

ASSESSMENT POLICY (2026-27)

PREPARATORY STAGE(III to V)

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

1. Purpose and Scope

As per NEP-2020, the preparatory stage consists of three years of schooling ie. Class III to V. Its purpose is to bridge play-based early schooling and formal classrooms, building active, interactive learning, strong reading and math skills, and critical thinking through discovery-based subjects.

2. Preparatory Stage: Domain and Curricular Areas

Domain	Curricular Areas
language and literacy development	R1 - English
	R2 - Hindi
Cognitive Development	MAthematics
	Computational Thinking (logical reasoning and problem solving)
	Digital Skills
	World Around Us (Children engage broadly and deeply with the natural and human environment around them)
	Vocational Education is subsumed in WAU (Children are encouraged to participate in various productive work like cooking without fire, gardening etc)
Aesthetic & Cultural Development	Art and Craft
	Music (Instrumental and Vocal)
	Dance (Western and Classical)
Physical Education (Including Motor Skills)	Games, Yoga, Health Education
SEEL	Social Emotional Ethical Learning (Values, inclusion, diversity, environmental sensitivity, rootedness in India)
	Positive Learning Habits

3. Assessment Philosophy

As per NEP2020 there needs to be a paradigm shift away from high-stakes one-shot summative assessments to low stakes, assessment for and as learning. Therefore, the assessment structure is now focused on Formative Assessments throughout the year mapped to competencies from NCF_SE-Aug23. Students are assessed regularly through classroom activities and periodic assessments to monitor their progress, provide timely feedback, and strengthen conceptual understanding.

4. Formative Assessment (FA)

Formative Assessments are conducted continuously throughout the academic year and are integrated with the teaching-learning process. They help teachers identify learning gaps and provide immediate support wherever required.

4.1 Formative Assessments are taken in two engaging formats –

- **Pre-Announced Formative Assessments:** These are conducted for accountability purposes. A date sheet, along with the syllabus, is shared with students in advance. The Pre-Announced Formative Assessments are conducted three times a year (PFA1, PFA2, PFA3) for reporting and standardised testing.
- **Ongoing Formative Assessments:** These assessments are conducted in parallel with the teaching-learning activities and act as a feedback loop for both teachers and learners. Hence, no date sheet and syllabus is shared for ongoing formative assessments.

4.2 Specific Formative Assessment Components/ Tools

4.2.1 Open Door Assessment (ODA) -

In WAU and Mathematics, Open Door assessments are designed by our educational partners Open Door Organisation, consisting of a team of people from some of the finest universities - such as the IITs and NITs - in India.

Open Door Assessments aim to nurture critical thinking in students and give them an edge over other students out there in various competitive exams.

These assessments are MCQ based tests conducted in two stages- Learning(L) and Re- Learning (RL) four times a year i.e. in each Formative Assessment Cycle.

In case of WAU (World Around Us), ODA is conducted three times in a year for Classes III and IV.

Teachers prepare students for these assessments through regular classroom discussions, worksheets containing questions with higher order thinking skills.

4.2.2 AcadAlly

AcadAlly is an innovative AI-powered learning platform , dedicated to transforming education through personalized and adaptive learning solutions. The platform provides real-time diagnostic assessments, personalized learning pathways, instant doubt resolution, and data-driven academic insights. In addition to students doing multiple assessments at their level, one assessment each in WAU and Math would be conducted in School per month(as mentioned in timetable).

4.2.3 Portfolio

Student Portfolio is a collection of a student's work that shows their learning progress, achievements, skills, and reflections over time. Portfolio is to be maintained by every child to record his/her work and track the progress of his/her development.

The following should be included in a portfolio:

- Index (S.No, pg no. of sample of work, description of sample, sample date, competency number)
- Personal details: Name, school, class, date of birth, age, observation date range, photograph
- Samples of student's work which can include artwork, drawing, writing samples etc.
- Photographs of models and craft work
- Link to a video of the student's work
- Organised record of interesting discussions held with the student

A designated folder is provided as part of the stationery and book set, intended for the systematic maintenance of the student portfolio.

- The portfolio will be assessed twice during the academic year in FAC 2 and FAC 4. Assessment of the portfolio is not based on the sample chosen but strictly on student reflection and annotation. Some examples of reflection and annotations are shared below:
- What I did well (eg. I used appropriate vocabulary)
- What I did not do well (eg. I need practice in sentence construction)
- What I did not understand (I do not understand how to calculate LCM)
- What I need help with (I need help with subject-verb agreement)
- Progress made or not from the last sample in the portfolio with reasons and examples (I can comprehend questions better, but I need to work on my presentation of information)
- Action plan or solution to challenge areas (I will take help from my peer Sujata, to understand LCM and attempt all problems from NCERT).

4.2.4 Self-& Peer Assessment

Self-assessment, and peer assessment are included in the Holistic Progress Card (HPC) to ensure a 360-degree evaluation and provide a holistic view of the child's progress.

Self-Assessment refers to the process where students evaluate their own work or performance. They reflect on their learning, strengths, weaknesses and areas for improvement.

Peer Assessment refers to the process where students evaluate each other's work. It involves giving feedback, assigning grades, or both based on set criteria.

