

Examples:

Skill: A child on seeing a mess immediately reacts by tidying up demonstrates that he/she is responsive to tidying up.

Attitudes: While reading a book in the reading area a child comes across a torn page and asks the teacher to repair it demonstrates that he/she is responsible.



	<p>Areas to work on:</p> <p>Here you write and highlight concerns and in effect write a memo to yourself about action to take.</p> <p>Example:</p> <p>During a writing lesson a child is unable to form a letter “a”. You therefore make special provision for him/her to practice this skill. You make a note to remind you to prepare extra worksheets for him/her and ensure(s) he/she improves.</p>



ANNEX 3.10. NOTES ON CHILDREN

Junior School Teachers – Notes on children in class _____

Senior School Teachers – Notes on children/ or Classes as required.

Pupil's Name	
FIRST TERM	



SECOND TERM	

ANNEX 7.1.A NELSON HANDWRITING SCRIPT

ie ie ie ie

ie ie ie ie ie
 in in in in in
 it it it it it

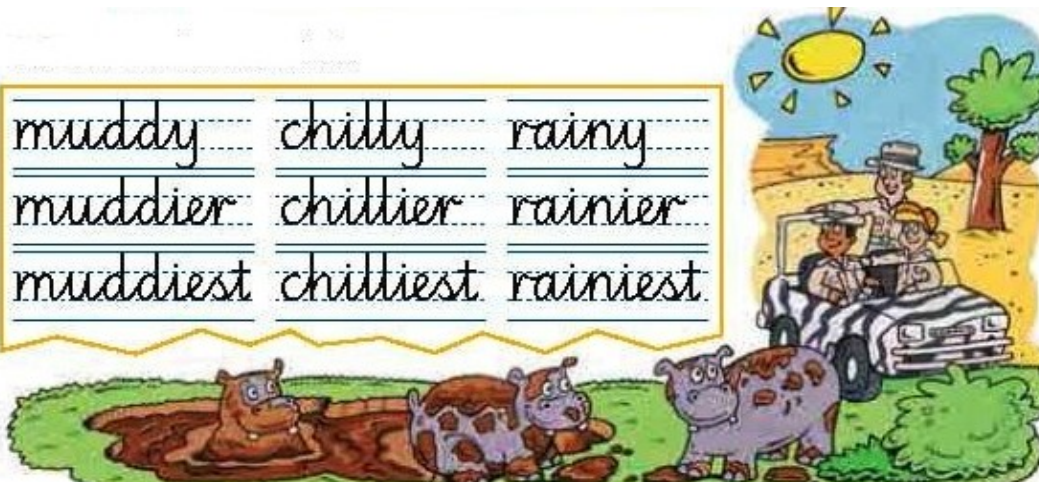


ie



The sunnier it is, the happier I am.

muddy	chilly	rainy
muddier	chillier	rainier
muddiest	chilliest	rainiest





ANNEX 7.1.B URDU NASTALIQ SCRIPT

ا ب پ ت ط ث

ج چ ح خ

د ڈ ذ ر ژ ث







س ش ص ض ط ظ

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ANNEX 14.1.A EARLY YEARS PROGRESS REPORT (PRE-NURSERY)



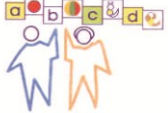



YOUR CHILD'S ACHIEVEMENT			FIRST TERM		
<p>PERSONAL SOCIAL & EMOTIONAL DEVELOPMENT</p>  <ul style="list-style-type: none"> <input type="checkbox"/> Separates from main carer with support <input type="checkbox"/> Expresses needs and feelings in appropriate ways • Shows an interest in classroom activities through: <ul style="list-style-type: none"> <input type="checkbox"/> observation <input type="checkbox"/> participation <input type="checkbox"/> Selects activities and uses resources independently <input type="checkbox"/> Displays high level of involvement in self-chosen activities <input type="checkbox"/> Forms good relationships with adults and peers <input type="checkbox"/> Takes turns and shares with adult support 	<p>PHYSICAL DEVELOPMENT</p>  <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates control over movements <input type="checkbox"/> Moves safely, with confidence and imagination <input type="checkbox"/> Moves with confidence around, under and through balancing and climbing equipment <input type="checkbox"/> Demonstrates control when bending, stretching and rolling <input type="checkbox"/> Can walk on tiptoes <input type="checkbox"/> Can throw and catch <input type="checkbox"/> Holds pencils and crayons correctly <input type="checkbox"/> Handles tools, objects, construction materials and clay/play dough/sand safely and with increasing control 	<p>COMMUNICATION LANGUAGE & LITERACY</p>  <ul style="list-style-type: none"> <input type="checkbox"/> Can differentiate between sounds in the environment <input type="checkbox"/> Listens and responds to others in the environment <input type="checkbox"/> Listens with enjoyment to stories, songs & rhymes <input type="checkbox"/> Joins in rhyming activities <input type="checkbox"/> Initiates conversation with others <input type="checkbox"/> Identifies initial sounds in words • Links the following symbols with their respective sounds: _____ <input type="checkbox"/> Experiments with mark making and assigns meaning to the marks made 	<p>MATHEMATICAL DEVELOPMENT</p>  <ul style="list-style-type: none"> <input type="checkbox"/> Says and uses number names from 1 - 5 in the correct order <input type="checkbox"/> Counts reliably up to 5 everyday objects • Identifies the following numerals: _____ • Identifies and describes these shapes in pictures and patterns: _____ <input type="checkbox"/> Sorts and matches objects using appropriate vocabulary • Understands the following concepts: <ul style="list-style-type: none"> <input type="checkbox"/> big and small <input type="checkbox"/> tall and short <input type="checkbox"/> heavy and light 	<p>KNOWLEDGE & UNDERSTANDING OF THE WORLD AROUND US</p>  <ul style="list-style-type: none"> <input type="checkbox"/> Shows curiosity and interest in the features of objects and living things <input type="checkbox"/> Identifies obvious similarities and differences in materials and objects • Observes, investigates and describes: <ul style="list-style-type: none"> <input type="checkbox"/> places <input type="checkbox"/> materials <input type="checkbox"/> living things <input type="checkbox"/> Observes, considers and explains why s/he has selected certain materials and objects for use <input type="checkbox"/> Constructs in a purposeful way, using simple tools and techniques <input type="checkbox"/> Asks questions about why things happen and how things work 	<p>CREATIVE DEVELOPMENT</p>  <ul style="list-style-type: none"> • Explores and experiments with: <ul style="list-style-type: none"> <input type="checkbox"/> colour <input type="checkbox"/> shape • Creates simple representations of people and objects through: <ul style="list-style-type: none"> <input type="checkbox"/> drawing <input type="checkbox"/> painting <input type="checkbox"/> modelling • Enjoys singing the following songs: _____ <input type="checkbox"/> Begins to identify sounds in the environment <input type="checkbox"/> Engages in imaginative and role play based on own experiences
<p>KEY</p> <p>E Exceeding expectations M Meeting expectations A Approaching expectations N Not yet meeting expectations</p>			<p>Parent - Teacher Meeting attended :</p> <p>First Yes/No Second Yes/No Third Yes/No</p>		
			<p>Pupil's Age _____ yr _____ m*</p> <p>Class average age _____ yr _____ m*</p> <p>Attendance _____ days out of _____</p>		







*at end of Term 2013-2014

YOUR CHILD'S ACHIEVEMENT			SECOND TERM		
<p>PERSONAL SOCIAL & EMOTIONAL DEVELOPMENT</p>  <ul style="list-style-type: none"> <input type="checkbox"/> Separates from main carer with confidence <input type="checkbox"/> Expresses needs, views and feelings and is sensitive to the needs, views and feelings of others <input type="checkbox"/> Plays alongside others <input type="checkbox"/> Selects activities and uses resources independently <input type="checkbox"/> Is confident when interacting with new people and new situations • Works as part of a group: <ul style="list-style-type: none"> <input type="checkbox"/> takes turns <input type="checkbox"/> shares fairly <input type="checkbox"/> Understands what is right, what is wrong, and why 	<p>PHYSICAL DEVELOPMENT</p>  <ul style="list-style-type: none"> <input type="checkbox"/> Is able to combine and repeat a range of movements • Moves freely with confidence in a variety of ways such as: <ul style="list-style-type: none"> <input type="checkbox"/> crawling <input type="checkbox"/> hopping <input type="checkbox"/> running <input type="checkbox"/> jumping <input type="checkbox"/> Can walk on a line <input type="checkbox"/> Can walk backwards with some control <input type="checkbox"/> Is able to kick a ball in a specific direction <input type="checkbox"/> Is able to use a writing tool to draw horizontal, vertical and curved lines <input type="checkbox"/> Handles tools, objects, construction materials and clay/play dough/sand safely and with increasing control 	<p>COMMUNICATION LANGUAGE & LITERACY</p>  <ul style="list-style-type: none"> <input type="checkbox"/> Listens and responds to others in the environment <input type="checkbox"/> Is able to recall and describe the main events and characters in a story <input type="checkbox"/> Initiates conversations with others, displaying greater confidence <input type="checkbox"/> Uses appropriate gestures, intonation and facial expression to communicate meaning <input type="checkbox"/> Identifies initial and final sounds in words • Relates the following symbols with their respective sounds: _____ • Is able to form the following letters: _____ 	<p>MATHEMATICAL DEVELOPMENT</p>  <ul style="list-style-type: none"> <input type="checkbox"/> Says and uses number names 1 - 10 in the correct order <input type="checkbox"/> Counts reliably up to 10 everyday objects • Identifies the following numerals: _____ • Identifies the following two dimensional shapes: _____ <input type="checkbox"/> Identifies differences and similarities in objects and groups them accordingly • Makes comparisons between: <ul style="list-style-type: none"> <input type="checkbox"/> tall and short <input type="checkbox"/> heavy and light <input type="checkbox"/> long and short <input type="checkbox"/> more or less 	<p>KNOWLEDGE & UNDERSTANDING OF THE WORLD AROUND US</p>  <ul style="list-style-type: none"> <input type="checkbox"/> Sorts and classifies according to certain characteristics • Identifies and describes: <ul style="list-style-type: none"> <input type="checkbox"/> animal habitats <input type="checkbox"/> insects <input type="checkbox"/> parts of a body <input type="checkbox"/> parts of a plant • Identifies the following seasons of the year: <ul style="list-style-type: none"> <input type="checkbox"/> summer <input type="checkbox"/> autumn <input type="checkbox"/> winter <input type="checkbox"/> spring <input type="checkbox"/> Asks questions about why things happen and how things work <input type="checkbox"/> Shows curiosity when using simple technological devices 	<p>CREATIVE DEVELOPMENT</p>  <ul style="list-style-type: none"> • Explores and experiments with: <ul style="list-style-type: none"> <input type="checkbox"/> texture <input type="checkbox"/> colour <input type="checkbox"/> shape <input type="checkbox"/> form • Creates simple representations of people and objects through: <ul style="list-style-type: none"> <input type="checkbox"/> drawing <input type="checkbox"/> painting <input type="checkbox"/> modelling <input type="checkbox"/> collage <input type="checkbox"/> Selects appropriate materials for creating a work of art <input type="checkbox"/> Differentiates between speaking, whispering and calling voices <input type="checkbox"/> Engages in imaginative and role play based on own experiences
<p>KEY</p> <p>E Exceeding expectations M Meeting expectations A Approaching expectations N Not yet meeting expectations</p>			<p>Parent - Teacher Meeting attended :</p> <p>First Yes/No Second Yes/No Third Yes/No</p>		
			<p>Pupil's Age _____ yr _____ m*</p> <p>Class average age _____ yr _____ m*</p> <p>Attendance _____ days out of _____</p>		

