

GLS / C /652 -23

CIRCULAR

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Learning Approach aligned to the NEP- Grade 1

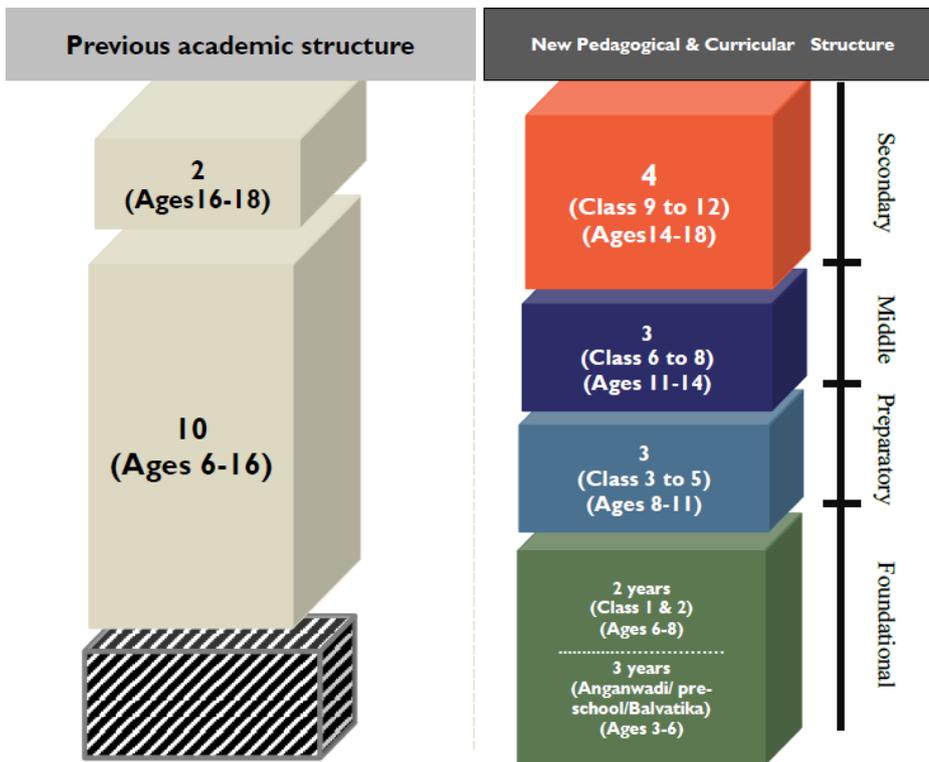
Dear Parent,

Ramadan Kareem.

We are happy to inform you about a few key shifts in pedagogical practices in Grade One this academic year in line with the Indian National Education Policy (NEP) 2020.

The Context:

NEP 2020 has articulated the age range of 3-8 as the Foundational Stage, the first stage in the new 5+3+3+4 system, as depicted in the pictorial representation appended.



The Foundational Stage envisions an integrated approach to Early Childhood Care and Education; for children between ages 3-8. The Foundational Stage is a single curricular and pedagogical phase which comprises five years of flexible, multilevel, play and activity-based learning for children between 3 and 8 years of age with the aim of building Foundational Literacy and Numeracy (FLN).

While playing, children are actively experiencing the world around them using all their senses. They organize, plan, imagine, wonder, manipulate, negotiate, explore, investigate, and create while making sense of the world. As articulated in NEP 2020, the Foundational Stage uses ‘play,’ at the core of all learning.

Some of the key principles that underpin the NEP are outlined below:

- **recognizing, identifying, and fostering the unique capabilities of each student**, by sensitizing teachers as well as parents to promote each student’s holistic development in both academic and non-academic spheres;
- **Prioritize achieving Foundational Literacy and Numeracy** by all students by Grade 3;

- **Flexibility**, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests;
- **Multidisciplinary** and a **holistic education** across the sciences, social sciences, arts, humanities, and sports
- **Emphasis on conceptual understanding** rather than rote learning and learning-for-exams;
- **Creativity and critical thinking** to encourage logical decision-making and innovation;
- **Focus on regular formative assessment for learning** rather than the summative assessment that encourages today's 'coaching culture';
- **Extensive use of technology** in teaching and learning, educational planning and management;
- **Full equity and inclusion** as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system;
- **Synergy in curriculum across all levels of education** from early childhood care and education to school education to higher education;
- **Continuous review of progress** based on sustained research and regular assessment by educational experts;

Shifts in Teaching and Learning in Grade 1:

With reference to the above mentioned context and with the view of facilitating play-based, flexible and sensorial learning, home room teaching has been extended from Kindergarten to Grade 1 this academic year and will be further extended to Grade 2 in the next academic year in alignment with the NEP Foundational Stage principles.

As home room teachers, the Grade 1 teacher and the Teaching Assistant will engage with their students for most learning domains such as English, Math, Science and MSC, while the specialized learning domains such as second languages, Arabic, ICT, Art, PE, Music, and Islamic Education (where applicable), will be taught by specialist teachers.

Shifts in Assessments in Grade 1:

Similar to the Early Years, assessments in Grade 1 will be formative in nature, ongoing and on a daily basis as students are consolidating their learning. After every key concept is taught and reinforced Graded Assessment Tasks (GAT) will be conducted to check students' understanding, measure progress, identify gaps in learning and action interventions where required to bridge these learning gaps. These ongoing assessments will take different forms such as class discussions, class work, oracy, written work, group tasks, quizzes, projects, learner created artefacts, reading comprehensions, and other student work samples. All students will engage in a minimum of two age-appropriate projects per quarter – cross-curricular and MSC project, the details of which will be shared. The data from these ongoing assessments will be summarised once every quarter and reported to parents through a holistic Report Card covering all learning domains. Similar to Kindergarten, there will be no formal, announced test schedules shared, however, concepts will be reinforced before being assessed through GATs.

The teacher and the TA with the help of the parent, will maintain an E-portfolio for every child comprising samples of the best student work and recognitions, which could include written work, videos, artefacts, projects, awards, certificates, character strengths and other samples evidencing the student's progress and learning journey.

Teachers will use formative assessment tools such as anecdotal records, checklists, and rubrics to record their observations of student progress in lessons and over time. The most fundamental methods of assessment in the Foundational Stage will be teacher observations of the child during the learning process, recording student explanations, wonderings, questions as they learn and analysing artefacts that the child has created as part of their learning experiences.

We firmly believe that these small shifts in pedagogical practices will go a long way in making learning more authentic and enjoyable for all children in Grade 1 and will help us in drawing out the very best from our students. We earnestly request your kind co-operation and whole-hearted support in partnering with us in our endeavour in providing a stimulating and positive learning environment for all our students.

Warm regards,



Asha Alexander
Principal

Executive Leader - Climate Change

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