



Global Indian  
International  
School

# Global Indian International School Student Handbook

Academic Year 2026 – 2027



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# Welcome and School Ethos

## School Principal's Message

Dear Parents, Guardians, and Students,

Welcome to the Academic Year 2026–2027 at Global Indian International School (GIIS). Whether you are new to our community or continuing your journey with us, it gives me immense joy to begin another year of learning, discovery, and growth together. This Student Handbook, designed for families from Kindergarten to Class 12, is your companion for the year ahead—a simple, clear, and dependable guide for all important information.

As we celebrate over 20 years of excellence and global recognition, what continues to define GIIS is not just our infrastructure or innovations, but the heart of our school—our people, our values, and the belief that every child carries limitless potential. Our theme this year, “Rise as Leaders of Tomorrow – Nurturing Respect, Empathy, Skill Acquisition, and Integrity,” reflects our commitment to raising learners who lead with courage, compassion, and curiosity.

While technology enriches and expands the way our students learn, it is their character that shapes who they become. At GIIS, we see every child as unique—each with their own talents, strengths, passions, and pace. Our role is to nurture these gifts thoughtfully, ensuring they feel seen, supported, and inspired every single day.

Our award-winning GIIS 9 Gems framework enables this holistic development. It balances rigorous academics with sports, the arts, innovation, leadership, universal values, and community care—ensuring that students not only excel in the classroom but also develop the qualities that define well-rounded global citizens. We are intentional about sparking curiosity, encouraging innovation, and igniting an entrepreneurial spirit in our students, because we believe that ideas born today can shape the world of tomorrow.

This handbook has been created as a one-stop resource to help you navigate school life with ease. It outlines the policies, expectations, opportunities, and support systems that guide your child's experience throughout the year. You will also find a detailed Contact and Escalation Matrix, designed to ensure that your questions reach the right people for timely and accurate support. We encourage you to use these channels for smooth, efficient communication.

As a SMART Campus, we use SMARTLearn as our primary communication platform. Please stay engaged through this platform for updates, information, and easy access to your child's learning journey.

Our teachers remain at the heart of everything we do. They are mentors who build meaningful connections, celebrate individuality, encourage exploration, and walk alongside every child as they navigate challenges and discover their strengths. Education, after all, is not a transaction—it is a relationship.

One thought that beautifully captures our shared purpose is:

*"Children are not things to be moulded, but people to be unfolded."* — Jess Lair

As we begin this year with hope and excitement, let us work together to unfold every child's promise—helping them grow into confident, responsible, and empathetic leaders of tomorrow.

Warm regards,  
School Principal

# Vision, Mission and Core Values

## Vision

To become a Global Role Model for Teaching and Learning.

## Mission

We nurture our global students into men and women, who will be leaders of distinction, committed to the spirit of excellence, through high quality education imparted by globally experienced and caring teachers building strong virtues and values while focusing on all round development, creativity and entrepreneurship.

## Core Values

- **Manage with Information and Metrics**
- **Agility & Adaptability**
- **Honesty, Integrity and Ethical Practices**
- **Attitude before Knowledge**
- **Team work**
- **Mentor, Coach and make a difference**
- **Ambience for Learning**

# Culture Statement

## **GIIS – SCHOOLS THAT LEARN**

Our schools have become Safety Centred, Vision Directed, Values Driven, Student Focused, Analysis Based, Learning Enabled, Team Facilitated, Process Managed, Quality Managed and Result Oriented.

## **Quality Policy**

We shall strive to enhance Learning through:

- Adherence to our Quality Management System
- Sharing of Best Practices
- Actionable feedback based on Stakeholder Satisfaction Survey

## **Quality Objectives**

Based on our Quality Management System, Quality Policy and Vision, Mission & Core Values, we will continuously strive to ensure:

- Compliance to our Quality Management System
- Learning at all Levels
- Stakeholder Satisfaction
- Adherence to our Values

## **GIS 9 Gems Framework**

The GIS 9 Gems is an award-winning holistic pedagogic framework developed by the Singapore-based Global Schools Group. This dynamic framework of integrated learning meets the changing needs of a growing child and their evolving personality, providing balanced, age-appropriate learning that prepares students to become well-rounded global citizens.

The framework has been recognised internationally among educational best practices and won the prestigious Golden Peacock Award for Innovative Product/Service Award 2014 by the Institute of Directors.



The GISS 9 Gems logo connotes energy, growth, and dynamism. It is inspired by the Fibonacci sequence, which is considered to be the building block of life and the universe. The sequence is a unique built-in numbering system of the cosmos, where the next number is the sum of the preceding two numbers (0, 1, 1, 2, 3, 5, 8...).

Like numbers of the Fibonacci spiral, the nine values inculcated in students are envisaged to be their building blocks. Each Gem is connected to the other in a sequential learning pattern that helps shape the overall personality of each student.

## **How GHS 9 Gems Works**

### **Comprehensive Assessment Beyond Academics**

The model includes rigorous academic assessment as required by respective curricula, but broadens assessment to other important areas such as Sports, Arts, Personality Development, Innovation & Creativity, Leadership, Ethics, and more.

### **Well-Articulated Goals**

Educational goals and the criteria for achieving them are clearly articulated, making GHS 9 Gems a strong ally to rigorous learning. Each Gem is diligently mapped to various learning activities, creating transparency and accountability.

### **Continuous Improvement**

Regular surveys and reports on the deployment are conducted ensuring consistent value creation and positive response from parents and students.

## **RISE: School Theme**

Technology is reshaping the way we live, work, and learn . Society increasingly values digital fluency and the ability to adapt to new tools and innovations. Our campus is fully equipped with modern learning tools and wholeheartedly embraces technological advancement, ensuring that our students acquire the skills necessary to thrive in a tech-driven world.

Yet, we firmly believe that true education is rooted in strong values. Reflecting this philosophy, the school's theme, RISE as Leaders of Tomorrow, embodies our commitment to nurturing well-rounded individuals who excel both in character and capability. Each letter in RISE represents a core attribute we aim to cultivate in every student:

**R – Respect:** Respect for oneself and for others.

**I – Integrity:** Embracing personal integrity and academic honesty.

**S – Skill Acquisition:** Developing essential skills for growth and success.

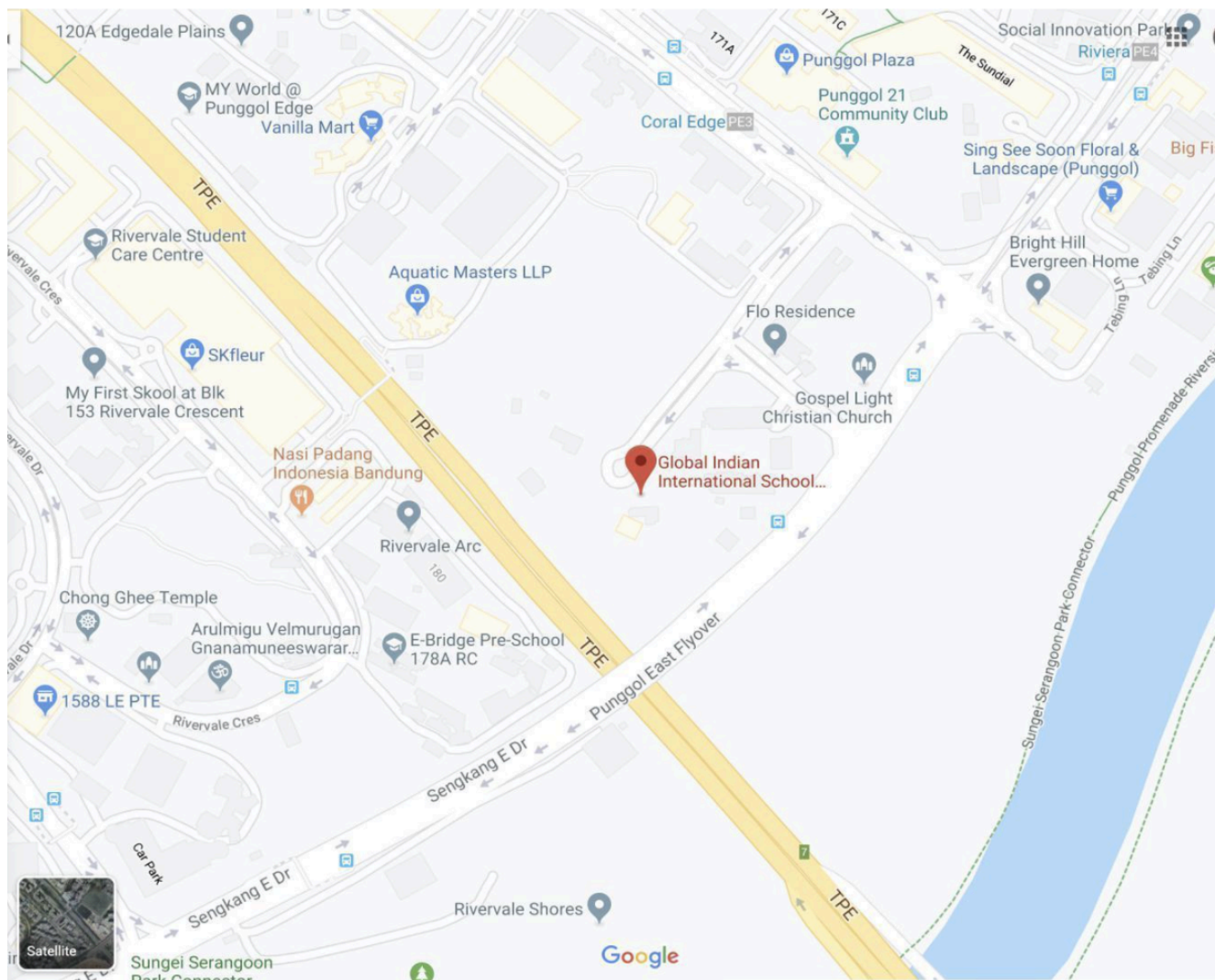
**E – Empathy:** Understanding and caring for the feelings and perspectives of others.

# Campus Specific Details

## Map and Location

### Global Indian International School, SMART Campus, Punggol – Singapore

Address: 27 Punggol Field Walk, Singapore 828649



## Contact Details

Activity	Contact Person	Contact Number	Mail on myGIIS/ SmartLearn
Transport Queries	Transport Executive	6914 7088	Arati Subramaniam
ECA/ CCA Teacher-in-Charge	Pooja Chauhan (Secondary)	6914 7113	Pooja Chauhan – via SmartLearn
	Deepshikha Tripathi (Primary)	6914 7000	Deepshikha Tripathi – via SmartLearn
Bookshop	Jyothi Kondala	6914 7130	Jyothi Kondala – via SmartLearn
School Fees/ Invoice	Finance Department	6914 7038	finance1.giissin@globalschools.com – via SmartLearn
Withdrawal from School	Poonam Khosla	6914 7000	Helpdesk.sg@globalindianschool.org
Academic Related Matters	Respective Class Teacher	6914 7000	Via SmartLearn
Academic/ Non-Academic Related Matters (Escalation to Coordinators)	Deepa Chandrasekaran (IBDP)	6914 7106	Deepa Chandrasekaran – via SmartLearn
	Bina Tomy (CBSE Grades 11 & 12)	6914 7105	Bina Tomy – via SmartLearn
	Ponnan Saradamani (IGCSE Grades 9 & 10)	6914 7775	Ponnan Saradamani – SmartLearn
	Radha Ganesh (CBSE 9 & 10)	6914 7759	Radha Ganesh – via SmartLearn
	Latha Pradeep (CBSE Grades 6-8)	6914 7113	Latha Pradeep – via SmartLearn
	Husain Pipliyawala (CLSP Grades 6-8)	6914 7590	Husain Pipliyawala – via SmartLearn
	Lalithambika R (CBSE 1-5)	6914 7119	Lalithambika R – via SmartLearn
	Sangitaa Singh (Dy Coordinator, ICT, Digital Integration )	6914 7000	Sangitaa Singh – via SmartLearn
	Odaia Baclaan Ranido (PYP)	6914 7208	Odaia Baclaan Ranido – via SmartLearn

	Deepshikha Tripathi - Dy Coordinator - ECA, CCA, Co Scholastics	6914 7000	Deepshikha Tripathi – via SmartLearn
	Rema Rajiv (Kindergarten)	6914 7205	Rema Rajiv – via SmartLearn
Sports	PE & Sports HOD	6914 7000	Jerald Jeganthan – via SmartLearn
Sick Bay	Nurse	6914 7171	Via Helpdesk <i>helpdesk.giis@globalscho ols.com</i>
Global Indian Cultural Centre (GICC)	Rimpy Narula	6914 7000	cdr.gicc@globalschools.or g
Letters to students for visa purposes, Bonafede letters etc.	EA to Principal	6914 7000	Indra Shankar (Sec), Rekha Vivek (Pri) – via SmartLearn
Parents Login ID	Customer Relations Officer	6914 7100	cs5.giissin@globalschools. com
Medical Insurance Policy	Customer Relations Officer	6914 7100	cs7.giissin@globalschools. com
Student Pass	Customer Service	6914 7100	cs4.giissin@globalschools. com
Corporate Connect	Business Development	6914 7018	corp.giissin@globalschool s.com
Scholarship	Scholarship Executive	69147000	scholarships.giissin@glob alschools.com
Appointment with Principal/ Sr. Vice Principal (Primary)	EA to Vice Principal	6914 7000	Rekha Vivek – via SmartLearn
Appointment with Principal and Dy Principal (Secondary)	EA to Principal	6914 7000	Indra Shankar – via SmartLearn
Appointment with School Principal	EA to School Principal	6914 7000	Indra Shankar – via SmartLearn
Escalation for Secondary	Sheeja K P (CBSE Grades 6-12)	6914 7116	Sheeja K P – via SmartLearn

Campus ( Deputy Principal for National Curriculum 6-12)			
Escalation for Primary Campus (Sr. Vice Principal)	Rekha Varghese	6914 7000	Rekha Varghese – via SmartLearn
Escalation for Primary Campus (Principal)	Dr. Annabelle Villamarin	6914 7123	Dr Annabelle Villamarin – via SmartLearn
Escalation for Secondary Campus (Principal for International Curriculum 6-12)	Dr. Richa Gupta	6914 7143	Richa Gupta – via SmartLearn
Escalation for School Principal	Deepika Sodhi	6914 7000	Deepika Sodhi– via SmartLearn
General Inquiries	Help Desk	6914 7000	<i>Via SmartLearn or helpdesk.giis@globalschools.com</i>

# Classroom Allocation

PRIMARY SCHOOL		
S.No	Section Name	Room Number
1	GMP Nur A/Nur (E)	P2-01
2	GMP K1 A	P2-02
3	Language Room	P2-22
4	GMP K2 A	P2-03
5	GMP K2 A Extnd	P2-04
6	GMP Creativity Room	P2-21 (Open Classroom)
7	Montessori Lab	P2-20
8	Reading Room	P2-19
9	Standard 1A	P3-01
10	Standard 1B	P3-20
11	Standard 2A	P3-02
12	Standard 2B	P3-03
13	Standard 2C	P3-04
14	Standard 3A	P3-15
15	Standard 3B	P3-16
16	Standard 4A	P4-01
17	Standard 4B	P4-02
18	Standard 4C	P4-20
19	Standard 5A	P4-03
20	Standard 5B	P4-04
21	Standard 5C	P4-18

22	Visual Art	P4-15
23	Music	P4-13
24	Dance	P4-10
25	Tabla	P4-12
26	Indoor Playground	P2-14
27	IB PYP 1A	P2-10
28	IB PYP 1B	P2-15
29	IB PYP 2A	P2-11
30	IB PYP 2B	P2-13
31	Activity Room	P2-07 & P2-09
32	IB PYP 3A	N2-02
33	IB PYP 3B	N2-01
34	IB PYP 4A	P3-08
35	IB PYP 4B	P3-09
36	IB PYP 4C	P3-14
37	IB PYP 5A	P3-10
38	IB PYP 5B	P3-11
39	IB PYP 5C	P3-12

<b>SECONDARY SCHOOL</b>		
S.No	Section Name	Room Number
1	Standard 6 A	S4 - 26
2	Standard 6 B	S4 - 03
3	Standard 7 A	S4 - 04

4	Standard 7 B	S4 - 05
5	Standard 7 C	S4 - 29
6	Standard 8 A	S4 - 32
7	Standard 8 B	S4 - 31
8	Standard 9 A	S5 - 28
9	Standard 9 B	S5 - 29
10	Standard 9 C	S5 - 31
11	Standard 10 A	S6 - 21
12	Standard 10 B	S6 - 22
13	Standard 10 C	S6 - 19
14	Standard 11 A	S6 - 26
15	Standard 11 B	S6 - 27
16	Standard 11 C	S6 - 30
17	Standard 12 A	S6 - 24
18	Standard 12 B	S6 - 25
19	Standard 12 C	S6 - 14
20	CLSP 6 A	P5 - 17
21	CLSP 6 B	P5 - 18
22	CLSP 6 C	P5 - 16
23	CLSP 7 A	P5 - 15
24	CLSP 7 B	P5 - 08

25	CLSP 7 C	P5 - 09
26	CLSP 8 A	P5 - 10
27	CLSP 8 B	P5 - 11
28	CLSP 8 C	P5 - 12
29	CLSP 8 D	S5- 21
30	IGCSE 9 A	S5 - 36
31	IGCSE 9 B	S5 - 38
32	IGCSE 9 C	S5 - 39
33	IGCSE 9 D	S5 - 01
34	IGCSE 9 E	S5 - 03
35	IGCSE 10 A	S5 - 15
36	IGCSE 10 B	S5 - 23
37	IGCSE 10 C	S5 - 24
38	IGCSE 10 D	S5 - 26
39	IGCSE 10 E	S5 - 27
40	IB Dip Yr 1 A	S6 - 31
41	IB Dip Yr 1 B	S6 - 04
42	IB Dip Yr 1 C	S6 - 03
43	IB Dip Yr 1 D	S6 - 34
44	IB Dip Yr 1 E	S6 - 36
45	IB Dip Yr 2 A	S7 - 48

46	IB Dip Yr 2 B	S7 - 47
47	IB Dip Yr 2 C	S7 - 01
48	IB Dip Yr 2 D	S7 - 45
49	IB Dip Yr 2 E	S7 - 06
50	AEPP 1	S3 - 12
51	AEPP 2	S3 - 13
Additional Rooms		
1	IB Dip Yr 2 / 1	S6 - 01, S6 - 37
2	IB Dip Yr 2 / 1	S7 - 02, S6 - 37
3	IGCSE 10	S6 - 15
4	IGCSE 10	S5 - 17
5	IGCSE 9	S5 - 02B
6	IGCSE 9	S5 - 02A
7	IGCSE 9	S5 - 04
8	IGCSE 10	S5 - 16
9	IGCSE 10	S5 - 32
10	IGCSE 9	S5 - 33
11	IGCSE 9	S5 - 07
12	Room inside Library	IBDP SSP
13	IGCSE 9, 10, CBSE - Tamil	S3 - 15

14	CLSP, IGCSE, IB - Chinese	S3 - 04 A
15	CLSP, IGCSE - Mandarin	S3 - 04 B
16	CLSP 6, 7 Additional Room	P5 - 08
17	Language Room (T)	S4 - 15
18	Common Room (F)	S4 - 14

# General Information

## Excellence in Education

K-12 Education plays a pivotal role in laying the foundation of progress for both the individual and society. These are the formative years during which children pick up habits, develop concepts and skills that will last them throughout their lives.

GIIS SMART Campus offers the Global Montessori Plus Programme for Kindergarten, the Central Board of Secondary Education (CBSE) curriculum option for classes 1 to 12, IB Primary Programme (IB PYP) curriculum option for Grades 1 to Grade 5, the Cambridge Lower Secondary Programme (CLSP) curriculum option for classes 6 to 8, International General Certificate of Secondary Education (IGCSE) curriculum option for classes 9 and 10 and the IB Diploma Programme (IB DP) for Grades 11 and 12.

As part of the Global Schools Group (GSG), GIIS benefits from a dynamic international education network spanning 64 campuses across 12 educational brands in 11 countries. This global ecosystem provides students with diverse learning experiences, collaborative opportunities, and exposure to best practices from around the world. The GSG community strengthens our commitment to preparing students as global citizens who appreciate cultural diversity, demonstrate adaptability, and engage confidently in international platforms.

GIIS and GSG institutions together have earned over 650 awards and recognitions for excellence in teaching, learning innovation, leadership, and holistic education—affirming our reputation as a world-class school group.

Across all programmes, GISS adopts a student-centred pedagogy supported by a digitally enabled learning environment. Modern tools, interactive resources, and innovative teaching approaches ensure that learning remains engaging, meaningful, and future-focused. Our aim is to help every learner achieve strong academic outcomes while developing the skills, confidence, and curiosity needed to thrive in a rapidly evolving world.

## Role of Teachers

Teachers at GISS play a central role in shaping a positive, safe, and inspiring learning environment. They serve not only as subject experts but as mentors who guide students in their academic, social, and emotional growth.

GISS teachers are committed to:

- **Delivering high-quality instruction** aligned with the school's curriculum frameworks (GMP, IB PYP, CBSE, CLSP, IGCSE, IB DP).
- **Creating engaging and inclusive classrooms** where every learner feels valued and supported.
- **Using data-driven practices** to monitor progress, provide timely feedback, and personalise learning.
- **Modelling professional conduct and core values**, including respect, integrity, responsibility, punctuality, preparedness, and ethical communication.
- **Promoting student well-being and safeguarding**, maintaining appropriate boundaries and reporting concerns promptly.
- **Encouraging inquiry, creativity, and critical thinking** through meaningful learning experiences.

- **Collaborating with parents and colleagues** to ensure continuity of learning and holistic development.
- **Integrating technology effectively** to enhance learning and build future-ready skills.

Through their dedication and expertise, GISS teachers partner with students to help them realise their full potential academically, socially, and personally.

## Role of Parents

Parents are essential partners in the educational journey at GISS. A strong home-school partnership supports student success, well-being, and holistic development. GISS values parental involvement and encourages open, respectful, and collaborative communication.

Parents at GISS are expected to:

- **Support regular attendance and punctuality**, ensuring students are prepared for school each day.
- **Create a positive home environment** that encourages good study habits, responsibility, and independent learning.
- **Engage with school communications**, including circulars, portals, and teacher updates, to stay informed about academic progress and school activities.
- **Participate in school events and conferences** to understand their child's strengths, needs, and development.
- **Promote the school's values and behavioural expectations**, reinforcing respect, integrity, empathy, and responsible digital citizenship.

- **Collaborate with teachers** by sharing relevant information that may support the child's learning or well-being.
- **Encourage balanced development**, supporting participation in academics, sports, arts, and co-curricular opportunities.
- **Model respectful communication** in all interactions with the school community.

Together, parents and the school create a nurturing, aligned, and supportive ecosystem that helps every student thrive.

## Role of Students

Students at GISS are active participants in their own learning journey. They are expected to demonstrate responsibility, integrity, and respect as members of a diverse and inclusive school community. By engaging fully in school life, students develop the skills, attitudes, and values needed to succeed academically and personally.

Students at GISS are expected to:

- **Attend school regularly and punctually**, prepared for learning each day.
- **Participate actively in lessons**, completing classwork and homework with sincerity and effort.
- **Demonstrate respectful behaviour** towards teachers, peers, support staff, and school property.
- **Uphold the school's values**, including honesty, empathy, responsibility, and ethical conduct.
- **Follow school rules and safety guidelines**, including digital citizenship expectations.

- **Engage in inquiry, collaboration, and creative thinking**, contributing positively to classroom and school activities.
- **Seek help when needed**, and communicate respectfully with teachers and peers.
- **Take responsibility for their actions**, choices, and learning progress.
- **Participate in co-curricular and enrichment programmes** to support holistic development.

By fulfilling these responsibilities, students help create a safe, vibrant, and supportive learning environment where everyone can grow and excel.

## Global School Awards

Global School Awards is an annual event conducted by GISS for recognising student excellence in various fields. The award ceremony is aimed at celebrating students' achievements in academics, co scholastics areas, sports or overall sphere of education thereby honoring students for their diligence, earnest effort, and hard work put in during each academic year. Details and forms to apply for awards are sent from the principal's office.

The Award Categories are:

1. **Dr APJ Abdul Kalam GISS Award for Academic Proficiency** - awarded to students who have secured the first three ranks level wise for classes 6-12.
2. **Prof MGK Menon GISS Award for Academic Proficiency** - awarded to students who have secured the first three ranks class section wise from classes 6 – 9.

3. **Ambassador Dr. Abid Hussain GIIS Award for Academic Proficiency** – awarded to students who have secured the first three ranks in grade 11 section wise.
4. **Subject Proficiency Award** – awarded to students for having performed exceedingly well in a subject for classes 6-12.
5. **Justice C S Dharmadhikari GIIS Award for Co-curricular Excellence** – awarded to students in various Co-Curricular activities such as Performing Arts, Literary Activities, Fine Arts and leadership skills for classes 4-12.
6. **Chandu Borde GIIS Award for Sports Excellence** – awarded to students who have participated and secured positions in International/National/Zonal or Interschool sports competitions for classes 4-12.
7. **GSF President's Award for All Round Excellence** – for students who have shown exemplary performance in all areas including academics, co-curricular activities, sports or as an office bearer for classes 4-12.
8. **GIIS Persevera Award** – awarded to students who have shown remarkable academic improvement between Semester 1 and Semester 2 during the academic year – students who have demonstrated resilience, focus, and a commitment to consistent progress.

### **Key Points to Note**

1. Students must be present for all exams/tests, to be eligible for the Global School Awards for the categories; Dr APJ Abdul Kalam GIIS Award for Academic Proficiency, Prof MGK Menon GIIS Award for Academic Proficiency/ Ambassador Dr. Abid Hussain GIIS Award for Academic Proficiency.
2. Based on the reason of absence and approval from the principal, marks would be prorated for the report card but not qualify the student for the above mentioned GSA.
3. There is no retest policy.
4. The above norms apply to mid joiners from the day they commence school.

# Our School Day

## Student Leadership

GIIS is committed to nurturing leadership qualities in students by providing opportunities to take initiative, collaborate with peers, and contribute positively to the school community. Student leadership programmes cultivate responsibility, integrity, confidence, and teamwork—skills essential for success in school and beyond. Students are encouraged to model the Learner Profile attributes, demonstrate the GIIS 9 Gems values, and act as role models for their peers.

## Student Council Guidelines

The Student Council represents the voice of the student body and plays an active role in promoting school spirit, organising events, and fostering a positive learning environment. Members are selected through a fair and transparent process based on leadership potential, behaviour, communication skills, and overall commitment to school values.

Student Council members are expected to:

- Demonstrate exemplary conduct and uphold school values at all times
- Represent student perspectives responsibly and respectfully
- Initiate and support school improvement activities
- Collaborate effectively with peers, teachers, and school leadership
- Participate actively in meetings, planning sessions, and school events
- Serve as ambassadors for GIIS during internal and external engagements

Council positions may include School Captains, House Leaders, Class Representatives, and Committee Leads, depending on grade level and segment.

## **Student-Led Initiatives**

Student-led initiatives provide authentic opportunities for learners to design, lead, and implement projects that benefit the school and wider community. These initiatives foster creativity, agency, innovation, and social responsibility.

Examples include:

- Service-learning projects aligned with community needs
- Environmental and sustainability campaigns
- Cultural celebrations and awareness drives
- Academic clubs, competitions, and inquiry exhibitions
- Peer mentoring and buddy programmes
- Creative arts, technology, and innovation showcases

Students are encouraged to propose ideas through their class teachers or the Student Council. All initiatives should align with school values, ensure inclusivity, and follow established safety and behavioural guidelines.

Through these platforms, GISS empowers students to develop leadership, communication, and organisational skills while making meaningful contributions to the school community.

# School Timings

Regular school timings: Monday – Friday

Nursery and Kindergarten: 9.00 am to 12.30 pm | Extended Programme: 9.00 am to 3.30 pm GMP Extended Programme, IBPYP Early Years, Grades 1 - 12: 9.00 am to 3.35 pm.

Students should reach school by 8:50 for the school day to start at 9 am and should not be on the school premises after 4.00 pm, unless they are authorised and are under the supervision of a teacher/coach.

Students' free activities during break and lunch are restricted to designated areas. Playing in the bus bay is strictly prohibited.

## Timetable

The school timetable is designed to provide a balanced, structured, and engaging learning experience for all students. It outlines the daily schedule of academic lessons, co-curricular activities, breaks, and specialised sessions such as ICT, PE, library, and enrichment classes.

Timetables are created to ensure:

- Appropriate instructional time across all subjects
- A balanced distribution of academic and non-academic periods
- Age-appropriate pacing and workload
- Opportunities for holistic development aligned with the GISS 9 Gems framework

Students and parents can access the latest timetable through SmartLearn, where any updates or changes will be communicated promptly. Adherence to the timetable

helps maintain consistency, readiness, and smooth flow of learning throughout the school day.

### **School Assemblies**

School assemblies are an integral part of the GIS learning experience. Held regularly, they serve as a platform for students to come together as a community, celebrate achievements, and reinforce the school's values and culture.

- School assemblies are held on assigned weekdays.
- Students are required to reach the auditorium or Multi-Purpose Hall as soon as they arrive at school on the day of the scheduled assembly.
- The school promotes student-led assemblies. Students get an opportunity, on a class-wise rotational basis, to address their school mates.

Assemblies may be conducted at class, segment, or whole-school levels and often highlight cultural events, academic themes, and GIS 9 Gems aligned initiatives. Participation fosters confidence, collaboration, and holistic development.

## **Attendance**

Regular attendance is essential for academic success and consistent learning progress. GIS expects all students to attend school punctually each day, as continuity in learning directly contributes to better understanding, engagement, and overall achievement.

Parents are required to inform the school promptly through SmartLearn in case of absence, stating the reason and duration. Medical certificates may be requested for extended or frequent absences.

- Academic achievement improves when attendance is consistent; therefore it is important to be in class each day. A minimum of **90%** attendance is mandatory for all students.
- The class teacher must be informed of any leave taken, explaining the reason for absence.
- Medical leaves must be supported with a medical certificate.
- Students who reach school late will be asked to enter names in the late comers register upon arrival. Students who leave school early must sign out at the Security Desk/ Reception before leaving school. Students will be allowed to leave early only on approval from the Level Coordinator/ Class Teacher. The outpass with the signature will be collected at the security desk.
- Students who need pre-planned leave of more than two days require prior approval from the Principal.
- Students taking medical leave should submit their medical certificate, when they start attending school after an illness.
- Students are advised not to come to school if unwell, during their exams.
- Students on medical leave during an assessment will be given grades based on their continual Assessments. For Classes 6-12, marks will be pro-rated based on their performance in the assessments they have attended.

Strong attendance habits support discipline, routine, and holistic development, ensuring that students benefit fully from the rich learning experiences offered at GIS.

# School Dress Code

Students at GIS are expected to adhere to the school's dress code as part of maintaining discipline, unity, and a positive learning environment. The prescribed school uniform reflects our values of respect, neatness, and responsibility.

- Students should wear plain white socks and white shoes on all days.
- Blue shirts need to be tucked in for boys.
- PE and T-shirts need not be tucked in.
- Students should comply with the school dress code throughout the time that they are on the school campus or school trips unless informed otherwise.
- Cosmetics are not allowed.
- Colouring or gelling of hair is not allowed.

## BOYS

GMP - The PE uniform is White T-Shirt with Dark Blue Shorts on Thursdays.



GMP- Blue Shorts and Light Blue

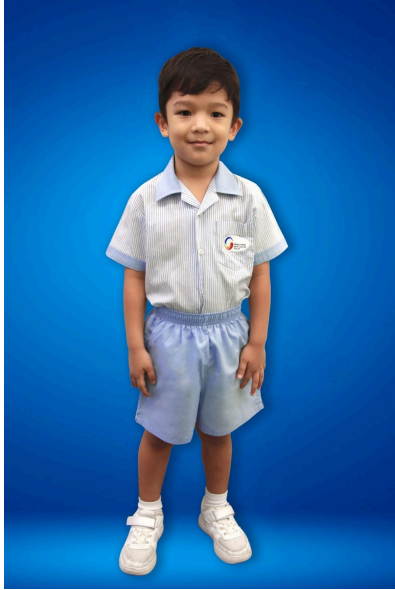
## GIRLS

GMP - The PE uniform is White T-Shirt with Dark Blue Shorts on Thursdays.



GMP - One piece Blue and

Striped Shirt



White Striped Uniform



Juniors - Blue Shorts and Light Blue Striped Shirt (Classes 1 to 7)



Juniors - Blue Skirts and Light Blue Striped Shirt (Classes 1 to 7)



Seniors - Blue Long Pants and Light

Seniors - Blue Long Skirt and Light

Blue Striped Shirt (Classes 8 to 12)



**Important**

Only the GIS official jacket or any other approved jackets that are either in black, blue or grey is allowed.

There should be no large branding or bold prints on an unofficial jacket.

Must have their hair trimmed such that it does not touch the collar.

Blue Striped Shirt (Classes 8 to 12)



**Important**

Only the GIS official jacket or any other approved jackets that are either in black, blue or grey is allowed.

There should be no large branding or bold prints on an unofficial jacket.

Must tie up long hair in a ponytail or braid long hair. Though small ear studs are allowed, dangling earrings or other jewellery is not allowed.

Uniforms can be purchased from:

***Bibi and Baba***

<https://www.schooluniforms.sg/>

545 Orchard Road, #02-28, Far East Shopping Centre

Singapore 238882

Tel: +65 6732 7022

# School Services

## **Feedback and Suggestions:**

The school recognises that there may be conditions in the school campus that are in need of improvement. Feedback can be given online at [mygiis.org/SmartLearn](https://mygiis.org/SmartLearn), helpdesk, mails, telephone calls and meetings. The school additionally conducts regular surveys to assess improvement needs. The escalation level for any parent regarding feedback or area for improvement is the Campus Principal.

## **Enrolment-related Clarifications:**

For the purpose of seeking timely and fair resolution of disputes or complaints that relate to student enrolment, the contact persons are as given below.

Admissions Manager - Response time 48 hours

Finance Controller - Response time 24 hours

Customer Relation Manager- Response time 24 hours

## **Health & Safety**

There is a sick bay with a trained nurse on duty during the school working hours, to attend to minor injuries.

- Illness of the students. In case the child is having high fever, the nurse will call the parents and ask them to take the child home for further medical assistance.
- If the child is suffering from any infectious disease, he/she should not be sent to school till the time he/she is medically fit.

Fire safety drills will be conducted to train students and teachers to follow the fire safety plan and familiarise with fire exits and routes to follow, in case of fire.

## Semester Schedule

Semester 1	April 6, 2026 - September 18, 2026
Semester 2	September 28, 2026 - March 19, 2027

## Holidays

Weekday	Date	Holiday Name
Friday	April 3, 2026	Good Friday
Friday	May 1, 2026	Labour Day
Wednesday	May 27, 2026	Hari Raya Haji
Sunday	May 31, 2026	Vesak Day
Monday*	June 1, 2026	Vesak Day
Sunday	August 9, 2026	National Day
Monday*	August 10, 2026	National Day
Saturday	August 15, 2026	Indian Independence Day
Sunday	November 8, 2026	Deepavali
Monday*	November 9, 2026	Deepavali
Tuesday	November 10, 2026	Deepavali
Friday	December 25, 2026	Christmas Day
Friday	January 1, 2027	New Year's Day
Tuesday	January 26, 2027	Indian Republic Day
Saturday & Monday*	February 6 & 8, 2027	Chinese New Year
Wednesday	March 10, 2027	Hari Raya Puasa
Friday	March 26, 2027	Good Friday

*\*The Monday that follows will be a public holiday*

## Vacation and Breaks

	<b>From</b>	<b>To</b>	<b>No. of Days</b>	<b>Remarks</b>
June	Saturday, June 13, 2026	Sunday, July 12, 2026	30	School Reopens on Monday, July 13, 2026
Sem1 Break	Saturday September 19, 2026	Sunday September 27, 2026	9	School Reopens on Monday, September 28, 2026
December	Saturday, December 5, 2026	Sunday, January 3, 2027	30	School Reopens on Monday, January 4, 2027
Sem2 Break	Saturday, March 20, 2027	Sunday, April 4, 2027	16	School Reopens on Monday, April 5, 2027
Total no. of holidays			85	
Total no of study days: 196				

# Parent Communication

## Parent Teacher Meeting (PTM)

Parent Teacher Meetings (PTMs) are organised regularly to provide parents with meaningful updates on their child’s academic progress, learning habits, and overall development. These sessions foster strong home–school collaboration and ensure that parents remain well-informed about their child’s learning journey.

At GISS, we believe in **PTM 360**, a holistic and open approach to communication. This means that communication is not limited to scheduled PTMs—teachers and parents are encouraged to connect anytime through SmartLearn by requesting an appointment. This flexible system allows for timely discussions, better support, and a shared understanding of each child’s needs.

Through PTM 360, we aim to strengthen relationships, align expectations, and create a collaborative environment where students can thrive.

## SmartLearn

SmartLearn is the school’s integrated digital platform designed to streamline communication, learning management, and academic tracking. It enables parents, students, and teachers to stay connected and informed through a single, user-friendly system.

Through SmartLearn, users can access class schedules, homework, announcements, learning resources, attendance records, and assessment updates. The platform also supports appointment requests, facilitating seamless communication between parents and teachers as part of our PTM 360 approach.

SmartLearn enhances transparency, accessibility, and engagement—ensuring that every stakeholder remains actively involved in the student’s learning journey.

The user login ID and password will be given by the Admissions Department upon a student’s enrolment in our school.

Feature	Usage
Calendar	Allows you to view the year and term calendar for your wards.
Exam & Results	Allows viewing of your ward’s test marks online. e-Report cards are available for download post semester examinations. For CBSE Primary, it is available for download after each assessment (four times a year, and twice a year for lower primary).
Fees History	Allows you to view your payment history and outstanding fees for your wards.
GIS Directory	Allows you to view the contact details of the teachers handling your ward’s class and campus contact details.
Messaging	This is the main communication channel which can be used for mailing teachers, staff and technical support and view mails from school.

Parents – Teachers Meet	Access is given for a period of time when registration opens for PTM scheduled.
Profile Update	This feature has to be updated immediately for any changes in you and/or your ward’s immigration status, address and contact details.
School Bus	Allows you to put a request for the start/stop of your child’s bus service.
Syllabus	Allows viewing the syllabus for all the subjects for your child’s class test wise. For CBSE primary, the Annual Curriculum Plan (ACP) is uploaded for the entire year.
Timetable	Allows you to view your child’s timetable
Edit login Info	Allows you to edit your username and/or password given by the school at the time of admission. It is mandatory that this first time password given at the time of admission is changed as per preference of the parent. It is important that this password is not shared with others.

## MyGIIS

MyGIIS is the school’s legacy information management system that continues to support selected administrative and enrollment functions. While SmartLearn is now the primary platform for communication and learning management, myGIIS remains accessible for features such as student data, enrolment records, and certain operational processes.

Parents and students may still be directed to myGIS for specific updates or documentation requirements. The school ensures a smooth transition between both platforms, maintaining accuracy, security, and continuity of student information.

The student and parent particulars, as provided by the parent, appear on the MyGIS student profile. It is the parent's responsibility to ensure that these records are correct and updated at all times. In case of a change in any of the following particulars, you are requested to update the changes in your child's profile and inform your child's class teacher immediately.