*at end of Term 2013-2014

ANNEX 14.1.B EARLY YEARS PROGRESS REPORT (NURSERY)

YOUR CHILD'S ACHIEVEMENT			FIRST TERM		
<p style="text-align: center;">PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT</p>  <ul style="list-style-type: none"> <input type="checkbox"/> Settles happily into the class routine <input type="checkbox"/> Expresses needs, views and feelings and is sensitive to the needs, views and feelings of others <input type="checkbox"/> Selects activities and uses resources independently <input type="checkbox"/> Works as part of a group or class, taking turns and sharing fairly <input type="checkbox"/> Is confident when interacting with new people, new situations, and while speaking in a familiar group • Expresses these experiences positively: <ul style="list-style-type: none"> <input type="checkbox"/> enjoyment <input type="checkbox"/> success 	<p style="text-align: center;">PHYSICAL DEVELOPMENT</p>  <ul style="list-style-type: none"> <input type="checkbox"/> Builds simple block structures that extend vertically and horizontally, and is able to describe them <input type="checkbox"/> Can coordinate movements with those of others in a group <input type="checkbox"/> Aims and throws a ball <input type="checkbox"/> Hops on one foot <input type="checkbox"/> Runs changing directions <input type="checkbox"/> Walks down steps, alternating feet <input type="checkbox"/> Pours sand/liquid into small containers <input type="checkbox"/> Handles tools, objects, construction and malleable materials safely and with increasing control <input type="checkbox"/> Is able to tie laces and button up shirts 	<p style="text-align: center;">COMMUNICATION LANGUAGE & LITERACY</p>  <ul style="list-style-type: none"> <input type="checkbox"/> Is aware that speaking and listening is a two way process <input type="checkbox"/> Uses language to imagine, and recreate roles and experiences <input type="checkbox"/> Is able to recall and describe the main events and characters in a story • Identifies these letters and their corresponding sounds: <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div> • Is able to form the following letters correctly: <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div> • Identifies these letters and their corresponding sounds: <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div> • Is able to identify and form these letters correctly: <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div> 	<p style="text-align: center;">MATHEMATICAL DEVELOPMENT</p>  <ul style="list-style-type: none"> <input type="checkbox"/> Counts reliably upto _____ everyday objects <input type="checkbox"/> Uses language such as more or less to compare two quantities • Begins to name the following shapes and solids: <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div> • Uses the following language to compare: <ul style="list-style-type: none"> <input type="checkbox"/> large & small <input type="checkbox"/> long & short <input type="checkbox"/> full & empty • Uses the following language to describe position: <ul style="list-style-type: none"> <input type="checkbox"/> before, after & in-between <input type="checkbox"/> Recognises and recreates simple patterns 	<p style="text-align: center;">KNOWLEDGE & UNDERSTANDING OF THE WORLD AROUND US</p>  <ul style="list-style-type: none"> <input type="checkbox"/> Can recall his/her house number, phone number and the names of family members <input type="checkbox"/> Observes and describes similarities, differences, patterns and change in surroundings <input type="checkbox"/> Describes observations of plants, animals, natural and found objects <input type="checkbox"/> Builds and constructs using a wide range of objects, selecting appropriate resources, tools and techniques <input type="checkbox"/> Asks questions about why things happen and how things work <input type="checkbox"/> Shows care and concern for living things and the environment <input type="checkbox"/> Identifies and describes the uses of common everyday technology • Is able to operate the following equipment safely: <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div> 	<p style="text-align: center;">CREATIVE DEVELOPMENT</p>  <ul style="list-style-type: none"> • Explores, investigates and experiments with texture, colour, shape and form • Creates recognizable representations of people and objects through: <ul style="list-style-type: none"> <input type="checkbox"/> drawing/ painting <input type="checkbox"/> modelling <input type="checkbox"/> collage <input type="checkbox"/> printing • Explores how sounds can be changed • Identifies repeated sounds and sound patterns, and matches movements to music: <ul style="list-style-type: none"> <input type="checkbox"/> Sings simple songs from memory <input type="checkbox"/> Engages in imaginative and role play based on own experiences
<p>KEY</p> <p>E Exceeding expectations M Meeting expectations A Approaching expectations N Not yet meeting expectations</p>			<p style="text-align: center;">Parent - Teacher Meeting attended :</p> <p>First Yes/No Second Yes/No Third Yes/No</p>		
			<p>Pupil's Age _____ yr _____ m*</p> <p>Class average age _____ yr _____ m*</p> <p>Attendance _____ days out of _____</p> <p style="text-align: right;"><small>*at end of Term 2013-2014</small></p>		

YOUR CHILD'S ACHIEVEMENT			SECOND TERM		
<p style="text-align: center;">PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT</p>  <ul style="list-style-type: none"> <input type="checkbox"/> Expresses needs, views and feelings and is sensitive to the needs, views and feelings of others <input type="checkbox"/> Demonstrates ability to work independently <input type="checkbox"/> Works as part of a group or class to achieve common goals <input type="checkbox"/> Is confident when interacting with new people, new situations, and while speaking in a familiar group • Expresses these experiences positively: <ul style="list-style-type: none"> <input type="checkbox"/> enjoyment <input type="checkbox"/> success <input type="checkbox"/> disappointment <input type="checkbox"/> Responds thoughtfully to situations/questions <input type="checkbox"/> Manages own personal hygiene <input type="checkbox"/> Can dress and undress independently <input type="checkbox"/> Understands what is right, what is wrong, and why 	<p style="text-align: center;">PHYSICAL DEVELOPMENT</p>  <ul style="list-style-type: none"> <input type="checkbox"/> Builds complex block structures that extend vertically and horizontally, and is able to describe them <input type="checkbox"/> Develops sufficient timing to jump rope or play games requiring quick reactions <input type="checkbox"/> Can jump specific lengths using increased control over movements <input type="checkbox"/> Demonstrates good sportsmanship <input type="checkbox"/> Is able to use sports equipment safely <input type="checkbox"/> Aims and kicks a ball <input type="checkbox"/> Hops on one foot <input type="checkbox"/> Runs changing directions maintaining balance <input type="checkbox"/> Walks down steps, alternating feet; judges well, in placing feet on climbing structures <input type="checkbox"/> Demonstrates refined hand and eye coordination <input type="checkbox"/> Is able to tie laces and button up shirts 	<p style="text-align: center;">COMMUNICATION LANGUAGE & LITERACY</p>  <ul style="list-style-type: none"> <input type="checkbox"/> Listens attentively and responds to ideas and simple instructions <input type="checkbox"/> Uses appropriate language to describe, explain, ask questions and predict <input type="checkbox"/> Is able to read simple words <input type="checkbox"/> Is able to retell stories, describe characters and predict events <input type="checkbox"/> Can differentiate between upper case and lower case letters • Is able to form the following letters correctly: <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div> • Identifies the following sounds in words: <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div> • Can identify words that begin with the following sounds: <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div> • Is able to identify and form these letters correctly: <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div> 	<p style="text-align: center;">MATHEMATICAL DEVELOPMENT</p>  <ul style="list-style-type: none"> <input type="checkbox"/> Counts reliably upto _____ everyday objects <input type="checkbox"/> Uses language such as more or less to compare two quantities • Begins to name the following shapes and solids: <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div> • Uses the following language to compare: <ul style="list-style-type: none"> <input type="checkbox"/> wide & narrow <input type="checkbox"/> thick & thin <input type="checkbox"/> more than & less than <input type="checkbox"/> heavier & lighter <input type="checkbox"/> Uses appropriate vocabulary involved in addition and subtraction <input type="checkbox"/> Counts and identifies the total number of items in two groups <input type="checkbox"/> Recognises and recreates patterns <input type="checkbox"/> Begins to read o'clock time 	<p style="text-align: center;">KNOWLEDGE & UNDERSTANDING OF THE WORLD AROUND US</p>  <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates respect and acceptance of customs and routines as represented in the group <input type="checkbox"/> Knows that there are similarities and differences that connect them to and distinguish them from others <input type="checkbox"/> Asks questions and searches for answers to why things happen and how things work <input type="checkbox"/> Describes observations of plants, animals, natural and found objects <input type="checkbox"/> Builds and constructs using a wide range of objects, selecting appropriate resources, tools and techniques <input type="checkbox"/> Shows care and concern for living things and the environment • Is able to operate the following equipment safely: <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div> 	<p style="text-align: center;">CREATIVE DEVELOPMENT</p>  <ul style="list-style-type: none"> • Explores, investigates and experiments with texture, colour, shape and form to create original works of art <input type="checkbox"/> Begins to draw, paint and sculpt from observation <input type="checkbox"/> Investigates and describes how new colours can be made by mixing two colours <input type="checkbox"/> Uses a variety of objects to create variations in sounds • Recognises repeated sounds and sound patterns, and matches movements to music: <ul style="list-style-type: none"> <input type="checkbox"/> Begins to play and handle the following instruments: <ul style="list-style-type: none"> <input type="checkbox"/> drums <input type="checkbox"/> triangles <input type="checkbox"/> tambourines <input type="checkbox"/> cymbals <input type="checkbox"/> bells <input type="checkbox"/> Sings songs from memory <input type="checkbox"/> Engages in imaginative and role play based on own experiences
<p>KEY</p> <p>E Exceeding expectations M Meeting expectations A Approaching expectations N Not yet meeting expectations</p>			<p style="text-align: center;">Parent - Teacher Meeting attended :</p> <p>First Yes/No Second Yes/No Third Yes/No</p>		
			<p>Pupil's Age _____ yr _____ m*</p> <p>Class average age _____ yr _____ m*</p> <p>Attendance _____ days out of _____</p> <p style="text-align: right;"><small>*at end of Term 2013-2014</small></p>		

