

ASSESSMENT POLICY (2026-27)

FOUNDATIONAL STAGE(Nur to II)

A competency-based, continuous and holistic assessment framework aligned with NEP 2020, NCF-SE 2023 and applicable CBSE directions.

1. Purpose and Scope

The **National Curriculum Framework for the Foundational Stage (NCF-FS)** provides a guiding framework for the holistic development of children aged 3–8 years. It focuses on play-based, experiential and developmentally appropriate learning, with emphasis on foundational literacy and numeracy, socio-emotional development, creativity, communication and positive learning habits. As per NEP-2020, the Foundational Stage covers the early years of schooling, spanning Nursery to Class II.

2. Foundational Stage: Domain and Curricular Areas

DOMAIN	SUBJECT	DETAILS
Physical Development	Physical Education	Includes games, yoga, health education, and pre-vocational skills (Seva).
Socio-Emotional Development	● Socio-Emotional-Ethical Learning (SEEL) ● School Cinema	Focuses on positive learning habits and values.
Cognitive Development	● Numeracy & Computational thinking ● World Around Us (WAU)	Children engage broadly and deeply with their natural and human environments.
Language & Literacy Development	English Hindi	Language 1 and Language 2
Aesthetic & Cultural Development	Performing arts	Art, craft, music, and dance

3. Assessment Philosophy

In accordance with NEP 2020, the school follows a competency-based assessment system that shifts the focus from one-time, high-stakes examinations to continuous assessment for learning. Students are assessed regularly through classroom activities and periodic examinations to monitor their progress, provide timely feedback, and strengthen conceptual understanding.

- **Foundational Stage (Nursery, LKG, UKG):**

The five developmental domains can be aligned with the **Panchakosha framework** in the NCF as follows. The alignment should be understood as **interconnected rather than one-to-one**: each developmental domain may draw on more than one kosha, while each kosha contributes to the holistic development of the child.

Panchakosha → Developmental focus → ECCE domain

- **Annamaya (Sharirik)** → Body, health, senses, movement → **Physical & Motor**
 - **Pranamaya (Pranik)** → Energy, vitality, activity–rest balance → **Physical & Motor**, with influence across domains
 - **Manomaya (Manasik)** → Emotions, relationships, values, expression → **Socio-emotional & Ethical + Aesthetic & Cultural**
 - **Vijnanamaya (Bauddhik)** → Thinking, reasoning, language, numeracy, problem-solving → **Cognitive + Language & Literacy**
 - **Chaitasik** → Inner awareness, compassion, joy, aesthetic sensitivity → **Socio-emotional & Ethical + Aesthetic & Cultural**
- **Classes I and II:**
 - There are **no summative assessments** (no Periodic Tests, Half-Yearly, or Annual exams) .
 - Formative assessments happen continuously in parallel with instruction, acting as a dynamic feedback loop.

4. Types of Assessments

As per NEP-2020 and the NCF for the Foundational Stage, assessments are continuous, qualitative, and low-stakes:

- **Formative Assessments:** Ongoing monitoring and documentation of a child's active engagement, participation, and developmental milestones by teachers during daily classroom activities.

Formative Assessments are taken in two engaging formats –

1. **Pre-Announced Formative Assessments (only I & II):** These are conducted four times a year after the completion of each Formative assessment cycle (FAC) for accountability purposes. A date sheet, along with the syllabus, is shared with students in advance.
2. **Ongoing Formative Assessments (Nur - II):** These assessments are conducted in parallel with the teaching-learning activities and act as a feedback loop for both teachers and learners. No syllabus or datesheet will be given .

Formative Assessments Tools (FA tools) -

- **Student Portfolio (Nur - II):** A monthly collection of the child's work—such as drawings, writing, craftwork, photographs of play, and digital work—is maintained in the portfolio folder. The portfolio is a record of the child's learning journey, including their reflections and experiences, and is regularly reviewed by the teacher to support their learning.
- **Self-Assessments & Peer-Assessments (Nur - II) :** Integrated developmental tools used twice a year (aligned with formative cycles) via the Holistic Progress Card (HPC) for classes

I-II and thrice a year for classes Pre-K to encourage young learners to reflect on their own learning habits and simple peer contributions.

- **Parent Observation (Nur - II) :** Structured feedback is gathered after FAC 2 and FAC 4 for Classes I–II, and at the end of Term I, Term II, and Term III for Pre-K. It provides a holistic view of the child’s progress, aligned with the suggested NCF-FS formats, and tracks key competencies such as eating, hygiene, dressing, safety, communication, and cognitive and emotional choices.