- Passport details of child and/or both parents.
- Immigration status of the child and/or of both parents.
- Change in contact details, including current address, international home address for student pass holders, all contact phone numbers and email ID of both parents.

In case, Singapore citizenship is acquired by the student, the school needs to be informed immediately.

# Academic Programmes

## Subjects and Courses Offered

### Course Titles

S/N	Programme	Class
1	CBSE	Central Board of Secondary Education – Class 1
2	CBSE	Central Board of Secondary Education – Class 2
3	CBSE	Central Board of Secondary Education – Class 3
4	CBSE	Central Board of Secondary Education – Class 4
5	CBSE	Central Board of Secondary Education – Class 5
6	CBSE	Central Board of Secondary Education – Class 6
7	CBSE	Central Board of Secondary Education – Class 7
8	CBSE	Central Board of Secondary Education – Class 8
9	CBSE	Central Board of Secondary Education – Class 9
10	CBSE	Central Board of Secondary Education – Class 10
11	CBSE	Central Board of Secondary Education – Class 11
12	CBSE	Central Board of Secondary Education – Class 12
13	IBDP	The IB Diploma Programme – Year 1
14	IBDP	The IB Diploma Programme – Year 2
15	IGCSE	International General Certificate of Secondary Education – Class 9
16	IGCSE	International General Certificate of Secondary Education – Class 10

<b>S/N</b>	<b>Programme</b>	<b>Class</b>
17	Global Montessori Plus (GMP)	Global Montessori Plus Programme – Nursery
18	Global Montessori Plus (GMP)	Global Montessori Plus Programme – Kindergarten 1
19	Global Montessori Plus (GMP)	Global Montessori Plus Programme – Kindergarten 2
20	Global Montessori Plus (GMP)	Global Montessori Plus Programme – Nursery (Extended)
21	Global Montessori Plus (GMP)	Global Montessori Plus Programme – Kindergarten 1 (Extended)
22	Global Montessori Plus (GMP)	Global Montessori Plus Programme – Kindergarten 2 (Extended)
23	Cambridge Lower Secondary	Cambridge Lower Secondary Programme – Class 6
24	Cambridge Lower Secondary	Cambridge Lower Secondary Programme – Class 7
25	Cambridge Lower Secondary	Cambridge Lower Secondary Programme – Class 8
26	IB Primary Years Programme	International Baccalaureate Primary Years Programme 1
27	IB Primary Years Programme	International Baccalaureate Primary Years Programme 2
28	IB Primary Years Programme	International Baccalaureate Primary Years Programme 3
29	IB Primary Years Programme	International Baccalaureate Primary Years Programme 4

S/N	Programme	Class
30	IB Primary Years Programme	International Baccalaureate Primary Years Programme 5

## Master Course/Module List

<b>Course Title: Global Montessori Plus Programme – Nursery</b> <b>Awarded by: Global Indian International School</b>		
S No.	Class	Registered As
1	Nursery	Language Development - English
2	Nursery	Mathematics Development
3	Nursery	Music and Movement
4	Nursery	Environmental Awareness
5	Nursery	Motor Development
6	Nursery	Practical Life and Sensorial Exercises
<b>Course Title: Global Montessori Plus Programme – Kindergarten 1</b> <b>Awarded by: Global Indian International School</b>		
S No.	Class	Registered As
1	Kindergarten 1	Language Development - English
2	Kindergarten 1	Mathematics Development
3	Kindergarten 1	Second Language Development - Tamil
4	Kindergarten 1	Second Language Development - Hindi
5	Kindergarten 1	Second Language Development - French
6	Kindergarten 1	Second Language Development - Mandarin
7	Kindergarten 1	Environmental Awareness

8	Kindergarten 1	Motor Development
9	Kindergarten 1	Practical Life and Sensorial Exercises
10	Kindergarten 1	Music and Movement
<b>Course Title: Global Montessori Plus Programme – Kindergarten 2</b>		
<b>Awarded by: Global Indian International School</b>		
1	Kindergarten 2	Language Development - English
2	Kindergarten 2	Mathematics Development
3	Kindergarten 2	Second Language Development - Tamil
4	Kindergarten 2	Second Language Development - Hindi
5	Kindergarten 2	Second Language Development - French
6	Kindergarten 2	Second Language Development - Mandarin
7	Kindergarten 2	Environmental Awareness
8	Kindergarten 2	Music and Movement
9	Kindergarten 2	Motor Development
10	Kindergarten 2	Practical Life and Sensorial Exercises
<b>Course Title: Global Montessori Plus Programme – Nursery (Extended)</b>		
<b>Awarded by: Global Indian International School</b>		
1	Nursery	Language Development - English
2	Nursery	Mathematics Development
3	Nursery	Music and Movement
4	Nursery	Environmental Awareness
5	Nursery	Motor Development
6	Nursery	Practical Life and Sensorial Exercises
7	Nursery	Enrichment Activities
<b>Course Title: Global Montessori Plus Programme – Kindergarten 1 (Extended)</b>		
<b>Awarded by: Global Indian International School</b>		

1	Kindergarten 1	Language Development - English
2	Kindergarten 1	Mathematics Development
3	Kindergarten 1	Second Language Development - Tamil
4	Kindergarten 1	Second Language Development - Hindi
5	Kindergarten 1	Second Language Development - French
6	Kindergarten 1	Second Language Development - Mandarin
7	Kindergarten 1	Environmental Awareness
8	Kindergarten 1	Motor Development
9	Kindergarten 1	Practical Life and Sensorial Exercises
10	Kindergarten 1	Music and Movement
11	Kindergarten 1	Enrichment Activities

**Course Title: Global Montessori Plus Programme – Kindergarten 2 (Extended)**  
**Awarded by: Global Indian International School**

1	Kindergarten 2	Language Development - English
2	Kindergarten 2	Mathematics Development
3	Kindergarten 2	Second Language Development - Tamil
4	Kindergarten 2	Second Language Development - Hindi
5	Kindergarten 2	Second Language Development - French
6	Kindergarten 2	Second Language Development - Mandarin
7	Kindergarten 2	Environmental Awareness
8	Kindergarten 2	Music and Movement
9	Kindergarten 2	Motor Development
10	Kindergarten 2	Practical Life and Sensorial Exercises
11	Kindergarten 2	Enrichment Activities

<b>Course Title: Central Board of Secondary Education (CBSE) – Class 1</b> <b>Awarded by: Global Indian International School (Affiliated to CBSE)</b>		
1	Class 1	Language 1 - English
2	Class 1	World Around Us
3	Class 1	Language 2 - Hindi
4	Class 1	Language 2 - Tamil
5	Class 1	Language 2 - French
6	Class 1	Information and Communication Technology (ICT)
7	Class 1	Language 3 - Sanskrit
8	Class 1	Visual Arts
9	Class 1	Performing Arts - Dance
10	Class 1	Performing Arts - Music
11	Class 1	Performing Arts - Tabla
12	Class 1	Physical and Health Education
13	Class 1	Mathematics
14	Class 1	Yoga
<b>Course Title: Central Board of Secondary Education (CBSE) – Class 2</b> <b>Awarded by: Global Indian International School (Affiliated to CBSE)</b>		
1	Class 2	Language 1 - English
2	Class 2	World Around Us
3	Class 2	Language 2 - Hindi
4	Class 2	Language 2 - Tamil
5	Class 2	Language 2 - French
6	Class 2	Information and Communication Technology (ICT)
7	Class 2	Language 3 - Sanskrit
8	Class 2	Visual Arts
9	Class 2	Performing Arts - Dance

10	Class 2	Performing Arts - Music
11	Class 2	Performing Arts - Tabla
12	Class 2	Physical and Health Education
13	Class 2	Mathematics
14	Class 2	Yoga
<b>Course Title: Central Board of Secondary Education (CBSE) – Class 3</b> <b>Awarded by: Global Indian International School (Affiliated to CBSE)</b>		
1	Class 3	Language 1 - English
2	Class 3	Social Science
3	Class 3	Language 2 - Hindi
4	Class 3	Language 2 - Tamil
5	Class 3	Language 2 - French
6	Class 3	Information and Communication Technology (ICT)
7	Class 3	Language 3 - Sanskrit
8	Class 3	Visual Arts
9	Class 3	Performing Arts - Dance
10	Class 3	Performing Arts - Music
11	Class 3	Performing Arts - Tabla
12	Class 3	Physical and Health Education
13	Class 3	Mathematics
14	Class 3	Science
15	Class 3	Yoga
<b>Course Title: Central Board of Secondary Education (CBSE) – Class 4</b> <b>Awarded by: Global Indian International School (Affiliated to CBSE)</b>		
1	Class 4	Language 1 - English
2	Class 4	Social Science
3	Class 4	Language 2 - Hindi

4	Class 4	Language 2 - Tamil
5	Class 4	Language 2 - French
6	Class 4	Information and Communication Technology (ICT)
7	Class 4	Language 3 - Sanskrit
8	Class 4	Visual Arts
9	Class 4	Performing Arts - Dance
10	Class 4	Performing Arts - Music
11	Class 4	Performing Arts - Tabla
12	Class 4	Physical and Health Education
13	Class 4	Mathematics
14	Class 4	Science
15	Class 4	Yoga

**Course Title: Central Board of Secondary Education (CBSE) – Class 5**  
**Awarded by: Global Indian International School (Affiliated to CBSE)**

1	Class 5	Language 1 - English
2	Class 5	Social Science
3	Class 5	Language 2 - Hindi
4	Class 5	Language 2 - Tamil
5	Class 5	Language 2 - French
6	Class 5	Information and Communication Technology (ICT)
7	Class 5	Language 3 - Sanskrit
8	Class 5	Visual Arts
9	Class 5	Performing Arts - Dance
10	Class 5	Performing Arts - Music
11	Class 5	Performing Arts - Tabla
12	Class 5	Physical and Health Education

13	Class 5	Mathematics
14	Class 5	Science
15	Class 5	Yoga
<b>Course Title: Central Board of Secondary Education (CBSE) – Class 6</b> <b>Awarded by: Global Indian International School (Affiliated to CBSE)</b>		
1	Class 6	Language 1 - English
2	Class 6	Language 2 - Hindi
3	Class 6	Language 2 - Tamil
4	Class 6	Language 2 - French
5	Class 6	Language 3 - Sanskrit
6	Class 6	Language 3 - Hindi
7	Class 6	Language 3 - Tamil
8	Class 6	Mathematics
9	Class 6	Science
10	Class 6	Social Science
11	Class 6	Information and Communication Technology (ICT)
12	Class 6	Performing Arts
13	Class 6	Visual Arts
14	Class 6	Physical and Health Education
<b>Course Title: Central Board of Secondary Education (CBSE) – Class 7</b> <b>Awarded by: Global Indian International School (Affiliated to CBSE)</b>		
1	Class 7	Language 1 - English
2	Class 7	Language 2 - Hindi
3	Class 7	Language 2 - Tamil
4	Class 7	Language 2 - French
5	Class 7	Language 3 - Sanskrit
6	Class 7	Language 3 - Hindi

7	Class 7	Language 3 - Tamil
8	Class 7	Mathematics
9	Class 7	Science
10	Class 7	Social Science
11	Class 7	Information and Communication Technology (ICT)
12	Class 7	Performing Arts
13	Class 7	Visual Arts
14	Class 7	Physical and Health Education
<b>Course Title: Central Board of Secondary Education (CBSE) – Class 8</b> <b>Awarded by: Global Indian International School (Affiliated to CBSE)</b>		
1	Class 8	Language 1 - English
2	Class 8	Language 2 - Hindi
3	Class 8	Language 2 - Tamil
4	Class 8	Language 2 - French
5	Class 8	Language 3 - Sanskrit
6	Class 8	Language 3 - Hindi
7	Class 8	Language 3 - Tamil
8	Class 8	Mathematics
9	Class 8	Science
10	Class 8	Social Science
11	Class 8	Information and Communication Technology (ICT)
12	Class 8	Performing Arts
13	Class 8	Visual Arts
14	Class 8	Physical and Health Education
<b>Course Title: Central Board of Secondary Education (CBSE) – Class 9</b> <b>Awarded by: Global Indian International School (Affiliated to CBSE)</b>		
1	Class 9	English Language and Literature
2	Class 9	Hindi Course B

3	Class 9	Tamil
4	Class 9	French
5	Class 9	Mathematics
6	Class 9	Science
7	Class 9	Social Science
8	Class 9	Computer Applications
9	Class 9	Painting
10	Class 9	Art Education
11	Class 9	Physical and Health Education
12	Class 9	Performing Arts
<b>Course Title: Central Board of Secondary Education (CBSE) – Class 10</b> <b>Awarded by: Global Indian International School (Affiliated to CBSE)</b>		
1	Class 10	English Language and Literature
2	Class 10	Hindi Course B
3	Class 10	Tamil
4	Class 10	French
5	Class 10	Mathematics
6	Class 10	Science
7	Class 10	Social Science
8	Class 10	Computer Applications
9	Class 10	Painting
10	Class 10	Art Education
11	Class 10	Physical and Health Education
12	Class 10	Performing Arts
<b>Course Title: Central Board of Secondary Education (CBSE) – Class 11</b> <b>Awarded by: Global Indian International School (Affiliated to CBSE)</b>		
1	Class 11	English Core

2	Class 11	Mathematics
3	Class 11	Informatics Practices
4	Class 11	Physics
5	Class 11	Chemistry
6	Class 11	Biology
7	Class 11	Computer Science
8	Class 11	Business Studies
9	Class 11	Accountancy
10	Class 11	Economics
11	Class 11	History
12	Class 11	Physical Education
13	Class 11	Psychology
14	Class 11	Applied Mathematics
15	Class 11	Political Science
*PS: Subject will be offered only with a minimum of five takers for the subject		

**Course Title: Central Board of Secondary Education (CBSE) – Class 12**  
**Awarded by: Global Indian International School (Affiliated to CBSE)**

1	Class 12	English Core
2	Class 12	Mathematics
3	Class 12	Informatics Practices
4	Class 12	Physics
5	Class 12	Chemistry
6	Class 12	Biology
7	Class 12	Computer Science
8	Class 12	Business Studies
9	Class 12	Accountancy
10	Class 12	Economics

11	Class 12	History
12	Class 12	Physical Education
13	Class 12	Psychology
14	Class 12	Applied Mathematics
15	Class 12	Political Science

**Course Title: International Baccalaureate Primary Years Programme (IB PYP) – 1**  
**Awarded by: Global Indian International School**

1	Class 1	English
2	Class 1	Mandarin
3	Class 1	French
4	Class 1	Hindi
5	Class 1	Mathematics
6	Class 1	Science and Technology
7	Class 1	Social Studies
8	Class 1	Arts
9	Class 1	Personal, Social and Physical Education
10	Class 1	Tamil
11	Class 1	Music

**Course Title: International Baccalaureate Primary Years Programme (IB PYP) – 2**  
**Awarded by: Global Indian International School**

1	Class 2	English
2	Class 2	Mandarin
3	Class 2	French
4	Class 2	Tamil
5	Class 2	Hindi
6	Class 2	Mathematics
7	Class 2	Science and Technology

8	Class 2	Social Studies
9	Class 2	Arts
10	Class 2	Personal, Social and Physical Education
11	Class 2	Music

**Course Title: International Baccalaureate Primary Years Programme (IB PYP) – 3**  
**Awarded by: Global Indian International School**

1	Class 3	English
2	Class 3	Mandarin
3	Class 3	French
4	Class 3	Tamil
5	Class 3	Hindi
6	Class 3	Mathematics
7	Class 3	Science and Technology
8	Class 3	Social Studies
9	Class 3	Arts
10	Class 3	Personal, Social and Physical Education
11	Class 3	Music

**Course Title: International Baccalaureate Primary Years Programme (IB PYP) – 4**  
**Awarded by: Global Indian International School**

1	Class 4	English
2	Class 4	Mandarin
3	Class 4	French
4	Class 4	Hindi
5	Class 4	Tamil
6	Class 4	Mathematics
7	Class 4	Science and Technology
8	Class 4	Social Studies

9	Class 4	Arts
10	Class 4	Personal, Social and Physical Education
11	Class 4	Music
<b>Course Title: International Baccalaureate Primary Years Programme (IB PYP) – 5</b> <b>Awarded by: Global Indian International School</b>		
1	Class 5	English
2	Class 5	Mandarin
3	Class 5	French
4	Class 5	Tamil
5	Class 5	Hindi
6	Class 5	Mathematics
7	Class 5	Science and Technology
8	Class 5	Social Studies
9	Class 5	Arts
10	Class 5	Personal, Social and Physical Education
11	Class 5	Music
<b>Course Title: Cambridge Lower Secondary Programme (CLSP) – Class 6</b> <b>Awarded by: Cambridge Assessment International Education</b>		
1	Class 6	Science
2	Class 6	First Language English/ English as a second language
3	Class 6	Mathematics
4	Class 6	Computing
5	Class 6	Digital Literacy
6	Class 6	Global Perspectives
7	Class 6	Physical Education
8	Class 6	Second Language – (Hindi, Tamil, French, Mandarin)

<b>Course Title: Cambridge Lower Secondary Programme (CLSP) – Class 7</b> <b>Awarded by: Cambridge Assessment International Education</b>		
1	Class 7	Science
2	Class 7	English/ English as Second Language
3	Class 7	Mathematics
4	Class 7	Computing
5	Class 7	Digital Literacy
6	Class 7	Global Perspectives
7	Class 7	Physical Education
8	Class 7	Second Language – (Hindi, Tamil, French, Mandarin)
<b>Course Title: Cambridge Lower Secondary Programme (CLSP) – Class 8</b> <b>Awarded by: Cambridge Assessment International Education</b>		
1	Class 8	Science
2	Class 8	English/ English as Second Language
3	Class 8	Mathematics
4	Class 8	Computing
5	Class 8	Global Perspectives
6	Class 8	Second Language (Hindi, Tamil, French, Mandarin)
7	Class 8	Additional Subjects (Economics, Business Studies, Environmental Management, Design Technology)

<b>Course Title: IGCSE – Class 9</b> <b>Awarded by: Cambridge Assessment International Education</b>			
		Subject code	
1	Class 9 - IGCSE	0500	First Language - English
2	Class 9 - IGCSE	0510	English as a Second Language
3	Class 9 - IGCSE	0520	Foreign Language - French

4	Class 9 - IGCSE	0549	Second Language - Hindi
5	Class 9 - IGCSE	0547	Foreign Language - Mandarin Chinese
6	Class 9 - IGCSE	0478	Computer Science
7	Class 9 - IGCSE	0580	Mathematics (Without Course Work)
8	Class 9 - IGCSE	3226	GCE 'O' Level Tamil Ordinary Level
9	Class 9 - IGCSE	0610	Biology
10	Class 9 - IGCSE	0264	Business
11	Class 9 - IGCSE	0620	Chemistry
12	Class 9 - IGCSE	0625	Physics
13	Class 9 - IGCSE	0455	Economics
14	Class 9 - IGCSE	0413	Physical Education
15	Class 9 - IGCSE	0475	English Literature
16	Class 9 - IGCSE	0457	Global Perspectives
17	Class 9 - IGCSE	0445	Design and Technology
18	Class 9 - IGCSE	0680	Environmental Management
19	Class 9 - IGCSE	0523	Chinese as a Second Language

**Course Title: IGCSE – Class 10**

**Awarded by: Cambridge Assessment International Education**

1	Class 10 - IGCSE	0500	First Language - English
2	Class 10 - IGCSE	0510	English as Second Language
3	Class 10 - IGCSE	0520	Foreign Language - French
4	Class 10 - IGCSE	0549	Second Language - Hindi
5	Class 10 - IGCSE	0547	Foreign Language - Mandarin Chinese
6	Class 10 - IGCSE	0523	Chinese as a second language
7	Class 10 - IGCSE	0610	Biology
8	Class 10 - IGCSE	0478	Computer Science
9	Class 10 - IGCSE	0580	Mathematics (Without Course Work)
10	Class 10 - IGCSE	3226	GCE 'O' Level Tamil Ordinary Level
11	Class 10 - IGCSE	0625	Physics
12	Class 10 - IGCSE	0680	Environmental Management
13	Class 10 - IGCSE	0457	Global Perspectives
14	Class 10 - IGCSE	0606	Additional Mathematics
15	Class 10 - IGCSE	0475	English Literature
16	Class 10 - IGCSE	0264	Business
17	Class 10 - IGCSE	0620	Chemistry
18	Class 10 - IGCSE	0445	Design and Technology

19	Class 10 - IGCSE	0455	Economics
20	Class 10 - IGCSE	0413	Physical Education

<b>Course Title: IB Diploma Programme Year 1</b>		
<b>Awarded by: International Baccalaureate</b>		
1	IB Year 1	Biology - Higher Level
2	IB Year 1	Biology - Standard Level
3	IB Year 1	Business Management - Higher Level (Bus. & Man.)
4	IB Year 1	Business Management - Standard Level (Bus. & Man.)
5	IB Year 1	Chemistry - Higher Level
6	IB Year 1	Chemistry - Standard Level
7	IB Year 1	Computer Science - Higher Level (Computer Sc.)
8	IB Year 1	Computer Science - Standard Level (Computer Sc.)
9	IB Year 1	Creativity, Activity, Service
10	IB Year 1	Design & Technology - Higher Level
11	IB Year 1	Design & Technology - Standard Level
12	IB Year 1	Economics - Higher Level
13	IB Year 1	Economics - Standard Level
14	IB Year 1	English A: Literature - Higher Level
15	IB Year 1	English A: Literature - Standard Level
16	IB Year 1	English A - Language and Literature - Higher Level
17	IB Year 1	English A - Language and Literature - Standard Level
18	IB Year 1	Environmental Systems and Societies - Standard Level
19	IB Year 1	Extended Essay
20	IB Year 1	Film - Higher Level
21	IB Year 1	Film - Standard Level
22	IB Year 1	French AB Initio - Standard Level
23	IB Year 1	French B - Standard Level

24	IB Year 1	Mandarin AB Initio – Standard Level
25	IB Year 1	Digital Society – Standard Level
26	IB Year 1	Digital Society – Higher Level
27	IB Year 1	Hindi B – Higher Level
28	IB Year 1	Hindi B – Standard Level
29	IB Year 1	History – Higher Level
30	IB Year 1	History – Standard Level
31	IB Year 1	Mathematics Analysis and Approaches – Higher Level
32	IB Year 1	Mathematics Analysis and Approaches – Standard Level
33	IB Year 1	Mathematics Applications and Interpretation – Higher Level
34	IB Year 1	Mathematics Applications and Interpretation – Standard Level
35	IB Year 1	Physics – Higher Level
36	IB Year 1	Physics – Standard Level
37	IB Year 1	Psychology – Higher Level
38	IB Year 1	Psychology – Standard Level
39	IB Year 1	Spanish AB Initio – Standard Level
40	IB Year 1	Tamil B – Standard Level
41	IB Year 1	Theory of Knowledge
42	IB Year 1	Visual Arts – Higher Level
43	IB Year 1	Visual Arts – Standard Level
44	IB Year 1	Chinese B Mandarin SL
45	IB Year 1	Environmental Systems & Societies – Higher Level
46	IB Year 1	Global Politics – Higher Level
47	IB Year 1	Global Politics – Standard Level
48	IB Year 1	French A – Literature Higher Level
49	IB Year 1	French A – Literature Standard Level

50	IB Year 1	French A - Language & Literature Higher Level
51	IB Year 1	French A - Language & Literature Standard Level
52	IB Year 1	Spanish A - Literature Higher Level
53	IB Year 1	Spanish A - Literature Standard Level
54	IB Year 1	Spanish A - Language & Literature Higher Level
55	IB Year 1	Spanish A - Language & Literature Standard Level
56	IB Year 1	Chinese A - Language & Literature SL
57	IB Year 1	English B - SL
<b>Course Title: IB Diploma Programme Year 2</b> <b>Awarded by: International Baccalaureate</b>		
1	IB Year 2	Biology - Higher Level
2	IB Year 2	Biology - Standard Level
3	IB Year 2	Business Management - Higher Level (Bus. & Man.)
4	IB Year 2	Business Management - Standard Level (Bus. & Man.)
5	IB Year 2	Chemistry - Higher Level
6	IB Year 2	Chemistry - Standard Level
7	IB Year 2	Computer Science - Higher Level
8	IB Year 2	Computer Science - Standard Level
9	IB Year 2	Creativity, Activity, Service
10	IB Year 2	Design Technology - Higher Level
11	IB Year 2	Design Technology - Standard Level
12	IB Year 2	Economics - Higher Level
13	IB Year 2	Economics - Standard Level
14	IB Year 2	English A - Literature - Higher Level
15	IB Year 2	English A - Literature - Standard Level
16	IB Year 2	English A - Language and Literature - Higher Level
17	IB Year 2	English A - Language and Literature - Standard Level

18	IB Year 2	Environmental Systems and Societies – Standard Level
19	IB Year 2	Extended Essay
20	IB Year 2	Film – Higher Level
21	IB Year 2	Film – Standard Level
22	IB Year 2	French AB – Standard Level
23	IB Year 2	French B – Standard Level
24	IB Year 2	Hindi B – Higher Level
25	IB Year 2	Hindi B – Standard Level
26	IB Year 2	Digital Society – Higher Level
27	IB Year 2	Digital Society – Standard Level
28	IB Year 2	History – Higher Level
29	IB Year 2	History – Standard Level
30	IB Year 2	Mathematics Analysis and Approaches – Higher Level
31	IB Year 2	Mathematics Analysis and Approaches – Standard Level
32	IB Year 2	Mathematics Applications and Interpretation – Higher Level
33	IB Year 2	Mathematics Applications and Interpretation – Standard Level
34	IB Year 2	Physics – Higher Level
35	IB Year 2	Physics – Standard Level
36	IB Year 2	Psychology – Higher Level
37	IB Year 2	Psychology – Standard Level
38	IB Year 2	Spanish AB Initio – Standard Level
39	IB Year 2	Tamil B – Standard Level
40	IB Year 2	Theory of Knowledge
41	IB Year 2	Visual Arts – Higher Level
42	IB Year 2	Visual Arts – Standard Level
43	IB Year 2	Chinese B Mandarin SL

## **GIIS Academic English Preparatory programme (AEPP)**

The Academic English Preparatory programme (AEPP) at Global Indian International School (GIIS) is a six-month intensive course designed to equip students with the necessary English proficiency and academic skills to integrate into mainstream international school programs. The programme offers a structured learning pathway for students with limited English proficiency, helping them build confidence in communication, analytical thinking, and subject-specific literacy.

### **Course Structure & Subjects Offered**

AEPP follows an integrated curriculum tailored for beginners, focusing on accelerated learning with experienced educators. The subjects covered include:

- **English Skills:** Developing reading, writing, listening, and speaking abilities, with an emphasis on grammar, comprehension, vocabulary, and oral fluency.
- **Mathematical Essentials:** Strengthening academic language, understanding math terminologies, and enhancing problem-solving skills.
- **Science Fundamentals:** Building a foundation in key scientific concepts and learning subject-specific academic vocabulary.
- **Reflection & Physical Education:** Encouraging holistic development through structured reflection and physical activities.

## **Assessment & Progression**

Students are assessed through continuous formative evaluations and summative exams to track their learning progress:

- Placement Test: Determines initial placement within the program.
- Weekly Formative Assessments: Including quizzes, speaking tasks, and written assignments.
- Weighted Assessment: Evaluating proficiency in all four language skills (reading, writing, listening, and speaking).

## **Who Can Apply?**

- Grade 5–8 students with limited English proficiency.
- Families seeking a structured pathway to achieve a specified English grade level.

At the end of six months, students emerge fully prepared to succeed in an English-speaking academic environment, with a competitive edge to excel in global education settings.

## **Co-Scholastic Programmes**

Co-scholastic programmes at GISS complement academic learning by nurturing students' interests, talents, and holistic development. Embedded within the GISS 9 Gems framework, these programmes build essential life skills such as teamwork, creativity, discipline, leadership, and resilience. Participation is strongly encouraged as part of a balanced school experience.

## **Gold Squad**

The Gold Squad comprises students selected to represent GIS in competitive sports and specialised domains. These students undergo advanced training, skill development, and coaching to prepare for interschool, national, and international competitions.

Key features include:

- Selection based on talent, commitment, and performance
- Professional coaching and structured training schedules
- Opportunities to participate in tournaments and showcases
- Clear expectations regarding discipline, attendance, and sportsmanship

Gold Squad participation fosters excellence, teamwork, and a strong sense of school pride.

## **After-School Programme**

The After-School Programme (ASP) provides students of Classes 9-12 extended learning and enrichment beyond regular school hours. It offers students additional learning opportunities, enhance skills, and foster a love of learning beyond the classroom.

## **Co-Curricular Activities (CCAs)**

Co-curricular Activities are designed to enhance students' personal, social, and creative development. These structured programmes run during designated periods and form an integral part of the school timetable.

CCAs include areas such as:

- Wellbeing, culinary arts
- Music, dance, and performing arts
- Visual arts and crafts
- Technology, coding, robotics, and STEM clubs
- Language, communication, and public speaking
- Community service and leadership clubs

CCAs help students build confidence, discover their passions, and apply classroom learning in real-world contexts.

## **Extracurricular Activities (ECAs)**

Extracurricular activities are primarily sports-based and are conducted during school hours. These activities support students' overall personality development and physical fitness, forming an integral part of our GISS 9 Gems Programme.

Students who demonstrate exceptional talent in these activities may be selected for the Gold Squad Programme, which offers additional, intensive training under the guidance of experienced coaches.

Qualified coaches and instructors ensure that students receive structured training in a wide range of extracurricular activities at no additional cost. Students can choose from a variety of sports, including:

- Badminton
- Soccer
- Cricket
- Tennis
- Table Tennis
- Tae-Kwon-Do

- Basketball
- Athletics
- Yoga
- Gymnastics
- Aerobics
- Chess

## **Academic Support Programmes and Other Activities**

To provide holistic education, we provide various academic and activity based programmes. Prominent artists and academicians from various walks of life are invited as part of the Leadership Lecture Series to share their knowledge and experiences. Some of the various programmes that enrich values and knowledge are:

### **Evaluation**

Apart from the assessments, on a regular basis project work, interactive learning methods and enrichment activities are used to enhance learning. We place emphasis on improving students' research, inference, analytical, reading, writing, speaking and listening skills.

### **Awards**

- Academic Excellence
- Sports Excellence
- Co-curricular Excellence

## Academic Support Activities

- **Field trips/ Overseas Service Learning Trip** – To strengthen opportunities to learn beyond the confines of the classroom and explore new areas of learning, regular field trips are arranged for all levels.
- **External Examinations** – School works in conjunction with eminent national and international bodies such as International Maths Olympiad, National Science Olympiad to facilitate student participation in various exams as per their choice and interest.
- **HEY MATH!** – A world-class e-learning programme for Mathematics, HeyMath! ([www.heyath.com](http://www.heyath.com)) helps students to hone logical thinking and problem solving skills. It primarily focuses on self-learning mechanisms for students through the e-learning module, e-worksheets for additional reinforcement and e-assessments for diagnostic testing and identifying students' learning outcomes and gaps.
- **Mathletics** – A fun way to learn Maths by blending intrinsic and extrinsic motivations and rewards, and using best-practice theories of gamified learning, Mathletics keeps students engaged with maths. With fresh activities, challenges and regularly updated content, Mathletics always has something new to learn and fun to do.
- **STEM (Science, Technology, Engineering, Math)** – Students get STEM kits from school and these kits have experiments that are mapped to the concepts taught during the year. STEM equips students with understanding key concepts, through creating working models and to understand real life use of these concepts.
- **Week Without Walls** – Week Without Walls is a special primary school programme that extends learning beyond the classroom through real-world experiences. Students participate in locally and internationally

planned outbound trips that promote inquiry, cultural awareness, collaboration, and personal growth.

- **RazPlus** - RazPlus is an online reading programme that provides leveled books, practice activities, and assessments to support students in building strong reading skills at their own pace.
- **Measures of Academic Progress (MAP) testing** - Measures of Academic Progress (MAP) tests are adaptive assessments that track students' growth in reading, language, and math, helping teachers tailor instruction to individual learning needs.
- **Toddle** - Toddle is a learning and communication platform that allows students to access assignments, portfolios, report cards, and classroom resources while helping parents stay updated on their child's progress.
- **LogIQids** - LogIQids is a logical reasoning and problem-solving programme designed to strengthen critical thinking skills through engaging puzzles and adaptive skill-building activities
- **Debates** - Students regularly participate in debate programs conducted by local schools and others.
- **Project exhibition** - Students are assigned different topics and specific projects for each level during school holidays and they are given opportunities to exhibit their projects and learn from those of others.
- **Behavioural Counselling Initiatives** - There's a dedicated Career Guidance and Behaviour Counselling Cell, with availability of two full time career counsellors and 4 behavioural counsellor. Counselling begins as early as grade 6, and pre -counselling tests are administered before one -to -one counselling sessions to guide students and help them to make informed choices of subjects to achieve their career goals.

- **Language Week** – School organises language week for all levels to improve oral/conversational skills of students in the second language. Some of the activities conducted during the second language period are drama, skit and poem recitation.
- **STEAM Week** – School organises STEAM week for all levels with activities designed to promote areas of study in Science, Maths, Technology Entrepreneurship and Arts. It helps to engage students at various levels and acquire multiple skill sets.
- **Humanities Week** – School organises Humanities week that gets students to explore and learn more about Geography, History and Social Science beyond the textbooks. Students engage in different activities which provides them ample opportunities to gain a deeper depth of study in the topic of humanities.
- **Book Week** – School also organises a book week for all levels to promote reading habits. Various activities are planned and organised to bring book characters alive, for example, children dress up as book characters.
- **Intra-school and Inter-school Events** – Students at all levels are encouraged to participate in all school events. We believe that no child should be left behind and hence offer opportunities for participation in Annual Day celebrations, Sports day, Literary Week, Science Night Out and similar programmes, along with weekly House activities.
- **Boot Camps and JA Activities** – School organises Boot Camps and activities in association with Junior Achievement Singapore. Through various activities such as experimenting with Virtual Reality, Artificial Intelligence, Coding Video games, Robotics, Financial Literacy Workshops, The importance of Innovation, Critical Thinking, Problem Solving and Computational Thinking is reinforced.

- **Digital Pedagogy** – School has a State of Art Infrastructure for supporting zoom online classes. Blended Learning and Hybrid Education frameworks are integrated into day to day teaching with integration of GSuite features and Learning Management System effectively. Online Examination portal is used to conduct and make marked assessments available online.
- **Webinars and Podcasts** – Student initiatives are encouraged and students are given opportunities to conduct events via webinars and share their learning journey experiences through podcasts.
- **Makerspace** – Makerspace classes foster innovation through hands-on experimentation wherein students get an opportunity to be creative and apply personalised learning strategies to make changes to existing concepts or develop their own ideas, methods or products.

### **Inter-School Events**

In order to encourage, promote and provide a platform to showcase their individual talents, the school organises intra and inter-school competitions and events throughout the academic year. Some of them include:

- GIIS Spell-O-Well: Inter-secondary school spelling competition
- GIIS HiQ Quiz: Inter-school science, math, and language (spelling) based quiz competition
- GIIS Real World Challenges Convention
- Global Student Exchange/ Learning programme

# Assessment and Examination

## Guidelines

The scope of evaluation at Global Indian International School extends to almost all areas of the student's personality development. It includes both scholastic and co-scholastic areas, and is comprehensive in nature.

Evaluation is continuous and reveals the strengths and areas of improvement of the students frequently, so that the learners have a better opportunity to understand and improve themselves. It also provides feedback to the teachers for modifying their teaching strategies according to individual student needs.

In view of getting a complete picture of the child's learning, assessment focuses on the learner's ability to:

- Learn and acquire desired skills related to different subject areas
- Acquire a level of achievement in different subject areas in the requisite measure
- Develop child's individual skills, interests, attitudes and motivation
- Monitor the changes taking place in child's learning, behaviour and progress over a period of time
- Respond to different situations and opportunities both in and out of school
- Apply what is learnt in a variety of environment, circumstances and situations
- Work independently, collaboratively and harmoniously
- Analyse and evaluate
- Be aware of social and environmental issues

- Participate in social and environmental projects
- Retain what is learned over a period of time

The assessments are done with the purpose to achieve the following objectives:

- To help develop cognitive, psychomotor and affective skills
- To lay emphasis on thought process and de-emphasize memorisation
- To make evaluation an integral part of teaching-learning process
- To use evaluation for improvement of students achievement and teaching-learning strategies on the basis of regular diagnosis followed by remedial instructions.
- To use evaluation as a quality control device to maintain desired standard of performance
- To determine social utility, desirability or effectiveness of a programme and take appropriate decisions about the learner, the process of learning and the learning environment
- To make the process of teaching and learning a learner-centred activity
- Assessments are done on a regular basis through journals, written work, portfolios, project work, classroom interactions, peer and/or self-assessments, cyclic tests along with many other learning tasks. There are two summative assessments at the end of each of the two semesters.