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ANNEX 14.2. KINDERGARTEN SCHOOL REPORT



Beaconhouse School System

Kindergarten School Report

Region: _____ School: _____

First Term / Second Term

Year: _____



Name				Computer #:					
Class		Section		Pupil's Age		yr		m*	* at the end of term
Attendance		Days out of		Class average age		yr		m*	
YOUR CHILD'S ACHIEVEMENTS									
Personal & Social Development									
Islamiat									
Physical Development									
Language and Literacy (English)									
Language and Literacy (Urdu)									



Mathematical Development			
Knowledge and Understanding of the World Around Us			
Creative Development			
Head Teacher's Comments			
Teacher's Signature		Date	
Principal/Head Teacher's Signature		Date	
Parent's Signature		Date	



SELF ASSESSMENT OF PUPIL

Next Term begins on :-----



ANNEX 14.3. PRIMARY/ MIDDLE SCHOOL REPORT



Beaconhouse School System

Primary/Middle School Report (Classes I – VIII)

Region: _____ School: _____

First Term / Second Term

Year: _____



Name				Computer #					
Class		Section		Pupil's Age		y		m	* at the end of term
Attendance		Days out of		Class average age		y		m	
Parent /Teacher Meeting attended:		Marks Key		1 st / 2 nd Term			End of Year		In this section
First: <input type="checkbox"/> Yes <input type="checkbox"/> No		Grade / Marks out of :		Asst. Exam Mid year Aggregate			Consolidated Total		Highest Total
Second: <input type="checkbox"/> Yes <input type="checkbox"/> No									
ENGLISH									
URDU									
MATHEMATICS									
GENERAL SCIENCE									



SOCIAL STUDIES			<table border="1"><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>										
ISLAMIAT			<table border="1"><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>										
MUSIC	ART	P.E / GAMES											
ACHIEVEMENTS IN AND OUT OF SCHOOL													
CLASS TEACHER'S REPORT													
Signed: -----													
PRINCIPAL / HEAD TEACHER													
Signed: -----													



SELF ASSESSMENT OF PUPIL

Next Term begins on :-----



ANNEX 14.4. SECONDARY SCHOOL REPORT



Beaconhouse School System

Secondary School Report

BRANCH

YEAR



Academic Practices & Procedures Manual

Name				Computer #:					
Class		Section		Pupil's Age		yr		m*	* at the end of term
Attendance		Days out of		Class average age		yr		m*	
Parent /Teacher Meeting attended:		Marks Key		1 st / 2 nd Term			End of Year		In this section
First: <input type="checkbox"/> Yes <input type="checkbox"/> No Second: <input type="checkbox"/> Yes <input type="checkbox"/> No									
		Grade / Marks out of :		Asst.	Exam	Mid year Aggregate	Consolidated Total	Highest Total	
ENGLISH LANGUAGE									
PAPER I									
PAPER II									
URDU LANGUAGE									
PAPER I									
PAPER II									
MATHEMATICS									
PAKISTAN STUDIES									
HISTORY									
GEOGRAPHY									



ISLAMIAT	<table border="1"><tr><td></td><td></td><td></td><td></td><td></td></tr></table>					
PAPER I	<table border="1"><tr><td></td><td></td><td></td><td></td><td></td></tr></table>					
PAPER II	<table border="1"><tr><td></td><td></td><td></td><td></td><td></td></tr></table>					
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.....	<table border="1"><tr><td></td><td></td><td></td><td></td><td></td></tr></table>					
ACHIEVEMENT IN AND OUT OF SCHOOL	P.E / GAMES					
CLASS TEACHER'S REMARKS						
Signed:-----						
PRINCIPAL / HEAD TEACHER						
Signed:-----						



ANNEX 14.5. END-OF-YEAR REPORT (IXC - XC)

CAMPUS _____

Name		Computer No.	
Class	Section	Pupil's Age	Y M*
Attendance	Days out of	Class avg. age	Y M*

*at the end of term

Parent Teacher Meeting		Marks Key	First Term			In this section	
First	Second		Assessment	Exam	Consolidated Total	Highest Total	Average Total
English 1123			50	150	300	300	300
		P1:					
		P2:					
Urdu A 3247		50	150	300	300	300	
		P1:					
		P2:					
Additional Mathematics 4037		50	150	300	300	300	
		P1:					
		P2:					
Mathematics D 4024		50	150	300	300	300	
		P1:					
		P2:					



Pakistan Studies 2059	50	150	300	300	300
P1:					
P2:					
Islamiat 2058	50	150	300	300	300
P1:					
P2:					
Physics 5054	50	150	300	300	300
P1:					
P2:					
Chemistry 5070	50	150	300	300	300
P1:					
P2:					
Biology 5090	50	150	300	300	300
P1:					
P2:					

P.E / Games					



SELF ASSESSMENT OF PUPIL

Student Name	Student ID	Class	Section
ACADEMICS			
GENERAL BEHAVIOUR			
ACHIEVEMENTS IN AND OUT OF SCHOOL			
CLASS TEACHER'S REMARKS			
Signed:		Date:	
PRINCIPAL / HEAD TEACHER'S REMARKS			
Signed:		Date:	

Next term begins on:	
----------------------	--



ANNEX 14.6. MOCK EXAMINATION REPORT (XIC)

Name				Computer No.			
Class		Section		Pupil's Age		Y	M*
Attendance		Days out of		Class avg. age		Y	M*

*at the end of term

Parent Teacher Meeting		Marks Key	First Term	In this section	
First			Examination	Highest Total	Average Total
Second					
English 1123			P1:		
			P2:		
Urdu A 3247			P1:		
			P2:		
Additional Mathematics 4037			P1:		
			P2:		
Mathematics D 4024			P1:		
			P2:		
Pakistan Studies 2059			P1:		
			P2:		



Islamiat 2058			
P1:			
P2:			
Physics 5054			
P1:			
P2:			
Chemistry 5070			
P1:			
P2:			
Biology 5090			
P1:			
P2:			

TOTAL			
Grades			

P.E. / Games					



SELF ASSESSMENT OF PUPIL

Student Name		Student ID		Class		Section	
-----------------	--	---------------	--	-------	--	---------	--

ACADEMICS			
My strengths in academics are:			
My weak areas in studies are:			
GENERAL BEHAVIOUR			
I believe I can improve by:			
My responsibilities in school are:			
ACHIEVEMENTS IN AND OUT OF SCHOOL			
I enjoy in (co-curricular and extra-curricular activities)			
CLASS TEACHER'S REMARKS			
Signed:		Date:	

PRINCIPAL / HEAD TEACHER'S REMARKS			
Signed:		Date:	

Next term begins on:	
----------------------	--



ANNEX 14.7. PRELIMINARY EXAMINATION REPORT (IXM – XM)

Name				Computer No.				
Class		Section		Pupil's Age		Y		M*
Attendance		Days out of		Class avg. age		Y		M*

*at the end of term

Parent Teacher Meeting		Marks Key	First Term	In this section	
First			Examination	Highest Total	Average Total
Second					
English 1123			/	/	/
			P1:		
			P2:		
Urdu A 3247			/	/	/
			P1:		
			P2:		
Additional Mathematics 4037			/	/	/
			P1:		
			P2:		
Mathematics D 4024			/	/	/
			P1:		
			P2:		
Pakistan Studies 2059			/	/	/
			P1:		
			P2:		



Islamiat 2058			
P1:			
P2:			
Physics 5054			
P1:			
P2:			
Chemistry 5070			
P1:			
P2:			
Biology 5090			
P1:			
P2:			

TOTAL			
Grades			

P.E / Games					



SELF ASSESSMENT OF PUPIL

Student Name		Student ID		Class		Section	
-----------------	--	---------------	--	-------	--	---------	--

ACADEMICS			
My strengths in academics are:			
My weak areas in studies are:			
GENERAL BEHAVIOUR			
I believe I can improve by:			
My responsibilities in school are:			
ACHIEVEMENTS IN AND OUT OF SCHOOL			
I enjoy in (co-curricular and extra-curricular activities)			
CLASS TEACHER'S REMARKS			
Signed:		Date:	
PRINCIPAL / HEAD TEACHER'S REMARKS			
Signed:		Date:	

Next term begins on:	
----------------------	--



ANNEX 15.1.A CONSOLIDATED RESULTS (Mid-Year/End-of-Year Final Report)

Branch		Class								Section									
Sr	ID	NAME	ENG				URDU				MATH				TOTAL	ICT SKILLS	ART	P.E.	MUSIC
			Assessment	Exam	Mid-Year	Total	Assessment	Exam	Mid-Year	Total	Assessment	Exam	Mid-Year	Total					



ANNEX 15.1.B MID-YEAR / END OF YEAR ASSESSMENT & EXAMINATION

Class: _____ Teacher: _____ School: _____ Date: _____

Sr #	Comp #	Name	ENGLISH			URDU			MATHS			PAK STUDIES			ISLAMIAT									Total		
			Asst	Exam	Agg	Asst	Exam	Agg	Asst	Exam	Agg	Asst	Exam	Agg	Asst	Exam	Agg	Asst	Exam	Agg	Asst	Exam	Agg			



ANNEX 15.2.A REGIONALISED EXAMINATION: ENVELOPE FOR QUESTION PAPERS

REGION		
DECEMBER	MARCH	MAY
Date of Examination		

BRANCH:

Class:

SUBJECT PAPER:

DURATION:

No of Papers Enclosed:

SPECIAL INSTRUCTIONS

(Marking Key & Questionnaire are being sent separately to Head of the school concerned)



ANNEX 15.2.B REGIONALISED EXAMINATION: ENVELOPE FOR MARKING KEYS

REGION		
DECEMBER	MARCH	MAY

BRANCH:

Class:

MARKING KEY FOR:

DATE OF EXAMINATION:

NO. OF KEYS ENCLOSED:



ANNEX 15.3. INVIGILATION CHALLAN FORM

(Please fill in the following blanks when forwarding the answer books to the teacher concerned)

Class	_____	Subject	_____
Examination Held in	_____	On	_____
Invigilator	_____		
No of candidates who took the examination	_____		
Name of candidates absent	1	_____	6
	2	_____	7
	3	_____	8
	4	_____	9
	5	_____	10
Papers forwarded to Mr. /Mrs. /Miss	_____		for checking.
Signature of Incharge	_____	Signature of recipient	_____