Self-assessment and Peer Assessment are part of “observation” tools and an integral part of Holistic Progress Card to understand whether the learner can accurately assess his/her own competency and the same is also assessed by the peer group.

Self-assessment and Peer Assessment are included in every term i.e., **twice** during the academic year in FAC 2 and FAC 4 through a set of questions in the HPC.

4.2.5 Parent Observation

Parents’ Observation - To make parents an integral part of a child’s learning journey, a section on Parents’ Observation is given in the Holistic Progress Card to ensure their role in the development of the child. Parent Observations are taken once in every term ie, **twice** during the academic year in FAC 2 and FAC 4 through a set of questions where parents share their observations, feedback, and reflections on their child's progress.

The HPC fosters collaboration between parents, educators, and students as the teachers compare parent feedback with their own observations to identify any similarities or differences in the child's development at home and in school.

4.2.6 Social, Ethical and Emotional Learning

School Cinema is a new initiative by the school. It has a life-skills and social-emotional learning curriculum for students that uses cinematic storytelling and thought-provoking workbooks to support Social Emotional Learning, Life Skills, Mental Well-being and Social Skills, creating future-ready students.

It will be used as a formative assessment tool for grading students in the SEEL (Social Emotional Ethical Learning) domain of HPC.

5. Assessment Calendar – 2026–27

- The academic session is divided into four assessment cycles:

Assessment Schedule - III to V			
ASSESSMENT	STARTS	ENDS	SUMMATIVE ASSESSMENTS
FORMATIVE ASSESSMENT CYCLE-1	01.04.2026	20.07.2026	Classes III to V Session End Assessment 50 Marks Duration – 120 minutes (26.02.2027 to 15.03.2027)
FORMATIVE ASSESSMENT CYCLE-2	21.07.2026	23.09.2026	
FORMATIVE ASSESSMENT CYCLE-3	24.09.2026	10.12.2026	
FORMATIVE ASSESSMENT CYCLE-4	11.12.2026	17.03.2027	

- Detailed examination schedules and syllabus will be shared before every Annual Examination.

- Dates are subject to the final school examination circular and may be revised where required.
- Physical Education, Art Education, Music and Dance will be assessed twice a year in FAC-2 and Annual Examinations.

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 to be used in Facilitator's Journal	Marks equivalence in %	INTERPRETATION: Student is...
Beginner-LEVEL-1	L1	0-40	at the beginning stage of the target competency and needs a great deal of support.
Progressing LEVEL-2	L2	41-60	able to meet some part of target competency independently but needs occasional support.
Proficient LEVEL-3	L3	61-80	able to meet the target competency independently without any support
Advanced LEVEL-4	L4	81-100	able achieve the target competency independently. Helps & supports others to achieve LO. Requires more challenging tasks.

HPC Publication Frequency : Published twice a year (after FAC 2 and FAC 4).

7. Inclusion and CWSN

Assessment planning for Children With Special Needs (CWSN) shall be adapted according to the learner's identified needs, competency levels and approved accommodations. Reasonable accommodations shall be implemented in accordance with applicable CBSE provisions and the school's inclusive education processes.

8. Attendance and Eligibility for Assessment

Students are expected to maintain a minimum attendance of 75%, subject to applicable rules and authorised exemptions.

- The school shall communicate concerns regarding low attendance to parents at appropriate intervals.
- For absence due to medical emergency/infectious disease or participation in recognised district/state/national/international events, supporting documents should ordinarily be submitted within three working days.

- Annual Examinations will not be re-conducted.

9. Leave Policy

Minimum eligibility criteria for appearing in SAs (PTs & Annual)	ABSENCE & SUBSEQUENT ACTION	ABSENCE WITHOUT VALID DOCUMENTS
School will inform parents about low attendance (less than 75%) in writing, at regular intervals (at least after every FA-cycle). A written explanation from parents for absence is expected.	1. In case of absence because of a medical emergency or infectious diseases of self or close family member, a medical certificate has to be submitted within three working days of the date of absence at the exam. 2. In case of absence because of an event of significance (sports, music, competitions or otherwise) at the district/ state/ national/ international level, a valid document has to be submitted within three working days of the date of absence at the exam. In both the above cases. 3. In case of summative exams (PTs/Annual/ PBs) the overall % will be calculated excluding that of the absent exam. No re-exam will be conducted	In the case of summative exams (PTs/Annual) the overall % will be calculated including that of the absent exam and the student will be considered as having obtained zero in the exam.

10. Promotion & Retention Policy

We are committed to maintaining good academic standards and care while ensuring that every child gets the opportunity to have maximum support to attain foundational skills for getting promoted to the next grade.

Retention is the last option a school goes for, when a learner has not scored the minimum passing marks even after additional support and repeated feedback of the learner's performance. We believe in early interventions, remediation and personalized attention and support before even considering retention.

Class III

There is no retention in Class III. However, it can be considered in Rarest of Rare case under the following conditions:

- a) Discretion of Head of Institution
- b) Formal request initiated by Parent

Class IV and V

Students are expected to demonstrate grade-level competencies before promotion.

A learner may be considered for retention with parental consultation if:

- A Learner scores less than 33% in two or more than two subjects in Annual Summative Assessment.
- Has not been doing well throughout the session and in FAs and has remained at L 1 in the said subjects by the end of Formative Assessment Cycle 4