## Assessment Calendar 2026-27

<b>CBSE Grades 3 - 5</b>				
<b>Exam</b>	<b>Day and Date</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
Periodic Test 1	8 <sup>th</sup> June, Monday	Science	Mathematics	SSC
	9 <sup>th</sup> June, Tuesday	L1 - English	L2 - H/T/F	Science

	10 <sup>th</sup> June, Wednesday	L2 - H/T/F	L1 - English	Mathematics
	11 <sup>th</sup> June, Thursday	SSC	Science	L1 - English
	12 <sup>th</sup> June, Friday	Mathematics	SSC	L2 - H/T/F
Half Yearly Examination	14 <sup>th</sup> Sept, Monday	SSC	Science	Mathematics
	15 <sup>th</sup> Sept, Tuesday	Science	Mathematics	L1 - English
	16 <sup>th</sup> Sept, Wednesday	Mathematics	SSC	L2 - H/T/F
	17 <sup>th</sup> Sept, Thursday	L1 - English	L2 - H/T/F	Science
	18 <sup>th</sup> Sept, Friday	L2 - H/T/F	L1 - English	SSC
Periodic Test 2	30 <sup>th</sup> Nov, Monday	SSC	Mathematics	L2 - H/T/F
	1 <sup>st</sup> Dec, Tuesday	Mathematics	L1 - English	Science
	2 <sup>nd</sup> Dec, Wednesday	L2 - H/T/F	Science	L1 - English
	3 <sup>rd</sup> Dec, Thursday	Science	L2 - H/T/F	SSC
	4 <sup>th</sup> Dec, Friday	L1 - English	SSC	Mathematics
Yearly Examination	15 <sup>th</sup> Mar, Monday	Mathematics	Science	SSC
	16 <sup>th</sup> Mar, Tuesday	SSC	L1 - English	Science
	17 <sup>th</sup> Mar, Wednesday	Science	Mathematics	L2 - H/T/F
	18 <sup>th</sup> Mar, Thursday	L1 - English	L2 - H/T/F	Mathematics
	19 <sup>th</sup> Mar, Friday	L2 - H/T/F	SSC	L1 - English

## CBSE Grades 6 – 8

### Semester I

Exam	Day and Date	Grade 6	Grade 7	Grade 8
Periodic Test 1	19 May, Tuesday	Science	Social Science	Language-1 English
	26 <sup>th</sup> May, Tuesday	Language-3 H/T/S	Language-3 H/T/S	Language-3 H/T/S
	2 <sup>nd</sup> June, Tuesday	Mathematics	Science	Social Science
	9 <sup>th</sup> June, Tuesday	Language-1 English	Language-2 H/T/F	Mathematics
	21 <sup>st</sup> July, Tuesday	Language-2 H/T/F	Mathematics	Science

	28 <sup>th</sup> July, Tuesday	Social Science	Language-1 English	Language-2 H/T/F
	4 <sup>th</sup> August, Tuesday	ICT	ICT	ICT
Half Yearly Exam	4 <sup>th</sup> Sept, Friday	Language-3 H/T/S	Language-3 H/T/S	Language-3 H/T/S
	7 <sup>th</sup> Sept, Monday	Science	Social Science	Science
	9 <sup>th</sup> Sept, Wednesday	Mathematics	Science	Language-1 English
	11 <sup>th</sup> Sept, Friday	Language-1 English	Mathematics	Social Science
	14 <sup>th</sup> Sept, Monday	Social Science	Language-2 H/T/F	Language-2 H/T/F
	16 <sup>th</sup> Sept, Wednesday	Language-2 H/T/F	Language-1 English	Mathematics
	18 <sup>th</sup> Sept, Friday	ICT	ICT	ICT

### Semester 2

Exam	Day and Date	Grade 6	Grade 7	Grade 8
Periodic Test 2	27 <sup>th</sup> Oct, Tuesday	ICT	ICT	ICT
	3 <sup>rd</sup> Nov, Tuesday	Language-1 English	Language-2 H/T/F	Mathematics
	17 <sup>th</sup> Nov, Tuesday	Language-2 H/T/F	Mathematics	Science
	24 <sup>th</sup> Nov, Tuesday	Mathematics	Science	Social Science
	1 <sup>st</sup> Dec, Tuesday	Science	Social Science	Language-1 English
	12 <sup>th</sup> Jan, Tuesday	Social Science	Language-1 English	Language-2 H/T/F
	19 <sup>th</sup> Jan, Tuesday	Language-3 H/T/S	Language-3 H/T/S	Language-3 H/T/S
Yearly Exam	3 <sup>rd</sup> Mar, Wednesday	ICT	ICT	ICT
	5 <sup>th</sup> Mar, Friday	Language-1 English	Science	Social Science
	8 <sup>th</sup> Mar, Monday	Language-2 H/T/F	Mathematics	Language-2 H/T/F
	12 <sup>th</sup> Mar, Friday	Mathematics	Social Science	Science
	15 <sup>th</sup> Mar, Monday	Social Science	Language-2 H/T/F	Language-1 English
	17 <sup>th</sup> Mar, Wednesday	Science	Language-1 English	Mathematics
	19 <sup>th</sup> Mar, Friday	Language-3 H/T/S	Language-3 H/T/S	Language-3 H/T/S

## CBSE Grades 9 – 10

### Semester 1

Exam	Day and Date	Grade 9	Grade 10
Pre Mid Term	19 <sup>th</sup> May, Tuesday	English Language & Literature	Computer Applications

	26 <sup>th</sup> May, Tuesday	Hindi/Tamil/ French/Painting	Mathematics
	2 <sup>nd</sup> June, Tuesday	Mathematics	Social Science
	9 <sup>th</sup> June, Tuesday	Science	Hindi/Tamil/French/Painting
	14 <sup>th</sup> July, Tuesday	Social Science	English Language & Literature
	21 <sup>st</sup> July, Tuesday	Computer Applications	Science
Mid Term	7 <sup>th</sup> Sept, Monday	Science	Mathematics
	9 <sup>th</sup> Sept, Wednesday	Hindi/Tamil/ French/Painting	Computer Applications
	11 <sup>th</sup> Sept, Friday	Computer Applications	Science
	14 <sup>th</sup> Sept, Monday	Social Science	English Language & Literature
	16 <sup>th</sup> Sept, Wednesday	English Language & Literature	Social Science
	18 <sup>th</sup> Sept, Friday	Mathematics	Hindi/Tamil/French/Painting
<b>Semester 2</b>			
<b>Exam</b>	<b>Day and Date</b>	<b>Grade 9</b>	<b>Grade 10</b>
Post Midterm	3 <sup>rd</sup> Nov, Tuesday	English Language & Literature	NA
	17 <sup>th</sup> Nov, Tuesday	Hindi/Tamil/ French/Painting	NA
	24 <sup>th</sup> Nov, Tuesday	Mathematics	NA
	1 <sup>st</sup> Dec, Tuesday	Science	NA
	5 <sup>th</sup> Jan, Tuesday	Social Science	NA
	12 <sup>th</sup> Jan, Tuesday	Computer Applications	NA
Post Mid Term/Comm on Pre Board (Tentative)*	16 <sup>th</sup> Nov, Monday	NA	English Language & Literature
	18 <sup>th</sup> Nov, Wednesday	NA	Mathematics
	20 <sup>th</sup> Nov, Friday	NA	Hindi Course B/Tamil/French/Painting
	23 <sup>rd</sup> Nov, Monday	NA	Science
	25 <sup>th</sup> Nov, Wednesday	NA	Social Science
	27 <sup>th</sup> Nov, Friday	NA	Computer Applications
Preboard - 2	4 <sup>th</sup> Jan, Monday	NA	Social Science
	6 <sup>th</sup> Jan, Wednesday	NA	English Language & Literature
	8 <sup>th</sup> Jan, Friday	NA	Mathematics
	11 <sup>th</sup> Jan, Monday	NA	Hindi Course B/Tamil/French/Painting
	13 <sup>th</sup> Jan, Wednesday	NA	Science

	15 <sup>th</sup> Jan, Friday	NA	Computer Applications
FINAL PRACTICAL EXAM (tentative)	20 <sup>th</sup> Jan, Wednesday	Computer Applications	Physics/ Chemistry/ Biology
	21 <sup>st</sup> Jan, Thursday	Physics/ Chemistry/ Biology	Computer Applications
Annual Examination	1 <sup>st</sup> Feb, Monday	Science	NA
	3 <sup>rd</sup> Feb, Wednesday	English Language & Literature	NA
	5 <sup>th</sup> Feb, Friday	Mathematics	NA
	10 <sup>th</sup> Feb, Wednesday	Hindi/Tamil/ French/Painting	NA
	12 <sup>th</sup> Feb, Friday	Social Science	NA
	15 <sup>th</sup> Feb, Monday	Computer Applications	NA

## CBSE Grades 11 – 12

### Semester 1

Exam	Day and Date	Grade 11	Grade 12
Cyclic Test 1	17 <sup>th</sup> March, Tuesday		English Core
	7 <sup>th</sup> April, Tuesday		Physics/Accountancy/Political Science
	14 <sup>th</sup> April, Tuesday		Mathematics/Informatics Practices/Psychology/Physical Education
	21 <sup>st</sup> April, Tuesday		Chemistry/Economics
	28 <sup>th</sup> April, Tuesday		Computer Science/Biology/Business Studies
Cyclic Test 1	5 <sup>th</sup> May, Tuesday	Mathematics/ Informatics Practices/ Psychology/ Physical Education	
	12 <sup>th</sup> May, Tuesday	English Core	
	19 <sup>th</sup> May, Tuesday	Physics/ Accountancy/ Political Science	
	26 <sup>th</sup> May, Tuesday	Chemistry/ Economics	
	2 <sup>nd</sup> June, Tuesday	Computer Science/Biology/ Business Studies	
Cyclic Test 2	5 <sup>th</sup> May, Tuesday		English Core

	12 <sup>th</sup> May, Tuesday		Physics/Accountancy/Political Science
	19 <sup>th</sup> May, Tuesday		Mathematics/Informatics Practices/Psychology/Physical Education
	26 <sup>th</sup> May, Tuesday		Chemistry/Economics
	2 <sup>nd</sup> Jun, Tuesday		Computer Science/Biology/Business Studies
	14 <sup>th</sup> July, Tuesday	Mathematics/ Informatics Practices/ Psychology/ Physical Education	
	21 <sup>st</sup> July, Tuesday	English Core	
	28 <sup>th</sup> July, Tuesday	Physics/ Accountancy/ Political Science	
	4 <sup>th</sup> August, Tuesday	Chemistry/ Economics	
	11 <sup>th</sup> August, Tuesday	Computer Science/Biology/ Business Studies	
Cyclic Test 3	14 <sup>th</sup> July, Tuesday		English Core
	21 <sup>st</sup> July, Tuesday		Physics/Accountancy/Political Science
	28 <sup>th</sup> July, Tuesday		Mathematics/Informatics Practices/Psychology/Physical Education
	4 <sup>th</sup> August, Tuesday		Chemistry/Economics
	11 <sup>th</sup> August, Tuesday		Computer Science/Biology/Business Studies
Semester 1	9 <sup>th</sup> Sept, Wednesday	Physics/ Accountancy/ Political Science	Physics/Accountancy/ Political Science
	11 <sup>th</sup> Sept, Friday	English Core	English Core
	14 <sup>th</sup> Sept, Monday	Chemistry/ Economics	Chemistry/ Economics
	16 <sup>th</sup> Sept, Wednesday	Computer Science/Biology/ Business Studies	Mathematics/Informatics Practices/Psychology/Physical Education
	18 <sup>th</sup> Sept, Friday	Mathematics/ Informatics Practices/	Computer Science/Biology/Business Studies

		Psychology/ Physical Education	
Cyclic Test 3	27 <sup>th</sup> Oct, Tuesday	Mathematics/ Informatics Practices/ Psychology/ Physical Education	
	3 <sup>rd</sup> Nov, Tuesday	English Core	
	17 <sup>th</sup> Nov, Tuesday	Physics/ Accountancy/ Political Science	
	24 <sup>th</sup> Nov, Tuesday	Chemistry/ Economics	
	1 <sup>st</sup> Dec, Tuesday	Computer Science/Biology/ Business Studies	
Semester 2	1 <sup>st</sup> Feb, Monday	Physics/ Accountancy/ Political Science	
	3 <sup>rd</sup> Feb, Wednesday	English Core	
	5 <sup>th</sup> Feb, Friday	Mathematics/Infor matics Practices/Psychol ogy/Physical Education	
	9 <sup>th</sup> Feb, Tuesday	Chemistry/ Economics	
	11 <sup>th</sup> Feb, Thursday	Computer Science/Biology/B usiness Studies	

### CBSE Pre-Boards Grade 12

Pre-Board 1/	16 <sup>th</sup> Nov, Monday	Physics/ Accountancy/Political Science
Common Pre Board 1  (Tentative)*	18 <sup>th</sup> Nov, Wednesday	English Core
	20 <sup>th</sup> Nov, Friday	Chemistry/Economics
	23 <sup>rd</sup> Nov, Monday	Mathematics/Informatics Practices/Psychology/Physical Education

	25 <sup>th</sup> Nov, Wednesday	Computer Science/Biology/Business Studies
Pre-Board 2	4 <sup>th</sup> Jan, Monday	Physics/Accountancy/Political Science
	6 <sup>th</sup> Jan, Wednesday	English Core
	8 <sup>th</sup> Jan, Friday	Mathematics/Informatics Practices/Psychology/Physical Education
	11 <sup>th</sup> Jan, Monday	Chemistry/Economics
	13 <sup>th</sup> Jan, Wednesday	Computer Science/Biology/Business Studies

## CLSP Grades 6 – 8

### Semester 1

Exam	Day and Date	CLSP 6	CLSP 7	CLSP 8
Cyclic Test 1	28 <sup>th</sup> April, Tuesday	Regular Classes	Regular Classes	Mathematics
	5 <sup>th</sup> May, Tuesday	Hindi/Tamil/ French/ Mandarin	Mathematics	Science
	12 <sup>th</sup> May, Tuesday	Mathematics	Science	English/ESL
	19 <sup>th</sup> May, Tuesday	English/ESL	Hindi/Tamil/Fren ch/ Mandarin	Global Perspectives
	26 <sup>th</sup> May, Tuesday	Science	English/ESL	Additional Subject*
	2 <sup>nd</sup> June, Tuesday	Computing	Computing	Computing
	9 <sup>th</sup> June, Tuesday	Global Perspectives	Global Perspectives	Hindi/Tamil/ French/ Mandarin
Cyclic Test 2	14 <sup>th</sup> July, Tuesday	English/ESL	Hindi/Tamil/ French/ Mandarin	Mathematics
	21 <sup>st</sup> July, Tuesday	Hindi/Tamil/ French/ Mandarin	Mathematics	Science
	28 <sup>th</sup> July, Tuesday	Mathematics	Science	English/ESL
	4 <sup>th</sup> August, Tuesday	Science	English/ESL	Hindi/Tamil/ French/ Mandarin
	7 <sup>th</sup> August, Friday	Regular Classes	Regular Classes	Global Perspectives
	11 <sup>th</sup> August, Tuesday	Computing	Computing	Computing
	18 <sup>th</sup> August, Tuesday	Global Perspectives	Global Perspectives	Additional Subject*

Semester Exams -1	4 <sup>th</sup> Sept, Friday	Regular Classes	Regular Classes	Mathematics
	7 <sup>th</sup> Sept, Monday	Science	Computing	Global Perspectives
	9 <sup>th</sup> Sept, Wednesday	Hindi/Tamil/ French/Mandarin	English/ESL	Science
	11 <sup>th</sup> Sept, Friday	Mathematics	Hindi/Tamil/ French/ Mandarin	English/ESL
	14 <sup>th</sup> Sept, Monday	Computing	Global Perspectives	Additional Subject*
	16 <sup>th</sup> Sept, Wednesday	English/ESL	Science	Hindi/Tamil/ French/Mandarin
	18 <sup>th</sup> Sept, Friday	Global Perspectives	Mathematics	Computing
Cyclic Test 3	23 <sup>rd</sup> Oct, Friday	Regular Classes	Regular Classes	Global Perspectives
	27 <sup>th</sup> Oct, Tuesday	Hindi/Tamil/French/ Mandarin	Mathematics	Science
	3 <sup>rd</sup> Nov, Tuesday	Computing	Hindi/Tamil/ French/ Mandarin	Computing
	13 <sup>th</sup> Nov, Friday	Mathematics	Science	English/ESL
	17 <sup>th</sup> Nov, Tuesday	Global Perspectives	English/ESL	Hindi/Tamil/ French/ Mandarin
	24 <sup>th</sup> Nov, Tuesday	English/ESL	Computing	Mathematics
	1 <sup>st</sup> Dec, Tuesday	Science	Global Perspectives	Additional Subject*
Semester Exams -2	3 <sup>rd</sup> March, Wednesday	Regular Classes	Regular Classes	Mathematics
	5 <sup>th</sup> March, Friday	Computing	Hindi/Tamil/French/ Mandarin	English/ESL
	8 <sup>th</sup> March, Monday	Hindi/Tamil/ French/Mandarin	Mathematics	Computing
	12 <sup>th</sup> March, Friday	English/ESL	Science	Additional Subject*
	15 <sup>th</sup> March, Monday	Science	English/ESL	Global Perspectives
	17 <sup>th</sup> March, Wednesday	Mathematics	Global Perspectives	Hindi/Tamil/ French/ Mandarin
	19 <sup>th</sup> March, Friday	Global Perspectives	Computing	Science

## IGCSE Grades 9 – 10

### Semester I

Exam	Day and Date	IGCSE 9	IGCSE 10
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Cyclic Test 1	28 <sup>th</sup> April, Tuesday	Physics/ Environmental Management	Hindi/Tamil/French/ Mandarin/Chinese
	5 <sup>th</sup> May, Tuesday	English Language/ ESL	Biology/Global Perspectives
	8 <sup>th</sup> May, Friday	Chemistry/ Economics	Mathematics- Extended/Additional
	12 <sup>th</sup> May, Tuesday	Computer Science/ Business Studies/ Design and Technology	English Literature
	19 <sup>th</sup> May, Tuesday	English Literature	Computer Science/ Business Studies/ Design and Technology
	26 <sup>th</sup> May, Tuesday	Mathematics- Extended/ Additional	Chemistry/Economics
	2 <sup>nd</sup> June, Tuesday	Biology/ Global Perspectives	English Language/ESL
	9 <sup>th</sup> June, Tuesday	Hindi/Tamil/ French/Mandarin/ Chinese	Physics/Environmental Management
Cyclic Test 2	14 <sup>th</sup> July, Tuesday	Physics/ Environmental Management	Hindi/Tamil/French/ Mandarin/Chinese
	17 <sup>th</sup> July, Friday	English Language/ESL	Biology/Global Perspectives
	21 <sup>st</sup> July, Tuesday	Chemistry/ Economics	Mathematics- Extended/Additional
	24 <sup>th</sup> July, Friday	Computer Science/ Business Studies/ Design and Technology	English Literature
	28 <sup>th</sup> July, Tuesday	English Literature	Computer Science/ Business Studies/ Design and Technology
	31 <sup>st</sup> July, Friday	Mathematics- Extended/ Additional	Chemistry/Economics

	4 <sup>th</sup> August, Tuesday	Biology/ Global Perspectives	English Language/ESL
	7 <sup>th</sup> August, Friday	Hindi/Tamil/ French/Mandarin/ Chinese	Physics/Environmental Management
Semester 1 Exam	2 <sup>nd</sup> Sept, Wednesday	Physics/ Environmental Management	Hindi/Tamil/French/ Mandarin/Chinese
	4 <sup>th</sup> Sept, Friday	English Language/ESL	Biology/Global Perspectives
	7 <sup>th</sup> Sept, Monday	Chemistry/ Economics	Mathematics- Extended/Additional
	9 <sup>th</sup> Sept, Wednesday	Computer Science/ Business Studies/ Design and Technology	English Language/ESL
	11 <sup>th</sup> Sept, Friday	English Literature	Chemistry/Economics
	14 <sup>th</sup> Sept, Monday	Mathematics- Extended/ Additional	Computer Science/ Business Studies/ Design and Technology
	16 <sup>th</sup> Sept, Wednesday	Biology/ Global Perspectives	Physics/Environmental Management
	18 <sup>th</sup> Sept, Friday	Hindi/Tamil/ French/ Mandarin/Chinese	English Literature
	Cyclic Test 3	27 <sup>th</sup> Oct, Tuesday	Physics/ Environmental Management
30 <sup>th</sup> Oct, Friday		English Language/ESL	Biology/Global Perspectives
3 <sup>rd</sup> Nov, Tuesday		Chemistry/ Economics	Mathematics- Extended/Additional
13 <sup>th</sup> Nov, Friday		Computer Science/ Business Studies/ Design and Technology	English Literature
17 <sup>th</sup> Nov, Tuesday		English Literature	Computer Science/ Business Studies/ Design and Technology

	20 <sup>th</sup> Nov, Friday	Mathematics- Extended/ Additional	Chemistry/ Economics
	24 <sup>th</sup> Nov, Tuesday	Biology/ Global Perspectives	English Language/ESL
	1 <sup>st</sup> Dec, Tuesday	Hindi/Tamil/ French/ Mandarin/Chinese	Physics/Environmental Management
IGCSE 9 Semester 2 Exam	1 <sup>st</sup> March, Monday	Computer Science/Business Studies/Design and Technology	
	3 <sup>rd</sup> March, Wednesday	English Literature	
	5 <sup>th</sup> March, Friday	Mathematics- Extended/Additional	
	8 <sup>th</sup> March, Monday	Biology/Global Perspectives	
	12 <sup>th</sup> March, Friday	Physics/Environmental Management	
	15 <sup>th</sup> March, Monday	English Language/ESL	
	17 <sup>th</sup> March, Wednesday	Chemistry/Economics	
	19 <sup>th</sup> March, Friday	Hindi/Tamil/French/ Mandarin/Chinese	
IGCSE 10 Pre Board 1	4 <sup>th</sup> Jan, Monday	French, Mandarin and Chinese Orals	
	6 <sup>th</sup> Jan, Wednesday	Chemistry/Economics	
	8 <sup>th</sup> Jan, Friday	Biology/Global Perspectives	
	11 <sup>th</sup> Jan, Monday	Mathematics- Extended/Additional	
	13 <sup>th</sup> Jan, Wednesday	English Language/ESL	
	15 <sup>th</sup> Jan, Friday	Computer Science/ Business Studies/ Design and Technology	
	18 <sup>th</sup> Jan, Monday	English Literature	
	20 <sup>th</sup> Jan, Wednesday	Physics/Environmental Management	
	22 <sup>nd</sup> Jan, Friday	Tamil/French/ Mandarin/Chinese	
<b>IB Diploma Programme Years 1 – 2</b>			
<b>Exam</b>	<b>Day and Date</b>	<b>IB DP 1</b>	<b>IB DP 2</b>
Cyclic Test 1	11 <sup>th</sup> September, Friday	English	
	11 <sup>th</sup> September, Friday	Chemistry	

	14 <sup>th</sup> September, Monday	Physics	
	14 <sup>th</sup> September, Monday	Psychology	
	15 <sup>th</sup> September, Tuesday	Mathematics	
	15 <sup>th</sup> September, Tuesday	Economics/ History	
	16 <sup>th</sup> September, Wednesday	Biology/Computer Science/DT	
	16 <sup>th</sup> September, Wednesday	Environmental Systems & Societies	
	17 <sup>th</sup> September, Thursday	Hindi/French/ Tamil/ Spanish/Chinese	
	17 <sup>th</sup> September, Thursday	Business Management	
Semester I	2 <sup>nd</sup> September, Wednesday		Mathematics
	3 <sup>rd</sup> September, Thursday		Hindi/French/Tamil/ Spanish/Chinese
	4 <sup>th</sup> September, Friday		Biology/Computer Science/DT
	7 <sup>th</sup> September, Monday		Business Management
	8 <sup>th</sup> September, Tuesday		Environmental Systems & Societies
	9 <sup>th</sup> September, Wednesday		English
	11 <sup>th</sup> September, Friday		Chemistry
	14 <sup>th</sup> September, Monday		Physics
	15 <sup>th</sup> September, Tuesday		Psychology
	16 <sup>th</sup> September, Wednesday		Economics/ History
Semester I	2 <sup>nd</sup> November, Monday	Mathematics	
	3 <sup>rd</sup> November, Tuesday	Business Management	

	4 <sup>th</sup> November, Wednesday	English	
	5 <sup>th</sup> November, Thursday	Chemistry	
	6 <sup>th</sup> November, Friday	Physics	
	11 <sup>th</sup> November, Wednesday	Psychology	
	12 <sup>th</sup> November, Thursday	Economics/ History	
	13 <sup>th</sup> November, Friday	Biology/Computer Science/DT	
	16 <sup>th</sup> November, Monday	Environmental Systems & Societies	
	17 <sup>th</sup> November, Tuesday	Hindi/French/ Tamil/ Spanish/Chinese	
Cyclic Test 2	22 <sup>nd</sup> February, Monday	Mathematics	
	22 <sup>nd</sup> February, Monday	Hindi/French/ Tamil/ Spanish/Chinese	
	23 <sup>rd</sup> February, Tuesday	Biology/Computer Science/DT	
	23 <sup>rd</sup> February, Tuesday	Business Management	
	24 <sup>th</sup> February, Wednesday	Environmental Systems & Societies	
	24 <sup>th</sup> February, Wednesday	English	
	25 <sup>th</sup> February, Thursday	Chemistry	
	25 <sup>th</sup> February/ Thursday	Physics	
	26 <sup>th</sup> February/ Friday	Psychology	
	26 <sup>th</sup> February/ Friday	Economics/ History	
	Semester II	3 <sup>rd</sup> May, Monday	Mathematics
4 <sup>th</sup> May, Tuesday		Business Management	

	5 <sup>th</sup> May, Wednesday	English	
	6 <sup>th</sup> May, Thursday	Chemistry	
	7 <sup>th</sup> May, Friday	Physics	
	10 <sup>th</sup> May, Monday	Psychology	
	11 <sup>th</sup> May, Tuesday	Economics/ History	
	12 <sup>th</sup> May, Wednesday	Biology/Computer Science/DT	
	13 <sup>th</sup> May, Thursday	Environmental Systems & Societies	
	14 <sup>th</sup> May, Friday	Hindi/French/ Tamil/ Spanish/Chinese	

### IB DP Year 2 Pre-Board

Exam	Day and Date	IB DP 1	IB DP 2
Pre Board I	4 <sup>th</sup> January, Monday		English
	5 <sup>th</sup> January, Tuesday		Mathematics
	6 <sup>th</sup> January, Wednesday		Psychology
	7 <sup>th</sup> January, Thursday		Chemistry
	8 <sup>th</sup> January, Friday		Business Management
	11 <sup>th</sup> January, Monday		Physics
	12 <sup>th</sup> January, Tuesday		Environmental Systems & Societies
	13 <sup>th</sup> January, Wednesday		Economics/ History
	14 <sup>th</sup> January, Thursday		Biology/Computer Science/DT
	15 <sup>th</sup> January, Friday		Hindi/French/Tamil/ Spanish/Chinese

# Programme-Specific Assessment Guidelines

## Assessment for Global Montessori Plus Programme (GMP)

Observation and individual assessment made by teachers in the following areas:

1. Language Development
2. Mathematics Development
3. Environmental Awareness
4. Practical Life and Sensorial Exercises
5. Motor Development
6. Social and Emotional Development
7. Creative Development
8. Cognitive Development

A certificate is awarded upon completion of Kindergarten 2 of the Global Montessori Plus Program.

## Assessment for IB Primary Years Programme (IB PYP)

Assessment in the IB Primary Years Programme (PYP) is an integral part of teaching and learning. It is designed to support student growth, monitor progress, and deepen understanding through continuous, meaningful feedback. The focus is on developing the whole child as an inquirer, thinker, communicator, and global citizen.

PYP assessments aim to:

- Measure understanding of concepts, skills, attitudes, and learner profile attributes
- Support student reflection on their own learning and next steps

- Inform teaching practices, enabling teachers to personalise learning experiences
- Encourage inquiry and critical thinking rather than memorisation

Assessment in the PYP includes both:

- Formative assessments (ongoing checks for understanding, reflections, teacher observations, classroom tasks)
- Summative assessments (performance tasks or projects that demonstrate mastery of learning at the end of a unit)

Students also engage in self-assessment and peer feedback, helping them take ownership of their learning journey. Assessment practices in the PYP are aligned with IB standards to ensure a holistic, developmentally appropriate, and authentic evaluation of student growth.

In addition to ongoing assessment, students receive formal report cards at the end of each semester, issued twice a year, providing a comprehensive summary of academic progress, learner attributes, and overall development.

<b>Achievement Level</b>	<b>Description</b>
<b>A- Advanced</b>	The student demonstrates exemplary understanding of concepts; exemplary acquisition of knowledge, development, transfer and application of skills beyond expectations of the success criteria set.
<b>P-Proficient</b>	The student demonstrates substantial understanding of concepts; substantial acquisition of knowledge, and

	development and application of skills, based on the proficiency standards or success criteria set.
<b>Progressing</b>	The student demonstrates adequate understanding of concepts; adequate acquisition of knowledge, and development and application of skills, and is moving towards the success criteria set.
<b>Beginning</b>	The student demonstrates limited understanding of concepts; limited acquisition of knowledge, and development and application of skills. The student does not as yet demonstrate proficiency in the success criteria set.
<b>NA</b>	Evaluation of this subject area is not applicable for this student at this time.

## Assessment for CBSE Grades 1 and 2

Students in the Foundational Stage are assessed across the following interconnected domains of development:

- Language and Literacy Development
- Cognitive Development
- Aesthetic and Cultural Development
- Socio-Emotional and Ethical Development
- Physical Development

### Methods and Tools of Assessment

The two primary methods employed are observations of the child and analysing the artefacts that the child has produced as part of their learning process.

## Holistic Progress Card (HPC)

The culmination of these assessments is captured in a Holistic Progress Card , issued twice in a year. This report provides a comprehensive summary of each child's progress across all developmental domains.

Descriptive indicators for each domain are:

- **Beginner:** Tries to achieve the learning outcomes with teacher support in the given timeframe.
- **Progressing:** Achieves the learning outcomes with teacher's support in the given timeframe.
- **Proficient:** Achieves the learning outcomes independently.
- **Advanced:** Achieves the learning outcomes independently and helps others.

## Assessment for CBSE Grades 3 to 5

There will be 2 periodic tests, half yearly and yearly exams.

Exam syllabus:

1. Half - Yearly Exam - Written exam for 50 marks with syllabus covered for Term 1.  
Yearly Exam - Written exam for 50 marks with syllabus covered in Term 2.
- 2.
3. Assessments for Term 1 : PT1 and Half Yearly exam
4. Assessments for Term 2 : PT2 and Yearly exam

Term 1 (100 Marks)		Term 2 (100 Marks)	
No. of Periodic Tests	1	No. of Periodic Tests	1
Marks for PT1	25 Marks	Marks for PT2	25 Marks

Duration of PT1	45 Minutes	Duration of PT2	45 Minutes
Notebook and Homework	10 Marks	Notebook and Homework	10 Marks
Subject Enrichment	15 Marks	Subject Enrichment	15 Marks
Half - Yearly Exam (1hr 30mins)	50 Marks	Half - Yearly Exam (1hr 30mins)	50 Marks

## Grades:

Grading Criteria	
91-100	A*
75-90	A
56 - 74	B
40 - 55	C
<40	D

Downloadable e-Report Cards:

- After every assessment (4 Report Cards)

## Assessment for CBSE Grades 6 to 8

The scheme for Classes 6 - 8 has been designed on Term Assessment basis with gradual increase in the learning assessment as the students move forward.

Scholastic Area:

The assessment structure comprises of two terms- i.e. Term 1 and 2.

Subjects	Term 1 (100 Marks) April – September (1 <sup>st</sup> half of the session)		Term 2 (100 Marks) October – March (2 <sup>nd</sup> half of the session)	
	20 Marks Periodic Assessment + 80 marks for Half – Yearly Exam		20 Marks Periodic Assessment + 80 marks for Yearly Exam	
<b>Language 1 English</b>  <b>Language 2 Hindi, Tamil, French</b>  <b>Language 3 Hindi, Tamil, Sanskrit</b>  <b>Mathematics</b>  <b>Science</b>  <b>Social Science</b>  <b>Information &amp; Communication Technology</b>	<b>PA 20 Marks</b>  <b>Periodic Test 1</b> 20 marks  Weightage <u><b>10 marks</b></u> of PT1  Notebook submission <u><b>5 marks</b></u> At term end  Sub Enrichment <u><b>5 marks</b></u> at term end	<b>Half – Yearly Exam (September)</b>  Written exam for <b>80 marks</b> with syllabus covered till Half – Yearly	<b>PA 20 Marks</b>  <b>Periodic Test 2</b> 20 marks  Weightage <u><b>10 marks</b></u> of PT2  Notebook submission <u><b>5 marks</b></u> At term end  Sub Enrichment <u><b>5 marks</b></u> at term end	<b>Yearly Exam (March)</b> Written exam for 80 marks with syllabus coverage as below:  <b>Class 6:</b> 10% of 1 <sup>st</sup> term covering significant topics + entire syllabus of 2 <sup>nd</sup> term  <b>Class 7:</b> 20% of 1 <sup>st</sup> term covering significant topics + entire syllabus of 2 <sup>nd</sup> term  <b>Class 8:</b> 30% of 1 <sup>st</sup> term covering significant topics + entire syllabus of 2 <sup>nd</sup> term

Grades	
91 – 100	A1
81 – 90	A2
71 – 80	B1

61 - 70	B2
51 - 60	C1
41 - 50	C2
33 - 40	<u>D</u>
32 and below	E (Needs Improvement)
PT syllabus to be sent to parents/students, one week before the exam date. Half - yearly and yearly exam syllabus to be sent 15 days before the exam date.	

Downloadable e-Report Cards:

- 2 times a year - after Half - Yearly and Yearly exam.

## **Assessment for CLSP Grades 6 to 8**

Assessments for Term 1 : IA 1,CT1, IA2, CT2 and Sem-1 exam

Assessments for Term 2 : IA3, CT3, IA4 Sem2/Annual Exam

### **Term 1**

No. of Cyclic tests : 2

Marks : 25 Marks each

Duration for CT : 40 minutes

No. of Internal Assessments : 2

Marks & Duration of IA : Subject Dependant

Sem 1 Exam

Marks : Subject Dependant

Duration for Sem 1 Exam : Subject Dependant

Weightages Sem 1 : 10% IA1 + 10% CT1 + 10% IA2 + 10% CT2 + 60% Sem1

### **Term 2**

No. of Cyclic tests : 1  
 Marks : 25 Marks each  
 Duration for CT : 40 minutes  
 No. of Internal Assessments : 2  
 Marks & Duration of IA : Subject Dependant

**Sem 2 Exam**

Marks : Subject Dependant  
 Duration for Sem 2 Exam : Subject Dependant  
 Weightages Sem 2 : 10% IA3 + 10% CT3 + 10% IA4 + 70% Sem 2  
 Consolidated : 50% Sem 1 + 50% Sem 2

<b>Grades for CLSP 6 - 8</b>	
88 - 100	A*
78 - 87	A
66 - 77	B
50 - 65	C
40 - 49	D
0 - 39	E

**Exam syllabus**

- The portions covered one week before the CT1 as per ACP will be the portions for CT1.
- The portions covered after CT1 and one week before the CT2 and as per ACP will be the portions for CT2.
- The portions covered after CT2 and one week before the semester and as per ACP will be the portions for Sem 1 conducted in September.
- The portions covered one week before the CT3 as per ACP will be the portions for CT3.

- The entire portions for the year will be tested for Sem 2 which is conducted in March.

CT syllabus to be sent to parents/students one week before the exam date. Details of Internal assessment to be sent to parents one week before the exam date and for Sem Compiled syllabus to be sent 15 days before the exam date by Coordinator.

### Report Card Weightages (All Marks to be entered out of 100)

- SEM 1 : 10% IA1 + 10% CT1 + 10% IA2 + 10% CT2 + 60% Sem 1
- SEM 2 : 10% IA3 + 10% CT3 + 10% IA4 + 70% Sem 2
- Overall Agg : 50% Sem 1 + 50% Sem 2

### Assessment for CBSE Grades 9 & 10

Assessments for Term 1 : Pre Mid Term and Mid Term

Assessments for Term 2 : Post Mid Term and Yearly exam

Term 1		Term 2	
Pre-Mid-term Marks	25 marks	Post Midterm Marks	25 marks
Duration for Pre-Mid Term	40 min.	Duration for Post Mid Term	40 min.
Mid-term Marks	80 marks (Except for Computer Applications)	Annual/ Pre-Board & Board Exam Marks	80 marks (Except for Computer Applications)
Duration for Mid Term	3 hours (Except for Computer Applications)	Duration for Annual/Pre Board Exam	3 hours (Except for Computer Applications)

<b>Computer Applications</b>			
Theory Marks	50 Marks	Theory Marks	50 Marks
Duration for Theory	2 Hours	Duration for Theory	2 Hours
Practical Marks	50 Marks	Practical Marks	50 Marks
Duration for Practical	2 Hours	Duration for Practical	2 Hours

<b>Grades</b>	
91-100	A1
81-90	A2
71-80	B1
61-70	B2
51-60	C1
41-50	C2
33-40	D
32 and below	E (needs improvement)

### **Class 10 Grades (CBSE-10 Board Exam)**

For the past candidates

- Top one-eighth are awarded A1 grades
- Next one-eighth are awarded A2 grades
- Next one-eighth are awarded B1 grades
- Next one-eighth are awarded B2 grades
- Next one-eighth are awarded C1 grades
- Next one-eighth are awarded C2 grades

- Next one-eighth are awarded D1 grades
- Next one-eighth are awarded D2 grades
- Remaining are awarded E grades

**Exam syllabus:**

Pre - Mid Term: Syllabus covered till one week before the examination.

Mid - Term Written exam for 80 marks with syllabus covered for the entire Term 1.

Post - Mid Term: The entire year syllabus.

Pre - Board Exam for class 10; The entire year syllabus.

Annual Exam: Written exam for 80 marks with syllabus covered for the entire year.

Syllabus will be sent to parents/students :

- One week before the scheduled exam for Pre-Midterm and Post-Midterm exams
- Two weeks before the start of the Mid Term and Annual exam dates.

**Components of Internal Assessment - Changed as per Board guidelines**

- Pen Paper Test: 5 marks
- Multiple Assessment strategies to be used. (Quizzes, oral test, concept map, exit cards, visual expression etc.): 5 marks
- Portfolio (Classwork plus peer assessment): 5 marks
- Lab Practical/Subject Enrichment - consisting of aspects like Practical work for Science; Lab work for Mathematics; Map work & Project Work for Social Science and Listening and Speaking skills for languages, etc.: 5 marks

Downloadable e-Report Cards:

- 4 times a year for both class 9 and 10.

## **Assessment for IGCSE Grades 9 & 10**

### **Assessments for IGCSE 9**

Term 1: CT1, CT2 and Sem-1 exam as per CAIE (Cambridge Assessment International Education) pattern

Term 2 : CT3 and Semester 2 Exam as per CAIE pattern

### **Assessments for IGCSE 10**

Term 1: CT1, CT2 and Sem-1 exam as per CAIE pattern

Term 2 : CT3, PB1 and PB2 as per CAIE pattern

#### **Term 1 (IGCSE 9)**

No. of Cyclic tests	: 2
Marks	: 25 marks each (40 marks - Sciences)
Duration for CT	: 40 minutes
Sem-1 exam	: 1
Sem-1 exam marks	: 100 (%)
Duration for Sem-1 Exam	: As per boards

#### **Term 1 (IGCSE 10)**

No. of Cyclic tests	: 2
Marks	: 25 marks each (40 marks - Sciences)
Duration for CT	: 40 minutes
Sem-1 exam	: 1
Sem-1 exam marks	: 100 (%)
Duration for Sem-1 Exam	: As per boards

### Term 2 (IGCSE 9)

No. of Cyclic tests	: 1
Marks	: 25 marks each (40 marks - Sciences)
Duration for CT	: 40 minutes
Sem 2 exam	: 1
Sem 2 exam marks	: 100 (%)
Duration for Sem 2 Exam	: As per boards

### Term 2 (IGCSE 10)

No. of Cyclic tests	: 1
Marks	: 25 marks each (40 marks - Sciences)
Duration for CT	: 40 minutes
Pre-Board 1	: As per boards
Pre-Board 2	: As per boards

Grade/Level	Semester	Components	Weightage
IGCSE 9	Semester 1	CT 1 + CT 2 + Semester Exam 1	10% + 10% + 30%
IGCSE 9	Semester 2	CT 3 + Semester Exam 2	10% + 40%
IGCSE 10	Semester 1	CT 1 + CT 2 + Semester Exam 1	10% + 10% + 30%
IGCSE 10	Semester 2	1. CT 3 + Pre-Board 1 2. Pre-Board 2	1. 10% + 90% 2. 100%

Grades for IGCSE	
88 - 100	A*
78 - 87	A
66 - 77	B

50 - 65	C
40 - 49	D
0 - 39	E

### **Exam syllabus for IGCSE 9 & 10**

- The portions covered one week before the CT1 as per ACP will be the portions for CT1
- The portions covered after CT1 and one week before the CT2 and as per ACP will be the portions for CT2.
- The entire syllabus covered before the Semester 1 Exam and as per ACP will be the portions for Semester 1 conducted in September.
- The portions covered one week before the CT3 as per ACP will be the portions for CT3 (9 & 10)
- The entire portions for the year will be tested for Sem 2 which is conducted in March (IGCSE 9)
- The entire IGCSE syllabus will be tested in Pre-Board 1 and Pre-Board 2 (IGCSE 10) Semester 1 syllabus to be sent 15 days before the exam date.