ANNEX 15.4.A MID-YEAR EXAMINATION

CHART C

**ALL
REGIONS**

Length of Paper & Distribution of Marks

Classes VII to VIII

<i>Subject</i>		<i>English Lang</i>	<i>English Lit</i>	<i>Urdu Lang</i>	<i>Urdu Lit</i>	<i>Maths</i>	<i>Science</i>	<i>History</i>	<i>Geography</i>	<i>Islamiat</i>
<i>Class</i>										
VII	<i>Marks</i>	S/L 10 / R/W 20	20	30	20	50	50	25	25	50
	<i>Time</i>	S/L 20 / R/W 40	30	60	30	90	90	45	45	90
VIII	<i>Marks</i>	S/L 20 / R/W 40	40	60	40	100	100	50	50	100
	<i>Time</i>	S/L 20 / R/W 70	60	90	60	90	90	90	90	90

Note:

1. Mid -Year Examinations are in-house exams for Classes VII and above.
2. Mid -Year Examinations for Classes Matric/Cambridge/A Level follow the requirements of the appropriate Public Examination authorities.
3. Breakdown of marks for English Language in Class VII & VIII is as follows:

CLASS	VII		VIII	
S/L	Speaking 5	Listening 5	Speaking 10	Listening 10
R/W	Reading 10	Writing 10	Reading 20	Writing 20

4. There are no mid-year exams in Classes I to VI.
5. Mid –Year Reports for Classes I – VI are based on class work, oral work & end-of-unit assessment.



ANNEX 15.4.B END-of-YEAR EXAMINATION

CHART D

**ALL
REGIONS**

Length of Paper & Distribution of Marks

Classes IV to V

<i>Subject</i>		Urdu	Maths	Science	S. Studies	Islamiat
<i>Class</i>						
IV	Marks	50	50	50	50	50
	Time	90	90	90	90	90
V	Marks	50	50	50	50	50
	Time	90	90	90	90	90

<i>Subject</i>		English				Total
<i>Class</i>		Speaking	Listening	Reading	Writing	
IV	Mark	13	12	12	13	50
	Time	7-10 mins	40 mins	40 mins	50 mins	140 mins
V	Mark	13	12	12	13	50
	Time	7-10 mins	40 mins	50 mins	50 mins	150 mins

Note:

1. Listening and speaking tasks are to be carried out during the week preceding the exams. Speaking assessment may go on for several days.
2. There are no End-of-Year Exams for Classes I to III.



END-of-YEAR EXAMINATION

Length of Paper & Distribution of Marks

Classes VI - VII

Subject Class		English Lang	English Lit	Urdu Lang	Urdu Lit	Maths	Science	History	Geog	Islamiat
VI	Marks	<i>S/L</i> 18 <i>R/W</i> 42	40	60	40	100	100	50	50	100
	Time	<i>S/L</i> 40 <i>R/W</i> 80	90	120	90	120	120	90	90	120
VII	Marks	<i>S/L</i> 18 <i>R/W</i> 42	40	60	40	100	100	50	50	100
	Time	<i>S/L</i> 40 <i>R/W</i> 80	90	120	90	120	120	90	90	120

Bold Italics: These exams will be set regionally.



END-of-YEAR EXAMINATION

Length of Paper & Distribution of Marks

Classes VIII

Subject		English Lang	English Lit	Urdu Lang	Urdu Lit	Maths	Science	History	Geog	Islamiat
Class		English Lang	English Lit	Urdu Lang	Urdu Lit	Maths	Science	History	Geog	Islamiat
VIII	Mark	S/L 18 R/W 42	40	60	40	100	100	50	50	100
	Time	S/L 40 R/W 80	90	120	90	120	120	90	90	120

Bold Italics: These exams will be set regionally.

Note:

- Language and Literature should be reported in a combined form out of 100.
- Breakdown of marks for Language in Classes VI - VIII:

Listening	15%	Reading	35%
Speaking	15%	Writing	35%
- Listening and Speaking assessment tasks are to be carried out during the week preceding the exams. Speaking assessment may go on for several days.
- End of Year Exams for Classes Matric and Cambridge follow the requirements of the appropriate Public Examination authorities. These requirements should be checked with your Regional Academic Coordinator.
- History and Geography will be examined as separate papers but marks will be reported in a combined form out of 100. Individual papers may carry more marks.
- Length of paper and marks distribution for Sindhi language subject will be same as Urdu.



ANNEX 15.5. MID-YEAR RESULT STATEMENT

Class: _____

Mid Year

Section: _____

Assessment &

Sr No.	Name	ENGLISH			URDU			MATHS		
		Asst	Exam	Agg	Asst	Exam	Agg	Asst	Exam	Agg
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
17										
18										
19										
20										
21										
22										
23										
24										
25										



Result Statement

Examination Marks

SCIENCE			S. STUDIES HIST/GEOG			ISLAMIAT			COMP. STUDIES			Total
Asst	Exam	Agg	Asst	Exam	Agg	Asst	Exam	Agg	Asst	Exam	Agg	

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ANNEX 15.6. END-OF-YEAR RESULT STATEMENT

Class: _____

Teacher: _____

School: _____

Date: _____

Sr #	Comp #	Name	ENGLISH				URDU				MATHS				SCIENCE				S.STUDIES				ISLAMIAT				Total	%										
			Asst	Exam	Mid Y	Cons	Asst	Exam	Mid Y	Cons	Asst	Exam	Mid Y	Cons	Asst	Exam	Mid Y	Cons	Asst	Exam	Mid Y	Cons	Asst	Exam	Mid Y	Cons												



ANNEX 15.7.A TOP SHEET OF REGIONALISED QUESTION PAPER (1)

Name: _____ Section _____



Beaconhouse School System

Central Region

End of Year Examination March, 2011

Mathematics

Class : VIII

Time allowed: 2 hours

Total Marks : 100

Read the instructions first:

- Omission of the essential working will result in loss of marks.
- Write your name and section in the spaces provided at the top of this page.
- Read the paper thoroughly before attempting the questions.
- Use of calculator is not allowed.
- This paper comprises Section I and Section II. Both Sections are to be answered on the question paper.
- Cutting, erasing and overwriting is not allowed in Section I.
- The intended marks for each question or part of question are given in [] at the end of each question.
- Draw the graphs given in question number 7 and 8 on the graph papers provided and attach them securely with your paper.

For examiner's use only		
Section I	30	
Section II	70	
Total Marks	100	



ANNEX 15.7.B TOP SHEET OF REGIONALISED QUESTION PAPER (2)

Beaconhouse School System

Central Region

End of Year Examination, May 2012



ENGLISH LITERATURE

Time allowed: 1 hour

Total Marks: 40

Name: _____

Section: _____

Date: _____

Class: VII

Instruction for Candidates:

- Read the paper carefully before answering the questions.
- Mistakes in spelling and grammar will be penalised in all parts of the paper.
- Attempt all the questions on the space given in the question paper.
- Avoid over-writing, cutting and use of correction fluid.
- Write the answer in a neat and legible manner.
- The paper consists of 7 pages and a covering page.

For Examiner use only	
Section I	25
Section II	15
Total	40



ANNEX 15.8. ELECTRONIC REPORT SHEET - GRADEBOOK



Beaconhouse School System





ANNEX 17.1. PROMOTION AND RETENTION POLICY

(Print on school letterhead and retain photocopy for office record)

Dear Parents,

Promotion and retention policy for the session has been decided by the Academic Council. The policy is being copied here below for your information.

Promotion

The minimum pass marks for the subjects in different classes are as follows:

Classes III - VII

Pass Marks are: 50% in English, Urdu & Maths (of the consolidated total)
45% in all the other subjects (- do -)

Class VIII

For Promotion to IX Cambridge

Pass Marks are: 60% in all subjects

For Promotion to IX Matric

Pass Marks are: 30% in all subjects

Classes IX and X

Pass Marks are: 45% in all subjects

Conditions for Promotion

Academic requirements for promotion are as follows:

Classes III-VII

A pass in four major subjects i.e. Urdu, English, Mathematics, Science and a pass in at least two minor subjects i.e. Social Studies, Computer Studies, Islamiat.

Classes VIII, IX and X (both Matric and Cambridge)

A pass in all subjects



Double Failure

Double failure means the failure of a student to qualify for promotion on two consecutive occasions.

A student who fails more than once in this way, his/her parents will be asked to withdraw the student from the school.

You are requested to sign this circular in the space provided below to indicate that you have duly received your child's Mid-Year exam report for the academic year on (date) and have also read and understood the above Promotion and Detention Policy.

After signing the circular kindly return it through your child to his/her class teacher by (date)

We look forward to your cooperation.

Regards,

Principal

Student's Name Class

Parent/Guardian's Signature

Date:



ANNEX 17.2.A LETTER OF UNDERTAKING (for parents of Matric students)

(Print on school letterhead and retain photocopy with office records)

.....

Date:

Dear Parents,

According to our **Promotion and Retention Policy and the BSS rules and regulations** communicated to you vide our circular dated, your child failed to qualify for promotion to Class

.....

However, keeping in view your constant requests it has been decided by the management that s/he will be allowed to complete his/her course of study on the condition that s/he will appear as a **Private Candidate** in the **Annual BISE Examination for the year**.....

.....

Section Head

.....

Principal

Date

Date

Undertaking

I agree to abide this decision taken by the management at a meeting in the Principal's/School Head's Office on (date).

.....

Parent's Signature

Date



ANNEX 17.2.B LETTER OF UNDERTAKING (for parents of O-Level students)

(Print on school letterhead and retain photocopy with office records)

.....

Date:

Dear Parents,

According to our Promotion and Retention Policy and the BSS rules and regulations communicated to you vide our circular dated, your child failed to qualify for promotion to Class

However, keeping in view

.....it has been decided by the management that s/he will be promoted to Class on the condition that:

- S/he is considered to have failed in Class.....
- In the event of his/her failing in Class (to which s/he is being promoted this year) s/he will be considered automatically withdrawn from the school rolls with effect from

Parents are advised to keep in touch with the Head/Principal and obtain a Progress Report on the child every 3 months. Attendance of parents at all Parent Teacher Meetings is compulsory.

.....

Section Head

.....

Principal

Undertaking

I agree to abide this decision taken by the management at a meeting in the Principal's/School Head's office on (date)

.....

Parent's Signature

.....