PARENT OBSERVATION (NUR-LKG-UKG)															
AGE(_YRS_MTHS):															
DATE OF REPORTING (DD/MM/YY):															
SERIAL NUMBER	COMPETENCIES	Code	TERM-I				TERM-II				TERM-III				
															
1	Identifies things that can or cannot be eaten	C1.1													
2	Eats without spilling or wasting food	C1.1													
3	Washes hands before eating and after using toilet	C1.2													
4	Can dress and put on shoes independently	C1.2													
5	Uses dustbin to dispose garbage	C1.3													
6	Avoids danger - fire, hot stove, knife, broken glass, heavy objects,	C1.4													
7	Aware of road safety and traffic rules. Aware of traffic signals and symbols	C1.5													
8	Understands difference between safe and unsafe touch. Conveys discomfort to familiar adults. Does not accept candies or gifts from strangers.	C1.6													
9	Able to screw/unscrew bottle caps	C3.3													
10	Able to open a door	C3.3													
11	Able to peel fruits like banana or orange	C3.3													
12	Shares information like own name and surname, address, school, parent's name	C4.1													
13	Can express choice regarding favourite food, toy, dress, person, activity	C4.1													
14	Can express preferences (I want/don't want this)	C4.2													
15	Interacts with familiar and unfamiliar adults and children. Is able to make friends.	C4.3													
16	Helps in the kitchen, or helps to clean a vehicle, or does dusting in the house, puts away toys and clothes in their proper places, waters plants	C5.1													
17	Joyous and kind with plant and animal life	C6.1													
18	Asks "why" questions	C9.3													

- **Art-Integrated Learning:** Annual Expo for the Foundational Stage (Nursery–Grade II) will be held at the end of the academic session, showcasing NCF-aligned art-integrated learning through children’s creative work, craft, music, movement, drama, and cultural experiences.
- **Clubs:** Details of the respective clubs for Classes I–II will be recorded in the HPC, with grades added twice a year after FAC 2 and FAC 4. Clubs for Pre-K are for learning and exploration only and will not be assessed or graded.

5. Assessment Calendar – 2026–27

ASSESSMENT SCHEDULE 2026-27			
Assessment Schedule - PRE PRIMARY			
ASSESSMENT	STARTS	ENDS	SA/REMARKS
FORMATIVE ASSESSMENT CYCLE-1(165 days)	2nd April 2026	14th August 2026	
FORMATIVE ASSESSMENT CYCLE-2 (69 days)	17th August 2026	30th November 2026	
FORMATIVE ASSESSMENT CYCLE-3 (72 days)	1st December 2026	19th March 2027	

Assessment Schedule -I & II			
ASSESSMENT	STARTS	ENDS	SA/REMARKS
FORMATIVE ASSESSMENT CYCLE-1 (46 days)	1st April 2026	20th July 2026	
FORMATIVE ASSESSMENT CYCLE-2 (46 days)	21st July 2026	23rd September 2026	
FORMATIVE ASSESSMENT CYCLE-3 (51 days)	24th September 2026	10th December 2026	
FORMATIVE ASSESSMENT CYCLE-4. (67 days)	11th December 2026	17th March 2027	Annual Exam - 26.02.2027 to 15.03.2027

6. Reporting through the Holistic Progress Card (HPC)

The HPC reports learner achievement through competency levels rather than marks alone. It presents academic progress along with competencies, life skills and broader developmental evidence.

Level	Symbol	Marks Equivalent	Interpretation
Level 1 – Beginner	L1	0–40%	At the beginning stage of the target competency and needs a great deal of support.
Level 2 – Progressing	L2	41–60%	Able to meet some part of target competency independently but needs occasional support.
Level 3 – Proficient	L3	61–80%	Able to meet the target competency independently without any support
Level 4 – Advanced	L4	81–100%	Able to achieve the target competency independently. Helps & supports others to achieve LO. Requires more challenging tasks.

HPC Publication Frequency

- **Pre-Primary (Nursery, LKG, UKG):** Published **thrice a year** based on formative assessment cycles (FACs).
- **Classes I and II:** Published **twice a year** (after FAC 2 and FAC 4).

7. Academic Retention, Attendance, and Leave Policy

- There is no detention from Nursery to Class II.
- In exceptional circumstances, retention may be considered only after detailed consultation with parents and if it is deemed to be in the child's best interest.
- **Attendance Tracking:** Schools must systematically track student attendance, ensuring formal written communication is sent to parents if attendance drops below the 75% threshold after every Formative Assessment cycle.