### **Downloadable e-Report Cards:**

- 2 times a year. After sem 1 & 2 (Class 9 IGCSE) and
- 3 times a year for. After Sem1, Pre Board 1 & 2 (10 IGCSE).

## **Assessment for CBSE Grades 11 & 12**

### **Assessments for Class 11**

Term 1 : CT1, CT2 and Sem-1 exam

Term 2 : CT3, Sem2 Exam

## Assessments for Class 12

Term 1 : CT1, CT2, CT3 and Sem-1 exam

Term 2 : Pre-Board 1, Pre-Board 2 and CBSE Board Exam for class 12

Marks for CT : 40/35 Marks each

Duration for CT : 80 minutes

Sem-1 & Sem-2 exam marks : 80/70 Marks

Duration for Sem-1 & Sem-2 Exam : 3 hours

## Class 11

Current weightage calculation:

In each subject 40% weightage is given for term 1 marks and 60% weightage is given for term 2 marks. Further the split-ups are as follows:

### Term 1

CT1 : 5% weightage

CT2 : 5% weightage

Sem 1 : 30% weightage

Total term 1 : 40% weightage

### Term 2

CT3 : 10% weightage

Sem 2 : 50% weightage

Total term 2 : 60% weightage

Grades	
91 - 100	A1
81 - 90	A2

71 - 80	B1
61 - 70	B2
51 - 60	C1
41 - 50	C2
33 - 40	<u>D</u>
32 and below	Essential Repeat

### **Class 12 Grades (CBSE-12 Board Exam)**

For the passed candidates

- Top one-eighth are awarded A1 grades
- Next one-eighth are awarded A2 grades
- Next one-eighth are awarded B1 grades
- Next one-eighth are awarded B2 grades
- Next one-eighth are awarded C1 grades
- Next one-eighth are awarded C2 grades
- Next one-eighth are awarded D grades
- Remaining are awarded E grades

### **Exam syllabus (Class 12)**

- The portions covered one week before the CT1 as per ACP will be the portions for CT1.
- The portions covered after CT1 and one week before the CT2 and as per ACP will be the portions for CT2.
- The portions covered after CT2 and one week before the CT3 and as per ACP will be the portions for CT3 for class 12.
- The entire portions done till August will be the portions for Sem 1 which is conducted in September The entire portions will be tested in Pre-Board 1 and Pre-Board 2.

### **Class 11**

- The portions covered one week before the CT1 as per ACP will be the portions for CT1.
- The portions covered after CT1 and one week before the CT2 and as per ACP will be the portions for CT2.
- The entire portions done till August will be the portions for Sem 1 which is conducted in September.
- The portions covered after Sem 1 and one week before the CT3 and as per ACP will be the portions for CT3 for class 11.
- The entire portions will be tested in Sem 2.
- CTs syllabus to be sent to parents/students one week before the exam date and for Sem 1 syllabus to be sent 15 days before the exam date

### **Templates Used**

- Question paper template
- Answer Key template
- Vetting form template
- Answer script moderation form for Semester 1 and Semester 2 exam

### **Downloadable e-Report Cards:**

- 2 times a year for Class 11 – after Semester 1 exam and Semester 2 exam
- For Class 12 – School report card will be published for Sem 1, PB1 & PB2

## **Assessment for IB Diploma Years 1 & 2**

### **IB Year 1**

Assessments for Term 1 : FA1, FA2 –CT1, Sem 1

Assessments for Term 2 : FA3, FA4- CT2, Sem 2

### **IB Year 2**

Assessments for Term 1 : FA1, Sem 1

## Assessments for Term 2 : Pre Board 1 & Pre Board 2

### **Term 1 (IBY1)**

No. of Cyclic tests	: 1
Marks	: Percentage
Duration for CT	: Subject Specific
Sem 1 exam	: 1
Sem 1 exam marks	: 100
Duration for Sem 1 Exam	: Subject Specific

### **Term 1 (IBY2)**

Sem exam	: 1
Sem 1 exam marks	: 100%
Duration for Sem 1 Exam	: Subject Specific (IBY1)

Current weightage calculation: Consolidation at the end of Year.

The split ups are as follows:

### **Term 1**

FA1	: 5% weightage
FA2-CT1	: 10% weightage
Sem 1	: 20% weightage

### **IBY2**

Consolidation at the end of Sem 1

FA1	: 20% weightage
Sem 1	: 80% weightage

### **Term 2 (IBY1)**

No. of Cyclic tests	: 1
Marks	: Percentage
Duration for CT	: Subject Specific

Sem 2 exam/ Yearly exam : 1  
 Yearly exam marks : 100  
 Duration for Sem 1 Exam : Subject Specific

**Term 2 (IBY2)**

Pre-Boards : 2  
 Marks : Percentage  
 Duration for Sem 1 Exam : Subject Specific  
 Pre-Board 1 : As per boards  
 Pre-Board 2 : As per boards

**Term 2 (IBY1)**

FA3 : 5% weightage  
 FA4-CT2 : 10% weightage  
 Sem 2 : 50% weightage

School e-report cards will be published in Sem 2.

**Term 2 (IBY2)**

Results printed for Pre Board 1.

<b>IBDP Report Card Grade Threshold</b>	
<b>Category 1 - Grade threshold</b>	
<b>Marks Range</b>	<b>Grade</b>
90% - 100%	7
75% - 89%	6
60% - 74%	5
45% - 59%	4
35% - 44%	3

20% - 34%	2
< 20%	1

Subjects under **Category 1 - Grade threshold**

1	English Language & Literature SL
2	English B SL
3	English Language & Literature HL
4	English Literature HL
5	Literature SL
6	Hindi B SL
7	Hindi B HL
8	French B SL
9	Spanish ab initio SL
10	Tamil B SL
11	Chinese B Mandarin SL
12	Chinese A Language
13	Visual Arts SL
14	Visual Arts HL

**IBDP Report Card Grade Threshold**

**Category 2 - Grade threshold**

<b>Marks Range</b>	<b>Grade</b>
85% - 100%	7
70% - 84%	6
55% - 69%	5

40% - 54%	4
30% - 39%	3
20% - 29%	2
<20%	1

Subjects under **Category 2 - Grade threshold**

1	English Literature SL	2
2	French ab initio	2
3	Business Management SL	2
4	Business Management HL	2
5	Economics SL	2
6	Economics HL	2
7	Psychology SL	2
8	Psychology HL	2
9	History SL	2
10	History HL	2
11	Digital Society SL	2
12	Digital Society HL	2
13	Environmental Systems & Societies SL	2
14	Environmental Systems & Societies HL	2
15	Biology SL	2
16	Biology HL	2
17	Chemistry SL	2
18	Chemistry HL	2
19	Physics SL	2
20	Physics HL	2
21	Design Technology SL	2

22	Design Technology HL	2
23	Computer Science SL	2
24	Computer Science HL	2
25	Mathematics AA HL	2
26	Mathematics AA SL	2
27	Mathematics AI HL	2
28	Mathematics AI SL	2

### **Exam syllabus (IBY1)**

- The portions covered one week before the CT1 as per ACP will be the portions for CT1.
- The entire portions covered till one week before semester 1 as per ACP will be the portions for semester 1.
- The portions covered after Semester 1 and one week before the CT2 and as per ACP will be the portions for CT2.
- The entire portions from the beginning of the year till one week before semester 2 as per ACP will be the portions for Semester 2.

### **Exam syllabus (IBY2)**

- The entire portions covered till one week before semester 1 will be tested for Semester 1 which is conducted in September.
- The entire portions will be tested in Pre-Board 1 and Pre-Board 2 (IBY2).
- The entire portion covered 1 week before Sem I will be tested for Sem 1 which is conducted in September.

Semester 1 syllabus to be sent 15 days before the exam date.

### **Downloadable e-Report Cards:**

- 2 times a year for Year1 – after Semester 1 exam and Semester 2 exam.
- For Year 2–School report cards will be published for Semester 1.

## Evaluation of Co-Scholastic Aspects for CBSE Classes 1 to 12

All students are required to undergo various school based assessments in the Co-Scholastic areas. Co-Scholastic Areas will be assessed on 5 point Grade for CBSE classes 1 to 12 – A, B, C, D, E.

Grade Indicator	Grade Point	
A	Most Indicators in a skill	5
B	Many indicators in a skill	4
C	Some indicators in a skill	3
D	Few indicators in a skill	2
E	Very few indicators in a skill	1

### Assessment Modes

Central Board of Secondary Education (CBSE)

- Class discussions
- Project work (individual or group)
- Research work
- Debate Presentation (individual or group)
- Continual Class tests or quizzes
- Practical tests
- Mid-year & end of course exam

## **International General Certificate of Secondary Education (IGCSE)**

- Class discussions
- Project work (individual or group)
- Research work
- Debate
- Presentation (individual or group)
- Continual Class tests or quizzes
- Practical tests
- Peer assessment
- Written assignments
- Oral Examinations
- Listening Examinations
- Mid-year & end of course exam

## **International Baccalaureate Diploma Programme (IBDP)**

- Class discussions
- Project work (individual or group)
- Research work
- Debate
- Presentation (individual or group)
- Continual Class tests or quizzes
- Practical tests
- Journals
- Portfolios
- Peer assessment
- Investigatory projects
- Exploration

- Commentaries
- Extended essay
- Written assignments
- Oral Examinations
- Mid-year & end of course exam

### **Primary Years Programme (PYP)**

Reports based on assessments are given 2 times in an academic year (September & March). These reports are available on the Toddle Portal, which is used exclusively for IBPYP.

The assessed components are for:

- Units of Inquiry
- Social Studies
- Science
- English
- Mathematics
- Additional Language
- Personal, Social and Physical Education (PSPE)
- Music
- Visual Arts

<b>Assessment Criteria Description</b>		
<b>Value</b>	<b>Abbreviation</b>	<b>Description</b>
Exemplary	Exemplary	The student demonstrates exemplary awareness and understanding of knowledge and concepts; exemplary acquisition, development and application of skills.

Proficient	Proficient	The student demonstrates substantial awareness and understanding of knowledge and concepts; exemplary acquisition, development and application of skills.
Progressing	Progressing	The student demonstrates adequate awareness and understanding of knowledge and concepts; exemplary acquisition, development and application of skills.
Beginning	Beginning	The student demonstrates limited awareness and understanding of knowledge and concepts; exemplary acquisition, development and application of skills.
Not Assessed	NA	Evaluation of this subject area is not applicable for this student at this time.

## Return of Answer Scripts and Appeals on Results

### GMP and PYP

In the Global Montessori Plus (GMP) and IB Primary Years Programme (PYP), there are no formal written examinations or traditional answer scripts. Assessment is continuous, ongoing, and embedded within daily learning experiences.

As such, there are no answer scripts to return and no formal appeal process for examination results.

Teachers use formative and summative assessment tasks, observations, and performance-based activities to evaluate student understanding. Progress is

communicated through teacher feedback, parent–teacher meetings, and semester report cards.

### **Grades 1 to 5 (CBSE)**

All answer scripts for all assessments/periodic tests/ half-yearly/yearly are given to students of classes 1 to 5 CBSE. Students may appeal for a re-evaluation/correction within two working days of receiving the answer scripts. Results of re-evaluation/corrections will be declared within six working days of the appeal and shall be final. No second appeal shall be entertained.

- Classes 1 and 2: Assessment policy is relevant to all four assessments.
- Classes 3, 4 and 5: Assessment policy is relevant to all periodic tests/ half-yearly/ yearly exams.

### **Grades 6 to 8 (CBSE and CLSP)**

All answer scripts for all assessments/periodic tests/half-yearly/yearly or SA 1 and SA2 are given to students of Class 6 to 8 CBSE and Class 6 to 8 CLSP. Students may appeal for a re-evaluation/correction within two working days of receiving the answer scripts. Results of re-evaluation/corrections will be declared within six working days of the appeal and shall be final. No second appeal shall be entertained.

### **Grades 9 to 12 (IGCSE, CBSE and IB DP)**

All answer scripts of all examinations are shown to the students but scripts are retained for the following classes as specified for a period of 5 years.

- Class 9 CBSE: Answer scripts of Annual exams are retained for a period of five years.
- Class 10 CBSE: Answer scripts of Pre-board 2 exam are retained for a period of five years.
- Class 11 CBSE: Answer scripts of Semester 2 are retained for a period of five years.
- Class 12 CBSE: Answer scripts of Pre-board 2 are retained for a period of 5 years.
- Class 9 IGCSE: Answer scripts of Semester 2 are retained for a period of 5 years.
- Class 10 IGCSE: Answer scripts of Pre Board 2 are retained for a period of 5 years.
- IBDP Year 1 : Answer scripts of Semester 2 are retained for a period of 5 years.
- IBDP Year 2 : Answer scripts of Pre Board exam 2 are retained for a period of 5 years.

# School Policies

## Academic Integrity Policy

### Purpose

As part of the IB's commitment to empowering learners with agency and fostering meaningful, recognized outcomes through authentic assessment, this policy establishes a shared understanding of academic integrity. Ensuring fairness is paramount, as all members of our IB learning community deserve an equitable opportunity. Academic integrity is a shared responsibility- a collaborative effort of students, educators, and parents. By clearly outlining expectations and responsibilities, this document ensures transparency and reinforces our collective commitment to integrity in action. Furthermore, this policy details how the IB addresses academic misconduct and administrative irregularities, thereby upholding the credibility and value of IB grades for all stakeholders.

### Philosophy

At GIS, we believe that Academic Integrity is an essential aspect of teaching and learning in IB programs, where action is based on inquiry and reflection. In teaching, learning and assessment, academic integrity serves to promote personal integrity and respect for others and the integrity of their work. Upholding academic integrity helps to ensure that all students have an equal opportunity to demonstrate the knowledge and skills that they acquire during their studies.

### Rationale

All students enrolled in the IB Programs must understand the basic meaning and significance of concepts that relate to academic integrity, especially intellectual property and authenticity. However, a conceptual understanding alone is not sufficient, they must have the knowledge and practical skills to apply such concepts to their work.

Thus, all members of the school community have a responsibility to ensure that they are familiar with generally accepted standards and requirements of academic integrity. This document aims to facilitate the understanding and implementation of correct academic procedures.

### **Definition of Key Terms**

Academic integrity is the foundation of ethical learning and teaching. At GIS, it is a shared responsibility between students, teachers, and the school community.

Academic dishonesty or malpractice refers to behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.

It includes:

1. Plagiarism – Representing the ideas or work of another person as one's own.
2. Collusion – Supporting academic dishonesty by allowing one's work to be copied or submitted by another.

3. Fabrication or Falsification – Inventing or distorting sources, data, or information.
4. Cheating – Attempting to give a false appearance of knowledge or skill.
5. Duplication of Work – Submitting the same work for multiple tasks without authorization.
6. Other Academic Misconduct – Any intentional deceitful act that gives unfair academic advantage.

### **Responsibilities relating to Academic Integrity**

At GISS, fostering academic integrity is a shared commitment, deeply woven into our PYP approach to learning and guided by the IB Learner Profile, especially principled, thinkers, and communicators. Academic honesty is not just a rule but a way of developing integrity, responsibility, and ownership of learning. This involves clear roles and responsibilities for all members of our community:

It is the school's responsibility to:

- Structure the curriculum in a manner that allows students to develop the habits of academic integrity over time
- Ensure that students adhere to the basic principles of academic integrity, as appropriate for their age level
- Ensure that all members of the school community understand the value of academic integrity
- Ensure that incidents of academic dishonesty are dealt with in a manner appropriate to the assessment practices of the IB programme in question
- Promote a consistent approach to citation by the use of common system (MLA)

It is the teacher's responsibility to:

- Show academic integrity in their own work
- Model and teach students how to paraphrase and quote sources accurately
- Support students in developing the skills and attitudes required for completing assignments in an academically honest manner
- Support students in developing original thinking and responsible research skills
- Provide instruction on proper citation and referencing
- Use a common digital reliability system "Turnitin" for all summative tasks in DP as part of regular routine for students
- Deal with incidents of academic dishonesty in an appropriate manner and refer incidents for further action if necessary
- Guide learners on the appropriate and ethical use and referencing of artificial intelligence and large language models

It is the librarian's responsibility to:

- Promote academic integrity within the school
- Act as a liaison for both teachers and students to provide ethical guidance regarding citations and common formats promoted by the school (MLA)
- Provide access to Turnitin to teachers and assistance to students
- Ensure current publications regarding ethical use of information are available to teachers and students (IBO, MLA or otherwise)

It is the parent's and guardian's responsibility to:

- Establish effective communication with the school so that they understand the requirements of the programme and what is expected of students
- Encourage students to ask their teachers for advice if they are having difficulties with their work
- Support their child but be sure he or she is the one responsible for the work done
- Encourage students to plan each assignment and support them with scheduling of their work

It is the student's responsibility to:

- Take charge of their own work and be responsible for the consequences of any breaches of the standard of academic integrity
- Submit only their own original ideas, correctly attributing all sources used, and showcasing their agency in learning.
- Give credit to sources using appropriate formatting (e.g., MLA) for all completed work
- Speak to teachers regularly about their work and show drafts of it at various stages in the production process
- Ask teachers for advice if they are, at any time, unsure of what they have done in relation to referencing sources
- Refrain from receiving or providing non-permitted help on any work, including external examinations and internal assessments, from friends, family, tutors, or external services.
- Inform a teacher if they suspect any breach of the Academic Integrity Policy.
- Submit work for plagiarism analysis when requested.

- Maintain a single document for planning, drafting, reviewing, and editing assessed work, shared with their teacher from the start to show their learning process.

### **Academic Integrity in Primary and Secondary School**

All aspects of Academic Integrity are communicated to the students and their parents during their orientation for induction into the diverse curricula offered by the school beginning from the PYP, IGCSE and IBDP. Not adhering to Academic Integrity Policy may jeopardize the IB Diploma Certificate and results of IGCSE. At all times, it is ensured that tools of education and monitoring are in place so that the students are being trained to cite the resources they are referring to while they are preparing their assignments.

IB defines academic honesty as, “a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, and role modelling and taught skills.” GISS promotes good practices and provides assistance in understanding and following academic honesty. The principle of academic honesty should be viewed positively by students and become a natural part of their academic study. This is not a study skill that is confined to the completion of the IB Diploma Programme; it should remain with IB students throughout higher education and beyond.

### **Basic guidelines for PYP**

At the PYP stage, the habit of quoting and acknowledging the work presented is encouraged. In the PYP, all teachers enable students to understand the need for

academic honesty through various engagements and examples on a regular basis. Students are encouraged to cite the source of the research work that they bring during the units. The same is reinforced at the middle and senior secondary school. Special emphasis during the PYP Exhibition shall be communicated to all students for ethical use of information during the exhibition process.

### **Use of Generative Artificial Intelligence in the PYP**

At GISS, guided by the latest International Baccalaureate (IB) guidelines, we embrace generative artificial intelligence (AI) as a valuable tool to enhance education while upholding the core values of the IB and the integrity of our academic programs. Within our PYP context, AI is seen not as a threat, but as a means to strengthen research and communication skills. Students are free to use AI ethically to augment their learning, with a strong emphasis on understanding and refining AI-generated content to align with their learning objectives and curriculum goals. We also guide GISS PYP learners to critically evaluate AI tools (e.g. ChatGPT, Gemini, image generators, grammar assistants, etc.), understanding their inherent biases and prioritizing critical thinking in their research process.

### **Responsible Use, Originality, and Support**

For any work students create at GISS, it is mandatory that all AI-generated content be clearly indicated and appropriately referenced. Failure to disclose AI use is considered academic misconduct. Students will be oriented on the ethical use of AI through informational sessions, highlighting the policy's importance in maintaining academic integrity.

GIIS PYP learners can use generative AI to deepen their understanding, enhance their writing, and seek guidance, but it's crucial these tools are not a substitute for their own original thinking, inquiry, and creativity. Always approach AI-generated information critically, verifying its accuracy and reliability. These tools should never be considered primary research sources. Students must properly acknowledge any ideas, text, or information gained from generative AI in their academic work, using MLA formatting. This reinforces the PYP's emphasis on respect for others' work and intellectual property.

### **The Role of Teachers and Community**

GIIS teachers play a crucial role in guiding students in the ethical use of AI and in fostering originality. They facilitate discussions about AI-generated content, helping students understand the importance of authenticity. Teachers will assess the integrity of student work by observing its development over time, requiring students to explain their work and reference sources appropriately. Our focus remains on learning, understanding, and ethical application rather than solely on detection. GIIS provides training sessions for teachers to understand AI tools and the implications of this policy. If unsure about the legitimate use of an AI tool, GIIS PYP learners are encouraged to ask their class teacher or consult with the teacher-librarian for comprehensive guidance, promoting responsible digital citizenship, a key aspect of the PYP Approaches to Learning.

The effectiveness of this policy will be regularly evaluated and updated with feedback from teachers, students, and other stakeholders. Our commitment to academic honesty remains unwavering in the face of technological advancements. This policy update is a step towards adapting our educational practices to ensure we continue to provide a robust and ethically sound learning environment at GIIS.

## **Principles for Addressing Academic Misconduct at GHS**

At GHS, academic misconduct is addressed with a commitment to equity, consistency, procedural fairness, timely resolution, and learning opportunities. Each incident is examined thoughtfully and individually to ensure that consequences are both fair and educational.

### Steps taken in cases of academic misconduct

1. Investigation of the incident by the teacher or relevant authority.
2. Conference with the students to discuss the misconduct and give them an opportunity to reflect.
3. Referral to the PYP Coordinator or School Principal when required.
4. Communication with parents, initiated by the teacher and/or school leadership.
5. Formal meetings involving the students, parents, teacher, and leadership team, where the issue is addressed collaboratively.
6. Documentation of the incident, which is recorded in the student's file and shared with the appropriate school stakeholders.

## **Consequences for Academic misconduct**

Sanctions for academic dishonesty (applicable from Grade 3 and above) are determined based on the severity and frequency of the misconduct. These may include:

- Internal suspension from class or activities

- External suspension or even dismissal from school in extreme cases

These measures are designed to uphold the values of academic integrity while also helping students learn from their mistakes.

### **Basic Guidelines for IBDP**

The Diploma Programme at GISS requires academic rigor and active involvement of students in all aspects of the curriculum. The students are expected to behave and learn in an ethical way and observe the following practices:

- Students know that the purpose of an assessment, summative or formative, is to show what they know, understand, and can do and must provide their own work
- If collaboration has not been specified as permissible, the assignment must be individual honest effort
- Students must understand what constitutes academic honesty and must also recognize that any behavior or activity that gives them unfair advantage goes against the school's and IB's philosophies
- Students must be aware that teachers have the right to refuse the work they do not believe in the authenticity of the work

Thus, academic dishonesty or any form of malpractice refers to behavior that results in, or may result in any other candidate gaining an unfair advantage in one or more assessment components. This includes:

- Plagiarism: is defined as the representation of the ideas or work of another person as the candidate's own

- Collusion: is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another
- Duplication of work: is defined as the presentation of the same work for different assessment components and/or diploma requirements
- Any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record, disclosure of information about the content of an examination paper within 24 hours after a written examination)

### **Proactive Approach**

The students know that deliberate cheating is wrong in any circumstance, at the same time they are trained to use academic material appropriately, such as, use of quotations, downloading pages, or adapting material while working on major papers or projects.

School takes anticipatory measures by educating the students and parents the great value of the ethical qualities of personal integrity and academic honesty. Academic honesty is expected from all members of the school community - students, faculty, administration and parents.

The following proactive steps help the students understand and demonstrate Academic Honesty in their working the orientation session conducted in the beginning of the IBDP Programme the DPC briefs the parents and students the importance of academic honesty at GISS

- Individual subject teachers explain the basic meaning and significance of academic integrity as a fundamental element at GISS and ensure that the

students understand the importance of acknowledging the ideas and work of others.

- A copy of the Citation and Referencing guidelines is given to students to educate them the appropriate referencing techniques
- Teachers demonstrate with exemplars what is expected in the task in relation to academic honesty and use of turnitin
- Teachers set clear expectations for assignments and provide guidance to candidates on how to correctly cite the sources they have consulted
- Teachers also discuss the benefits of submitting assignments that are correctly referenced and also devote time to teach and practice these skills – making them “second nature”
- Calendars for assignments are properly planned
- Regular meetings are held with faculty members to verify that all parties have a clear understanding of IB expectations

## **Consequences of Violations of Academic Honesty**

### **Internal Sanctions**

When the investigating teacher identifies any deviation from academic honesty, the following consequences will follow -

- The first Unintentional transgression results in verbal cautioning, and the subject teacher draws the student’s attention to the need to adhere and respect the requirements of academic honesty.
- The second time, if a teacher has reason to believe that part or the whole of a candidate's draft work is plagiarised, it may lead to suspension of the student from school for a limited period of time. The parents are informed and the work submitted by the student is not accepted.

- If suspected plagiarism is detected before a candidate signs the coversheet, the issue is resolved within the school and not brought to the attention of the IB.

### **External Sanctions**

If the candidate is found guilty of malpractice in the production of one or several assignments required for a component, the candidate is not eligible for a mark based on his or her performance in the remaining assignments for the component; no grades will be awarded for the subject.

Upholding academic honesty also helps to ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.

### **AI Software Use in IB Curriculum**

As per the latest guidelines from the International Baccalaureate (IB) regarding the use of AI software in educational contexts, the school's goal is to embrace modern educational tools while upholding the integrity of our academic programs and the core values of IB.

AI software is recognized as a valuable tool in modern education. The use of AI is not seen as a threat but as a means to enhance research and communication skills. Students are encouraged to use AI tools ethically to augment their learning. Emphasis is placed on understanding and refining AI-generated content to ensure it aligns with the student's learning objectives and the curriculum's goals. Students are

guided to understand the inherent biases in AI tools and emphasis is given on the importance of critical thinking in their research process.

It is mandatory that all AI-generated content used in student's work must be clearly indicated and appropriately referenced. Failure to disclose the use of AI-generated content is considered academic misconduct. Students will be oriented on the ethical use of AI through informational sessions. Emphasis will be on understanding the policy's importance in maintaining academic integrity.

Teachers play a crucial role in guiding students in the ethical use of AI and detecting non-original work. Teachers should facilitate discussions about AI-generated content and help students understand the importance of originality. Teachers will assess the authenticity of student work by observing its development over time. Students must be able to explain their work and reference sources appropriately. The policy avoids the pursuit of distinguishing between AI and human authors. The focus is on learning, understanding, and ethical application rather than on detection and punishment. Training sessions will be conducted for teachers to understand the use of AI tools and the new policy implications.

The policy's effectiveness will be regularly evaluated and updated as necessary. Feedback from teachers, students, and other stakeholders will be integral to this ongoing process. Our commitment to academic honesty remains unwavering in the face of technological advancements. This policy update is a step towards adapting our educational practices to ensure that we continue to provide a robust and ethically sound learning environment.

## **Integration of the Academic Integrity Policy with other GISS Policies**

At GISS, the Academic Integrity Policy does not stand alone. It is interconnected with several key school policies that reinforce the same values of honesty, fairness, and responsibility:

### **Assessment Policy**

- Academic integrity is essential during all stages of assessment. Students are expected to submit original work that genuinely reflects their understanding
- Authentic assessments can only occur when students act honestly and take ownership of their learning.
- Familiarity with academic integrity expectations enhances the credibility and effectiveness of all assessments.

### **Role of Library**

- The library promotes the ethical use of information and encourages students to acknowledge sources correctly when conducting research.
- Librarians support students in using books, digital tools, and online resources responsibly.
- The library provides access to resources, workshops, and tools aligned with the academic integrity policy, especially for major research tasks like the PYP Exhibition.

By following the academic integrity policy, students become responsible digital citizens and uphold the values of fairness, respect, and ethical behavior in a global learning community.

## **Policy Review**

The Academic Integrity Policy is reviewed once in two years with the teaching staff, administrators, and programme coordinator during one of our professional development days before the start of the school year. Feedback and input from input from our stakeholders guides the revision of the policy to best meet the needs of our school community. The Academic Integrity Policy is in our student handbook which is shared to parents at the beginning of the year.

## **Bibliography**

The following documents were consulted in the process of developing this policy

IBO. 2009. Diploma Programme: Academic Honesty. Cardiff, Wales. International Baccalaureate Organization.

IBO. 2013. IB Learner Profile in review: Report and recommendation.

IBO. 2014. The IB programme continuum of international education Academic honesty in the IB educational context. Cardiff, Wales. International Baccalaureate Organization.

IBO. 2014. The IB programme continuum of international education Effective citing and referencing.

Cardiff, Wales. International Baccalaureate Organization.

IBO. 2014. Programme standards and practices. Cardiff, Wales. International Baccalaureate Organization.

UNIS. 2014. Academic Honesty Policy. United Nations International School Hanoi.

IBO. 2016. Diploma Programme General regulations: Diploma Programme. Geneva, Switzerland.

International Baccalaureate Organization.

TAU 2016. Academic Honesty Policy. Tamagawa Academy and University Japan.

SIS. 2017. Academic Honesty Policy- Guidelines for members of the Primary, Middle and High School community. Skagerak International School.

IBO. 2019. Diploma Programme Assessment procedures. International Baccalaureate Organization.

IBO. 2023. Academic Integrity Policy. International Baccalaureate Organization.

Nexus International School. 2025. Academic Integrity Policy.

## **Examples of Academic Dishonesty**

### Plagiarism

Deliberately using someone else's words, ideas, or data as your own. Examples:

- Copying from websites, books, or peers.
- Asking others to complete work on your behalf.
- Failing to cite published or unpublished sources.

### Types:

- Direct Plagiarism – Copying exact text without citation.
- Paraphrased Plagiarism – Rewriting ideas without acknowledgment.

- Mosaic Plagiarism – Mixing copied and original content without crediting sources

#### Fabrication or Falsification

- Citing fake or non-existent sources.
- Misrepresenting what a source states.
- Including sources that were not used.
- Manipulating or inventing data to support conclusions.

#### Cheating

- Copying or allowing others to copy during assessments.
- Using unauthorized materials, devices, or aids.
- Completing work for someone else or allowing them to do it for you.
- Communicating with others during an exam.
- Altering marked work and submitting it again.
- Accessing exam material beforehand.

### Other Academic Misconduct

- Sharing or receiving unauthorized academic content.
- Bribery or exchanging favors for academic advantage.
- Tampering with grades or school records.
- Submitting the same work for different subjects without approval.
- Taking unequal credit in group assignments.
- Working beyond the assigned time limit.





## Appendix B

Guidelines and Expectations for the use of AI	
Early Years & Grade 1 & 2	<ul style="list-style-type: none"> <li>- Give credit from where they got the information from (from friend, etc)</li> <li>Understanding that online information are not reliable all the time</li> <li>- Under teacher/ parent guidance on the use of AI</li> <li>- General knowledge on what AI is (basic awareness)</li> </ul>
Grade 3 & 4	<ul style="list-style-type: none"> <li>- Awareness on Pros and Cons on use of AI</li> <li>- Limited use of AI under guidance</li> <li>- Integrity- giving credit</li> <li>- Understanding how AI works (AI literacy session)</li> <li>- Referencing and Citation (simple way)</li> <li>- Critical thinking sessions</li> </ul>
Grade 5	<ul style="list-style-type: none"> <li>- MLA Citation (in all piece of work)</li> <li>- Integrity and giving credit</li> <li>- Assessment to prioritize authentic work of students</li> <li>- AI can be used but with transparency (students to inform extent of use)</li> <li>- AI literacy</li> </ul>

## Appendix C



Introduction of Academic Integrity to Lower Primary students.

I got the information from \_\_\_\_\_.


			
Online	Person	Book	Video

For PYP 1 students

Where we got the information from?


			
Online	Person	Book	Video

For PYP 1 students

I got the information from a person. 

Name of Resource person:	
Date interviewed:	


For PYP 2 students

I got the information from a book. 

Author:	
Title of Book:	

For PYP 2 students


I got the information online.



Title of Article:			
Website Title:			
Author:			

For PYP 2 students


I got the information from a video.



Site/ Film Title:			
Publisher/ Sponsor:			
URL:			

For PYP 2 students


I got the information from a person.



Name of Resource Person:			
Designation:			
Institution:			
Date interviewed:	Medium:	<input type="checkbox"/> By phone <input type="checkbox"/> E-mail <input type="checkbox"/> Zoom/ online <input type="checkbox"/> In person	

For PYP 3 students


I got the information from a book.



Book Title:			
Author:			
Publisher:			
Year published:	City Published:		

For PYP 3 students


I got the information online.



Article Title:			
Author:			
Website title:			
URL:			
Date published:	Date accessed:		

For PYP 3 students

I got the information from a video.



Site/ Film Title:			
Name of Contributor:			
Publisher/ Sponsor:			
URL:			
Date Published:	Date Accessed:		

For PYP 3 students

## Appendix D

Introduction of Academic Integrity to Upper Primary Students (Grades 4 & 5)

GIIS teaches the MLA referencing style to its learners. Below are some examples of common citations.

Examples of Good Practice.

Book with one author

DeWitt, Lynda. *What Will the Weather Be?*. HarperCollins Children's Books, 2016.

Citing a website (organisation and an author)

Oscar, Holland. "Plans for Singapore's First "Supertall" Skyscraper Unveiled." CNN, 29 Oct. 2022, [edition.cnn.com/style/article/singapore-supertall-skyscraper-shenton-way/index.html](https://edition.cnn.com/style/article/singapore-supertall-skyscraper-shenton-way/index.html).

Accessed 31 Oct. 2022.

Citing a website (with an author)

Elkus, Grace. "How to Make the Very Best Vegetarian Chili." *Kitchn*, 29 Jan. 2020, [www.thekitchn.com/vegetarian-chili-266017](https://www.thekitchn.com/vegetarian-chili-266017). Accessed 30 Sept. 2022.

Citing a website - No author (organisation) National Geographic.

"Tiger." *Animals*, 2 Apr. 2014, [kids.nationalgeographic.com/animals/mammals/facts/tiger](https://kids.nationalgeographic.com/animals/mammals/facts/tiger).

Accessed 31 Oct. 2022.

## An article

Dolby, Nadine. "Research in Youth Culture and Policy: Current Conditions and Future Directions." *Social Work & Society International Online Journal*, vol. 6, no. 2, 2020, pp. 289–295. [ejournals.bib.uniwuppertal.de/index.php/sws/article/view/60](http://ejournals.bib.uniwuppertal.de/index.php/sws/article/view/60). Accessed 13 Nov. 2021.

## Generative Artificial Intelligence

"Describe the symbolism of the green light in the book *The Great Gatsby* by F. Scott Fitzgerald." prompt.

ChatGPT, 13 Feb. version, OpenAI, 8 Mar. 2023, [chat.openai.com/chat](https://chat.openai.com/chat).

## Appendix E

Posters for use in PYP learning spaces



Posters from IB website

**Ten tips for acting with integrity**

- Always act with honesty** and in a responsible and ethical manner, being conscious of the influence that you have on those around you and on a great example to others.
- Don't try to gain an unfair advantage** in documents, mock examinations, or assessments by copying someone else's answers or using mobile phones during an exam, for example.
- Stand up for what is right**—alert a member of staff at your school if you suspect that someone has cheated.
- Take responsibility** for your own actions and their consequences.
- Be mindful of respecting academic integrity** during group work, projects and team tasks and thank each group member in your findings.

- Familiarise yourself** with the school's rules and ensure that you understand what academic integrity means and consists of.
- Always reference and cite other people's work** that you have used in your learning—be proud of references that you understand someone else's ideas and thought that they were good. **Seek help** if you are struggling or are not sure of expectations.
- Learn to accept your strengths and weaknesses** and do the best that you can.
- Know how to safely collaborate** and share work when using social media and digital collaborative platforms.
- Try to overcome procrastination.** Managing your time wisely will reduce stress and reduce the risk of missing work which increases the likelihood of cheating.

**Be a content creator, not a content imitator.**

Academic integrity is a responsibility of the whole IB community

# Assessment Policy

## Philosophy and Purpose of Assessment

Assessment is an important part of the instructional cycle. It provides information about student learning and development, as well as a framework for planning, collaboration, and self-reflection. Assessment is a term used to cover all the various methods by which student achievement can be evaluated. Assessment instruments may include tests, examinations, extended practical work, projects, portfolios and oral work.

The primary purpose of assessment in our school is mainly to inform and improve learning and teaching. We gather and analyze student learning information to guide our teaching practices. This helps us define what students know, understand, and can do throughout their learning [OBI]

## Rights and Responsibilities

Effective assessment that achieves this purpose provides valuable information to understand what constitutes learning and how to support it, and is meaningful to all members of the learning community.

## Leaders' Responsibilities

Leaders play a crucial role in fostering a culture of effective assessment within the school community. They will:

- Actively raise awareness of this policy among all members of the school community to ensure consistent implementation.
- Oversee its biennial (every two years) evaluation and review
- Offer training and support to all staff on assessing the programmes they teach, ensuring they have the necessary skills and understanding

- Ensure effective and varied assessment approaches within programmes
- Ensure teachers conduct assessments fairly with appropriate levels of control and consideration for student needs
- Provide dedicated and meaningful time for teachers to collaborate on assessment moderation, promoting consistency and shared understanding of standards
- Share progress information with families at regular intervals
- Offer more than one opportunity annually for parents to connect with their child's teachers and discuss progress and engagement

### **Teachers' Responsibilities**

Teachers are at the forefront of implementing assessment practices. They will:

- Offer a variety of formative and summative opportunities, allowing learners to demonstrate their understanding in multiple ways
- Give advance notice and calendar summative assessments to help students and families prepare
- Clearly explain and, where appropriate, co-construct with students the criteria required to fulfil expectations for all assessed work, ensuring students understand how their work will be evaluated
- Keep clear, accurate, and up-to-date records of learners' progress throughout a programme
- Grade learners appropriately for each criterion, always giving credit for what has been achieved
- Deliver prompt, constructive, and supportive feedback that encourages development and demonstrates belief in the learner's potential
- Share academic concerns and recognitions with families in a timely manner

- Authenticate learner work using appropriate integrity checks to ensure it is their own
- Reflect on their practices, adjust instruction based on assessment data, and offer timely, specific and well considered feedback to enhance learning

Learners will

Learners are active participants in the assessment process. They will:

- Produce work to the best of their ability in the programmes they are studying
- View assessments as valuable opportunities to demonstrate their learning and showcase their achievements positively
- Produce work that is their own and demonstrate academic integrity appropriate for their age, both at school and through home learning
- Use assessment criteria to identify their strengths and areas for development
- Use feedback constructively to become the most effective learners they can be
- Make improvements on tasks when invited to do so by their teacher
- Reflect on and evaluate their own progress, setting meaningful goals for improvement
- Be prepared to discuss their learning journey and next steps with family and teachers
- Parents and Guardians will
- Parents and guardians are essential in their child's learning journey. They will:
- Support their child's learning by actively engaging with the school and utilizing the information provided
- Work collaboratively with teachers to support their child's best interests as a learner

- Support their child by providing the necessary equipment and a suitable environment for home learning
- Contact the class teacher or subject specialists with any concerns they have about their child’s learning or progress
- Support their child in completing work independently, avoiding the completion of work for them
- Ensure any external tutoring aligns with school expectations and learning goals
- Ensure all work submitted by their child is genuinely the child’s work and has not been completed by anyone else

### **Assessment Practices in the PYP**

GIS upholds the principles of validity, reliability, and fairness in all assessment practices, mirroring the PYP’s emphasis on authentic and meaningful assessment. Validity ensures that assessments measure what they intend to, while reliability ensures consistency across time, markers, and contexts. Fairness is maintained by avoiding cultural bias, considering second-language learners, and providing appropriate accommodations for students with special educational needs, in line with the school’s inclusion policy. This commitment to fairness aligns directly with the school’s dedication to inclusive education and valuing diverse learning profiles.