Date



**ANNEX 17.3.A STUDENT TO APPEAR AS PRIVATE CANDIDATE
(for CIE Public Examination)**

(Print on school letterhead and retain photocopy with school records)

.....

Date:

Dear Parents,

According to our **Promotion and Retention Policy and the BSS rules and regulations** communicated to you vide our circular dated, your child failed to qualify for promotion to Class

.....

However, keeping in view his/her spending four years in O-Levels, we allow him/her to complete the studies on the basis that s/he will register for the CIE exam as a **Private Candidate**. The school name will not appear on the certificate issued to private candidates.

.....

Section Head

.....

Principal



**ANNEX 17.3.B STUDENT TO APPEAR AS PRIVATE CANDIDATE
(for Matriculation Board Exam)**

(Print on school letterhead and retain photocopy with office records)

.....

Date:

Dear Parents,

Your child has been registered to appear in the Matriculation Exams to be held in the month of March on the assumption that (Student name) will perform on the standard required by the school in the exam.

In the event of his/her not qualifying in the exam, s/he will appear as a **Private Candidate**.

.....

Principal



ANNEX 18.1. SCHOOL TECHNOLOGY PLAN

Following is a summary of goals, benchmarks and measures for a school technology plan:

Goals	Indicators	Benchmarks	Measure
Professional Development	<p>Increasing numbers of teachers will be trained to integrate technology into their teaching.</p> <p>Teachers will express the need to learn how to integrate technology into their teaching.</p> <p>Teachers increasingly using technology for their own secretarial tasks and for school presentations.</p>	<p>By the end of the school year 80 % of teachers will have had technology training and 50% will feel confident.</p> <p>After training, teachers will be able to devise at least three examples of how technology could be integrated into their lessons.</p> <p>Teachers have been trained to use computers for various tasks, such as assessment Record sheets, worksheets, question papers and finding teaching material and lesson plans.</p>	<p>By the percentage of teachers requesting and receiving training.</p> <p>By the lesson plans produced and teachers' professional development activities at the school.</p> <p>Teacher responses from professional development survey and audit carried out.</p> <p>By worksheets, question papers, assessment records kept on computers, question papers, school displays, and electronic lesson plans etc.</p>
Availability of Technology	Teacher- computer & student - computer ratio will decline and yet be available to all.	For example by next year, teacher - computer & student - computer ratios school-wide will be 4:1 or 6:1.	Teacher computer ratios in staffrooms at schools. Student computer ratios in computer & science labs, resource rooms & libraries, spread over key areas.
	Students will actively use technologies for projects and assignments in all subjects.	All students will be using and engaging with emerging ICTs at school at least 4hrs/ week.	Percentage of students who use and engage with various ICTs at least 4 hours per week during school.
Curriculum Integration	<p>Technology will increasingly be incorporated and embedded into all subject curricula.</p> <p>An increasing percentage of teacher lessons will incorporate technologies.</p> <p>Teachers will begin to use their own ideas for incorporating technology to enhance learning.</p>	<p>In two years English, science, social studies and math will have at least 25% of lessons incorporating technology in their routine lessons.</p> <p>All trained teachers will have conducted 25% of lessons incorporating technology.</p>	<p>By the percentage and frequency of lessons in the curriculum that incorporate emerging technologies and student's work which shows an engagement with ICTs.</p> <p>From lesson observations, of the percentage of teacher lessons that incorporate technology. From percentage of lesson plans submitted, that incorporate technology to enhance learning.</p>



Outcomes			
<p>Reading & Writing</p>	<p>A distinct improvement in language of student's written work and their grades. Teachers will judge reports and presentations to be of higher quality.</p> <p>Students will display increasingly greater interest in reading and writing, and higher performance on tests and reading ability.</p>	<p>Within a period of two years 50% of students would have developed the habit of writing their first drafts on computers and editing it, showing an increase on an average of 10 points.</p> <p>Within a period of 2 years 50% of students will be reading faster, developed the habit of scanning, be aware of the audience they write for, as they will be writing for a purpose, showing an increase by 10% in their grades.</p>	<p>From all round student performance. The quality of finished work submitted and their grades on reports.</p> <p>Students' standardised test scores their reading habits and quality of writing.</p>
<p>Life skills – Critical Thinking - (Analysis, Synthesis etc.)</p>	<p>A marked improvement in critical thinking skills.</p> <p>Growing understanding of using the tools available to fulfill specific needs.</p> <p>Increasingly a change in teaching styles and a variety of teaching methods will be noted.</p> <p>Students will require fewer instructions and display greater independence, as well as take greater responsibility for their own learning.</p>	<p>The majority of students will be seen using opportunities for analysing graphs, collecting and organising information, mapping their ideas for clarity and focus.</p> <p>75% of students should be able to answer indirect questions in tests successfully.</p>	<p>From the independence displayed by students and their growing confidence in their own abilities & communication skills.</p> <p>Students' work outcomes in class as well as assignments.</p> <p>From students' approach to answering questions in their test papers.</p> <p>By student's ability to attempt questions related to application of knowledge.</p>
<p>Computer literacy</p>	<p>Both students and teachers will display increased computer literacy & comfort with trying out various newer technologies.</p> <p>Teachers will be asking for training to fulfill their growing needs for computer skills.</p>	<p>After one year more than 50% of students and teachers will display at least an intermediate level of computer literacy.</p>	<p>From students and teachers' self-report and confidence of computer literacy.</p> <p>Students and teachers will be able to perform most tasks with comfort using various emerging technologies.</p>



ANNEX 19.1. STANDARDISED TIMETABLES – Classes 1 to XI

Classes I – II Monday to Thursday

Assembly	1 st period	2 nd period	3 rd period	4 th period	Break	5 th period	6 th period	7 th period	8 th period
8:00 - 8:15	8:15 - 9:00	9:00 - 9:40	9:40 - 10:20	10:20 - 11:00	11:00 - 11:20	11:20 - 12:00	12:00 - 12:40	12:40 - 1:20	1:20 - 2:00
15 minutes	45 minutes	40 minutes	40 minutes	40 minutes	20 minutes	40 minutes	40 minutes	40 minutes	40 minutes

Subject	Periods / Week
English	9
Mathematics	8
Science	4
Social Studies	4
Urdu	7
Islamiat	2
Music	2
Games	2
Art	2
Total	40

(Inclusive of 1 library period)

(Consecutive periods)



Classes III – V Monday - Thursday

Assembly	1 st period	2 nd period	3 rd period	4 th period	Break	5 th period	6 th period	7 th period	8 th period
8:00 - 8:15	8:15 - 9:00	9:00 – 9:40	9:40 - 10:20	10:20 -11:00	11:00 - 11:20	11:20 - 12:00	12:00 - 12:40	12:40 - 1:20	1:20 - 2:00
15 minutes	45 minutes	40 minutes	40 minutes	40 minutes	20 minutes	40 minutes	40 minutes	40 minutes	40 minutes

Subject	Periods / Week
English	9
Mathematics	8
Science	4
Social Studies	4
Urdu	7
Islamiyat	2
Music	1
Games	2
Computer *	1
Art	2
Total	40

(Inclusive of 1 library period)

(Consecutive periods)

**Meant only for IT skills. Subject teachers to take time from within their own teaching time to teach through educational technology. Labs to be timetabled for 20 periods. The rest is to be at the disposal of subject teachers.*



Classes VI, VII & VIIC Monday – Thursday

Assembly	1 st period	2 nd period	3 rd period	4 th period	Break	5 th period	6 th period	7 th period	8 th period
8:00 - 8:15	8:15 - 9:00	9:00 - 9:40	9:40 - 10:20	10:20 - 11:00	11:00 - 11:20	11:20 - 12:00	12:00 - 12:40	12:40 - 1:20	1:20 - 2:00
15 minutes	45 minutes	40 minutes	40 minutes	40 minutes	20 minutes	40 minutes	40 minutes	40 minutes	40 minutes

Subject	Periods / Week
English	8
Mathematics	8
Science	5
Social Studies*	5
Urdu	6
Islamiat	2
Games	2
Computer	1
Art	2
Library	1
Total	40

**In the 1st term, History may have 3 lessons and Geography 2 lessons and in the second term Geography may have 3 lessons and History 2 lessons.*



* Classes VIIIIM, IXM & XM Monday - Thursday

Assembly	1 st period	2 nd period	3 rd period	4 th period	Break	5 th period	6 th period	7 th period	8 th period
8:00 - 8:15	8:15 - 9:00	9:00 - 9:40	9:40 - 10:20	10:20 - 11:00	11:00 - 11:20	11:20 - 12:00	12:00 - 12:40	12:40 - 1:20	1:20 - 2:00
15 minutes	45 minutes	40 minutes	40 minutes	40 minutes	20 minutes	40 minutes	40 minutes	40 minutes	40 minutes

Subject	Periods / Week		
	8M	9M	10M
English	5	5	5
Mathematics	5	5	5
Biology / Computer Sc.	5	5	5
Pakistan Studies	4	-	8
Urdu	5	5	5
Islamiat	4	8	-
Games	1	1	1
Physics	5	5	5
Chemistry	5	5	5
Library	1	1	1
Total	40	40	40

* Not regionalised or centralised. Caters to individual examining boards.