Assessments are structured to capture both fundamental cognitive skills—such as knowledge and application—and higher-order skills like analysis, evaluation, and synthesis. This comprehensive approach is central to the PYP, which encourages students to develop not just what they know, but also how they apply, analyze, and critically evaluate information. The policy promotes varied assessment tasks across

subjects to align with each subject's learning objectives and to meet the diverse learning styles of students. This varied approach reflects the PYP's belief that assessment should be an ongoing process, utilizing a range of strategies to truly understand student learning and progress within the transdisciplinary framework.

The significant content identified by the school supports the outcome of students becoming internationally minded. Teachers, then, plan multiple opportunities for their students to develop knowledge, conceptual understandings and skills to support self-regulatory learning.

The PYP approach to assessment recognizes the importance of:

- monitoring and documenting the process of inquiry through careful observations of the inquiry process, teachers monitor students' ability to make connections across subjects and to apply skills to construct new knowledge
- monitoring, documenting and measuring conceptual understandings- on how concepts are recalled, explained and transferred through a range of learning experiences
- monitoring and documenting approaches to learning skills for growth over time.

### **Assessment for Learning (Formative Assessment)**

Formative assessments are the tools to gather the feedback about Student learning, achievements and understanding about the concept. Formative assessment is integrated into the daily learning process. It provides Teachers and Students with information about how the learning is developing. It helps the Teacher to plan the next stage of learning.

All Student work will be assessed and used to provide feedback. A variety of assessment tasks are set to ensure that each Student gets some opportunity to attempt tasks in their chosen/preferred style. Tasks also vary – individual tasks, pair work, group tasks, sharing, presentations, projects (research and investigative), experiments are some examples of formative assessments. The assessments also include homework checks, questioning, teacher observation of student work, discussions etc. Learners will be encouraged to do peer assessments as well as self-assessments for certain tasks.

These assessments directly relate to the unit objectives. They will usually involve teachers assessing learners against an agreed rubric.

### **Assessment as learning (Formative Assessment)**

As part of the formative process, assessments as learning helps students to take responsibility for their own learning and monitoring of future goals. Students reflect on their own work on a regular basis, usually through self and peer assessment and decide what their learning will be. Through this process, students are able to learn about themselves as learners and become aware of how they learn- become metacognitive (knowledge of one's own thought process). Its goal is to support students in learning how to become a self-regulated lifelong learner.

### **Assessment of Learning (Summative Assessment)**

Summative assessment occurs at the end of a teaching and learning cycle. Students are given the opportunity to demonstrate what they have learnt by applying their knowledge in new and authentic contexts. Its goal is to certify and to report on

learning progress. It is generally conducted at the end of a unit, year level or developmental stage or programme. One summative assessment is conducted at the end of each unit. Students are often encouraged to self-assess.

### **Assessment as learning**

As part of the formative process, Assessments as learning helps students to take responsibility for their own learning and monitoring of future goals. Students reflect on their own work on a regular basis, usually through self and peer assessment and decide what their learning will be. Through this process, students are able to learn about themselves as learners and become aware of how they learn- become metacognitive (knowledge of one's own thought process). Its goal is to support students in learning how to become a self-regulated lifelong learner.

### **Dimensions of PYP Assessment**

PYP assessment has four dimensions: monitoring, documenting, measuring and analysing, and reporting on learning. Each of these aspects has its own function, but all aim to provide evidence to inform learning and teaching. The PYP chooses to put emphasis on monitoring and documenting learning as these dimensions are critical in providing actionable feedback for the learner.

## Dimensions of PYP Assessment

Characteristic	Monitoring	Documenting	Measuring	Analysing	Reporting
 <b>Purpose</b>	Check progress	Compile evidence	Capture learning	Evaluate progress	Inform community
 <b>Frequency</b>	Daily	Ongoing	Point in time	Ongoing	Periodic
 <b>Methods</b>	Observation, questioning	Physical or digital media	Assessment tools	Data aggregation	Progress descriptions
 <b>Focus</b>	Personal goals	Making learning visible	Student achievement	Evidence-based decisions	Overall efficacy

### Monitoring learning

Monitoring learning aims to check the progress of learning against personal learning goals and success criteria. It occurs daily through a variety of strategies: observation, questioning, reflection, discussing learning with peers and teachers, and well considered feedback to feed forward for next steps in learning.

Tools used for monitoring include open-ended tasks, written or oral assessment, and a learning portfolio.

### Documenting learning

Documenting learning is the compilation of the evidence of learning. Documentation can be physical or digital and can be displayed or recorded in a variety of media forms. Documentation of learning is shared with others to make learning visible and apparent. It reveals insights into learning and provides opportunities to reconnect with learning goals and success criteria.

Teachers use a range of methods to document student learning as a means of assessing student understanding (This may include, but is not limited to videos, audio, photographs and graphic representations.):

- Learning logs or journals: These are used to record feedback and reflections of ongoing learning
- Learning stories: Narratives that document an instance when the learner shows knowledge, conceptual understandings or skills
- Portfolios: a collection of artifacts that can also contribute to reporting

Teachers may also use written records of student conversations, comments, explanations as well as annotated pieces of student work that may form part of a student's portfolio.

## **Portfolios**

At GISS, our learners have both a physical and a digital portfolio developed over the course of their PYP journey.

A portfolio is a record of a student's involvement in learning which is designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies, and reflection. It provides a picture of each student's progress and development over a period of time both as individual and group learners.

## **Measuring learning**

Measuring learning aims to capture what a student has learned at a particular 'point of time.' Not all learning can be, or needs to be, measured. Each measurement tool

used provides further data to support a larger picture of student achievement and progress in learning.

## **Analysing learning**

Teachers use multiple data points to evaluate student progress. The aim is to organise, aggregate and disaggregate data to derive information to support evidence-based decision-making.

Teachers use a range of assessment tools and strategies to compile the most comprehensive picture of student progress and achievement over time. This includes the participation of the student within the process, which builds their assessment capability. Each tool and strategy chosen provides the learning community with accurate and accessible data on each student's learning.

These include, but are not limited to:

- **Rubrics** An established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale.
- **Exemplars:** Samples of students' work that serve as concrete standards against which other samples are judged.
- **Checklists** These are lists of information, data, attributes or elements that should be present.
- **Anecdotal records** Anecdotal records are brief written notes based on observations of students.

- **Continuums** These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in a process.

## Reporting on learning

Reporting on learning informs the learning community and reflects the question “How well are we doing?” It describes the progress and achievement of the students’ learning, identifies areas for growth and contributes to the efficacy of the programme.

The following are some of the ways we report on learning:

- **Parent-Teacher/Teacher-Student/Three-Way conferences** are scheduled throughout the year to share observations, acquire parental feedback, and gain student agreement to enhance student performance and progress on future assessments. Students are expected to participate at these conferences. Teachers use this occasion to provide constructive suggestions on how the student might improve their performance against the assessment criteria.
- **Student- Led Conferences** are usually held towards the end of the school year. This conference will give students an opportunity to share their learning with their parents and showcase individual pieces of work and their learning journey through their portfolio.
- **Written** reports are sent to parents at the end of each term, summarizing the student’s progress in each subject, and the student’s progress, with regards to attitude and behavior, both in and out of class.

- **The 5th Grade Student Exhibition** The 5th grade students collaboratively develop and present their own central idea reflecting a topic both local and global in nature that they are motivated to explore. Students engage in a cycle of inquiry by developing ideas to explore, researching, proposing solutions, taking action, reflecting, and presenting their learning process. This is an opportunity for the students to exhibit the attributes of the learner profile which they have been developing throughout the Primary Years Programme.

### **Assessment Practices in the DP**

A distinction is often made between summative assessment, aimed at determining the level of achievement of a student generally at the end of a course of study, and formative assessment, aimed at identifying the learning needs of students and forming part of the learning process itself.

### **Formative and summative assessment**

Formal assessment of the DP includes some multiple-choice tests for a few subjects and examination papers for most subjects, intended to be taken at the end of the two-year course. A variety of other tasks like essays, research essays, written assignments, oral interviews, scientific and mathematical investigations, fieldwork projects and artistic performances are spread over different subjects and completed by students at various times under various conditions during their course.

The main purpose of the formative assessment is to provide detailed feedback to teachers and their students on the nature of students' strengths and weaknesses. Method of assessment involving direct interaction between teacher and student is particularly helpful here. The teacher is seen as a facilitator rather than a director of learning, and should make use of assessment tasks and instruments to help the

students in improving skills and understanding rather than accurately measuring the level of each student's achievement.

### **Features of Formative Assessment**

- Is diagnostic and remedial
- Makes provision for effective feedback
- Provides a platform for the active involvement of students in their own learning
- Enables teachers to adjust teaching to take account of the results of assessment
- Recognizes the profound influence that assessment has on the motivation and self-esteem of students, both of which are crucial influences on learning
- Recognizes the need for students to be able to assess themselves and understand how to improve
- Builds on students' prior knowledge and experience in designing what is taught
- Incorporates varied learning styles to decide how and what to teach
- Encourages students to understand the criteria that will be used to judge their work
- Offers an opportunity to students to improve their work after they get the feedback
- Helps students to support their peer group and vice-versa
- The various techniques used for formative assessments are
  - Examinations (cyclic tests)
  - Assignments
  - Quizzes and competitions
  - Projects
  - Debates

- Presentations
- Group discussions
- Club activities
- Experiments
- Research

### **Features of Summative Assessment**

Summative assessment is used for quite different purposes, including the provision of information about student achievement, the certification and selection of students, an accountability mechanism to evaluate teachers and schools, and a driving force for curriculum reform.

Although the primary role of DP assessment is generally perceived to be that of certification of achievement, leading in most cases to a selection process for university admission, the other uses of summative assessment are also significant. DP assessment is a major tool for reinforcing the teaching of the curricular goals of the programme. Summative assessment methods are the most traditional way of evaluating student work – objective type, short answer, long answer etc.

### **Validity and reliability**

According to the standard definition, the validity of an assessment is the extent to which it actually measures what it is stated to measure. The term reliability is used to define the accuracy of measurement resulting from an assessment, and how likely it is that the same result would be produced in slightly different circumstances. An assessment is reliable if a student would gain the same result were he/she to repeat the assessment on different occasions, and give the same result if different markers marked the assessment. Validity and reliability are widely regarded as essential

characteristics of any assessment system, particularly a high- stakes one where the outcome is of great importance to the student or the teacher. In formative assessment, pre-eminence can be given to validity, while in summative assessment equal attention must be paid to both validity and reliability.

### **Diploma Programme assessment - aims and approaches**

Assessment of the DP is high - stakes, criterion-related performance assessment. It is based on the following aims:

- DP assessment should support the curricular and philosophical goals of the programme, through the encouragement of good classroom practice and appropriate student learning
- The published results of DP assessment (that is, subject grades) must have a sufficiently high level of reliability, appropriate to a high - stakes university entrance qualification
- DP assessment must reflect the international-mindedness of the programme wherever possible, must avoid cultural bias, and must make appropriate allowance for students working in their second language
- DP assessment must pay appropriate attention to the higher-order cognitive skills (synthesis, reflection, evaluation, critical thinking) as well as the more fundamental cognitive skills (knowledge, understanding and application)
- Assessment for each subject must include a suitable range of tasks and instruments/components that ensure all objectives for the subject are assessed
- The principal means of assessing student achievement and determining subject grades should be the professional judgment of experienced senior examiners, supported by statistical information

## **Range of assessment tasks and assessment instruments**

A multiple-choice question, a short-response question, an extended-response question, an essay, a project, a single piece of work from a portfolio, and a research assignment are all examples of assessment tasks. An assessment instrument/component is made up of one or more tasks that are collected together, for the sake of thematic or content continuity, or for convenience. Examination papers, portfolio of work, project or research assignment are examples of assessment instruments, or components.

The construct being assessed for each subject is defined by the objectives given at the beginning of each subject guide. The nature of what is to be assessed is thus precisely defined for students, teachers, parents / carers and examiners. The majority of assessment components are examination papers, made up of a wide variety of question types to suit the requirements of the subject. Question types include multiple-choice questions (used in only a small number of papers), short-response questions, structured problem-solving questions, open-ended problem-solving questions, essay questions, data-analysis questions, case studies and commentaries on supplied texts. The examinations are taken under controlled conditions, with student responses being marked externally by independent examiners.

There are other tasks/components undertaken by students, with the guidance of their teachers, over an extended period, which are also externally marked by examiners. These include language A1 world literature assignments, language A2 written tasks, music investigations, theory of knowledge essays and extended essays. The assessment focus for all of these is on the quality of a finished written product, which makes them suitable for external assessment.

A third type of assessment component is internal assessment, that is, student work marked by the teacher subject to external moderation. Internal assessment can often provide individual students with the opportunity to select their own topic or issue, following a particular interest and giving students greater control over their own learning. This flexibility of approach makes internal assessment a valuable addition to students' education, improving the validity not only of the assessment process, but also of the learning experience as a whole.

There are some significant difficulties relating to internal assessment, such as ensuring reliability and authenticity, and preventing a too heavy workload.

### **IB Diploma Programme assessment policy**

1. All assessment in Diploma Programme subjects should relate directly to the course of study and its objectives via a policy, as far as it is practical, of discrete testing within each assessment environment (written papers/internal assessment and so on). A full range of assessment techniques should be used that reflect the international breadth of the IBO. The same assessment methodology should apply to related subjects but any substantial difference in the nature of higher level and standard level in a subject should be mirrored in their respective assessment models.
2. Diploma Programme assessment and grading procedures should ensure parity of treatment for all candidates irrespective of school, subject, response language or examination session. All grading and assessment judgments should be based on evidence and should not be subject to any form of bias.
3. All courses should normally have either three or four separate assessment components. Where appropriate, these components will include internal (school based) assessment as well as external assessment. No individual

assessment component should normally be worth less than 20% or more than 50% of the overall assessment, and internally assessed components should in total contribute no more than 50% of the overall assessment. The balance between internal and external assessment must be such as to ensure that all the objectives of the course are adequately and appropriately assessed.

4. The duration of written examinations must not exceed five hours in total at higher level and three hours at standard level. No single written examination paper should be longer than three hours. Wherever possible, examination paper durations should be less than the prescribed maximum, as long as the examinations still provide for valid and reliable assessment. This restriction on duration is particularly relevant in those subjects where internal assessment or other externally marked components form a significant part of the overall assessment model.
5. The marking of teachers and examiners will be moderated using a mark/re-mark model followed by a statistical comparison to generate a moderation equation. There will be no cross-component moderation. All such re-marking will be based on identical assessment criteria to the original marking and will be based on sample work sent to an examiner acting as moderator.
6. Internal assessment should primarily address those skills and areas of understanding that are less appropriately addressed through external examination papers; it should not be treated as another means for candidates to demonstrate, in a different context, what they could also do in an examination. There should be no undue duplication of skills assessed in both internal assessment and external examination.
7. Internal assessment should not be used as a tool for monitoring syllabus coverage, but should be focused on assessing student learning of particular

skills. Where necessary, breadth of syllabus coverage should be assessed within external examinations.

8. Internal assessment tasks should not duplicate the kind of work that is carried out for extended essays in the same subject.
9. Wherever possible, internal assessment tasks should become an integral part of normal classroom teaching (and/or homework) for that subject. They should not be “add-on” activities. The work carried out for internal assessment is meant to be part of each student’s learning experience.
10. For internal assessment marks to make a reliable contribution to a candidate’s subject grade, the work that contributes at least half of the total internal assessment mark must be susceptible to moderation. This is a minimum, it being preferable wherever possible for all of the work that gives rise to the internal assessment mark to be available for moderation.
11. Where different internally assessed tasks are carried out over a prolonged period within a Diploma Programme course (to make up a portfolio of work, for example) allowance must be made for student improvement over this period. Thus, the final internal assessment mark should reflect a student’s best level of performance during the course and not be merely an average of performance over the whole course.
12. Although the internal assessment may contribute from 20% to 50% towards any single subject result, the higher values in this range should only be used where there are particular grounds for giving a high weighting to internally assessed work.
13. Internally assessed work must be produced under conditions that are well documented and common to all schools for each course. In particular, the role of collaborative work, the degree of assistance that teachers can provide, the

extent to which students can use external resources, and the permitted amount of redrafting of work, must be fully described.

14. The quantity of internally assessed work specified for a course must be no more than the minimum needed to satisfy its aims. Defined word limits should be given where possible for internally assessed tasks. The maximum word limit should be no more than is necessary to complete the task.

### **IB Board Examinations**

The examinations for each session take place over a period of approximately three weeks in May and November. Examinations are scheduled to avoid more than six hours of examining in a single day where possible, under normal circumstances. Friday afternoons are kept free from examinations as a means of extending at least some consideration to those schools whose working week is not Monday to Friday. The normal pattern for the examinations relating to a particular course is to schedule the two or three papers consecutively, starting one afternoon and finishing the next morning. The publication from IBO addressing the concerns of candidates with special assessment needs provides information to schools on how to put in place special assessment arrangements for candidates with individual needs, such as a specific learning difficulty, a behavioural difficulty, a physical, sensory or medical condition, or a mental health problem. GIS is a May session school and hence students give their board examination in May. The students giving Tamil B SL finish their respective papers in November itself.

### **Publication of results**

Diploma and certificate results are published to schools and university admission systems on 5 January and 5 July each year for the two examination sessions. The results are sent electronically, as are many other administrative processes relating to

the examination system, such as candidate registration and most mark entry. Candidates are issued with a numeric grade from 1 to 7 for each subject entered and candidates following the full Diploma Programme will also receive letter grades for TOK and the extended essay, together with a total diploma points score.

From the May 2015 session the following failing conditions are applicable

CAS requirements have not been met

- Candidate's total points are fewer than 24
- An N has been given for theory of knowledge, extended essay or for a contributing subject
- A grade E has been awarded for one or both of theory of knowledge and the extended essay
- There is a grade 1 awarded in a subject/level
- Grade 2 has been awarded three or more times (HL or SL)
- Grade 3 or below has been awarded four or more times (HL or SL)
- Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count)
- Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL)
- The matrix for TOK and EE is updated as follows

ToK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

### **RESPONSIBILITY and AUTHORITY**

The Overseeing Authority of the Assessment Process is the Examination Board and GIS Campus Principal who is assisted by Academic Supervisors / Coordinators.

The responsibility to conduct, review & evaluation procedures is done at the Academic and Examination Board (A & E Board) & Top Management Meeting (TMM).

The implementation and percolation of improvements will rest with Academic Supervisors / Level Coordinators.

### **Assessment Schedule**

Following is the assessment schedule for Year I and Year II

Class	Term	Type of Assessment	Month
IB Year I	I	Formative Assessment I	July
		Cyclic Test I	August
		Semester I	November
	II	Formative Assessment II	January
		Cyclic Test II	February

		Semester II	May
IB Year 2	I	Formative Assessment I	July
		Semester I	September
	II	Pre-Board Examination I	January
		Pre-Board Examination II	March

### Internal Grading Criteria

Following is the internal grading criteria used in the report card for both Year I and Year II for subjects -

Chinese B Mandarin SL, English Language & Literature HL, English Language & Literature SL, English Literature HL, French B SL, Hindi B HL, Hindi B SL, Spanish ab initio SL, Tamil B SL, Visual Arts HL, Visual Arts SL

Marks Range	Grade	Grading Scale
90% - 100%	7	Excellent
75% - 89%	6	Very Good
60% - 74%	5	Good
45% - 59%	4	Satisfactory (passing)
35% - 44%	3	Weak
20% - 34%	2	Poor
< 20%	1	Very Poor

Following is the internal grading criteria used in the report card for both Year I and Year II for subjects -

Biology HL, Biology SL, Business Management HL, Business Management SL, Chemistry HL, Chemistry SL, Computer Science HL, Computer Science SL, Design Technology HL, Design Technology SL, Digital Society HL, Digital Society SL, Economics HL, Economics SL, English Literature SL, Environmental Systems & Societies HL, Environmental Systems & Societies SL, French ab initio, History

HL, History SL, Mathematics AA HL, Mathematics AA SL, Mathematics AI HL, Mathematics AI SL, Physics HL, Physics SL, Psychology HL, Psychology SL

Marks Range	Grade	Grading Scale
85% - 100%	7	Excellent
70% - 84%	6	Very Good
55% - 69%	5	Good
40% - 54%	4	Satisfactory (passing)
30% - 39%	3	Weak
20% - 29%	2	Poor
< 20%	1	Very Poor

### Consolidation of Results

#### Year 1

The consolidated result is calculated as follows :

$$\text{SEM I : } 5\%(\text{FA I}) + 10\%(\text{CT I}) + 20\%(\text{SEM-I})$$

$$\text{SEM-II : } 5\%(\text{FA I}) + 10\%(\text{CT I}) + 5\%(\text{FA II}) + 10\%(\text{CT II}) + 20\%(\text{SEM-I}) + 50\%(\text{SEM-II})$$

#### Year 2

The consolidated result is calculated as follows :

$$\text{Sem I : } 20\%(\text{FA I}) + 80\%(\text{Sem I})[\text{OB2}]$$

### Integrity Of Assessments

To ensure and maintain the integrity of the procedure it is:

- Invigilation and marking scheme is shared among all staff
- Invigilators are provided guidelines on proper handling of exam papers and maintaining of confidentiality and security of answer scripts
- All major or year-end answer scripts are stored for a period of five years
- Students are made aware of the varied assessments through:
  - Student handbook

- Parent Orientation at the start of the new Academic year
- Annual Syllabus and work sheets uploaded on SmartLearn
- Date Sheet on portal
- Communication of Examination venue, Exam time table, Examination duration is done via MYGIS and notice board displays
- The school upholds educational and pedagogical values and describes principles and practice for achieving educational goals relating to all aspects of assessment

The school's assessment policy ensures:

1. Alignment with the requirements of IB usage of a range of innovative tools and strategies in the assessment process.
2. Through regular PTM s and Bench Marking sessions the school provides feedback to improve the learning process of the students.
3. The school provides a well-defined report card to record student progress aligned with the assessment philosophy of the programme.
4. The assessment data is used to improve the teaching - learning process.
5. Academic honesty, moral forthrightness and the spirit of true education is the goal each student strives for.
6. Teachers follow detailed assessment practices, covering both formative and summative aspects. They have specific guidelines for grading/marking, recording and reporting and correcting home-work or projects or assignments.
7. There exists a well-defined link between the school's admission policy and the assessment policy. The school seeks to deliver what it promises.
8. Criterion related assessment. It judges the students' progress to identified levels of attainment.

9. Accurately evaluate student performance, rather than just averaging attainment grades.
10. Examines the comprehensibility of the course for the individual student and seeks to verify that the student is actually able to recall, adapt and verify the knowledge accumulated.
11. Appropriate internal assessment time lines are provided at the beginning of each academic session to help the students and teachers to plan their lessons in realistically manageable loads.
12. A well-designed time line helps reduce the stress on teachers and students and provides a symbiotic environment for the teaching-learning process.

## **Records**

Maintenance and updating the records is a big part of the assessment policy

- Minutes of Meeting of Academic and Examination Board are recorded
- Mark sheets as entered in the school portal
- Consolidated mark list is prepared
- Answer Scripts are handed over to the exam department
- Printed Result Sheets prepared
- Result Analysis Sheet prepared by class teachers
- Parent Teacher Meet Feedback reports prepared and handed over to level coordinators

## **Connection to other policies**

GIIS Assessment Policy is closely linked to Academic Honesty & Integrity Policy – Students will adhere to all requirements of the Academic Honesty & Integrity Policy while completing assignments, homework, formative assessments, summative assessments, and all IB Diploma requirements including Extended Essay, Theory of Knowledge, and CAS.

## Assessment Appeal Policy

Students will be allowed at least seven working days from the release of assessment results to submit an appeal for results/awards and the appeal results will be released within a reasonable time from the date of appeal.

The results of internal examinations and unit tests are released within one month of the conduct of the examination. The results of Graduating Class will be released by the examining body within 3 months of Examination.

### Appeal Procedure for Students to seek clarifications on results

- An email request by the parent is sent to the Level coordinator through mygiis/SmartLearn. The request is then forwarded to the concerned teacher through HOD.
- The paper is re-evaluated, if need be the paper is shown to the candidate/parent. Modified marks may be re- entered if appropriate.
- The level coordinator sends a mail to the Parent with the final outcome after the appeal outcome is endorsed by the Examination Board.
- Appeal outcomes will be released within 4 weeks (for in-house courses) and not later than 8 weeks (for courses by external organisations) from the date of appeal.
- The CBSE Board has the policy of re-evaluation through “CBSE Rechecking, Revaluation and Verification of Marks Form”.
- The IBDP board has the policy of re-evaluation through “IBIS (International Baccalaureate Information System)- Coordinator’s website.
- The IGCSE Board has the policy of re-evaluation through CAIE (Cambridge Assessment International examinations) Direct website.

**NB :** *If students do not appeal within the stipulated time mentioned above, the results will be deemed accepted and final.*

# Attendance Policy

## **Student Attendance Requirement Guidelines:**

- The School encourages all its students to be regular and punctual for their daily classes. Please note the attendance requirement and leave application guidelines as mentioned below:
- All students on a 'Student Pass' (irrespective of the classes they are studying in) should have a minimum attendance of 90% per month.
- All non-Student Pass holders from Class 6 onwards should have a minimum attendance of 85% per semester.
- All non-Student Pass holders from Kindergarten up to Class 5 should have a minimum attendance of 75% per term (can be relaxed at the discretion of the Principal).
- Immigration and Checkpoints Authority of Singapore (ICA) will be notified by the school whenever a student on a Student Pass is absent continuously for more than seven (7) days or if the monthly attendance is less than 90% without a valid reason.
- Students on a Student Pass must submit a valid medical certificate to their class teacher, whenever absent on medical grounds.

## **Guidelines regarding communication of leave of absence for the student:**

- Diary notes for absence will not be accepted, as it cannot be filed with the leave records by the class teacher.
- Phone calls will not be accepted for leave requests.
- Please note that as per regulatory requirements, failure to comply with 90% attendance prerequisite and continuous absence of seven (7) or more days

without a valid reason by students on 'Student Pass' may lead to cancellation of their Student Pass by the ICA, as the school will be regularly reporting attendance details to ICA.

### **Application and Renewal of Student Pass**

For those students who do not hold a Dependent Pass and are not Permanent Residents of Singapore, and wish to apply for a Student Pass, GIS will assist students in their application. The Student Pass is issued by the Immigration and Checkpoint Authority (ICA), Singapore. Please note that it is the responsibility of the parent to contact the school prior to expiry of the Student Pass, in order to apply for a renewal. Parents are required to contact the Admissions Department to request for a renewal.

# Child Protection Policy

## Philosophy

At Global Indian International School (GIIS) we recognise our duty and responsibility to protect and safeguard the interests of all children. Children have the right to feel safe, respected and secure. Children are able to grow and develop best in an environment that is free from danger, neglect and abuse. GIIS is interested in the well-being of our students and the wider community at all times and will take necessary measures to protect them from all forms of neglect and abuse, be it within or external to the school premises. Our school fully recognises the contribution it must make to prevent abuse of children and to support pupils in school.

## 1. Terminology & Definitions

**Child Abuse:** 'Any act of commission or commission by a parent or guardian... (or any other person)... which would endanger or impair the child's physical or emotional wellbeing or that are judged by a mixture of community values and professionals to be inappropriate' (Singapore Ministry of Social and Family Development 2002).

**Categories of Abuse:** Physical Abuse; Neglect; Sexual Abuse; Emotional and Psychological Abuse.

**Safeguarding:** The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.

**Significant risk of harm:** 'significant risk of harm' is the threshold which justifies compulsory intervention in the best interests of the child.

## **2. Protection Procedure**

The Principal is the Designated Person for Child Protection and in his/her absence it would be Vice Principal and if he/she is also unavailable then the senior most member of the Child Protection Committee would serve as the designated person.

### **2.1 Disclosure of abuse perpetrated outside of school**

If a member of staff suspects a child has been abused or neglected by someone outside of school, the following procedures should be implemented:

- GHS staff will report concerns immediately to their Level Coordinator.
- The Level coordinator will inform the Designated Person for Child Protection (DPCP). The DPCP (Principal/Vice Principal/ Most senior member of the academic team) will involve the relevant members of the Child Protection Committee.
- The school counsellor records all information and is responsible for keeping all records and evidence safe.
- In the event of suspected sexual abuse happening, it is a requirement for the school to contact the Child Protection and Service (CPS) or the Police. For cases happening within the context of the family, the family should not be alerted to the allegations being made and the report can either be made with the police or CPS. For sexual abuse cases happening outside the context of the family, the family should be informed of the incident and a report needs to be made to the CPS/Police. The school should record any disclosure factually.

*Please Note - The 'paramountcy principle' supports agencies making decisions in the best interests of the child, and this may mean not disclosing information to parents.*

In the event of other forms of abuse, depending on the risk of harm to the child, the committee can decide to keep a watching brief or discuss the issues with parents or contact CPS for advisory discussion. The School Counsellor will record and follow up with the developments.

If there are obvious signs of harm, the student will be taken to the School Nurse immediately. If the student is in need of urgent medical attention, he/she should be taken to the nearest hospital. If it is not possible or advisable to obtain parent consent the CPS should be contacted for consultation. Where we suspect the abuse has occurred or is about to occur and the child is unsafe and in imminent risk of further harm, we are committed to reporting the matter to.

### **Child Protection Service | Helpline at 1800 777 0000 (office hours) or the Police**

Where we suspect that the abuse has been perpetrated by someone close to the family or within the family network, the child protection committee member will contact the family and discuss ways on how the student could be kept safe and managed more appropriately. Full consideration should be given as to whether contact with the immediate family would increase the risk of harm.

### **2.2 Disclosure of alleged abuse perpetrated by a staff member**

The following procedures apply where a member of staff has been implicated:

- Meeting with Student/Alleged Victim - The Principal/DPCP will communicate with the student/s directly along with the school counsellor. If there is more

than one student who has been a victim of abuse, the students will be interviewed individually. A summary of what was learned from investigations will be made by the counsellor.

- The DPCP/Principal will coordinate interviews with any bystanders/witnesses & notes will be taken for Form 1.
- Meeting with Accused Staff Member- The accused staff member will be requested to attend a meeting with the Principal/DPCP and questioned regarding the accusations being made. The meeting will be documented. Notes from this meeting will be recorded on the Form 1.
- Contact Parent/Caregivers- Parents/Caregivers of the student/s being questioned will be contacted by telephone by the Principal/DPCP and informed of the meetings that took place. The alleged victim's parents will be invited into school to discuss the issue face to face.
- The Principal/DPCP will be committed to taking action. Consideration will be given as to whether that member of staff should face suspension pending further investigations.
- Communication with Child Protection Agency- The Principal/DPCP will report the matter to Child Protection Services Helpline at 1800 777 0000 (office hours) or the police after careful consideration of the seriousness of offence. Parents of student victims will be made aware of their right to do this also. The Principal/DPCP will keep those directly concerned with the case up to date with

developments.

- Counselling- With permission from parents/caregivers, student victim/s and the suspected staff member will be offered in-school Counselling. Off-campus professional Counselling contact details will also be offered.

### **2.3 Disclosure of Abuse by another Student**

If a student in the school is suspected of abusing another student, the following steps should all take place within the school day.

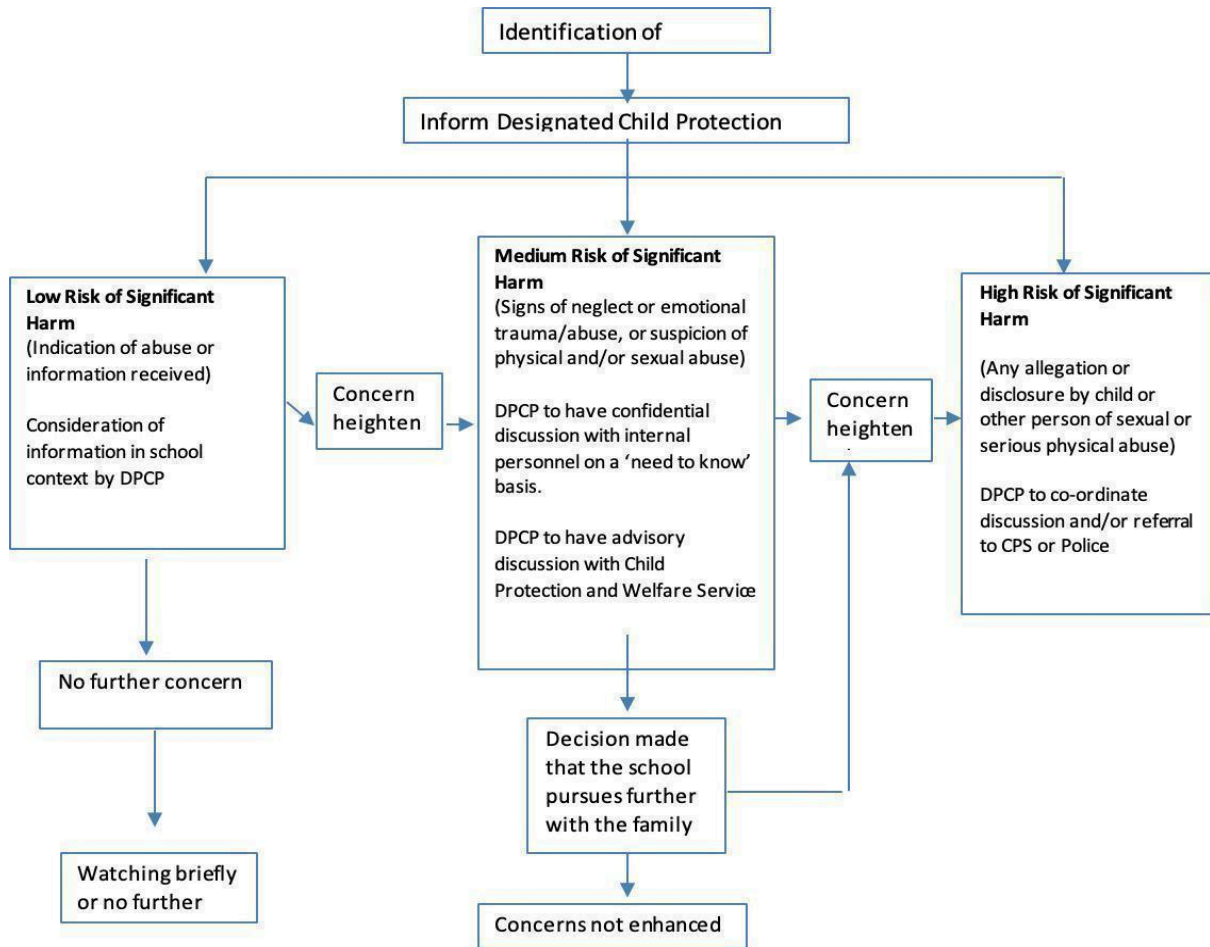
- Initial Record of Concern- The adult who has suspicions of a student being abused by another child, or is approached directly by a student about being abused, completes a written statement, and hands it to the relevant academic level coordinator. The coordinator reaches out to DPCP who involves the relevant members.
- Meeting with the Victim- The Academic level coordinator along with the school counsellor will meet with the victim directly. In the case of more than one victim, children will be interviewed individually and a summary of what was learned from investigations will be made by the school counsellor.
- Meeting with Bystanders- The Academic level coordinator along with school counsellor will communicate with possible witnesses, individually, about the abuse that has occurred, and make notes to contribute to Form 1.

- Meeting with Accused Student/s– The Academic level coordinator along with the school counsellor will meet and communicate with each of the student/s, accused of causing abuse individually. Notes from this meeting will be recorded on Form 1.
  
- Consultation - Consultation and agreement between the Principal, Academic Coordinator and School counsellor.
  
- Parents of Accused Student/s Contacted- If abuse by student/s proves to be beyond doubt, the student/s are collected from wherever they are on the school campus and asked to bring their bags to the Academic coordinators office. The parents/caregivers of the student/s accused of abuse towards another student/s will be telephoned to attend a meeting with the Principal/DPCP/Academic coordinator before being asked to take their child/children home for the rest of the day. An offer of Counselling for their child will be made.
  
- Parents of Victims Contacted- Parents/Caregivers of the student/s who were abused will be contacted by telephone by the Academic coordinator and informed of the meetings that took place. The course of action will be explained regarding the student/s that carried out the abuse on their child and an offer of Counselling for their child made.
  
- Action– As per the school discipline policy the Principal will take action. In extreme cases, expulsions will be considered. Further consequences including

an apology letter to the victim/s, suspension and exclusion from upcoming events will be considered.

- Communication with Child Protection Agency- The Principal and/or DPCP may report the matter to the Child Protection Service Helpline at 1800 777 0000 (office hours) or the police after careful consideration of the seriousness of offense. Parents of student victims will be made aware of their right to do this also.

## 2.4 Child Protection Process Chart



## 3. Record Keeping

The School Counsellor should use Form 1 to record all information concerning a suspicion, allegation or disclosure of child abuse. All prior notes should be attached to this document. Form 1 should contain facts regarding the issue, the actions the school took and the actions the school decided not to take with explanation.

All records of Child Protection allegations, suspicions, or disclosures are maintained by the school counsellor and kept securely under lock and key.

**Form 1**

**RECORD OF CHILD PROTECTION CONCERN - FORM 1**

(To be completed by the School Counsellor with any other attached notes for reference)

Child's Name: \_\_\_\_\_

Gender \_\_\_\_\_ Class: \_\_\_\_\_

Date and Time of Concern:

\_\_\_\_\_  
\_\_\_\_\_

Concern initially reported by:

\_\_\_\_\_  
\_\_\_\_\_

**Account of the Concern:**

(what was said, observed, reported and by who).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

-----  
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**Additional Information:**

(context of concern/disclosure/details of any physical/ emotional signs/witnesses)

Indication of any markings on the body.

-----  
-----

**Resulting Action:**

(what did you do/say following the concern, and what you chose not to do)

-----  
-----  
-----

**Action When By Whom**

Your Name: -----

Your Signature: -----

Date: (dd/mm/yyyy) -----

Your Position in School:

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## **Prevention and Response Protocol – GHS**

### **Contents**

1. Introduction
2. Warning signs of Suicide
3. When a Student Verbalizes Suicidal Thoughts at School
4. Suicide Risk Screening Form
5. Safety Plan
6. School Re-Entry Protocol
7. School Re-Entry Meeting Notes Form
8. Document for Parents with At Risk Students
9. List of Helpline Numbers
10. References

### **1. Introduction**

The statistics about suicide are alarming, yet largely unrecognized. In India alone, in 2016 the number of suicides in India had increased to 230,314. Suicide was the most common cause of death in both the age groups of 15–29 years and 15–39 years. To understand and act on the matter of suicide it is necessary to know the various terms and their definitions:

- Suicide: is defined by the American Psychological Association as the act of killing yourself, most often because of depression or other mental illness.
- Suicidal ideation: is a term used by mental health professions to describe suicidal thoughts and feelings (without suicidal actions). For example, people experiencing suicidal ideation commonly report that they feel worthless, that

life is not worth living, and that the world would be better off without them. The presence of suicidal ideation, occurring alone in the absence of any plans to act out actual suicide, anchors the low/less-dangerous end of the suicide risk continuum. The potential for someone engaging in suicide is still there, but the risk is not acute (i.e., immediate).

- **Suicide Gesture/ Attempts:** Actual attempts to kill yourself are labelled "suicidal gestures" or "suicide attempts" by mental health professionals, no matter how ineffective those attempts may ultimately be. Suicidal gestures may be acted out with full lethal intent, or they may be acted out half-heartedly, more as a means of communicating the depths of your pain to others around you than an actual effort to end your life. Regardless of the intent and degree of seriousness that motivates them, suicidal gestures are often dangerous events. Even ambivalent, half-hearted suicidal gestures can result in a completed suicide.

## **2. Warning Signs of Suicide**

Schools play an important role in the development and protection of mental health for the students. Teachers and peers in the school have the opportunity to identify signs of suicide, and take the necessary actions. The following diagram lists out the signs to be aware of that may hint at suicide.

## **3. When a Student Verbalizes Suicidal Thoughts at School**

(To be used by school counselors, school psychologists and school administrators.)

## **4. Suicide Risk Screening Form**

- The following adobe document is a link to the suicide risk screening form.
- The student should fill this in if he shows warning signs of suicide and is believed to be at risk of suicide.
- Accordingly the student should be deemed either at a high, medium and low risk.
- After which the above-mentioned steps can be followed.

## **5. Safety Plan**

When a student shows the warning signs of suicide, a suicide safety plan should be worked on mutually with the student and shared with the respective authorities.

## **6. School Re-entry Protocol**

Consider a comprehensive plan if the student who attempted suicide is to return to school. Follow the below mentioned checklist:

- Obtain an official consent for re-joining school from the student's therapist or medical aid.
- Designate a school contact person for student re-entry following a suicide attempt.
- Plan when and where the student will check-in with site contact.
- Anticipate the need for additional counselling. Consider what resources are available for onsite counselling support if needed.
- Obtain an authorization to release medical information to coordinate with outside service providers.
- Inform necessary teachers regarding the student's absence and re-entry plan. Teachers should work with the student to make up missed assignments.
- If key students are affected by the student's absence, provide them with appropriate resources and/or information.

- Clarify the plan for regular contacts with a parent/guardian if appropriate.
- Clarify with the student's family regarding what information (if any) they feel appropriate to share with the student's peers/classmates and teachers.

Any number of issues are likely to surface and will need to be considered on a case-by-case basis and addressed at the re-entry planning session. It is very likely that some of the school staff, the family, the mental health professional and the student will express concerns.

Some of the more common issues are listed below:

**A. Issue: Social and Peer Relations Options:**

- Schedule a meeting with friends prior to re-entry to discuss their feelings regarding their friend, how to relate and when to be concerned.
- Place the student in a school-based support group, peer helpers programme but not as the helper, or buddy system.
- Be sensitive to the need for confidentiality and how to restrict gossip.

**B. Issue: Social and Peer Relations Options:**

- The student in the hospital or home begins the re-entry process with permission from the parent/guardian.
- Consult with the student to discuss what support he/she feels that he/she needs to make a more successful transition.
- Seek information about what the student would like communicated to friends and peers about what happened.
- Request permission to attend the treatment planning meetings and the hospital discharge conference.

- Arrange for the student to work on some school assignments while in the hospital. Include the therapist/counsellor in the school re-entry planning meeting.

**C. Issue: Academic concerns upon return to school Options:**

- Ask the student about his/her academic concerns and discuss potential options. Arrange tutoring from peers or teachers.
- Modify the schedule and adjust the course load to relieve stress.
- Allow make-up work to be adjusted and extended without penalty. Monitor the student's progress.

**D. Issue: Medication Options:**

- Alert the school nurse to obtain information regarding prescribed medication and possible side effects.
- Notify teachers if significant side effects are anticipated.
- Follow the policy of having the school nurse monitor and dispense all medication taken by the student at school.

**E. Issue: Family concerns (denial, guilt, lack of support, social embarrassment, anxiety, etc.) Options:**

- Schedule a family conference with designated school personnel or home-school coordinators to address their concerns.
- Include parents in the re-entry planning meeting.
- Refer the family to an outside community agency for family counselling services.

**F. Issue: Behaviour and attendance problem Options:**

- Meet with teachers to help them anticipate appropriate limits and consequences of behaviour.
- Discuss concerns and options with the students.
- Consult with the discipline administrator.
- Make home visits or regularly schedule parent conferences to review attendance and discipline records.
- Arrange for counselling for students.

**G. Issue: On-going support\* Options:**

- Talk to the student about his/her natural contact at school – try to assign the person who already has a relationship with the student.
- Maintain contact with the therapist and parents.
- Ask the student to check in with the school counsellor daily/weekly.
- Utilize established support systems, Student Assistance Teams, support groups, friends, clubs and organizations.
- Schedule follow-up sessions with the school psychologist or home school coordinator. Provide information to families on available community resources when school is not in session.

**7. School Re-entry Meeting Notes Form**

Student Name:

Incident Date:

Date:

Absence Date(s) From/To:

Absence Date(s) From/To:

**Discuss the following**

1. Steps taken by family and the student to follow up on suicidal ideation or attempt. Discuss resources in place or connect to additional resources.
2. Recommendations by student’s medical practitioner and/or therapist.
3. Questions/concerns about missed work, credits, absences etc.
4. School safety plan. (Restrictions during lunch/passing periods. Supervision during after school activities/sports. When to notify teachers/coaches/after school activity supervisors and by whom. Duration of safety plan and check in/review process).
5. Next steps in case of continued safety concern. (When a student needs to go home and with whom.)

Student: \_\_\_\_\_ Date: \_\_\_\_\_  
Parent: \_\_\_\_\_ Date: \_\_\_\_\_  
Counsellor: \_\_\_\_\_ Date: \_\_\_\_\_  
Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

**8. Document for Parents with at risk students**

It’s important to learn about the factors that can put a teen at risk for suicide. Spend some time reading these ten ways you can help prevent a tragedy from occurring. The more you know, the better you’ll be prepared for understanding what can put your child at risk.

a) Don't let your teen's depression or anxiety snowball

Maybe your child is merely having a bad day, but maybe it’s something more if this mood has been going on for a couple of weeks.

Fact: 9 in 10 teens who take their own lives met criteria for a diagnosis of psychiatric or mental health condition or disorder—more than half of them with a mood disorder such as depression or anxiety.

Depressed people often retreat into themselves, when secretly they are crying out to be rescued. Many times, they are too embarrassed to reveal their unhappiness to others, including Mom and Dad. Boys in particular may try to hide their emotions, in the misguided belief that displaying the feeling is a fifty-foot-high neon sign of weakness.

Let us not wait for children or youth to come to us with their problems or concerns. Knock on the door; park yourself on the bed, and say, "You seem sad. Would you like to talk about it? Maybe I can help."

b) Listen - even when YOU ARE teen is not talking

Not all, but most kids who are thinking about suicide (this is called suicidal ideation) tip off their troubled state of mind through troubled behaviours and actions. Studies have found that one trait common to families affected by a son or daughter's suicide is poor communication between parents and child.

However, there are usually three or more issues or factors going on all at once in a child's life at the time when he or she is thinking about taking his or her life.

These include but are not limited to:

- Major loss (i.e., break up or death)
- Substance use
- Peer or social pressure
- Access to weapons
- Public humiliation
- Severe chronic pain
- Chronic medical condition

- Impulsiveness/aggressiveness
- Family history of suicide

If your instinct tells you that a teenager might be a danger to himself, heed your instincts and don't allow him to be left alone. In this situation, it is better to overreact than underreact.

c) Never shrug off threats of suicide as typical teenage melodrama.

Any written or verbal statement of "I want to die" or "I don't care anymore" should be treated seriously. Often, children who attempt suicide had been telling their parents repeatedly that they intended to kill themselves. Most research supports that people who openly threaten suicide don't really intend to take their own lives; and that the threat is a desperate plea for help. While that is true much of the time, what mother or father would want to risk being wrong.

**Any of these other red flags warrants your immediate attention and action by seeking professional help right away:**

- *"Nothing matters."*
- *"I wonder how many people would come to my funeral?"*
- *"Sometimes I wish I could just go to sleep and never wake up."*
- *"Everyone would be better off without me."*
- *"You won't have to worry about me much longer."*

When a teenager starts dropping comments like the ones above or comes right out and admits to feeling suicidal, try not to react with shock ("What, are you crazy?!") or scorn ("That's a ridiculous thing to say!"). Above all, don't tell him or her, "You don't mean that!." Be willing to listen nonjudgmentally to what he or she is really saying, which is: "I need your love and attention because I'm in tremendous pain, and I can't seem to stop it on my own."

To see your child so troubled is hard for any parent. Nevertheless, the immediate focus has to be on consoling; you'll tend to your feelings later. In a calm voice, you might say, "I see. You must really, really be hurting inside."

#### d) Seek professional help right away

If your teenager's behaviour has you concerned, don't wait to contact your paediatrician. Contact a local mental health provider who works with children to have your child or youth evaluated as soon as possible so that your son or daughter can start therapy or counselling if he or she is not in danger of self-harm. However, call your local mental health crisis support team or go to your local emergency room if you think your child is actively suicidal and in danger of self-harm.

#### e) Share your feelings

Let your teen know that he or she is not alone and that everyone feels sad, depressed, or anxious now and then, including moms and dads. Without minimizing his anguish, be reassuring that these bad times won't last forever. Things truly will get better and you will help get your child through counselling and other treatment to help make things better for him or her.

#### f) Know the warning signs

Pay attention to children talking about wanting to die or kill himself or herself, feeling hopeless, having no reason to live, or being a burden to others.

- Suicide notes are a very real sign of danger and should always be taken seriously. These notes may be in the form of letters, emails, social media posts or text messages.
- If someone has attempted suicide in the past, they are more likely to try again.

- Watch for children making final arrangements like saying goodbye to friends; giving away prized possessions; or deleting social media profiles, pictures or posts.
- Making sudden dramatic changes can be a sign too. Watch out for teens withdrawing from friends and family; skipping school or classes; becoming less involved in activities that were once important; avoiding others; having trouble sleeping or sleeping all the time; suddenly losing or gaining weight; or showing a disinterest in appearance or hygiene.
- A suicidal child or adolescent may show an increased interest in guns and other weapons may seem to have increased access to guns or pills, or may talk about or hint at a suicide plan.
- Sudden risky behaviours can indicate suicidal thoughts. Watch for increased use of alcohol or drugs, showing rage or talking about seeking revenge. Self-injury is also a warning sign for young children and teenagers.

## **9. Helpline Numbers**

### **Suicide Prevention:**

- Samaritans of Singapore (SOS) For people in crisis, thinking of suicide or affected by suicide. 24 hours Counselling: 1800–221 444.
- Care Corner Counselling Centre For the Mandarin-speaking community with family, marital or personal problems. Daily: 10.00am – 10.00pm Closed on public holidays 1800–353 5800.
- Counselling and Care Centre For those who are facing emotional, psychological, relationship and marital problems. Mon to Fri: 9.00am – 4.00pm

6536–6366.

- Eagles Mediation and Counselling Centre (aka EMCC) For individuals, couples and families experiencing emotional and/or relational problems. With special focus for helping those who seek to rebuild their lives. Mon & Fri 9.30am – 5.30pm Tue to Thu 9.30am – 9.00pm Sat: 10.00am – 4.00pm 6788–8220.
- REACH Counselling Centre For individuals, couples and families, with a particular focus on marital and family work. Mon to Fri: 9.00am – 5.00pm Sat: 9.00am – 1.00pm 6801–0730.
- WINGS Counselling Centre For individuals of all ages with socio-emotional, personal or family-related problems. Mon to Fri: 8.30am – 5.30pm Sat: 9.00am – 1.00pm 6383–5745.

## 10. References

The document was established with the assistance of the following resources:

- <https://www.sos.org.sg/get-help/other-available-resources>
- <https://blog.chocchildrens.org/suicide-prevention-what-parents-need-to-know/>
- <https://www.maine.gov/dhhs/mecdc/population-health/inj/suicide-training/gatekeepertraining/documents/guidelines-student-returns-to-school.pdf>
- <https://www.healthychildren.org/English/health-issues/conditions/emotional-problems/Pages/Ten-Things-Parents-Can-Do-to-Prevent-Suicide.aspx>
- <https://www.chat.mentalhealth.sg/mobile/get-the-facts/suicide/>

- <https://www.healthiersf.org/resources/CRM/documents/EI.pdf>
- <https://www.sos.org.sg/>

# Code of Conduct

## Part A

### Expected Behaviour from the Students:

1. Teacher Direction
2. Follow teachers' instructions.
3. Approach the teacher to clear doubts.
4. Communication Rule
5. Speak softly and politely.
6. Avoid shouting in the corridors or on staircases.
7. Learning rule
8. Cooperate with others.
9. Work without distracting others.
10. Movement rule
11. Move quietly in an orderly manner.
12. Avoid running or playing in the corridors or on staircases.
13. Treatment rule
14. Treat others with respect without any physical/verbal aggression.
15. Show tolerance towards others.
16. Safety rules
17. Follow safety rules in the school at all times.
18. Hear carefully for the instructions at the time of emergency.
19. Conflict rule
20. Consider appropriate strategies when dealing with problems.
21. Approach a teacher when faced with conflicts.
22. Property rule
23. Ensure that the school property is used appropriately.
24. Respect the property of others.
25. Play rules
26. Play within the specified boundaries.
27. Follow the instructions given by the teachers

## **Corrective Measures**

At Global Indian International School, we promote that behaviour is a choice, a choice made by individuals. Choosing a positive behaviour is encouraged. A logical corrective measure must be taken to avoid choosing negative behaviour. The corrective measures taken under each category of violation may be one or more of those listed. A student may be asked to fill in the Student Incident Slip at the discretion of the Coordinator/ Principal.

## **Late Arrival of Students**

### **Responsibility of the student**

Students must arrive at school before 9.00 am.

(This excludes students travelling by school bus, students with a doctor's note, court documentation, amongst other similar cases – prior permission to be sought by the student from Level Coordinator/ Vice Principal).

### **Management**

Class teachers to record the reason for late coming, as stated by the student.

## **Corrective Measures**

### **For Nursery and Kindergarten Students:**

- The student will be excused for the first three times.
- A note will be sent to the parent.
- Parents will be called for a meeting with the Vice Principal.
- Students dropped to school by parents after 9.05 am need to notify the arrival time and reason in the register kept at the Campus front office. The student will be allowed into the classroom only after this.

### **For Primary Students: (Classes 1-5)**

- The student will be excused for the first three times.
- The fourth time, a note will be sent to the parents by the Level Coordinator/ Vice Principal.
- If the problem persists, parents will be called for a meeting with the Vice Principal.
- Students dropped to school by parents after 9.05 am need to notify the arrival time and reason in the register kept at the Campus front office. The student will be allowed into the classroom only after this.

### **For Secondary Students: (Classes 6-12)**

- The student will be excused for the first time.
- The second time, a warning letter will be sent to the parent/s by the Level Coordinator/ Principal. The warning letter will be recorded in the Class Teacher's file.
- Third time a warning letter will be issued. If the problem persists, parents will be called in for a meeting with the Level Coordinator. Thereafter, the student will be sent home.

### **Sign-out Procedure**

#### **Responsibility of the student**

Students may sign out through the security office only if s/he carries an authorisation letter by her/his parent/guardian and with written consent granted from the teacher/level coordinator.

#### **Management**

The teacher may check the authenticity of the student's request by placing a call to the parents.

## **Corrective measures**

### **For Nursery and Kindergarten Students:**

- The student will be denied permission for a sign out unless the parent or the guardian comes in person to take the child.

### **For Primary Students: (Classes 1-5)**

- The student will be denied permission for a sign out unless the parent or the guardian comes in person to take the child.
- The student will also be denied permission for a sign out in the absence of appropriate documents of permission and/or approval.
- In case of an unauthorised departure from school, the parent will be called for further investigation by the Level Coordinator.

### **For Secondary Students: (Classes 6-12)**

- The student will be denied permission for a sign out in the absence of appropriate documents of permission and/or approval.
- In case of an unauthorised departure from school, the parent will be called to school for investigation, the student will be asked to fill in the Student Incident Slip and a warning letter will be issued by the Level Coordinator/Vice Principal. The warning letter will be recorded in the Class Teacher's file.
- If the problem persists, action will be taken at the discretion of the Discipline Committee in consultation with the Principal.

## **Appropriate School Uniform**

### **Responsibility of the student**

Students are expected to come to school in neat, clean and proper school uniform and hair styles as stated in the Students' School Diary. Students must not wear any expensive jewellery to school. (Please refer to Students' School Diary)

### **Management**

The class teachers will inspect the students' attire and record the defaulters. The class teachers will issue reminders about attire from time to time to encourage compliance.

### **Corrective measures**

#### **For Nursery and Kindergarten Students:**

- The student will be excused for the first three times.
- The fourth time, parents will be notified.
- The Parent will be called for a meeting with the Level Coordinator/Vice Principal.

#### **For Primary Students: (Classes 1-5)**

- The student will be excused for the first three times with verbal warnings.
- The fourth time the student will be given a written warning.
- Next time the parent will be notified and will be called for a meeting with the Level Coordinator/Vice Principal.

#### **For Secondary Students: (Classes 6-12)**

- The student will be excused for the first time.
- The second time, a warning letter will be sent to the parent/s by the Level Coordinator/Vice Principal. The warning letter will be recorded in the Class Teacher's file.

- If the problem persists, action will be taken at the discretion of the discipline committee in consultation with the Principal.

## **School Transport**

Responsibility of the student. Students must:

- Board the afternoon bus within five minutes of the ringing of the bell.
- Board and alight the bus in an orderly manner.
- Wait in the Bus Bay in an orderly manner as per the bus line.
- Respect and obey the bus driver and bus attendants at all times.
- Playing, shouting or moving about in a running bus is strictly prohibited.
- Remain seated and not project any body parts and objects outside the bus.
- Speak softly and be courteous to all around in the bus.
- Keep the bus and the area around the bus stop clean.
- Eating or drinking in the bus is strictly prohibited.
- Wear your seat belt at all times during the journey.
- The teachers will familiarise the students with the do's and don'ts of the behaviour in the school bus.

## **Corrective measures**

### **For Nursery and Kindergarten Students:**

- The parents will be notified.

### **For Primary Students: (Classes 1-5)**

- The student will be given a verbal warning the first time.
- The student will receive formal counselling.
- If the problem persists, action will be taken at the discretion of the Discipline Committee in consultation with the Principal.

### **For Secondary Students: (Classes 6-12)**

- The student will be given a verbal warning the first time.
- The second time, the student will receive formal counselling and the parent will be notified and/ called for a meeting and a warning letter will be sent to the parent/s by the Level Coordinator/Vice Principal. The warning letter will be recorded in the Class Teacher's file.
- The third time, a warning letter will be issued. If a problem persists, action will be taken at the discretion of the Discipline Committee in consultation with the Principal.

### **Academic Slackness & Misbehaviour**

#### **Responsibility of the student**

Students are expected to maintain the decorum of the classroom and be punctual in submission of assignments. (Includes disrespect towards teachers and staff members, repeated defaults in assignments, theft amongst other similar activities.)

IBDP students must submit the drafts of the internal assessments for various subjects including TOK and Extended Essay, on time.

#### **Management**

The teachers will encourage neat and tidy work and ensure full guidance and support to the students.

#### **Corrective measures**

#### **For Nursery and Kindergarten Students:**

- The student will receive formal counselling
- The parent will be notified.

### **For Primary Students: (Classes 1-5)**

- A student will receive formal counselling.
- Certain privileges or responsibilities will be temporarily suspended.
- If a problem persists, action will be taken at the discretion of the Discipline Committee in consultation with the Principal.

### **For Secondary Students: (Classes 6-12)**

- The student will be given a verbal warning the first time.
- The second time students will receive formal counselling and parents will be notified and or called for a meeting.
- The third time a warning letter will be sent to the parent/s by the Subject teacher/Level Coordinator/Vice Principal. The warning letter will be recorded in the Class Teacher's file.
- If the problem persists, action will be taken at the discretion of the Discipline Committee in consultation with the Principal and can lead to detention after school.

For IB students, If an IA is not submitted on time, giving feedback on the given draft will be at the discretion of the respective subject teacher. Recommendation letters may get impacted.

## **Disregard & Disrespect to Classmates and Teachers**

### **Responsibility of the student**

Students are expected to maintain decorum at all times, follow the school rules and refrain from inappropriate actions and behaviour. (Harassment/ Bullying, Gender, Racial, Ethnic and or Sexual Harassment, Abuse, Physical fight, Public displays of affection).

## **Management**

The teacher will establish clear behaviour guidelines for the students. Regular review and establishment of rewards programmes to ensure continuity.

## **Corrective measures**

### **For Primary Students: (Classes 1-5)**

Bullying/Verbal abuse/Use of inappropriate language:

- An incident report needs to be filed by the students involved.
- The student will receive formal counselling.
- If incidents repeat, the parent will be notified and will be called for a meeting.

Physical Fights:

- An incident report needs to be filed by the students involved.
  - The student will be given a verbal warning for a maximum of two times.
  - The student will receive formal counselling.
  - The student will be involved in community service within the school premises.
- Parents will be notified and/ called for a meeting if the incident repeats.

### **For Secondary Students: (Classes 6-12)**

Bullying/Harassing/Raging: (Refer to school's Suspension & Expulsion rules)

- The student will receive formal counselling.
- The parent will be notified and will be called for a meeting. (Following rules stated by the MOE).

Public displays of affection: (Refer to school's Suspension & Expulsion rules)

- The student will receive formal counselling for the first time.

- The parent will be notified and will be called for a meeting, a warning letter will be issued and the student will be involved in community service within the school premises. The warning letter will be recorded in the Class Teacher's file.
- If the problem persists, the student will be suspended at the discretion of the Discipline Committee in consultation with the Principal.

Verbal abuse: (Refer to school's Suspension & Expulsion rules)

- The student will receive formal counselling for the first time.
- The parent will be notified and will be called for a meeting and a warning letter will be issued. The warning letter will be recorded in the Class Teacher's file.
- If the problem persists, the student will be suspended at the discretion of the Discipline Committee in consultation with the Principal.

Physical Fights: (Refer to school's Suspension & Expulsion rules)

- The student will receive formal counselling.
- The parent will be notified and will be called for a meeting and a warning letter will be issued. The warning letter will be recorded in the Class Teacher's file.
- If the problem persists, the student will be suspended/expelled at the discretion of the Discipline Committee in consultation with the Principal.

# Discipline Policy

## Statement

The Global Indian International School Discipline Policy aims to encourage the development and maintenance of positive relationships between all members of the school community as an integral part of all aspects of school life.

## Beliefs

At Global Indian International School, we believe that:

- All individuals are to be valued and treated with respect;
- All individuals have rights and responsibilities with regards to their behaviour;
- Self-esteem is crucial to the positive development of all individuals;
- Positive relationships create a safe, harmonious and cooperative working environment;
- Behaviour management is the responsibility of the entire school community.

## Aims

At Global Indian International School, we aim to:

- Encourage all individuals to accept and act upon their responsibilities;
- Enhance the self-esteem of all individuals through positive action;
- Support all individuals when required;
- Encourage and maintain positive relationships between all members of our school community;
- Ensure that the preferred behaviour management practices are meaningful and consistent throughout the committee.

## **Proactive Approach**

Global Indian International School supports a proactive rather than reactive approach to Behaviour Management by putting the following procedures in place.

## **Preferred Behaviour Management Practices**

The objective of this policy is to achieve the stated aims by providing the procedures to ensure good practices in the areas of Prevention, Correction and Support. These three areas are cyclical and are covered by three factors – consistency, clear rules and fair treatment.

## **Preferred Practices**

- All teachers will clarify the common rights, rules and responsibilities
- The school's rights-responsibilities-rules-routine code forms the basis for all behaviour management
- The school community will actively promote, teach and support positive behaviour
- Use positive corrective practice wherever possible
- Keep the focus on primary behaviour
- Invite, model and expect respect
- Build, promote and utilise a united approach to behaviour management

Prevention involves building positive and avoiding negative behaviour through the understanding of rights, responsibilities and the establishment of rules and routines.

Support involves supporting staff, students and parents through feedback as well as repairing and rebuilding relationships.

Correction involves dealing with negative behaviours by applying corrective action both immediate and deferred.

### **Rights-Responsibilities-Rules-Routine**

Through the development of rights and responsibilities of the members of our school community together with the establishment of whole school rules and routines there exists a consistent and clear approach to manage behaviour within school as a whole.

A right is something an individual is entitled to. At Global Indian International School every individual has rights and is thereby entitled to:

- Feel safe at school
- Teach/learn to the best of his/her ability
- Be treated with respect
- Feel comfortable at the school

Responsibilities: A responsibility is something for which one is responsible – legally or morally obliged to take care of something or to carry out a duty. At Global Indian International School everybody has responsibilities. The responsibilities of students, staff and parents as a part of the school community is to respect the rights of others.

Rules: A rule is a statement of what can, must or should be done in a certain set of circumstances. To protect the rights and to encourage responsibility, there are rules for everyone. At Global Indian International School it is expected that everyone follows the rules as stated in the school policy.

## **External Competitions and Events Policy**

GHS encourages its students to participate in various events and competitions being organised within and outside GHS. The inter-house competitions within the school are governed by the school Inter- House Competitions policy. The conduct of external school events and competitions shall be governed by the following guidelines:

### **Inter-school competitions**

Students shall be selected based on set criteria and at the discretion of the teachers-in-charge. Equal opportunity shall be provided to eligible students to compete and get selected for representing the school in various events/competitions.

A consent form for external competitions/events shall be sent by the respective office for parents to provide their consent for their child/children's participation in external school events. Students who do not submit the consent form to the office/teacher-in-charge by the due date, shall not be included for the event.

The school shall, on a best case basis, arrange transport for students for these events. However, in cases where such transport cannot be arranged, parents shall drop their child/children to the venue and pick them up at the stipulated time. Prior intimation regarding this will be sent.

Students may be required to stay overtime or come to school on holidays as a part of rehearsals and preparations for inter-school events. Parents shall make appropriate arrangements for dropping and receiving their child/children on such occasions.

All students shall abide by the student code of conduct and instructions of the accompanying school teacher/staff member while representing school in various competitions/events.

## **Social and Cultural Activities**

### **House system**

All the students are allocated one of four Houses and weekly activities and competitions are organised to bring out the best in our students and this also helps in building up the team spirit amongst them. Points are allocated to the House for each activity and the cumulative results are the basis on which the winner is declared.

### **CCA, ECA & ASP (Senior Secondary Classes)**

These are some additional activities that contribute to the enhancement of a student's all-round abilities. Students can choose from a wide variety of activities. Many of these activities are conducted by external professionals.

## Feedback and Complaint Management System

GIIS accepts feedback/ complaints in writing in hard copy (e.g. letter) or soft copy (e.g. email) from the public, staff, students or parents or via the MyGIIS/SmartLearn system.

A. The feedback may be a:

- Complaint: An expression of dissatisfaction made to GIIS, with respect to its services, applicable statutory and regulatory requirements consistently not met;  
or
- Compliment: An expression of praise, admiration with focus on maintaining or enhancing stakeholder satisfaction; or
  
- Others: Suggestions or comments with respect to services/ courses offered by GIIS.

B. The recipient acknowledges the feedback via email, within 2 working days.

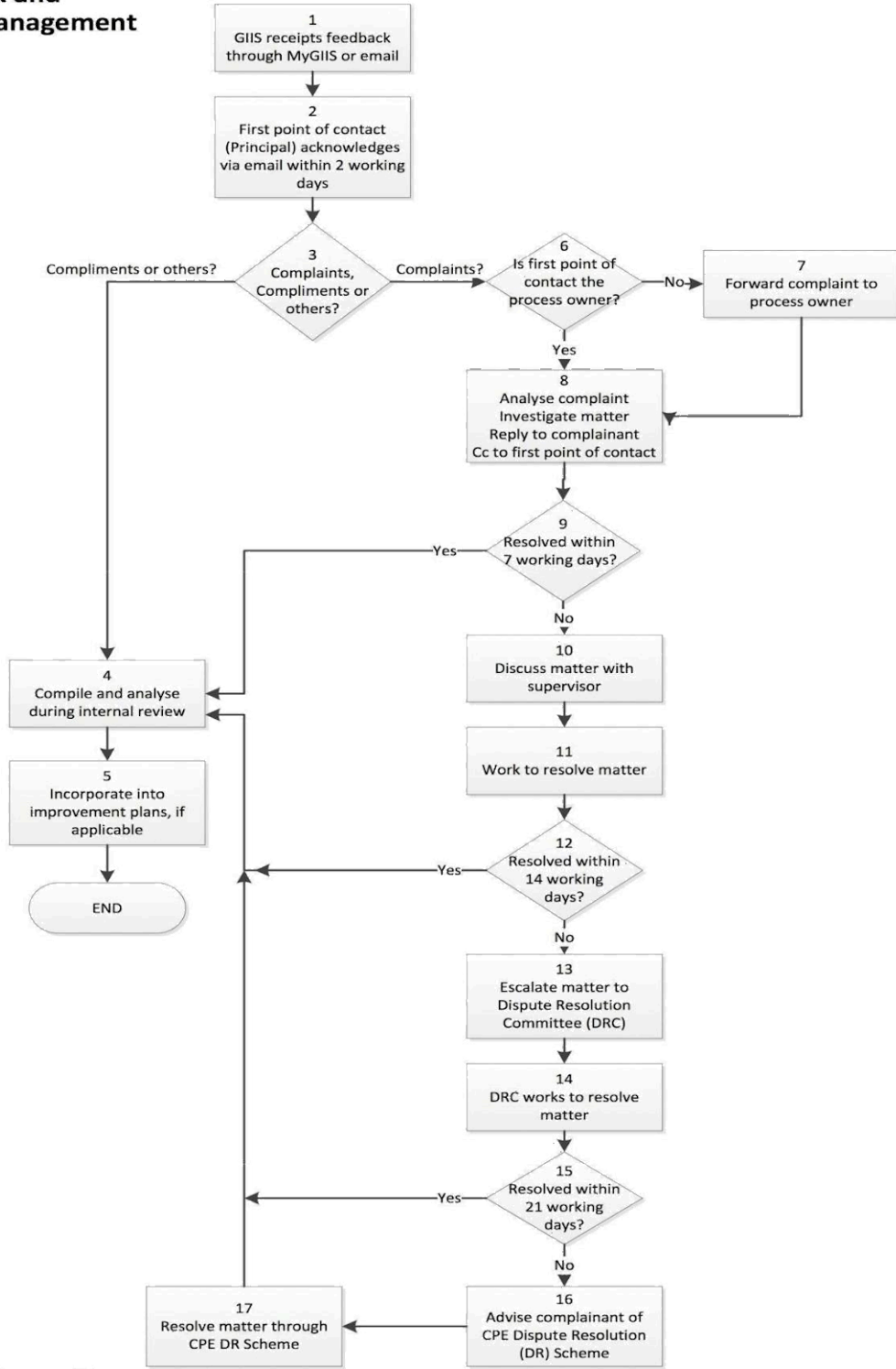
C. For feedback with the nature of (b) and (c), the recipient compiles the feedback, analyses these during internal review and where appropriate may incorporate them into improvement plans. For feedback with the nature of (a) (complaints), the recipient, after analysing the feedback, replies to the parent or complainant by providing the necessary information or reasons in writing to close the complaint within 7 working days of receipt of the complaint.

Alternatively, for complaints under the purview of another person, the recipient may forward the complaint to that process owner.

- D. The process owner analyses the complaint, investigates the matter, and replies to the parent or complainant by providing the necessary information or reasons in writing to close the complaint within 7 working days of receipt of the complaint. The process owner copies the reply to the first recipient who can then close the case on her side.
- E. Should the issue remain outstanding despite the reply, the process owner, in consultation with his supervisor, works to resolve the matter within 14 working days.
- F. If the complaint still remains open, then the difficult-to-resolve complaint shall be escalated to the Dispute Resolution Committee to be addressed through the dispute resolution policy framework within 21 working days.
- G. If the process owner has not developed a solution agreeable to the complainant, the matter is escalated to the GIS Dispute Resolution Committee, which is chaired by the Country Director with the Academic and Examination Board as Members.
- H. The Country Director and relevant Campus Principal will manage the discussions with the complainant to work to resolve the matter within 21 working days.

- I. If no acceptable solution is worked out, the Country Director will propose that the matter be resolved through the SSG Student Services Centre, using the Dispute Resolution Scheme of SkillsFuture Singapore (SSG), which is described on the SSG website. This dispute resolution scheme may, where appropriate, involve the Singapore Mediation Centre (SMC) or Singapore Institute of Arbitrators (SI Arb) as the mediation centres.

# GIIS Feedback and Complaint Management Process



Feedback and Complaint Management Process

# Handphone and Digital Device Policy

## Responsibility of the Student

The school allows students to carry hand phones but does not allow the use of hand phones within the school premises without prior permission. In case, if a parent needs to communicate with his/her ward during school hours, they can call the school office. The school also has a coin phone for student use. Students from Classes 6-12 can carry phones. However, following rules must be adhered to:

1. Phones must be switched off at all times, when in the school premises.
2. If students need to contact their parents while in school, they can call from the school office or use the coin phone.
3. Permission is granted only for the hand phones and school issued devices not for any other electronic devices, such as iPod, iPad, MP3 or any other electronic devices\*.
4. The school will not be responsible for any loss or damage to the phone.

## Responsibility of the management

1. The class teacher would share the Dos and Don'ts of using hand phones and digital devices on the first day of every week.
2. Points will be reiterated during every assembly session and during morning announcements before school prayer begins.
3. The subject teacher would announce before starting the class on non-access of mobile phones.
4. Announcements are made during transit time.

5. Posters on no mobile phones to be displayed in each class.
6. The teacher will clearly state equipment/devices permitted in school.
7. The teacher will regularly remind students about safe-keeping of their personal hand phones.
8. The class teacher/coordinator will check for any equipment that is not permitted in school.
9. Any behaviour that interferes with the primary objectives of the policy will be considered as an infringement of the school policy.

### **Corrective Measures**

- If a student is found using a phone while in class, or outside the class within school premises, the phone will be confiscated for 24 hours. Incident slip will be issued. Mail will be sent to the parent by the Class Teacher. The phone will be returned by the Class Teachers on the following day.
- Second time offence - the phone will be confiscated for 7 Days.
- The phone can be confiscated by any teacher/ Coordinator (COD) and will be handed over to the respective COD. COD maintains a month wise list of the number of violation cases and instructs class teachers accordingly. For the first time, the class teacher returns the phone after a day. For the second time the offense discipline head returns the phone to the parent after 7 days. Confiscated phones will be labelled and handed over to the discipline head and will be returned to the student after a day/ week based on the number of times of offence.
- Repeat of offence, even after issuing of notifications to parents, will result in confiscation on a non-returnable basis.

In the event that a student brings a hand phone and loses it within the school premises, he/she is advised to report the incident immediately to a teacher or staff member. The school reserves the right not to conduct an extensive investigation or search that may lead to a loss of valuable curriculum time.

### **Social Media and School Network Guidelines**

Social media is an evolving and rapidly growing communication platform, allowing for two-way social interaction between people and organisations. In short, social media is about people. Use of social media is reflective of individuals and of organisations they are associated with. The spread and reach of content posted on social media channels is vast; postings are available and can be viewed by people worldwide in seconds.

Social media is changing the way we use the internet to interact with one and another. It is rapidly becoming a part of our daily lives. Social media refers to online community sites including Facebook, Myspace and LinkedIn, file sharing sites such as Google Photos and YouTube; blogs, forums and micro-blogging sites like Twitter. These guidelines would be updated from time to time as new social media platforms, communities, trends and cultures develop.

The Global Indian International School's Marketing & Communications Team, along with assigned staff co-ordinators, are authorised to post content on its social media channels. GIIS recognises that social media is a two-way engagement and interaction platform, which facilitates an open dialogue and discussion of ideas that are beneficial for the organisation, and/or individuals in their learning capacity. Always be considerate and transparent about your engagement on social media channels, as you represent GIIS as an employee or student. Your online behaviour

impacts the organisation's reputation and we encourage you to positively engage in sharing views and ideas on social media channels. As employees and students of GISS, it becomes critical for us to stay connected and relevant.

Keeping the above in mind, remember:

- Protect your own Privacy - Do not upload posts or divulge any information that will compromise your privacy or professional confidentiality. Beware of scammers and identity thieves. Only accept invitations to share information from people you know. Utilise privacy settings to control access to your network, web pages, profile, post blogs, etc.
- Identify with your own Identity - Always use your real name to post or share content on social media. If you are sharing or posting content on behalf of GISS, and wish to promote school activities or achievements identify yourself as a student or staff member.
- Maintain respect - Sharing content, thoughts and views with others is the ideal of engaging in social media. Always be respectful and avoid inflammatory, racist or offensive language. Do not upload offensive or explicit written, audio and video content.
- Be responsible online - You are responsible for any content or comments personally made by you. Always maintain a clear and calm-minded approach for sharing any content online. Ensure that you always protect your privacy and do not insult, threaten or deride anyone on the grounds of caste, religion,

race, nation, gender or circumstances in a manner that goes against GISS' code of conduct.

- Think before making any post - Social media has a strong 'viral' quotient, making any comment, post or sharing of thoughts, ideas or events reach out to people worldwide in a matter of seconds. Be mindful of what you post. Search engines and archival systems save information, which can be retrieved years after the post has been made.
- Cyber Bullying - Cyber bullying is considered as an act of harassment. Do not indulge in this crime in any manner whatsoever.
- Maintain Personal and Organisational Confidentiality - Do not post any information that is confidential personal or commercial information about GISS, its students, teachers or staff members. Posting the same may breach legal obligations or GISS' policies and procedures.
- Privacy Settings - Only accept invitations to share information from people you know. Utilise privacy settings to control access to your network, web pages, profile, posts blogs, etc.
- Manage your time spent online - Users should allocate a certain amount of time using social media to avoid over usage and manage time for studies, co-curricular activities and other important work.
- Plagiarism - Publishing your opinions, art, writing and other works makes them subject to plagiarism. Although an effective way to share your work, content

online is public and can be used without prior permission and knowledge of the user. Users must be cautious of what is published to maintain the genuineness of their work. At the same time users must also not plagiarise online content and must be aware that it is important to give appropriate citations and references.

- Precautionary use of photo uploads- Social media involves photo-based communication, and a large number of images. These can be manipulated and used in other areas without the user coming to know. Hence, caution should be exercised to protect your identity, and above all, integrity.

### **Guidelines for posting on Facebook and other Social Media platforms**

Any post on the school page that is offensive, defamatory, off subject, abusive, or selling external services, events or activities will automatically be marked as spam and removed.