*Classes IXC, XC & XIC Monday to Thursday

Assembly	1 st period	2 nd period	3 rd period	4 th period	Break	5 th period	6 th period	7 th period	8 th period
8:00 - 8:15	8:15 - 9:00	9:00 - 9:40	9:40 - 10:20	10:20 - 11:00	11:00 - 11:20	11:20 - 12:00	12:00 - 12:40	12:40 - 1:20	1:20 - 2:00
15 minutes	45 minutes	40 minutes	40 minutes	40 minutes	20 minutes	40 minutes	40 minutes	40 minutes	40 minutes

Subject	Periods / Week			
	9C	10C	11C	11C (2012-2013)
English	5	5	5	5
Mathematics	5	5	5	5
Urdu	5	5	5	5
Physics / Economics	4	4	7	5
Chem. / Accounting /Bio. / Add Maths	4	4	8	5
Comp. St. / Bus. St.	4	4	8	5
Pakistan Studies	6	6	-	4
Islamiat	4	4	-	3
Library	1	1	1	1
Games	2	2	1	2
Total	40	40	40	40



Classes I to XI Friday Timetable for All Schools

Assembly	1 st period	2 nd period	3 rd period	4 th period	Break	5 th period	6 th period	7 th period	8 th period
8:00 to 8:10	8:10 to 8:45	8:45 to 9:15	9:15 to 9:45	9:45 to 10:15	10:15 to 10:25	10:25 to 10:55	10:55 to 11:25	11:25 to 11:55	11:55 to 12:30
10 min	35 min	30 min	30 min	30 min	10 min	30 min	30 min	30 min	35 min



ANNEX 19.2. SUGGESTED TIMETABLES – Pre-Nursery to KG

Pre-Nursery

Activity	1	2	3	4	5	6	7	8	9	10	
Minutes	10	10	70	15	25	15	50	60	10	5	
Time	8:00 - 8:10	8:10 - 8:20	8:20 - 9:30	9:30 - 9:45	9:45 - 10:10	10:10 - 10:25	10:25 - 11:15	11:15 - 12:15	12:15 - 12:25	12:25 - 12:30	
Monday	Assembly	Gather Together Time	Communication, language and literacy	Table Manners	Outdoor Play	Circle Time	Playing with Numbers	Music	PE	Let's Read: Focus on Language	Wrap up for the day
Tuesday	Assembly	Gather Together Time	Math. dev.	Table Manners	Outdoor Play	Circle Time	Playing with Sounds	Back to Nature		Let's Read: Focus on Math	Wrap up for the day
Wednesday	Assembly	Gather Together Time	Knowledge and understanding.	Table Manners	Outdoor Play	Circle Time	Playing with Sounds	Art		Let's Read: Focus on Math	Wrap up for the day
Thursday	Assembly	Gather Together Time	Creative development	Table Manners	Outdoor Play	Circle Time	Playing with Sounds	PE	Music	Let's Read: Focus on Math	Wrap up for the day
Time	8:00 - 8:10	8:10 - 8:20	8:20 - 9:30	9:30 - 9:45	9:45 - 10:10	10:10 - 10:25	10:25 - 11:15	11:15 - 11:25	11:25 - 11:30		
Friday	Assembly	Gather Together Time	Communication, language & literacy	Table Manners	Outdoor Play	Circle Time	Playing with Numbers	Let's Read: Focus on Lang.	Wrap up for the day		



Academic Practices & Procedures Manual

Nursery

Activity	1	2	3	4	5	6	7	8	9	10	
Minutes	10	5	15	70	50	15	15	50	60	10	
Time	8:00 - 8:10	8:10 - 8:15	8:15 - 8:30	8:30 - 9:40	9:40 - 10:30	10:30 - 10:45	10:45 - 11:00	11:00 - 11:50	11:50 - 12:20	12:20 - 12:50	12:50 - 1:00
Monday	Assembly	Gather Together Time	Circle Time	Communication, Language and Literacy	Knowledge and Understanding of the World Around Us	Table Manners	Outdoor Play	Mathematical Development	Music	PE	Story Time/ Wrap Up
Tuesday	Assembly	Gather Together Time	Circle Time	Communication, Language and Literacy	Urdu Communication, Language and Literacy	Table Manners	Outdoor Play	Mathematical Development	Creative Development		Story Time/ Wrap Up
Wednesday	Assembly	Gather Together Time	Circle Time	Communication, Language and Literacy	Urdu Communication, Language and Literacy	Table Manners	Outdoor Play	Mathematical Development	Music	PE	Story Time/ Wrap Up
Thursday	Assembly	Gather Together Time	Circle Time	Communication, Language and Literacy	Urdu Communication, Language and Literacy	Table Manners	Outdoor Play	Mathematical Development	Creative Development		Story Time/ Wrap Up
Minutes	10	5	15	70	20	20	50	20	Timetable for Nsy Monday – Thursday: 5hrs Friday: 3hrs 30 min		
Time	8:00 - 8:10	8:10 - 8:15	8:15 - 8:30	8:30 - 9:40	9:40 - 10:00	10:00 - 10:20	10:20 - 11:10	11:10 - 11:30			
Friday	Assembly	Gather Together Time	Circle Time	Communication, Language & Literacy – Shared Reading & Writing	Table Manners	Outdoor Play	Knowledge and Understanding of the World Around Us	Video/ Wrap Up			



Kindergarten

Activity	1	2	3	4	5	6	7	8	9	10	11
Minutes	15	15	20	60	40	15	15	40	30	30	20
Time	7:45 – 8:00	8:00 – 8:15	8:15 – 8:35	8:35 – 9:35	9:35 – 10:15	10:15 – 10:30	10:30 – 10:45	10:45 – 11:25	11:25 – 11:55	11:55 – 12:25	12:25 – 12:45
Monday	Assembly	Islamiat	Circle time	Communication, Language and Literacy	Mathematical Development	Table Manners	Outdoor Play	Urdu Communication, Language and Literacy	Knowledge and Understanding of the World Around Us		Jolly reading
Tuesday	Assembly	Islamiat	Circle time	Communication, Language and Literacy	Mathematical Development	Table Manners	Outdoor Play	Urdu Communication, Language and Literacy	Music	Physical Development	Jolly reading
Wednesday	Assembly	Islamiat	Circle time	Communication, Language and Literacy	Mathematical Development	Table Manners	Outdoor Play	Urdu Communication, Language and Literacy	Creative Development	Creative Development	Jolly reading
Thursday	Assembly	Islamiat	Circle time	Communication, Language and Literacy	Mathematical Development	Table Manners	Outdoor Play	Urdu Communication, Language and Literacy	Physical Development	Music	Story time
Minutes	15	15	20	60	40	15	30	15	Monday – Thursday: 5hrs Friday: 3hrs 30 min		
Time	7:45 – 8:00	8:00 – 8:15	8:15 – 8:35	8:35 – 9:35	9:35 – 10:15	10:15 – 10:30	10:30 – 11:00	11:00 – 11:15			
Friday	Assembly	Islamiat	Circle time	Communication, Language and Literacy	Mathematical Development	Table Manners	Knowledge and Understanding of the World Around Us	Jolly reading			



ANNEX 19.3. EARLY YEARS EDUCATION (EYE) CURRICULUM BREADTH & BALANCE

Pre-Nursery

Mon-Thu: 4 hours 30 minutes = 270 x 4= 1080 minutes a week

Friday: 8.30-11.30 = 3 hours 30 minutes = 210 minutes

1080+210= 1290 total

Item	Area of Experience	Minutes allocated per week
1	Communication, Language and Literacy	310 minutes (includes story time)
2	Mathematical Development	200 minutes (includes story time)
3	Knowledge and Understanding of the World	130 minutes (includes back to nature)
4	Art	130 minutes
5	Music	60 minutes
6	PE	185 minutes (includes outdoor play)
7	Personal, Social, Emotional Development	275 minutes (includes assembly, gather together, circle time, table manners and wrap up)
	Total	1290

	70 min	60 min	50 min	30 min	25 min	15 min	10 min	5 min	Total
CLL	2	0	3 (playing with sounds)	0	0	0	2 (reading session/ language focus)	0	310
Math	1	0	2	0	0	0	3	0	200
KNU	1	1	0	0	0	0	0	0	130
Art	1	1	0	0	0	0	0	0	130
Music	0	0	0	2	0	0	0	0	60
PE	0	0	0	2	5 (outdoor play)	0	0	0	185
PSED	0	0	0	0	0	5 (circle time) 5 (table - manners)	5 (assembly) 5 (gather together)	5 (wrap up)	275
									1290



Nursery

Mon-Thu: 5 hours a day = 300 minutes x 4 days = 1200 minutes a week

Friday: 8.30-11.30 = 3 hours 30 minutes = 210 minutes

1200+210= 1410 total minutes

Item	Area of Experience	Minutes allocated per week
1	Communication, Language and Literacy	390 minutes (includes story time)
2	Urdu	150 minutes
3	Mathematical Development	200 minutes
4	Knowledge and Understanding of the World	100 minutes (includes back to nature)
5	Art	120 minutes
6	Music	60 minutes
7	PE	140 minutes (includes outdoor play)
8	Personal, Social, Emotional Development	250 minutes (includes assembly, gather together, circle time, table manners and wrap)
	Total	1410

	70 min	60 min	50 min	30 min	25 min	20 min	15 min	10 min	5 min	Total min
CLL	5	0	0	0	0		0	4 (story time)	0	390
Math	0	0	4	0	0		0	0	0	200
Urdu	0	0	3	0	0		0	0	0	150
KNU	0	0	2	0	0		0	0	0	100
Art	0	2	0	0	0		0	0	0	120
Music	0	0	0	2	0		0	0	0	60
PE	0	0	0	2	0	1 (outdoor play)	4 (outdoor play)	0	0	140
PSED						1 (table manners) 1 (video)	5 (circle time) 4 (table manners)	5 (assembly)	5 (gather together)	250
										1410



Kindergarten

Mon-Thu: 5 hours a day = 300 minutes x 4 days = 1200 minutes a week

Friday: 8.30-11.30 = 3 hours 30 minutes = 210 minutes

1200+210= 1410 total minutes

Item	Area of Experience	Minutes allocated per week
1	Communication, Language and Literacy	395 minutes (includes jolly reading and story time)
2	Urdu	160 minutes
3	Mathematical Development	200 minutes
4	Knowledge and Understanding of the World	90 minutes
5	Art	60 minutes
6	Music	60 minutes
7	PE	120 minutes (includes outdoor play)
8	Personal, Social, Emotional Development	325 minutes (includes assembly, islamiat, circle time, table manners and wrap up)
	Total	1410

	70	60 min	50 min	40 min	30 min	25 min	20 min	15 min	10 min	5 min	Total
CLL	0	5	0	0	0	0	3 (jolly reading)	1 (jolly reading)	0	0	395
Math	0	0	0	5	0	0	0	0	0	0	200
Urdu	0	0	0	4	0	0	0	0	0	0	160
KNU	0	0	0	0	3	0	0	0	0	0	90
Art	0	0	0	0	2	0	0	0	0	0	60
Music	0	0	0	0	2	0	0	0	0	0	60
PE	0	0	0	0	2	0	0	4 (outdoor play)	0	0	120
PSED	0	0	0	0	0	0	5 (circle time)	5 (assembly)	0	0	325
											1410



ANNEX 20.1. A-LEVEL SUBJECT CATEGORIES & CAREER OPTIONS

A total of 23 subjects are being offered

1. Mathematics
2. Physics (Practical/Project)
3. Chemistry (Practical/Project)
4. Biology (Practical/Project)
5. Business Studies
6. Accounting
7. English literature
8. Psychology
9. Sociology
10. Government and Politics
11. General paper (AS Level)
12. Urdu
13. Economics
14. Computing (Practical/Project)
15. Law
16. Food Studies (Practical/Project)
17. Art and design (Practical/Project)
18. French
19. Design & Textile (Practical/Project)
20. History
21. Thinking Skills
22. Media Studies (Practical/Project)
23. Environmental Management (Practical/Project) (AS Level)

Fields of Study

- Medicine
- Engineering
- Business Management

Alternative Fields

- Computer Sciences /Information Technology (IT)
- Art and Design
- Architecture
- Media
- Accounting and Finance
- Law
- Agriculture
- Social Sciences (Economics, Sociology, Political Science, Philosophy etc.)