No parent or student shall give misleading facts/ opinions or any blog(s)/ website(s)/ social media channel(s) about the school or any teacher. If they are defamatory in nature, or deemed to be so by the Internal Review Committee (IRC), it would be considered as a serious breach.

Use of school logos, images or photographs on personal social profiles is strictly prohibited. If a user has any question or feedback to share in relation to classes, activities or any school-facilitated service, he/she is requested to contact the respective teacher-in-charge or Campus Principal through the official GIIS web portal, [www.mygiis.org/SmartLearn](http://www.mygiis.org/SmartLearn).

Parental Consent will be taken before using photographs of their wards in the school's social media publications.

### **School Internet**

Global Indian International School provides internet access as a facility to supplement the delivery of its learning programmes. The benefits of having access to the internet are invaluable for both educators and students.

Amongst the vast resources on the internet are some materials that are not suitable for school-aged children. It is not appropriate to locate material that is illegal, defamatory, or offensive. Such conduct will lead to the immediate loss of network access and disciplinary actions.

### **Users Can**

- Participate in projects using the Internet in a directed manner to support curriculum and research activities.
- Use the internet to locate materials to meet educational requirements.
- Access a variety of information including news resources, information databases, the holdings of other libraries, etc.

### **Users Cannot**

- Locate material that is illegal, defamatory, or offensive.
- Use the network for commercial or for-profit purposes.
- Use the network for any illegal activity, including violation of copyright or other contracts.
- Resort to cyber bullying or harassment.
- Use the network to access obscene or pornographic material.

- Damage computers, computer systems or computer networks.
- Invade the privacy of other network users.
- Gain unauthorised access to computer networks, resources or material.

## **Unacceptable Behaviour**

### Students must refrain from

- Adjusting any computer hardware.
- Adding or deleting software or changing the settings on any computer.
- Looking for distasteful/ inappropriate/offensive images or bad language whilst online and must report any sites containing this if they come across them accidentally.
- Attempting to deliberately hack into the School network.
- Engaging in cyberbullying.
- Using obscene language in any digital communication.
- Recording, distributing or uploading inappropriate images or videos at any time.
- Intentionally sending or forwarding inappropriate or hurtful information about others or to the school's reputation.
- Copying or using ideas from other people or the internet.

Unacceptable behaviour may be considered as breach of Digital Device policy. It may result in all network privileges' being revoked, and disciplinary action as per the policy.

## **Corrective Measure**

More than one corrective measure may apply for any breach of the school laws

depending upon the severity of the breach. Repeated violations will be dealt with more harshly than a first time violation.

For Nursery and Kindergarten Students:

The student will receive formal counselling. A notification will be sent to parents.

For Primary Students (Classes 1-5):

- The student will receive formal counselling
- Certain privileges or responsibilities will be temporarily suspended.
- Parents will be notified. A warning card/Disciplinary badge will be issued.
- Action will be taken at the discretion of Level Coordinators and finally Principal/ Vice Principal depending upon the severity of the offence.

For Secondary Students (Classes 6-12):

- The student will receive formal counselling for the first time.
- The second time, notification will be sent to parents. A warning letter/Discipline Badge will be issued and certain privileges or responsibilities will be temporarily suspended.
- If the problem persists, the student will be suspended/expelled at the discretion of the Discipline Committee in consultation with the Principal. (Refer to school's Suspension & Expulsion)

**Serious Violations**

Students are expected to comply with the school rules and Singapore laws at all times. The school will familiarise the students with the school rules and the Singapore laws. Serious violations will be referred to the principal or his/her

designee. The School is obliged to report any such offences to the authorities that at the simplest level may jeopardise the entire family's permit to reside in Singapore. (Refer to school's Suspension & Expulsion rules).

# **Inclusion and Special Education Needs Policy**

## **Introduction and Background**

In every community and country, children and adolescents are the most important natural resource. Their wellbeing, capabilities, knowledge and energy will determine the future of villages, cities and nations around the world. Education today is no longer teaching the three R's. The aim of education is to help children grow into productive, capable citizens who can help their communities grow and prosper.

To achieve their potential, school children must participate fully in educational activities. To do this, they must be healthy, attentive and emotionally secure. Schools can help promote the health of staff, families and community members as well as the health of students. There is much evidence to support the interrelationship between education and health; at Global Indian International School (GIIS), we believe in holistic development of our students in an inclusive environment.

## **Philosophy: Health Promoting School**

According to the World Health Organization (WHO, 1996), A Health-Promoting School views "health" as physical, social and emotional wellbeing. It strives to build health into all aspects of life at school and in the community. A health-promoting school is one that constantly strengthens its capacity as a healthy setting for living, learning and working.

From country to country, even within different regions and communities of one country, GIIS schools have distinct strengths and needs. By building on those strengths and drawing on the imagination of students, parents, teachers and administrators, at every GIIS school can find new ways to improve health and

address health problems. This is at the heart of the process of becoming a Health-Promoting School.

As a Health Promoting School, GHS:

Engages health and education officials, teachers, students, parents, and community leaders in efforts to promote health, with

- a. families and community groups involved in the school
- b. school/community projects and outreach
- c. health promotion for school staff

Strives to provide a safe, healthy environment, including

- a. sufficient sanitation and water
- b. freedom from abuse and violence
- c. a climate of care, trust and respect
- d. social support and mental health promotion
- e. safe school grounds
- f. opportunities for physical education and recreation

Provides skills-based health education, with

- a. curricula that improve students' understanding of factors that influence health and enable them to make healthy choices and adopt healthy behaviours throughout their lives
- b. curricula that include critical health and life skills, a focus on promoting health and well-being as well as preventing important health problems, and

information and activities appropriate to children's intellectual and emotional abilities

- c. training and education for teachers and parents

Provides access to health services, with

- a. services of screening for academic, emotional and developmental difficulties
- b. school nurse for providing first aid and monitor and address immediate physical health concerns and injuries
- c. partnerships with local health agencies that will provide services

Implements health-promoting policies and practices, such as

- a. an overall policy supported by school administration and management as well as teaching practices that help create a healthy psychosocial environment for students and staff
- b. policies on equal treatment for all students
- c. policies on drug and alcohol use, tobacco use, first aid and violence that help prevent or reduce physical, social and emotional problems

Strives to improve the health of the community by

- a. participating in community health projects, GHS strives towards health promotion and prevention programmes through Universal, whole school programmes and targeted approaches for children with special education needs (SEN).

## Terminology and Definitions

### 1. Special education needs

Students have the intellectual capacity to meet all curriculum and assessment requirements. However they require special arrangements to demonstrate their level of achievement. They may display the characteristics of one or more of the following special educational needs.

Specific difficulty in learning, language and communication disorders

- a. Learning disabilities refers to ongoing problems in one of three areas, reading, writing and math, which are foundational to one's ability to learn.
- b. Speech and language disorders refer to problems in communication and related areas such as oral motor function. These delays and disorders range from simple sound substitutions to the inability to understand or use language.

Social, emotional and behavioural issues

- a. Includes: attention deficit disorder (ADD)/attention deficit hyperactivity disorder (ADHD); autistic spectrum disorders; withdrawn, depressive, separation anxiety, performance anxiety or anxiety related disorder, suicidal attitudes; eating disorders; school phobia; substance abuse; disruptive antisocial and uncooperative behaviour; and anger, frustration and violence

Physical and sensory conditions

- a. Physical disabilities include a wide range of conditions that are not always immediately obvious, but affect mobility
- b. Sensory issues: hearing—embraces an extensive range of hearing loss from mild to profound and can present communication difficulties;

visual—includes difficulties with either the structure or function of the eye, affecting vision

#### Medical conditions

- a. The most common being: congenital heart disease, epilepsy, asthma, cystic fibrosis, haemophilia, sickle cell anaemia, diabetes, renal failure, eczema, rheumatoid disorders, allergies, leukaemia and other cancers

#### Mental health issues

- a. A wide range of conditions that can affect a person's state of mind, ranging from psychotic conditions, such as schizophrenia and manic depression, to eating disorders, anxieties and emotional distress caused by circumstances in a candidate's life

## 2. The Inclusive School

The fundamental principle of inclusive school is that all children should learn together, wherever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities. There should be a continuum of support and services to match the continuum of special needs encountered in every school.

Salamanca Framework for Action, 1994

### **Current Provisions in Singapore**

The Ministry of Education's (MOE) goal for the education of students with Special Educational Needs (SEN) is to enable each student to optimize his potential and prepare him to participate in and pursue a productive and meaningful life in the

society. MOE adopts a differentiated approach to cater to the needs of students with SEN by placing them in the appropriate educational setting that can best serve their needs. Students with mild SEN and have cognitive abilities and adequate adaptive skills to learn in a large-group setting are supported in mainstream schools. Those who require intensive specialized assistance in their education to fully optimize their potential attend government funded Special Education (SPED) schools run by Voluntary Welfare Organizations (VWOs). These schools have customized facilities and specially trained teachers and allied health professionals who cater to the students' specific needs. There are 20 SPED schools which offer customized educational programmes to meet the learning needs of students with disabilities such as Mild Intellectual Disability, Moderate to Severe Intellectual Disability, Autism Spectrum Disorder, Multiple Disability and Sensory Impairment.

### **Responsibility**

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.

(Learning diversity and the IB Programmes: Special educational needs within the International Baccalaureate Programmes, 2010:3)

In keeping with the philosophy of health promotion and responding to the diverse learning needs, the primary stakeholders are:

- a. School administrators i.e. Principal, Academic Supervisors, Coordinators  
School management and curriculum development team
- b. Teachers, students, staff
- c. Parents & caregivers

At GISS, Singapore, the designated department for these efforts is the Student Support Department, under the direct leadership of the school Principal. GISS provides for:

- a. A full time School Counsellor for identification and management of Special education needs defined earlier. In the Primary, there is one Behavioural counsellor and one Learning Support Counsellor.
- b. A full time Career Counsellor

### **Principles of Inclusion in the PYP**

The school strives to follow the practices and procedures developed by the school's leadership team, programme coordinator, and all IB educators to remove any barriers to learning that may be present in our classrooms. This commitment is driven by the IB PYP's belief in learner agency, where student voice is actively sought and considered in the planning of learning experiences.

The school believes that every student learns at their own pace, a principle central to the inquiry-based learning approach of the PYP, which encourages personalized learning journeys. Teachers are trained to adapt to the different learning styles, strengths, and challenges faced by the students, embodying the PYP's focus on differentiated instruction.

GIIS actively promotes the IB Learner Profile for all learners in the school community to develop as caring and responsible individuals who create a more peaceful world with intercultural understanding and respect. This aligns directly with the IB's aim to develop internationally-minded individuals.

The school works towards achieving inclusion through a culture of collaboration, mutual respect, support, and problem-solving, recognizing the importance of partnerships within the school community. The four principles of good practices as identified by the IB as promoting equal access to the curriculum for all learners are: affirming identity and building self-esteem, valuing prior knowledge, scaffolding, and extending learning. These principles are embedded in our pedagogical practices.

### **Identification**

At GIS Primary, we adopt a whole-school approach to identifying, planning, implementing, and monitoring support for students with specific learning needs. Our aim is to create an inclusive and supportive learning environment, enabling every student to reach their full potential through appropriate learning strategies and aligning with the PYP's commitment to supporting the development of the whole child.

### **Criteria for Additional Support**

A student may require additional support if he/she:

- Experiences a significant gap between potential and actual achievement
- Has mild cognitive challenges that impact learning pace
- Is identified as gifted and/or talented
- Has a minor sensory or physical impairment
- Faces mild emotional, behavioural, or social difficulties
- Has a combination of the above needs

## **Limitations in Resources**

While GISS is committed to supporting students with mild learning needs to the best of our ability, we currently have limitations in specialist facilities and staffing to cater to severe or complex conditions such as:

- Specific learning disabilities (e.g., dyslexia, dysgraphia, dyscalculia)
- Language and communication disorders
- Serious emotional or behavioral disorders requiring intensive individual support
- Significant physical or mobility impairments requiring specialized equipment and constant assistance
- Sensory impairments (e.g., visual or hearing) requiring highly specialized resources and personnel
- Chronic medical conditions (e.g., epilepsy, asthma, diabetes) requiring constant medical supervision
- Intellectual disabilities or mental health disorders requiring specialized educational and therapeutic interventions
- Autism spectrum disorders requiring highly individualized and specialized support

In cases where a student's needs exceed the school's capacity to provide adequate support, we will work collaboratively with parents/guardians to explore alternative educational places that can better meet the student's needs, ensuring the student's well-being remains the priority. This is a necessary measure to ensure that all students receive the level of support they require, even if it means exploring options outside of GISS.

## **Admission Procedures for Students with Special Needs**

Students seeking admission must be capable of functioning within a mainstream classroom setting and working toward academic goals aligned with GISS standards, with reasonable accommodations and support. During the Student Selection Interview, the need for any special support is evaluated through open and honest dialogue with parents/guardians.

Before applying, parents/guardians are required to:

- Fully disclose any known special educational needs, learning differences, medical conditions, or behavioral challenges to ensure transparency and facilitate appropriate planning.
- Consult with GISS to have an open discussion about the availability and scope of support services the school can reasonably provide, ensuring a clear understanding of what the school can offer.
- Provide all previous academic records, relevant health history, and any existing support documentation (e.g., psycho-educational assessments, medical reports) to allow for a comprehensive review of the student's needs.

The admission process involves a careful review of all submitted documentation and discussions with parents/guardians. In cases where the identified needs require a level of support beyond GISS's current capacity, parents/guardians may be asked to:

- Arrange for external support services at their own expense, working in collaboration with the school's Student Support Team.

- Consider alternative schooling options that may be better equipped to meet the student's specific and complex needs, ensuring the student receives the most appropriate educational environment.

The decision regarding admission will be made in the best interest of the student, ensuring that GISS can provide a positive and beneficial learning experience.

### **Identification Process and Support Structures**

Students with potential learning needs are referred to the GISS Student Support Team, which is a collaborative group that may include the school counselor (Learning support), homeroom teacher, programme coordinator, and other relevant staff. This team embodies the PYP's emphasis on collaboration among educators.

Teachers or counselors raising concerns must notify the Principal, who will initiate early and open communication with parents/guardians to collaboratively develop an appropriate support plan. This reflects PYP's principle of partnership with families. Students are placed in mainstream classes at an appropriate year level or language proficiency level, with careful consideration of their individual needs and strengths. Gifted students are also supported through differentiated classroom strategies that encourage inquiry and higher-order thinking, aligning with the PYP's focus on challenging all learners.

All cases are handled with discretion and confidentiality by the IB Coordinators and the counsellors (behaviour/ learning support), who oversee special education services and ensure that the PYP is implemented with equity and access for all learners.

## **Monitoring and Differentiation**

Student progress is regularly monitored by the school counselors, subject/homeroom teachers, and the PYPC, using a variety of assessment methods that align with the PYP's emphasis on authentic assessment. The counselor also offers direct services to students with learning needs, focusing on their social, emotional, and academic well-being, reflecting the PYP's commitment to the development of the whole child. Parents/guardians are encouraged to consult external specialists as needed, fostering a collaborative approach to student support.

The support process is continuous and responsive, with collaborative planning among staff, the Student Support Team, and regular communication with families. Teachers utilize a wide range of differentiated strategies to cater to diverse learning styles and needs, such as:

- Flexible groupings that allow for varied levels of support and challenge.
- Tiered instruction that provides different levels of complexity and support for the same learning objectives.
- Pre-assessments and formative assessments to inform instruction and identify individual learning needs.
- Open-ended activities and inquiry-based tasks that allow students to explore concepts at their own level.
- Use of leveled materials, choice boards, and online platforms tailored to individual readiness levels and learning preferences.

### **Support Offered by GIS Includes:**

- Collaboration between IB Coordinator and Deputy Coordinators, faculty, and the Learning Support Team to develop and implement individualized support plans that align with PYP principles.
- Ongoing professional development for all teachers focused on inclusive practices, differentiation in teaching, learning, and assessment, and strategies for supporting diverse learners, ensuring a shared understanding of inclusive education.
- Progress folders and goal-setting criteria are maintained for each student receiving support, allowing for regular self-evaluation and reflection on growth, fostering learner agency and reflection.
- English Language support for students with limited English proficiency to ensure their full access to the curriculum.
- Social and emotional learning (SEL) programs integrated into the curriculum to support students' well-being.
- Opportunities for gifted and talented students to engage in enrichment activities and extension tasks that challenge and inspire them.
- Adaptations to the learning environment to ensure physical accessibility and create a supportive atmosphere for all learners.
- Trained staff within the Student Support Team to provide targeted interventions and support.

### **SEN in IB Diploma Programme**

GIIS concurs with the IB belief that all students should be allowed to demonstrate their ability under assessment conditions which should be as fair as possible.

The school will authorize special arrangements which do not require pre approval of IB Board as detailed in Candidates with assessment access requirements (July2014)

whenever it is determined that SEN student is at a disadvantage and cannot demonstrate his/her level of attainment.

At the discretion of the coordinator (or School Principal), the following arrangements are permitted in examinations without prior authorisation from the IB Assessment Centre.

1. A candidate is permitted to take an examination in a separate room if it is in the best interests of the candidate or other candidates in the group. For example, lighting may be a particular consideration for a candidate with a visual impairment, or a room with an echo may be difficult for a candidate with autism. Furthermore, a candidate's condition or the nature of the inclusive assessment arrangement (for example, a scribe, a computer) may disturb other candidates, in which case a separate examination room is justified. If the examination is taken in a separate room, all regulations governing the conduct of IB examinations must be observed. The candidate must be kept under the constant supervision of an invigilator.
2. The coordinator may arrange for appropriate seating to meet the needs of individual candidates (for example, sitting near the front may be appropriate for a candidate with vision or hearing difficulties).
3. An assistant, if necessary a nurse, may be in attendance if this is necessary for the welfare or safety of a candidate. The assistant must not be another candidate or a relative of the candidate.
4. A candidate who normally uses an aid (for example, a coloured overlay, a Braille slate, a sound amplification device, a radio aid, a hearing aid, a low vision aid, a magnifying aid, coloured filter lenses) is allowed to use the aid in

examinations. Note: It is in breach of regulations if candidates are found in possession of any other mobile devices in the examination room.

5. A candidate with a hearing condition may receive instructions from a communicator. This arrangement must be confined to explaining the conduct of the examination and the instructions in an examination paper. The communicator must not convey information about any aspect of a question in the paper without prior authorization from the IB Assessment centre.
6. If a candidate has difficulties in reading or attention, test directions may be clarified by the invigilator or a designated reader. This arrangement must be strictly confined only to clarifying the directions and the instructions and not the content of the questions.
7. Magnifying devices to enlarge and read print may be used by candidates with vision issues. These may include magnifying glasses and line magnifiers.
8. For a candidate who has colour blindness, the coordinator (or invigilator) is permitted to name colours in an examination paper (for example, on a map in a geography examination). However, no other form of assistance may be given without authorization from the IB Assessment centre.
9. A candidate who is hypersensitive to sound is permitted the use of noise buffers such as headsets, earplugs and individual workstations with acoustic screens. If an individual workstation is employed, all regulations governing the conduct of IB examinations must be observed. The candidate must be kept under the constant supervision of an invigilator.
10. A candidate may be permitted rest breaks if required to do so due to medical, physical, psychological or other conditions. The amount of time permitted for rest breaks is not counted towards the duration of the candidate's examination. Rest breaks must be supervised to ensure that the security of the examination is maintained. There must be no communication with, or

disturbance to, other candidates. The amount of rest time and number of breaks permitted must be pre-determined and will depend upon the candidate's circumstances, although 10-minutes per hour is the general recommendation. During a rest break, the candidate is not permitted to read, respond to the examination paper or write notes of any kind. Candidates may be allowed to leave the room for all or part of the rest periods. For example, a candidate with diabetes may be provided rest breaks to check blood sugar levels and take medication. If a candidate's personal examination timetable is such that, with rest periods and additional time more than six and a half hours of examinations would take place in one day, rescheduling should be requested.

11. A candidate may be permitted the use of a prompter due to attention issues, psychological or neurological conditions. A prompter would ensure that a candidate pays attention to the examination. The use of the prompter should not disturb other candidates. The coordinator or invigilator may act as a prompter, but the examination must be conducted according to IB regulations. In all cases, the prompter may only prompt the candidate and not provide any form of assistance. The prompt may be a gentle tap on the candidate's arm or desk/table but should not be given verbally. The prompter must not draw the candidate's attention to any part of the examination paper or script. The prompter should be familiar with the candidate's behavior so that he/she knows when the candidate is off-task. The candidate should be familiar with the kind of prompt that he/she would likely receive from the prompter. The prompter should be in a position that provides a view of the candidate's disposition rather than his/her work. The candidate should not feel as though he/she is under pressure or scrutiny.

12. At the discretion of the coordinator, a candidate may be given additional time to complete assignments during the two-year programme (for example, the extended essay, the theory of knowledge (TOK) essay) without authorization from the IB. However, if an extension to the deadline for the submission of work for assessment is required, the coordinator must contact IB Answers (See section 4.7 Access to extensions and exemptions).

The school will seek prior authorization from the IB Assessment centre for all other arrangements.

If a Diploma Programme candidate has difficulties meeting the requirements for creativity, action, and service (CAS), IB Answers will be consulted.

In collaboration with the Counsellor, Parents, School's IB Coordinator and recommendation of outside experts, application for special arrangements is made as outlined in the publication Candidates with special assessment needs.

The accommodation can include:

- a. Modifications to exam papers—size of font, coloured paper
- b. Extensions to deadlines
- c. Assistance with practical work
- d. Additional time
- e. Rest periods
- f. Information and communication technology
- g. Amanuenses/scribe and transcription
- h. Readers

In alignment with IB's principle of affirming identity and building self-esteem, the school counselor carries out the following Universal programmes:

- a. Psychoeducation sessions with all the grades (IB YR 1 & 2, IGCSE-8, 9, 10 and CBSE 1 to 12 for promoting personality development. The topics covered in these interactive sessions with participatory methodology are based on an yearly needs assessment. Effort is made to incorporate suggestions and feedback from significant stakeholders (students, teachers, parents)
- b. Students are encouraged to seek individual support from the Student Support Department for the common adolescent development issues related to family, friends, self-esteem, conflicts, relationships, educational choices etc.
- c. Parental awareness and psychoeducational programmes are carried out twice a year to address topical issues such as internet safety, building resilience, and improving communication with adolescents, limit setting etc.

### **Documentation**

In line with the Role of SEN teachers in IB World Schools as suggested in the document - Towards a continuum of international education 2008, the school counselor maintains a detailed record for all the students with special education needs to monitor their progress and to facilitate communication about their needs. It includes:

- a. A history with background details of past experiences and family situation

- b. Copies of past assessments
- c. Reports from remedial teacher/speech therapist/occupational therapist or other professionals outside of the school
- d. Minutes of meetings with family, student, staff and other professionals
- e. Special interventions and strategies employed so far to assist learning
- f. Record of classroom observations
- g. Record of individual counselling sessions with the student

The documentation is used in making a case for accommodations to the relevant boards as well as to liaison with outside experts who may need school feedback and observation for monitoring progress of the individual.

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# Language Policy

## Introduction

The Language Policy document of Global Indian International School (GIIS) purports to explain how multilingualism is promoted to achieve intercultural understanding and international-mindedness. The document will also provide an insight into how languages are used in the working, formal and informal situations in the school context, taking into consideration the requirements of the various curricula offered and individual student needs. Though it is explicit that there has to be one common language, freedom is granted to the students taking into consideration the linguistic complexity that prevails in these environs.

## School Language Philosophy

GIIS believes that language is the heart of learning and acknowledges that language acquisition and development is crucial for exploring and sustaining cultural identity, personal development, and intercultural understanding. Languages play a vital role in the construction of meaning as it empowers the learner and provides an intellectual structure to support conceptual development, critical thinking and inquiry. Language learning and teaching immerses students in the interplay between learning language, learning through language and learning about language. Although these aspects are inseparable, they are used to support an understanding of how language is learned and used to make meaning.

## The Central Principles

GIIS identifies language as the supreme mode of communication and strives to equip the students with capabilities to succeed in a multilingual context

All students need to be encouraged to use the linguistic and literary aspects of languages to use them to communicate and also comprehend the cultural elements associated with them. With a focus on multiculturalism, embracing new beliefs and practices happens through language studies. Values of empathy and tolerance begins with better communication, understanding of differences and a respect for cultural and linguistic identity

### **Language Profile of the School**

At GIIS, students and staff come from backgrounds where English is as widely used as their mother-tongue. Majority of the students come from Asian ethnicity, for example from India, Singapore, China, Korea, Philippines, Japan, Thailand, Sri Lanka, Vietnam, Bangladesh, Malaysia and Indonesia.

All our students being children of expatriates or residents of Singapore, the school needed as its First Language, a global and more comprehensive language like English. It is the language in which the organization communicates with its stakeholders and in which it is committed to providing all services needed for the implementation of the programs. All communication on the school websites, all promotional material and other official documentation is through English.

As the world grows more mobile and close, we believe that a student's First language need not only be a mother-tongue. In fact, in order to forge a better understanding of cultures and in order to equip our students with the proficiency to step out of a monolingual and mono-cultural setting, the school had decided to adopt English as its First language and the language of instruction.

All teachers at the Global Indian International School are language teachers in the sense that everyone, besides the Second Language teachers, communicate with their students and teach their subjects in English. Hence, the teaching and use of English is not limited to the English classrooms. English is the Language of Instruction and the Response language at GIIS. The teaching of English as a language and literary subject is started early, in the primary years and is gradually increased over the years as the students' progress to secondary classes.

### **Languages Taught at GIIS**

Global Indian International School will provide language education programs based on

1. The principles and practices of NCERT India
2. The principles and practices of IGCSE
3. The principles and practices of IBDP
4. The principles and practices of IB PYP
5. The principles of UN Declaration of Human rights

The three different curricula offered at the secondary level at GIIS have English as the First language. Consequently, all students who seek admission into the IB programme have at least undergone 10-12 years of education of English as a First Language. The choice of English therefore naturally becomes the A1 (Group1) subject.

### **English**

In the Primary Years Programme, English being the language of instruction, plays a vital role in the construction of meaning. It empowers the learner and provides an intellectual framework to support conceptual development and critical thinking. It is

recognized that the teaching of language should be in response to the previous experience, needs and interests of students, rather than the consequence of a predetermined, prescriptive model for delivering language. The PYP has three strands- oral language, visual language and written language, that are learned across and throughout the curriculum, with each strand being an integral component of language learning.

In CBSE, English language aims to develop student's imagination through language study. The learner develops communicative skills to perform various language functions through speech and writing. The methodology is based on a multi skilled, activity based, learner centred approach.

In Cambridge Programme (CLSP & IGCSE), English language learning allows learners to develop the ability to communicate clearly, accurately and effectively when speaking and writing. It aims to develop the use of a wide range of vocabulary, and the correct grammar, spelling and punctuation. It also aims to develop the learner's personal style and awareness of the audience being addressed.

For the Diploma Programme, GIS offers English A: Literature at both SL and HL levels. The subject is transacted by highly qualified and proficient teachers. The school ensures that all English teachers receive IB training at workshops. The texts chosen at our school expose our expatriate students to various other cultures.

The English classes seek to promote and develop students' ability to enjoy the experience of reading literature in three major genres, fiction prose, poetry and drama, from different periods and cultures, nurturing in them the abilities to recall,

narrate, summarize, select relevant detail, distinguish viewpoints, comment on plot and characterization, draw inferences, state opinions, explore themes, analyse the plot and evaluate and interpret writing using the critical terminology.

Listening, Speaking, Reading and Writing skills are developed to improve and enhance communication and presentation. The different literary genres are taught and students are encouraged to emulate structural patterns and forms. The English courses essentially focus on the development of critical reading of a wide variety of literary works.

### **English Learning Support Programme (ELSP) in the PYP and CBSE)**

In GIIS, CBSE and PYP do not formally offer the ESL program, however, to assist our foreign language speaking students in keeping pace with mainstream English classes, ELSP is offered for PYP students and CBSE Class 1 to 8.

Following are the objectives of ELSP:

- To improve speaking, writing, reading and listening skills.
- To reinforce grammatical concepts taught in mainstream English lessons.
- To enable students to use functional English competitively in academic and everyday situations.

The ELSP teachers instruct a minimum of 2 to 3 lessons every week and use a variety of instructional strategies to develop and improve students' language proficiency like story or text retelling, thinking maps, role playing, journal writing, language experience approach (LEA), total physical response (TPR) and others.

All assessments conducted are internal through examinations in CBSE and a combination of formative and summative assessments in the PYP.

In making a decision to exit a student from the English Learning support programme at the end of the academic year, the following will be considered -

- Student's ability to follow along and participate in the classroom lessons and activities without scaffolding and/or modifications for language.
- Student performance and work samples, including report cards, internal grade-level assessments, and English proficiency assessment.

### **ESL- for English Language Learners in the IGCSE and CLSP programme**

The ESL programme is offered to students in IGCSE Grade 9 and 10. The students who are allowed to opt for ESL do not take English as their first language.

IGCSE ESL programme is tailored to meet the linguistic, academic, and affective needs of students. Following are the objectives-

- Provides LEP (Limited English proficiency) students with the instruction necessary to allow them to progress through school at a rate commensurate with their mainstream English-speaking peers
- Help students to gain proficiency in functional English to perform successfully in academics.
- Develop the learner's ability to use English effectively for the purpose of practical communication.
- Form a solid foundation for the skills required for further study or employment using English as the medium.

- Develop learner’s awareness of nature of language and language learning skills
- Promote learner’s personal development by providing international exposure through the curriculum.

The ESL teachers instruct a minimum of 2 hours every week and use a variety of second language instructional strategies to develop and improve students’ language proficiency like story or text retelling, thinking maps, role playing, journal writing, language experience approach (LEA), total physical response (TPR) and others.

English as a Second Language is also offered to students in CLSP Grade 6 – 8.

### **English Learning Support Programme (ELSP) for the IBDP**

In the Diploma Programme, non-native speakers are supported in reaching proficiency in English by receiving supported ELSP lessons each week, depending on need. ELSP classes provide students with a supportive, protected environment in which they can try out their language skills and develop confidence in their abilities.

This support occurs either in the student’s classroom or in a smaller group situation.

In their regular classroom situations, teachers are aware of the needs of the ELSP students and modify or differentiate lessons accordingly. In this way, the student not only achieves competency in meeting academic goals, but is also able to participate in school culture and become a fully integrated member of our community.

The programme includes:

- An initial assessment of a student's English level in the skills of speaking, listening, reading and writing

- Determination of the kind of support the student needs, i.e., in-class support, small group instruction, intensive support in the initial phase, or specific skill focus
- Some initial, intensive language focus on the basics of English, such as terminologies like: letter, word, sentence, paragraph, essay; sentence structure; descriptive words; verbs; greetings; calendar/time vocabulary

### **Support for literacy depending on the grade level**

- An environment where learners feel comfortable and safe so that they are willing to take risks in learning the new language
- A way to monitor the student's progress and needs through ELSP testing, observing performance within the classroom or small group, and skill development
- Affirmation of the student's home language and continuous improvement of it outside of school
- More appropriately levelled books, books on tape, and videos in English

### **Additional Languages Offered**

At GHS, students have the option of choosing either one of these additional languages from kindergarten 1 to Grade 12 for approximately two and a half hours per week except for IB Early Years students, they will have an opportunity to immerse into Hindi, French, Tamil and Mandarin once a week.

GMP Kindergarten choices: Hindi/Tamil/French/Mandarin

IB PYP (1-5) choices: Hindi/Tamil/French/Mandarin

CBSE (1-10) choices: Hindi/Tamil/French

CLSP (6 – 8) choices: Hindi/Tamil/French/Mandarin

IGCSE (9 – 10) choices: Hindi/Tamil/French/Mandarin

IBDP (11-12) choices: Hindi/Tamil/French/Mandarin/Spanish

## **French**

Ab initio/ Spanish ab initio/ Mandarin ab initio

CBSE (6-8) additional 3<sup>rd</sup> language choices: Hindi/ Tamil/ Sanskrit

## **Hindi/Tamil**

At GHS, Hindi or Tamil as second languages are offered from Kindergarten 1 and continued till Grade 10 CBSE and IGCSE. After successful completion the students have the option to take Hindi/Tamil languages under Language B course in the IBDP. The objective is to develop language skills, intercultural understanding and expand an awareness of the world and fostering respect for cultural diversity.

As per the guidelines set by different boards such as CBSE, CLSP, IGCSE and IB, syllabus content is divided into units consisting of lessons, topics and activities as per the weightage.

Teaching hours are allocated accordingly. Activities are designed to provide language learning opportunities for enjoyment, creativity and intellectual development. Under IBDP, the recommended number of teaching hours, the depth of syllabus coverage, the study of literature at HL and the level of difficulty and demands of assessment and assessment criteria differentiate SL and HL.

The core (common to both levels) is divided into three areas and is to be a required area of study –

1. Communication and media
2. Global issues
3. Social relationships

In addition, at both SL and HL, teachers select two from the following four options –

1. Cultural diversity
2. Customs and traditions
3. Health
4. Individual and Interactive oral activity

The students are assessed for language skills (Listening, speaking, reading and writing) mainly on three areas

- 1) Language – handling the language system accurately (grammar, syntax, etc)
- 2) Cultural interaction – selecting language appropriate to a particular cultural and social context
- 3) Message- understanding ideas and how they are organised in order to communicate them appropriately.

Varied teaching methods such as A/V (Audio & video) clips, debates, and project based assignments, group discussion, lecture and strategies such as games, group activities like quiz, dialogue, debate, projects assignments using modern technology are used.

For improved academic performance, remedial classes and assistance for students through worksheets, assignments and model papers are encouraged.

## **French**

GIIIS offers foreign languages to help increase listening ability, memory, creativity and critical thinking – all of which are thinking processes that increase learning in general. Accordingly, students in GIIIS start their language acquisition early, from Grade 1. French is offered in all curricula – CBSE (1–10), IGCSE, IBPYP and IBDP.

The primary students in GIIIS start with the basics of French as a second language, acquiring over a period of five years, an extensive vocabulary with grammatical and oral skills.

In Grade 6–10 – CBSE, French is offered as a second .

In IGCSE, French is taught from Class 8 to Class 10. The syllabus incorporates all the four skills vital to language acquisition, namely – Reading, Writing, Speaking and Listening. The school has opted for the French 0520 course prescribed by CIE.

In IBDP the school offers French Ab Initio and French B SL. In French Ab Initio, no previous knowledge of French is assumed. The students learn to deal with everyday situations in a francophone country with an appreciation for French culture and civilization. The teachers use a large variety of materials to facilitate oral and written communication. At the end of the course the student is expected to have a reasonably fluent command of the language.

The French B SL course targets students with at least a basic certification in French at the previous level. Along with oral and written command of French the student is also expected to acquire a deeper understanding of cultural perspectives, socio-political issues and customs and traditions in francophone countries. A wide range of methodologies and teaching aids are used in the transaction of the syllabus. To facilitate acquisition of oral communication skills websites like Sound cloud, Wikispace and Edmodo are used.

Different strategies are incorporated in the language learning process using a holistic instructional approach using communicative, AV as well as the traditional grammar - translation methods.

### **Spanish ab initio**

The school introduced Spanish ab initio in IBDP in the academic year 2015 – 2016. No previous knowledge of Spanish is assumed. Students learn to appreciate Spanish culture and civilization. Teachers use a large variety of materials to facilitate oral and written communication. At the end of the course, students are expected to have a reasonably fluent command of the language.

### **Sanskrit**

The school delivers Sanskrit as a third language to students of CBSE 6 – 8. No previous knowledge of Sanskrit is assumed. Teachers use a large variety of materials to facilitate oral and written communication. At the end of the course the student is expected to have a reasonably fluent command of the language.

## **Mandarin**

GIS also offers Mandarin as an option for second language for GMP Kindergarten, IB PYP, CLSP and IGCSE 9 students.

The primary students in GIS start with the basics of Mandarin as a second language, acquiring over a period of five years, an extensive vocabulary with grammatical and oral skills. Along with oral and written command of Mandarin, the students are also expected to acquire a deeper understanding of cultural perspectives, socio-political issues and customs and traditions that comes with the language. A wide range of methodologies and teaching aids are used in the transaction of the syllabus. To facilitate acquisition of oral communication skills websites like Sound cloud, Wikispace, youtube and Edmodo are used.

## **Mandarin Ab Initio**

The school is introducing Mandarin ab initio in IBDP in the academic year 2022– 2023. No previous knowledge of Mandarin is assumed. Students learn to appreciate Chinese culture and civilization. Teachers use a large variety of materials to facilitate oral and written communication. At the end of the course, students are expected to have a reasonably fluent command of the language

Different strategies are incorporated in the language learning process using a holistic instructional approach using communicative, AV as well as the traditional grammar- translation methods and the use of Pin Yin.

The Chinese B Mandarin SL course for the DP, introduced in July 2024, targets students with at least a basic certification in Mandarin at the previous level. Along with oral and written command of Mandarin, the student is also expected to acquire

a deeper understanding of cultural perspectives, socio-political issues, and customs and traditions in Chinese-speaking regions. A wide range of methodologies and teaching aids are used in the delivery of the syllabus. To facilitate the acquisition of oral communication skills, digital platforms and interactive tools such as language learning apps, online forums, and audio-visual resources are integrated into the learning process.

Different strategies are incorporated into language learning through a holistic instructional approach that blends communicative methods, audio-visual resources, and the traditional grammar-translation method, ensuring both linguistic competence and intercultural awareness.

### **Mother Tongue Support**

The development of a students' mother tongue is essential for cognitive development and the maintenance of cultural identity. Mother tongue language development is significant for all learners, and any other language used in constructing meaning, is intimately connected to a student's relationship with the world and how they come to feel about the world. We actively include parents in working with teachers, staff and administrators to be a part of and aware of their children's language development. The Primary years programme at GISS provides a learning environment that furthers intellectual and personal growth, enhances language development, and promotes internationalism through the study of not just the language of instruction but also the additional languages such as Hindi, French and Mandarin (as one of the official host country languages).

### **Impetus for Mother Tongue support**

In keeping with the school's beliefs in language acquisition and in line with the IB philosophy, the school provides impetus to language development through the following opportunities throughout the school year-

1. Exposure to language stimuli-visual, audio and digital-during enrichment activities outside classes, during weekly school assemblies, debates, spell-0-well competitions, oral presentations etc.
2. Allowing the use of mother tongue within the parameters during group work or discussions and special events such as Hindi Divas and International Mother Language Day etc.
3. PYP Students carry out surveys to complete their language profile in order to acknowledge and become increasingly aware of their cultural diversity. Events, such as the PYP Language week help draw attention towards the rich and diverse multilingual community that we are through a host of activities, in turn, allowing us to celebrate internationalism at the school. (I may need to reword this point!)
4. Exposure to listening exercises in language through guest speakers, especially the ILS (Leadership lecture series) who also bring in cultural elements into their presentations thus facilitating cultural awareness and enrichment.

### **School-supported self-taught language**

IB Diploma Programme School Supported Self-taught Literature is offered to diploma programme students. The two-year course focuses on literature and is only offered at a Standard Level. The course focuses on the development of literature skills in the student's mother tongue language. All assessments, both internal and external are completed in the target language and assessed externally. Students are eligible for

a bilingual diploma in this case. This programme is supported by external tutors. Parents are responsible for the payment to the external tutors. The school assists the students in the language and literary skills needed for the IBDP SSST programme and the Diploma Programme Coordinator provides the support to tutors to ensure that the curriculum delivered meets the standards of the school and IBO.