Subject Groups

Pre-Medical	Pre-Engineering	Business Management
Physics	Physics	Economics
Chemistry	Chemistry	Accounting
Biology	Mathematics	Mathematics
		Business Studies

Other Subjects Offered

Urdu	English Language	Environmental Management
Computing	General Paper	Art & Design
Psychology	Sociology	Law

A-Level Subject Choices

A-Level subject choices in Year II have a significant impact on the course options available to students at university. Top Universities consider not only the individual A-Level subjects taken but also the proper combination of these (ideally 4 subjects).

- **Hard vs. Soft Subjects**

Hard Subjects: Mathematics, Physics, Chemistry, Biology, Eng. Literature, World History, Sociology, Psychology.

Soft Subjects: Business, Economics, Accounting, Languages, Media Studies, Art and Design, Computing, Law, General Paper, Thinking Skills.

- **A Degree in the Sciences**

At least two, (ideally three): Biology, Chemistry, Mathematics and Physics.
Also useful: Computing, Design & Technology, Electronics or Psychology.

- **A Degree in the Arts/Social Sciences/ Business**

Good 'keystone' subjects: English Literature, History, Languages and Mathematics.

Combine with an additional Language, Economics, and sciences (Biology, Chemistry or Physics).

Other possible choices: Environmental Science, Government & Politics, Law, Psychology or Sociology.

- **General Advice to Students**

- Prior study of the discipline is not always required, but may help the applicant write a convincing personal statement (Exception: Sciences).
- Keep options open at A-Level and at the same time pick a combination that compliments your area of interest.



ANNEX 20.2. SUBJECTS IN WHICH 'AS' IS OFFERED

- Accounting
- Applied Information and Communication Technology
- Art and Design
- Biology
- Business Studies
- Chemistry
- Chinese - Language
- Computer Science
- Computing
- Design and Technology
- Design and Textiles
- Economics
- English - Language
- English - Literature
- Environmental Management
- Food Studies
- French - Language
- French - Literature
- General Paper 8004
- Geography
- Global Perspectives
- History
- Islamic Studies
- Language and Literature in English
- Law
- Mathematics
- Mathematics - Further
- Media Studies
- Physics
- Psychology
- Sociology
- Thinking Skills
- Urdu
- Urdu - Language



ANNEX 20.3.A WARNING LETTER (1)

(Print on school letterhead and retain photocopy for school records)

Date: _____

From: _____ (name(s) of teacher(s))

To: _____ (name of parent/guardian)

_____ (address of parent/guardian)

Student Name: _____ Roll No: _____

Dear (parent or guardian),

As teachers we want every student on our team to be academically successful. Over the past two weeks we as a team have noticed that your child is missing assignments or he/she has received low scores on assignments. We feel it is important that you are aware of this. The first progress report will be mailed home _____ (date). We want to work with you to ensure that your child has a successful year at _____ (school name).

Here are a few ways you can help your child succeed in school:

- Ask your child to have their teachers sign the homework diary (or binder reminder) every day sometime before they leave class. If there is no homework, they should write "NO Homework".
- Please check the homework diary/binder reminder every night. You do not need to sign it, but we do recommend you look for our signatures to make sure that the homework was written down correctly.

We are not requesting a parent conference at this time. We would like to start with daily use of the homework diary/binder reminder for a few weeks and see how effective this tool is in improving work habits.

Thank you for your cooperation.

Sincerely,

(Signed by all members of the teaching team)

Parent's Signature: _____

Date: _____



ANNEX 20.3.B WARNING LETTER (2)

(Print on school letterhead and retain photocopy for school records)

Date: _____

To:

_____ *(name of parent)*

_____ *(address of parent)*

Student Name: _____ Roll No.: _____

Dear Ms./Mr.,

This is to inform you that your child _____ *(name of student)* has been continually failing to perform in class and does not complete the assignments given to him/her even after being given more time than the rest of the students in the class. This warning is being sent to you after giving him/her extra time and help in class and enough time to show an improvement and bring forth his/her true talent, which we are sure s/he possesses.

We expect you to take immediate serious action to help your child improve his/her performance, and expect to see some positive result by the end of this month *(mention date)*.

Our teachers are available for help in this regard should you require any assistance in bringing about a significant improvement in your child's performance.

Thank you.

Sincerely,

Principal's Signature

Principal's Name

Name of School



ANNEX 20.4. A-LEVEL GRADING %

GRADES	SUBJECTS		
	Mathematics/Physics	Urdu	General Paper
	Chemistry/Biology	Business Studies	Economics
	Accounting/Computing	Literature	Law
	Food Studies	Media Studies	Psychology
	Thinking Skills	Government & Politics	French
	Art and Design	Environmental Management	Sociology
	Design & Textile		History
	PERCENTAGES		
A	80% and above	75% and above	70% and above
B	70% - 79%	66% - 74%	60% - 69%
C	60% - 69%	55% - 65%	55% - 59%
D	50% - 59%	50% - 54%	50% - 54%
E	45% - 49%	45% - 49%	45% - 49%
F	44% - 40%	44% - 40%	44% - 40%
U	Below 40%	Below 40%	Below 40%



ANNEX 20.5.A MONTHLY PROGRESS REPORT

A-LEVEL 1

_____, 20 ____

Name: _____

Attendance: _____

S.No	Subject	Marks out of 100	%	Grade
1.	General Paper			
2.	Urdu			
3.	Mathematics/Food Studies/Psychology			
4.	Physics/Accounting /Sociology			
5.	Chemistry/Law/English Literature			
6.	Biology/Economics			
7.	Business Studies			
8.	Art and Design/ Design & Textile			
9.	Computing			
10.	Thinking Skills			
11.	Media Studies			
12.	History/ Environmental Management			
13.	Government & Politics			
14.	French			

Head Master/Mistress A-Level

Parent's Signature

Dated: _____

Dated: _____



ANNEX 20.5.B OCTOBER ASSESSMENT REPORT

A-LEVEL 1

OCTOBER ASSESSMENT RESULT 20 _____

Name: _____

Attendance: _____

S.No	Subject	Marks out of 100	%	Grade
1.	General Paper			
2.	Urdu			
3.	Mathematics/Food Studies/Psychology			
4.	Physics/Accounting /Sociology			
5.	Chemistry/Law/English Literature			
6.	Biology/Economics			
7.	Business Studies			
8.	Art and Design/ Design & Textile			
9.	Computing			
10.	Thinking Skills			
11.	Media Studies			
12.	History/ Environmental Management			
13.	Government & Politics			
14.	French			

*Head Master/Mistress A-Level*_____
Parent's Signature

Dated: _____

Dated: _____



ANNEX 20.6.A MID-YEAR REPORT

A-LEVEL 1

MID-YEAR EXAMINATION – DECEMBER 20_____

NAME: _____ SECTION: _____ ATTENDANCE: _____

SUBJECTS	TOTAL	%	GRADE
MEDIA STUDIES/ DESIGN & TEXTILE			
URDU			
MATHEMATICS / PSYCHOLOGY/ FOOD STUDIES			
PHYSICS / SOCIOLOGY / ACCOUNTING			
CHEMISTRY/ LAW / ENGLISH LITERATURE			
BIOLOGY / ECONOMICS			
BUSINESS STUDIES			
THINKING SKILLS			
HISTORY/ ENVIRONMENTAL MANAGEMENT			
ART AND DESIGN / COMPUTING			
HEAD'S REMARKS:			

HEAD MASTER/MISTRESS_____
DATE



ANNEX 20.6.B MOCK EXAMINATION REPORT

A LEVEL 1

MOCK EXAMINATION – MARCH/APRIL 20__

NAME: _____ SECTION: _____ ATTENDANCE: _____

SUBJECTS	TEACHER'S COMMENTS	TOTAL	%	GRADE
MATHEMATICS				
PHYSICS				
CHEMISTRY				
BIOLOGY				
BUSINESS STUDIES				
ACCOUNTING				
ENGLISH LITERATURE				
SOCIOLOGY				
PSYCHOLOGY				
GOVERNMENT & POLITICS				
HEAD'S REMARKS:				

HEAD MASTER/MISTRESS

DATE



ANNEX 20.7.A LETTER OF UNDERTAKING – A LEVEL (1)

(Print on school letterhead and retain photocopy for school records)

Dated: _____

Dear parents,

Your son/daughter _____ is being admitted in A Level (1st Year) on the condition that:

- S/he will have to obtain at least B-Grade (i.e. 70% marks), in each subject in the Mock Examination to be held in January 20_____.
- If s/he fails to achieve the academic performance mentioned above, the school reserves the right to withhold her registration for the Cambridge University Examination. He/she will then have to appear as a private candidate.

Two copies of this letter are enclosed. Please sign one copy in acknowledgement/ acceptance of the aforementioned conditions and return the same to us.

Yours faithfully,

(Principal)

Undertaking

We hereby accept the above conditions of this letter

Student's Name & Signature

Parent/Guardian's Name & Signature

Dated: _____



ANNEX 20.7.B LETTER OF UNDERTAKING – A LEVEL (2)

(Print on school letterhead and retain photocopy for school records)

Dated: _____

Dear parents,

Your son/daughter _____ in A Level (1st Year) Programme of our school has not come up to the required standard of the class. S/he is being promoted to A Level 2nd Year programme on the condition that:

- S/he will have to obtain at least B-Grade (i.e. 70% marks), in each subject in the Mock Examination to be held in January, 20_____.
- If s/he fails to achieve the academic performance mentioned above, the school reserves the right to withhold his/her registration for the Cambridge University Examination. He/she will then have to appear as a private candidate.

Two copies of this letter are enclosed. Please sign one copy in acknowledgement/ acceptance of the aforementioned conditions and return the same to us.

Yours faithfully,

(Principal)

Undertaking

We hereby accept the above conditions of this letter.

Student's Name & Signature

Parent/Guardian's Name & Signature

Dated: _____



ANNEX 20.7.C LETTER OF UNDERTAKING – A LEVEL (3)

(Print on school letterhead and retain photocopy for school records)

Date: _____

Dear parents,

Your son/daughter _____ in A Level (2nd Year) Programme of _____ has not been able to maintain the required attendance. S/he is being registered for the AS Examination on the condition that:

S/he will have to maintain at least 90% attendance till the Mock Examination to be held in March/April 20____.

If s/he fails to achieve the above mentioned percentage, the school reserves the right to withhold his/her registration for the Cambridge University Examination. S/he would have to appear as a private candidate.

Two copies of this letter are enclosed. Please sign one copy in acknowledgement/ acceptance of the aforementioned conditions and return the same to us.

Yours faithfully,

(Principal)

Undertaking

We hereby accept the above conditions of this letter.

Student's Name & Signature

Parent/Guardian's Name & Signature

Dated: _____



ANNEX 20.8. A ABSENTEE NOTICE (1)

(Print on school letterhead and retain photocopy with attendance records)

Dear (Parent/guardian name),

Name: (Pupil name)

Computer ID: (Pupil school ID)

It is necessary to remind you that regular attendance at school is important for students to reach their potential, and as parents you have an obligation to ensure that (pupil name) is in receipt of full-time education. The school is required to record the reason for any absences as a way of ensuring that students are absent from school only when they are sick or have another good reason for missing school.

Your son/daughter, _____, was absent from school on _____ and no explanation has been received. Please assist us by completing the attached form and return it to school with your child as soon as possible.

Alternatively, you may wish to contact the school on telephone _____ to discuss your child's attendance.

Yours sincerely,

.....
PRINCIPAL

REASON FOR ABSENCE:

.....
.....

Signed Date



ANNEX 20.8. B ABSENTEE NOTICE (2)

(Print on school letterhead and retain photocopy with attendance records)

Dear _____

Your son/daughter, _____, is still not attending school regularly, and has accumulated ten (10) or more absences from school. Despite previous warnings, no acceptable reason has been given or medical certificate supplied to substantiate the absences.

The school attendance policy requires your child to attend school each day that instruction is provided unless prevented from doing so by sickness or other valid reason. The policy requires you to explain your child’s absences within seven days of their occurrence. Failure to do so will result in an unjustified absence being recorded.

Please provide an explanation in the space below and return this form to the school as soon as possible. Alternatively, you may wish to contact the school to discuss your child’s attendance.

Yours sincerely

.....
PRINCIPAL

REASON FOR ABSENCE:

.....
.....

Signed

Date



ANNEX 20.9. A-LEVEL SCHEME OF STUDY

SCHEME OF STUDIES A-LEVEL 1

PHYSICS—9702/1/2/3

September 2011 – June 2012

AS Level (First term)

S.No.	Section	Topic	Contents
1.	September/ October I General Physics	Physical Quantities and Units	1.1 Physical quantities 1.2 SI Units 1.4 Scalars and vectors 5.2 Equilibrium of forces
2.		Measurement Techniques	2.1 Measurements 2.2 Errors and uncertainties
3.	November II Newtonian Mechanics	Kinematics	3.1 Linear motion 3.2 Non-linear motion
4.		Dynamics	4.1 Newton's laws of motion 4.2 Linear momentum and its conservation
5.		Forces	5.1 Types of force 5.3 Centre of gravity 5.4 Turning effects of forces
6.		Work, Energy, Power	6.1 Energy conversion and conservation 6.2 Work 6.3 Potential energy, kinetic energy and internal energy 6.4 Power



7.	December V Electricity and Magnetism	Electric Fields	17.1 Concept of an electric field 17.2 Uniform electric fields
8.		Current of Electricity	19.1 Electric current 19.2 Potential difference 19.3 Resistance and resistivity 19.4 Sources of electromotive force
9.		D.C. Circuits	20.1 Practical circuits 20.2 Conservation of charge and energy 20.3 Balanced potentials
10.	Practicals	One or two practicals every week	
11.	December	Revision of Past papers	



AS Level (2nd Term)

S.No.	Section	Topic	Contents
12.	January V Oscillations and Waves	Waves	15.1 Progressive waves 15.2 Transverse and longitudinal waves 15.3 Polarization 15.4 Determination of speed, frequency and wavelength 15.5 Electromagnetic spectrum
13.		Superposition	16.1 Stationary waves 16.2 Diffraction 16.3 Interference 16.4 Two-source interference patterns 16.5 Diffraction grating
14.	February VI Modern Physics	Nuclear Physics	27.1 The nucleus 27.2 Isotopes 27.3 Nuclear processes
15.	February III Matter	Phases of Matter	9.1 Density 9.2 Solids, liquids, gases 9.3 Pressure in fluids 9.4 Change of phase
16.		Deformation of Solids	10.1 Stress, strain 10.2 Elastic and plastic behaviour
17.	Practicals		One or two practicals in every week
18.	March	Revision of Past papers	



SCHEME OF STUDIES—A LEVEL II

PHYSICS—9702/4/5

September 2012 – June 2013

A2 Level (First term)

S.No.	Section	Topic	Contents
1.	September II	Motion in a Circle	7.1 Kinematics of uniform circular motion 7.2 Centripetal acceleration 7.3 Centripetal force
2.	Newtonian Mechanics	Gravitational Field	8.1 Gravitational field 8.2 Force between point masses 8.3 Field of a point mass 8.4 Field near to the surface of the Earth 8.5 Gravitational potential
3.	October IV Oscillations & Waves	Oscillations	14.1 Simple harmonic motion 14.2 Energy in simple harmonic motion 14.3 Damped and forced oscillations: resonance
4.	November V Electricity and Magnetism	Electric Fields	17.3 Force between point charges 17.4 Electric field of a point charge 17.5 Electric potential P5 Orientation of Q. 1(Paper V)
5.	Paper V	Capacitance	18.1 Capacitors and capacitance 18.2 Energy stored in a capacitor Practice of Q. 1(paper V)



6.		Magnetic Fields	21.1 Concept of magnetic field
7.		Electromagnetism	22.1 Force on a current-carrying conductor 22.2 Force on a moving charge 22.3 Magnetic fields due to currents 22.4 Force between current-carrying conductors
8.		Electromagnetic Induction	23.1 Laws of e.m. induction
9.		Alternating Currents	24.1 Characteristics of alternating currents 24.2 The transformer 24.3 Transmission of electrical energy 24.4 Rectification
10.	December	Revision	



A2 Level (2nd Term)

S.No.	Section	Topic	Contents
11.	January VI Modern Physics	Charged Particles	25.1 Electrons 25.2 Beams of charged particles
12.		Quantum Physics	26.1 Energy of a photon 26.2 Photoelectric emission of electrons 26.3 Wave-particle duality 26.4 Energy levels in atoms 26.5 Line spectra
13.		Nuclear Physics	27.4 Mass excess and nuclear binding energy 27.5 Radioactive decay
14.	January III Matter	Temperature	12.1 Thermal equilibrium 12.2 Temperature scales 12.3 Practical thermometers
15.		Thermal Properties of Materials	13.1 Specific heat capacity 13.2 Specific latent heat 13.3 Internal energy 13.4 First law of thermodynamics
16.		Ideal Gases	11.1 Equation of state 11.2 Kinetic theory of gases 11.3 Pressure of a gas 11.4 Kinetic energy of a molecule



APPLICATIONS OF PHYSICS			
17.	February VII Gathering and Communicating Information	Direct Sensing	28.1 Sensing devices 28.2 The ideal operational amplifier 28.3 Operational amplifier circuits 28.4 Output devices
18.		Remote Sensing	29.1 Production and use of X-rays 29.2 Production and use of ultrasound 29.3 Use of magnetic resonance as an imaging technique
19.		Communicating Information	30.1 Principles of modulation 30.2 Sidebands and bandwidth 30.3 Transmission of information by digital means 30.4 Different channels of communication 30.5 The mobile-phone network
20.	February PAPER 5 (Planning, Analysis and Evaluation)		Two design questions every week
21.	March Revision of Past papers		



ANNEX 20.10. A-LEVEL BELL TIMINGS

Periods	Timings
1 st Period	7:40 - 8:20
2 nd Period	8:20 - 9:00
3 rd Period	9:00 - 9:40
4 th Period	9:40 - 10:20
5 th Period	10:20 - 11:00
6 th Period	11:00 - 11:40
7 th Period	11:40 - 12:20
8 th Period	12:20 - 1:00
9 th Period	1:00 - 1:40
10 th Period	1:40 - 2:20
11 th Period	2:20 - 3:00
12 th Period	3:00 - 4:00



ANNEX 21.1. SCHOOL ATTENDANCE POLICY - Letter to Parents

(Print on school letterhead and retain photocopy with attendance records)

Dear Parent/Guardian,

The Beaconhouse School System recognises that school attendance and punctuality are among the necessary essential components for student success. The following procedures will be followed in monitoring the minimum attendance standard that must be maintained:

- If a student accumulates 5 absences the teacher will contact the parent/guardian. Teacher contact with parent/guardian may take the form of a phone call, phone message or a letter mailed to the home.
- If a student accumulates 8 absences the teacher will directly contact the parent/guardian by means of a phone call.
- If a student accumulates 10 absences there will be a meeting of parent/guardian, administration and student to explore the possibility of creating an attendance contract with the student.
- If a student accumulates 14 absences a registered letter will be sent indicating there is a danger of the student losing eligibility for the end-of-year examination, and outlining what must happen to prevent this consequence, and indicating the appeal procedure that is in place.

Note: This applies to *excused and unexcused absences.

Yours sincerely,

.....
PRINCIPAL

REASON FOR ABSENCE:

.....
.....

Signed

Date

** An excused absence is one approved by the student's parent/guardian. A parent or guardian can indicate an absence is acceptable by phoning the school the day of the absence or by submitting a note within 3 school days of the absence. These absences will still contribute to the maximum of 16 absences which can cause loss of eligibility for the end-of-year exam.*

[GO TO TOC](#)



EVALUATION FORM

We welcome your comments and suggestions, which will be used to improve and update this manual. Please return this form to the office of the Research Associate BSS – HO.

	<i>Circle the appropriate number</i>				
	POOR -----				EXCELLENT
Organisation of the manual	1	2	3	4	5
Usefulness of the manual	1	2	3	4	5
Accuracy of information	1	2	3	4	5
Writing style	1	2	3	4	5
Usefulness of diagrams, tables & Annexures	1	2	3	4	5
Overall effectiveness	1	2	3	4	5



Comments and suggestions that would improve this manual:

Deletions:

Changes:



Additions:

Other:

NAME: _____ DESIGNATION: _____