### **Resources for developing language skills**

The Library offers an accessible collection of literature, reference materials and other text-based resources in English, Hindi, Tamil and French, in digital and physical forms. The school currently has extensive library resources both digital and hard copy.

- The school media centre is resourced with fiction, non-fiction, multicultural books, world classics, autobiographies, and global issue and reference books, all of which are accessible to learners and teachers in order to promote international mindedness
- Actively seeking to add useful and relevant multilingual resources to the Library taking into consideration the recommendation of the whole school's community
- Resourcing students and enabling access to information through the teaching of information literacy (refer GIS Academic Honesty policy for more details)
- All teachers coordinate with the librarian when planning units to integrate research skills and information literacy through the use of language
- Ensuring a systematic broadening of resources and literary collections in languages other than the language of instruction
- Organizing book fairs for the school community providing books and resources that accommodates for all learners
- Inviting authors, speakers and parents to read and discuss stories to support the units of inquiry

- Providing teachers with different levelled books for each grade level to build their mini-library inside their classrooms
- Conducting library classes where students are introduced to the library system, the different genres of books available and the borrowing system for all grades starting from Grade 1 up to Grade 12

### **Implementation and Review of Policy**

The implementation of our language policy is the responsibility of the whole GISS community. The Principal, Vice Principal, Academic Supervisors, Coordinators, Head of Department for Languages, Librarian along with teachers have all worked on drawing the initial language policy, reviewed by the Principal. An annual review will be done with the whole school community and shared with the parents at the beginning of each scholastic year to further develop the policy, discuss future plans to introduce new languages and update the range of services offered.

### **Steering Committee**

The GISS Language policy steering committee comprises of the following members:

- Principals of GISS Smart Campus and GISS East Coast Campus
- Vice-Principals of GISS SMART Campus and GISS East Coast Campus
- Academic Supervisors of GISS SMART Campus
- All Curriculum Coordinators of GISS SMART Campus and GISS East Coast Campus
- Head of Department for various Languages of GISS SMART Campus and GISS East Coast Campus
- Librarians of GISS SMART Campus and GISS East Coast Campus
- Language teachers of GISS SMART Campus and GISS East Coast Campus

The members of the steering committee will ensure that the procedures needed to develop the language philosophy and policy of the school are in place and ensure that the process of compilation and review is collaborative and involving all, using a range of strategies.

At GISS, the language of the host country is promoted and encouraged. Administrators, teachers, librarians and other school staff who require professional development in the fields of language learning and teaching, and on how to make sure the language policy becomes a working document are given timely professional training. Parents are given clarity about the language policy during the admission process. The language policy incorporates the other language needs of the community and the legal requirements as a result of government legislation. The school's policies are kept informed to the whole school community.

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# Letter of Recommendation and Predicted Grade Policy

## Letter of Recommendation (LOR)

Letters written by teachers for college admissions are treated as confidential documents and will not be shared with students. Instead, the LORs will directly be sent to the universities as per the specific requirements.

This will ensure that the recommendations remain unbiased and authentic, serving the intended purpose in the admissions process.

Should a university ask students to upload the recommendation/testimonial themselves, while filling up the college application, students will need to get in touch with the school career counsellor to collect a document that explains the school policy, with the required contact details so that the mandatory field for uploading the application is not hindered. The school will ensure all students receive their LOR in time.

## GIS Policy on Predicted Grade for the CBSE

CBSE predicted score is a teacher's professional judgement of what a student is likely to achieve as a CBSE score in CBSE Grade XII Board examination.

### Predicted Grades Calculation:

#### For early applications in October :-

Predicted Score = 50% (CONSOLIDATED SEMESTER I + SEMESTER II of GRADE XI) + 50% (SEMESTER I of GRADE XII)

#### For applications after December :-

Predicted Score = 50% (CONSOLIDATED SEMESTER 1 + SEMESTER II of GRADE XI) + 10% (SEMESTER 1 of Grade XII) + 20% (PRE-BOARD 1 of GRADE XII) + 20% (PRE-BOARD 2 of GRADE XII)

## **GIIS Policy on Predicted Grade for the IB Diploma Programme**

An IB predicted grade is a teacher's professional judgment of what a student is likely to achieve as an IB score at the end of the two-year diploma programme. Universities in the UK, USA, and other countries require IB predicted grades for provisional admission.

### **GIIS Policy for IB Predicted Grades**

#### **1. Predicted Grades Calculation:**

- Predicted grades for university applications will be based on the IB Year 1 consolidated score and IB Year 2 consolidated score.
- Consolidated score in Year 1 is calculated as follows:
  - 5% (FA I) + 10% (CT I) + 5% (FA II) + 10% (CT II) + 20% (SEM-I) + 50% (SEM-II)
- Consolidated score in Year 2 is calculated as follows: ▪ 20% (IA) + 80% (SEM I)
- The average of Year 1 - Consolidated and Year 2 - Consolidated is mapped to the predicted board thresholds for that academic year. Predicted Grades are arrived at based on the board thresholds for the subject.

#### **2. Internal Assessment (IA) Marks Calculation:**

IA assessment will be based on IB assessment criteria

- - The first draft of the Internal Assessment (IA) will be corrected, and 20% of the IA marks will be included in Year 2 Consolidation for each subject.
- This approach provides a more holistic representation of students' abilities and aligns with IB expectations.

### **3. Performance Statement for Universities:**

- Along with the predicted grades, universities require a performance statement covering two years (Report Card).
- Failure in internal examinations or absenteeism is not well accepted by universities.

### **4. Teacher's Role in Prediction:**

- Predicted Grades are given by subject teachers based on: ■ Consistency in academics
- Timely submission of assignments
- Discipline and 85% attendance in class

### **5. Appeal Process:**

- Predicted grades are solely based on the professional judgment and discretion of subject teachers.
- Appeals on predicted grades will be reviewed by a committee headed by the Principal and attended by the Academic Supervisor, IB Coordinator, and Career Counsellor.

### **6. University Application Support:**

- Students must approach the Career Counsellor for transcripts and university application documents by prior appointment.
- The Predicted Grade transcript will be available to IB Year 2 students in the first week of October Predicted Grade will provide critical feedback and inspire students to continue working hard and engaging in meaningful learning experiences.
- Both universities and schools recognise that predictions are estimates and cannot be 100% reliable, though our experience shows a strong correlation between predictions and final outcomes.

**A variety of factors may impact a student's final grade from the IBO.** Many of these factors are beyond the control of GIS teaching staff, such as students' commitment, effort, and the subjective nature of external IB examiner assessments.

# Promotion Policy

## Scholastic Grades

### For Kindergarten to Class 5

Schools are not permitted to retain students in these classes according to CBSE/IB PYP stipulations. However, if a student is found struggling with the curriculum and consistently does not show any improvement at all, it is advisable to hold personal meetings with the parents to counsel them about their child.

The sole objective of the first counselling session, which should take place after the first semester, is to give the child an opportunity to work harder to perform better. After regular monitoring of the performance of such children, counselling should be repeated in February. In case the child scores below D in more than half of the subjects, it is indicative of the fact that the child will not be able to cope with the rigors of the next class. The parents are expected to make a written request to the school to retain the child in the existing class.

### For Classes 6 to 8

- Promotion is granted on the basis of the performance of the pupil during the entire session.
- Every student is required to get a qualifying grade D or above in all the subjects in the Scholastic Area.
- A student getting an E grade in scholastic areas in one or more subjects will have to improve his/her performance in one subsequent attempt to obtain qualifying Grade D in these subjects.
- 85% attendance (90% for Student Pass Holders) is imperative.

### **For Classes 9**

- Every student is required to get a qualifying grade D or above in all the subjects in the Scholastic Area.
- A student getting an E grade in scholastic areas in one or more subjects will have to improve his/her performance in one subsequent attempt to obtain qualifying Grade D in these subjects.
- 85% attendance (90% for Student Pass Holders) is imperative.

### **For Classes 6 to 8 CLSP**

- Promotion is granted on the basis of the performance of the pupil during the entire session.
- Every student is required to get 40% or above in all the subjects.
- A student getting below 40% in one or more subjects will have to improve his/her performance in one subsequent attempt to obtain above 40% in these subjects.
- 85% attendance (90% for Student Pass Holders) is imperative.

### **For IGCSE 9**

- Promotion is granted on the basis of the performance of the pupil during the entire session.
- 85% attendance is imperative and the pupil must be present for all exams, otherwise s/he will not be eligible for any award.
- A student must secure 40% in all the subjects in both the semesters for fulfilling the pass criteria.
- In case the pupil has secured 35% in one subject and secured at least 40% in all the other subjects and has achieved a consolidated aggregate of at least 40 %, s/he may be considered for promotion to the next class in the 'weak pass' category.

- Conditional promotion may be granted to a pupil whose score in any two subjects is 35% but has achieved a consolidated aggregate of 40%. However, s/he has to appear for and pass the Re-tests to be eligible for promotion to the next class.

**Criteria for Fast Track Mathematics w/o coursework** – Students opting for additional Mathematics must score an aggregate of 85% or more in Semester II and 88% and above in Mathematics in Semester II In class 8.

### **For IB Year 1**

Promotion to IB Year 2 is subject to:

- Achieving a total of 24 points (with at least 4, 4, 4 in HL subjects and 4, 4, 4 in SL subjects) as the final consolidated grade in IB Year 1.
- Completion of at least two-thirds of CAS requirements.
- Completion of 60% of required number of laboratory reports, commentaries and other assignments as specified by the subject teacher.
- Selection of Extended Essay subject and topic and submission of first draft of EE.
- 85%Attendance. If the student does not meet this requirement, the decision to promote the student will be at the discretion of the school based on the reason for absence.

If the student fails to meet the above requirements, at the discretion of the Principal, the student will be retained in IBY1 for one more year or be registered as a certificate candidate for the IB board exam.

### **For CBSE Class 11**

- The qualifying marks in each subject shall be 40% marks in theory cumulative total and 40% in practical/project work INDIVIDUALLY for all the subjects wherein theory Cumulative total is computed as follows:

#### 1. TERM 1

CT1: 5% weightage

CT2: 5% weightage

Sem 1: 30% weightage

Total TERM 1: 40% weightage

#### 2. TERM 2

CT3: 10% weightage

Sem 2: 50% weightage

Total TERM 2: 60% weightage

- In order to be declared as having passed the examination, students should obtain at least 40 % marks in all the five subjects of the examination
- Students failing in one of the five subjects shall be allowed to write the Improvement Test in that subject to get the qualifying marks to be promoted to the next class.
- After Improvement: If the student fails to obtain a minimum 40% in the Improvement Test , he/she will be declared detained
- Students obtaining less than 40% as per the pass criteria in more than one subject do not qualify for retest and shall be detained.
- The decision of the school regarding promotion is final and binding on the parents/ guardians.

#### **For Class 10 and 12**

Board promotion criteria applicable.

Co-Scholastic Grades: The grades obtained in different co-scholastics will be converted into grade points by using a conversion scale.

# Student Suspension and Expulsion Policy

## What is suspension?

Suspension is the temporary removal of a child from school for violation of school policies and or school rules. It is a warning sign of unacceptable behaviour that needs to be addressed immediately. School suspension must be taken seriously and here's what parents and students need to know:

Suspension is a serious disciplinary action in which a student is removed from the regular classroom for a day or longer. Only the Principal has the authority to suspend a student. When an incident report is raised by a teacher/ staff to the Discipline Committee, it is brought to the notice of the Principal.

## Reasons for suspension

The reasons include (but not limited to) the following acts by a student whether during the school hours or after and whether inside the school premises or outside. Please note that any breach listed in the 'GIS Code of Conduct' may also be deemed as a reason for suspension: (Please refer to the GIS Code of Conduct).

1. Physical assault on peers, teachers, staff.
2. Possession of weapons, drugs, alcohol, cigarettes and/or any articles prohibited by the school or law.
3. Smoking, Use of drugs or alcohol.
4. Vandalism including graffiti.
5. Public display of affection in school campus or when in school uniform.
6. Theft.
7. Defiance or disregard to teachers.

8. Threats and/or use of words like kill, bomb and others that connote a threat.
9. Use of abusive language.
10. Sexual harassment.
11. Cyber-crime like hacking or misuse of social media websites.
12. Rioting.
13. Misbehaviour.
14. Bullying
15. Ragging.
16. Harassments of all sorts.
17. Breach of School's Code of Conduct and/or guidelines for students issued by the school from time-to-time.
18. The student or his/her parent is convicted for an offence involving honour, honesty or public morals and order.
19. Discouraging the public in seeking admissions or encouraging them in withdrawing admissions from the school.
20. Defaming the school or its teachers or management in public or carrying out unlawful activity against the school or its teachers or disclosing incorrect information about the school so as to bring ill-repute to the school or its teachers or its present employees or the institution as a whole.
21. The student or parent is discovered to have misled or cheated the school by way of submitting false or fake documents/certificates or made incorrect statements to the school.
22. Passing anti-national remarks or participating in any anti-national activities or involved in any unlawful activity.
23. Any other act or behaviour of a student and/or his/her parent which in the opinion of the Principal is likely to have an adverse effect on the reputation

and/or goodwill of the School or the School Management.

## **Types of suspension**

### **In-school Suspension (ISS)**

ISS is usually for less serious acts. The decision taken is based on the nature, frequency of occurrence and severity of the act. Students serve the suspension in a special classroom, supervised by school staff. They are denied participation in school activities. The school will provide the student with suitable work to do which will be marked by a teacher. In-school suspension is recorded (ISS-R) in the student's data file in the case of students from Class 6 to 12 and is not recorded (ISS-N) in the case of primary students. Out-of-school Suspension (OSS). A student is not allowed on the campus during the suspension with the only exception of scheduled meetings with school officials. Suspension is for a given period of time. Out-of-school suspension can lead to expulsion depending on the severity of the act and/or at the discretion of the Principal.

1. Procedure for OSS: Once an incident report is considered for out-of-school suspension the following steps are taken:
2. Case of indiscipline reported to the Discipline Committee.
3. The Principal calls for a meeting with the Discipline Committee.
4. Issue of letter of suspension. The letter of suspension from the Principal's desk will clearly state the period and the reason for the suspension.
5. Conference with the parent(s).
6. Parents to be provided with first-hand accounts of the student's violation of the code of conduct, reasons for suspension, details of the incident including statements made by school staff, the expected duration of the suspension and recommendations for helping the student.

7. The school counsellor is to be present in the meeting.
8. The concerned student is to be present at the meeting.
9. An opportunity to the student concerned to be provided for a hearing attended by the Principal and members of the Discipline Committee.
10. An initial suspension may be for a period up to five days. With the approval of the Country Director and the Management of the School, the Principal may extend the suspension at his/ her discretion.

## **Expulsion from School Policy**

### **What is expulsion?**

Expulsion is permanent removal of a student from school for violation of school policies and or code of conduct. Expulsion generally follows, but is not limited to, an out-of-school suspension. The school expels a student as a last resort after trying to improve the student's behaviour through other means. However, notwithstanding the aforesaid, the school may in case of exceptional circumstances decide/ take action to expel a pupil for a 'one-off' act.

The decision to expel a student can only be taken by the Principal in consultation with the Discipline Committee and with the approval of the Country Director and/or the Management of the School.

### **Why expulsion?**

Expulsion may be (but not necessarily) a last resort in case of serious act and/or a consequence of (but not limited to) the following acts by a student whether during school hours or after and whether inside the school premises or outside:

1. Suspension
2. Breach of GISS Code of Conduct (Please refer to the GISS Code of Conduct).
3. Carrying weapons or firearms to school.
4. Making a bomb threat to school, peers, teachers or community or nation.
5. Deathly physical assaults.
6. Use of abusive language, sexual harassment.
7. Passing anti-national remarks or participating in any anti-national activities or involved in any unlawful activity.
8. Possession of drugs or drug trafficking.
9. Any of the acts mentioned in Clause 2 above (Reasons of Suspension) if in the opinion of the Principal or the Discipline Committee, expulsion is the appropriate action in such a case.
10. Any other act or behaviour which in the opinion of the Principal and/or the Discipline Committee is of a serious nature.

### **Procedure for expulsion**

1. Case of indiscipline reported to discipline committee.
2. The Principal calls for a meeting with the Discipline Committee.
3. Approval of decision by Country Director and/or the School Management.
4. An expulsion letter is issued. The expulsion letter from the Principal's desk will clearly state the reasons for the expulsion.
5. Conference with the parent(s).
6. Parents to be provided with first-hand accounts of the student's violation of the code of conduct, details of the incident including statements made by school staff.
7. The school counsellor is to be present in the meeting.
8. The concerned student is to be present at the meeting.

9. The principal provides the student and the parent/ guardian an opportunity to appear in person before the Board to challenge the reasons for the intended expulsion. The Board shall take the final decision regarding the expulsion of the student after hearing the contentions (if any) put forth by the latter or his/ her parent/ guardian.
10. A written record of the meeting is maintained and the student's future education is a part of the discussion.
11. Once expelled from school the student is not permitted to enter school property, participate in extracurricular activities, or attend school-sponsored events.

## Shadow Support in School

Shadow support at GIS is offered by external agency service providers hired by parents. However, the below-mentioned protocol must be followed at all times.

1. The appointment of shadow support for students will be based on evaluation and recommendation by school counsellor and also the availability of classroom spaces to accommodate shadow support. A classroom cannot have more than 1 shadow support personal at a specific time.
2. As a prerequisite to shadow support coming in, the school needs to be provided with the CV of the shadow supporter, including details of agency and qualification acquired to perform the role of a shadow support.
3. Only one person can be assigned to work with the child during the support period.
4. A change in shadow support personnel or absence for any period of time must be communicated to the school by the agency/case manager in advance.
5. Therapy sessions or therapists will be allowed to work with the child in a classroom setting only after the role and mode of therapy has been explained to the school and permission granted.
6. Each month, the agency must provide the school with a detailed report on the current focus area, progress, and outcomes of the support in place. (Preferably before the 25th of each month.)
7. Weaning off processes is done strictly after an evaluation meeting with the school counsellor, the parent, and the agency.
8. The shadow support may collaborate and work with the class teacher, but any formal communications or decisions from the shadow agency need to be

communicated to the school counsellor/coordinators of the respective sessions.

9. The shadow support shall not engage in activities to manage/engage other students or lessons that may be required in the classroom.
10. Any form of media recording of any activities in the classroom/ school that involves other students is strictly prohibited.
11. The shadow support may record their student's performance for evaluation purposes, but it must be kept confidential.
12. The shadow support should check in with teachers to be prepared for the daily expectations and requirements.
13. They should become familiar with the classroom routines and reinforce them for their students when necessary.
14. They should become familiar with school rules regarding behaviour and reinforce them when necessary.
15. They should accompany the student as needed on school related activities and field trips. Any cost involved should be borne by the parent. ( Entry fee for attraction/ venues).
16. Periodical evaluation meetings to discuss IEP with all stakeholders is strongly recommended to ensure better collaboration and effective student support.
17. Even though shadow support is a private service initiated by the parents to support their child in school due to physical/behavioural/academic challenges to function effectively in the school setting, the school has the right to voice its opinion to the agency and to parents when there is a lack of professionalism or a low standard of service.

# Vandalism

Any act involving wilful, deliberate or malicious damage, destruction and demolition in any manner to any property associated with the school, which includes tangible, intangible, intellectual property and any property of students, school teachers, staff members and anybody concerned with the school is termed as vandalism. Specific examples include glass breakage, any kind of destruction to the school buildings and grounds, destruction to property like chairs and desks, garbage bins, electrical and electronic equipment, plants, windows, etc. It also involves graffiti on walls, chairs and/or tables, windows etc. Vandalism is strictly against the school rules and regulations and the applicable Government laws.

## **Responsibility of the student**

Students shall at all times, refrain from indulging in destruction of personal, school and other people's property. Any act of vandalism observed and/or noticed by a student must be immediately reported to school authorities.

## **Management**

The teacher will educate students about taking care of their own and school property. The teacher will assign responsibilities to students to care for the property and build a reward system to strengthen positive behaviour. The teacher will conduct a full investigation in case of any damage, loss and act of vandalism. When a student is found guilty of committing vandalism, corrective action will be taken against the student. Depending upon the severity of vandalism and frequency of the violation, and at the discretion of the Principal in consultation with the Country Director and/ or School management, the case of vandalism may be handed over to the police.

## **Corrective Measures**

The following one or more corrective measures will be taken to reinforce positive behaviour. The student will be asked to complete the Student Incident Slip, at the discretion of the Coordinator/ Vice-Principal.

**For Primary Students: (Classes 1-5)**

- The student will receive formal counselling.
- Certain privileges or responsibilities will be temporarily suspended.
- The student will be fined for an amount more than the cost of repair or replacement of the property damaged.

**For Secondary Students: (Classes 6-12)**

- First-time violation will lead to imposition of a fine amounting to more than the cost of repair or replacement of the property damaged. In addition a warning will be issued. The warning will be recorded in the Class Teacher's file.
- Second time violation will lead to imposition of a fine amounting to more than the cost of repair or replacement of the property damaged. In addition, a two-day in-school suspension will be enforced. A notification will be sent to the parent. This will be recorded in the Class Teacher's file.
- Third-time violation will lead to imposition of a fine amounting to more than the cost of repair or replacement of the property damaged. An out-of-school suspension will be enforced. This will be recorded in the Class Teacher's file.
- If the student's unacceptable behaviour continues, action will be taken by the Discipline Committee, in consultation with the Principal, which could also lead to expulsion from school.
- The School reserves the right to take any action under the Suspension and Expulsion Policy, in case a student is found to be in violation of this Policy.

**Academic Honesty****Responsibility of the student**

Students are expected to approach their academic programme with honesty and sincerity and follow the rules and regulations. Students must not indulge in plagiarism. Students must follow the guidelines shared by the school on use of

Generative AI tools in their assessed coursework or internal assessment components. We believe that generative AI programs of various kinds have the potential to provide a valuable resource for students, as shared by our curriculum partners- CBSE/Cambridge/IB . These tools can support the learning process as students research, design and plan internal assessment work and collaborative projects. However, the inappropriate use of generative AI to create or enhance student work, without acknowledgement or appropriate referencing, risks the work being categorised as plagiarised and a breach of academic honesty.

### **Management**

- A talk in assembly on moral values and educating students on the consequences of cheating during the examination.
- A physical check will be conducted on the students.
- The student will be asked to keep their mobile phones (if they carry any with prior permission) on teachers table during the examination.
- Student will not be permitted to visit the toilet (Unless the invigilator feels it is unavoidable)
- Surprise check will be conducted by a team of exam supervisors i.e. member of the examination committee, Coordinator, Vice Principal or Principal.
- Orientations sessions on the ethical use of AI, emphasising the school's policy on the importance of maintaining academic integrity.

### **Corrective measure**

#### **For Primary Students: (Classes 1-5)**

- The student will receive formal counselling.
- Certain privileges or responsibilities will be temporarily suspended.
- Parents will be notified and called for a meeting with the Level Coordinator.

#### **For Secondary Students: (Classes 6-12)**

- First violation: A written warning will be given to the student concerned and 10% marks will be deducted from the marks obtained in the subject being examined. Parents will be notified. The warning letter will be recorded in the Class Teacher's file.
- Second violation: The student will not be allowed to continue writing the exam. The student will be awarded a zero. Parents will be notified.
- If the problem persists, the student will be suspended/expelled at the discretion of the Discipline Committee in consultation with the Principal.

## **Sports Equipment**

### **Responsibility of the student**

Students must avoid misuse, damage or defacement of any sports equipment. Management There would be a sign-in policy followed where students must fill in the issue and return register.

### **Corrective measure**

Failure to return the equipment would result in a fine for an amount more than the cost of purchase or replacement of the equipment.

## **Possession of Non-Permissible Articles**

### **Responsibility of the student**

Students are expected to adhere to the following rules:

- Only personalised equipment used for CCA and ECA is allowed to be brought to school. These should be kept under lock and key (student lockers) and will be the student's responsibility.
- In case of special requests from parents, students will be allowed to bring a hand phone. However, they will be required to deposit the hand phones with the class teachers during the day. They should collect the device from the class teacher during dispersal time.

- Phones must be switched off and must not be used at any time or any place in the school. (Refer to the Hand phone policy).

### **Management**

- The teacher will clearly state the equipment permitted in the school.
- The teacher will regularly remind the students about safe-keeping of the personal equipment.
- The class teacher/coordinator will check for any equipment that is not permitted to school.

### **Corrective Measure**

#### **For Nursery and Kindergarten students:**

- The equipment will be confiscated and parents will be notified.
- The equipment will be returned only to the parent/ guardian.

#### **For Primary Students: (Classes 1-5)**

- The equipment will be confiscated and parents will be notified.
- The equipment will be returned only to the parent/ guardian.

#### **For Secondary Students: (Classes 6-12)**

- The equipment will be confiscated and parents will be notified and the equipment will be returned only to the parent/ guardian.
- Repeat of violation after parental notifications will result in confiscation on a non-returnable basis.

### **Theft**

#### **Responsibility of the student**

Students are expected not to indulge in any incident related to theft which is unacceptable to the school as is also against the laws stated by the MOE, Singapore.

### **Management**

- A talk in assembly/class on moral values.
- Reward system to encourage honesty.

### **Corrective Measure**

#### **For Nursery and Kindergarten Students:**

- The student will receive formal counselling. A notification will be sent to parents.

#### **For Primary Students: (Classes 1-5)**

- The student will receive formal counselling. A notification will be sent to parents.
- Certain privileges or responsibilities will be temporarily suspended.

#### **For Secondary Students: (Classes 6-12)**

- The student will receive formal counselling, notification will be sent to parents. A warning letter will be issued and certain privileges or responsibilities will be temporarily suspended.
- If the problem persists, the student will be suspended/expelled at the discretion of the Discipline Committee in consultation with the Principal. (Refer to school's Suspension & Expulsion rules).

### **General Rules in the Canteen, Auditorium, AV Room, ECA & CCA**

#### **Responsibility of the student**

Students are expected to maintain decorum at all times in the school.

## **Management**

- Teachers will familiarise the students with the do's and don'ts of each activity (given in students' school diary).
- Teachers will be present at the activity area at all times.
- Teachers will communicate the expectations of the guests and external trainers in terms of behaviour, performance and any other rules to the students.

## **Corrective Measure**

### **For Nursery and Kindergarten Students:**

- The student will receive formal counselling. A notification will be sent to parents.

### **For Primary Students: (Classes 1-5)**

- The student will receive formal counselling. A notification will be sent to parents.
- Certain privileges or responsibilities will be temporarily suspended.

### **For Secondary Students: (Classes 6-12)**

- The student will receive formal counselling the first time.
- The second time, notification will be sent to parents. A warning letter will be issued and certain privileges or responsibilities will be temporarily suspended.
- If the problem persists, the student will be suspended/expelled at the discretion of the Discipline Committee in consultation with the Principal. (Refer to school's Suspension & Expulsion rules).

## **Serious Violations**

Students are expected to comply with the school rules and Singapore laws at all times. The school will familiarise the students with the school rules and the Singapore laws. Serious violations will be referred to the principal or his/her designee. The School is obliged to report any such offences to the authorities that at the simplest level may jeopardise the entire family's permit to reside in Singapore. (Refer to school's Suspension & Expulsion rules).

### **Responsibility of the student**

- A network is provided for the students to facilitate sharing, innovation and communication. All facilities must be regarded as privileges, which may be withdrawn at any time.
- Guidelines for appropriate use of computers and computer facilities (Please refer to the Social Media and School Network Policy also).
- Students are not to play games across the school network.
- Students are not permitted to use, possess, download or search for any programme that is designed to reduce or bypass network security.
- Students must not store, transmit or airdrop inappropriate links and copyrighted material on the school network.
- Students are not to adjust any computer hardware.
- Students are not permitted to add or delete software or change the settings on any computer.
- The Internet is provided to assist student's education and is used with permission.
- Students will not look for distasteful images or bad language whilst online and will report any sites containing this if they come across them accidentally.
- Students must understand that they can only access sites relevant to educational work in school and they are not permitted to access social networking sites or visit sites not related to his/her curriculum.
- Students must not attempt to deliberately hack into the School network.

- Any electronic communication sent or received via School network can be monitored at any time without warning.

## **Management**

The school will familiarise the students with the school rules and acceptable use policy. Any behaviour that interferes with the primary objectives will be considered as infringement of the school policy.

## **Corrective Measure**

### **For Primary Students: (Classes 1-5)**

- The student will receive formal counselling.
- Certain privileges or responsibilities will be temporarily suspended
- Parents will be notified. A warning card will be issued
- Action will be taken at the discretion of Level Coordinators and finally Principal/ Vice Principal depending upon the severity of the offence.

### **For Secondary Students: (Classes 6-12)**

- More than one corrective measure may apply for any breach of the school laws depending upon the severity of the breach. Repeated violations will be dealt with more harshly than a first time violation.
- The student will receive formal counselling for the first time.
- The second time, notification will be sent to parents. A warning letter will be issued and certain privileges or responsibilities will be temporarily suspended.
- If the problem persists, the student will be suspended/expelled at the discretion of the school Principal.
- Discipline Committee in consultation with the Principal. (Refer to school's Suspension & Expulsion rules).

## **Other Discipline Issues**

## **Responsibility of the student**

Students are expected to comply with the school rules at all times in the school.

Students must refrain from:

- Going to unauthorised areas.
- Missing class(s)
- Indulge in frequent absenteeism from Classes.
- Being present in school beyond school hours without teacher's permission/supervision.

## **Corrective measures**

### **For Primary Students: (Classes 1-5)**

- The student will receive formal counselling. Parents will be notified

### **For Secondary Students: (Classes 6-12)**

- The student will be given a verbal warning the first time.
- The second time the student will receive formal counselling and parents will be notified and or called for a meeting.
- The third time a warning letter will be sent to the parent/s by the Subject teacher/Level Coordinator/Vice Principal. The warning letter will be recorded in the Class Teacher's file.
- If a problem persists, action will be taken at the discretion of the Discipline Committee in consultation with the Principal.

## **Part B**

### **Unacceptable Behaviour**

At any time, no student (or parent of a student, where applicable) of GIS shall indulge in any of the following activities:

- Physical or verbal assault on a fellow student or teacher or any member of the staff;

- Use of abusive language, quarrelsome and riotous behaviour;
- Acting in a manner that is or may be detrimental to the reputation, dignity, interest, or welfare of the School;
- Contravention of the rules, policies, guidelines, codes of conduct, or procedures as may from time to time be prescribed by the School;
- An offence involving or resulting in criminal activity.
- Theft, fraud or misapplication in connection with School funds or property of any kind;
- Mutilation/destruction of school records and property; or the property of another student, or employee of the school;
- Falsification or misuse of School documents or records, including (without prejudice to the generality of the foregoing) certificates in connection with degrees and other academic distinctions;
- Fraud, dishonesty, any act of bad faith, or impersonation of others, within or outside the School, in connection with the student's academic attainments or financial awards, the student's admission to the School, or otherwise in connection with the School;
- Contravention of conditions stipulated or undertakings made by the student in connection with admission to the School;
- Disrespectful behaviour, rumour mongering, character assassination, defamation of, assault or battery against any employee or student of the School;
- Sexual, racial, or any other kind of harassment of any employee or student of the School;
- Maliciously and without reasonable cause, laying a complaint against any employee or student of the School;
- Ragging, which term shall, without prejudice to the generality of the term, include conduct intended:

- To humiliate another student or hold such other student up to ridicule; or
- 14.2.To interfere with another student’s peaceable enjoyment of his/her privileges, benefits, rights or facilities;
- Bullying: “Bullying” means repeated behaviour by an individual student, an individual student within a group of students, or group of students that is intended to cause the victim(s) to feel frightened, threatened, intimidated, humiliated, disgraced, ostracised, or physically abused. Bullying implies an imbalance in power or strength in which the student being bullied has difficulty defending him or herself. Bullying can take many forms, including physical, verbal, social/ relational and/or cyber bullying;
- Plagiarism, giving or receiving unauthorised assistance in academic work, or other forms of academic dishonesty;
- Indulging in or encouraging any form of malpractice connected with examination or other school activities;
- Disruption or improper interference with:
  - The academic activities or administration of the School; or
  - The performance of duties by any employee of the School; indulging in any sort of agitation to coerce or embarrass the school authorities;
- Failure to comply with any disciplinary sanction or other requirement imposed on such student;
- Habitual late coming and frequent absenteeism;
- Insubordination and defiance of lawful order;
- Telling lies about students, teachers, parents or about any matters pertaining to the school;
- Possession and/or use of liquor or narcotics or cigarettes on the school premises;
- Possession and/or use in school premises of weapons, explosives, and other objectionable materials;

- Divulging confidential matters relating to school;
- Propagating or indulging in communal or sectarian activity;
- Discourages the public in seeking admissions or encouraging them in withdrawing admissions from the school or any other school being run by the management;
- Is discovered to have misled or cheated the school, by way of submitting false or fake documents/certificates or intentionally makes misleading statements to the school;
- Defames the school or the school management or the persons associated with the school in public or discloses incorrect information about the school so as to bring ill repute to the school or its management committee or its present Employees or the institution as a whole;
- Adding or attempting to add harmful foreign substances to food or beverages, including spitting into food or beverages or spitting on food trays;
- Entering GIS property when previously prohibited or remaining on school grounds after receiving a request to depart will be considered as a violation of school's code of conduct;
- Falsifying signatures or data on official records. Refusal to give correct identification or giving false identification when requested to do so by a staff member;
- Unauthorised distribution of literature on or near school property of inflammatory, libellous or slanderous material;
- Leaving school buildings or grounds during school hours without proper clearance; 35. Running and/ or making excessive noise in the hall or building, Loitering, or occupying an unauthorised area in the school or on the school ground;
- Students must not store, transmit or airdrop inappropriate links and copyrighted material on the school network.

- Conviction by a court of law for criminal penalty.

Any student found to be in the possession of, taking or using any narcotics, e-cigarettes, inhalants, stimulants, barbiturates, suppressants, hallucinogenic drugs, or marijuana and or alcohol is subject to suspension/expulsion from school.

As part of the guidelines on substance abuse, the school can conduct a random bag, locker or body checks for any of the banned substances or investigate based on complaint or rumour of misconduct.

All reasonable care will be taken to protect the student's legal rights and to ensure that his/her parents/legal/ local guardians are informed as soon as reasonably practicable after it becomes clear that the student may face formal disciplinary action, and also to make arrangements for the student to be accompanied and assisted by a parent, legal or local guardian.

Refusal of the student to permit a check by designated personnel appointed by the Principal, will be construed as an indication that the student is in possession or has used the banned Substance.

Breach of any of the above Unacceptable Behaviour by a student may lead to exercise of discipline powers by the School under the Suspension and Expulsion Policy.

# Withdrawal Policy

GIIS uses the following definitions:

1. Withdrawal - this means that the student contract is terminated and the student is no longer a student of the GIIS.
2. Transfer - this means that a student changes the course of study but remains as a student of GIIS. For an approved change of course request, the original student contract must be terminated and a new contract must be signed. There is no requirement to execute a new Student Contract for change of campuses.
3. Deferment - this means the student applies for long leave and does not attend class within the leave period.

## Withdrawal Policy

GIIS's withdrawal policy covers the following areas:

1. Circumstances of Withdrawal due to non-delivery of the course;
2. Withdrawal due to other reasons;
3. Withdrawal during Cooling off Period;
4. Withdrawal Conditions;
5. Withdrawal Timelines; Withdrawal due to Non-delivery of the Course

GIIS will notify the Student within three (3) working days upon the knowledge of any of the following:

1. It does not commence the Course on the Course Commencement Date;
2. It terminates the Course prior to the Course Commencement Date;

3. It does not complete the Course by the Course Completion Date;
4. It terminates the Course, for any reason, prior to Course Completion Date;
5. It is of the view that the Student is not suitable for admission into GISS;
6. The Student's Pass application is rejected by Immigration and Checkpoints Authority (ICA);
7. The Student fails to obtain any approvals from any other governmental organizations including but not limited to the Ministry of Education (MOE), thus rendering the Student unable to attend GISS or unable to continue to attend GISS; or.
8. The Student is expelled from GISS for a serious breach of any of GISS' rules or regulations GISS shall, within seven (7) working days of notifying the Student in writing of the above circumstances, provide the Student with information and details of the alternative confirmed course arrangement, or, any other arrangements to the best of GISS' ability that will allow the Student to make a timely and appropriate decision on the alternative arrangements.

#### Withdrawal due to Other Reasons

If the Student withdraws from the Course for any reason other than those stated in "Withdrawal Due to Non Delivery of the Course" section above, the School will, within two (2) working days of receiving the Student's written notice of withdrawal, acknowledge and inform the Parents on exit interview and subsequently accept/reject the withdrawal.

#### Withdrawal during Cooling-off Period

GISS will provide the Student with a cooling-off period of seven (7) working days after the date that the Contract has been signed by both parties. If the Student

submits a written notice of withdrawal to the School within the cooling-off period, GISS will acknowledge withdrawal application, inform parents and obtain feedback during exit interviews.

### Withdrawal Conditions

GIIS will process withdrawal request if the following conditions are compiled:

1. Withdrawal needs to be applied online in the GISS portal viz., myGIIS/SmartLearn with all the particulars. Any other form of request is not acceptable;
2. Provides sufficient notice of four (4) months to GISS; 3. Exit Interview is completed;
3. No pending dues from the Student; 5. Student Contract is terminated;

### Timelines for Completing Withdrawal

Parents submit online withdrawal applications. GISS will acknowledge withdrawal applications within two (2) working days and inform the Parent on exit interviews. The date of exit interview may be changed according to the convenience of both the Parents and Principals of GISS campus. However, an exit interview cannot be conducted after the withdrawal effective date.

Student contract is deemed to be terminated within two (2) working days from the withdrawal effective date, even if it is not cancelled by the Parent or Admissions Team. Withdrawal effective date is the last attendance date of the Student. The withdrawal process will be completed and relevant documents will be kept ready for submission to the parent within seven (7) working days.

## **Transfer Policy**

GIIS's transfer policy covers the following areas:

1. Change of Course within the same campus;
2. Change of campus within GIIS;
3. Transfer Conditions;
4. Transfer Timelines;

### Change of Course Within Same Campus

GIIS will allow students to transfer from one course to another within GIIS for all classes with the exception of-

1. Between Grades 9 & 10 ( IGCSE & CBSE)
2. Between Grades 11 & 12 (IBDP & CBSE)

### Change of Course Within GIIS

GIIS will allow students to transfer from one campus to another campus on the following basis:

1. Parents approach principal of the originating campus with transfer request and attends the exit interview;
2. Principal of the originating campus consults with the Principal of the campus where students wanted to transfer with respect to criteria and vacancies;
3. The transfer is accepted only when both the principals approve transfer.

In the event of change in campus with no change in the course, only the student profile would be changed in the GIIS portal viz., myGIIS/SmartLearn. There is no requirement to execute a new Student Contract for change of campuses.

### Transfer Conditions

GIS will process transfer request if the following conditions are compiled:

1. Transfer needs to be applied online in the GIS portal viz., myGIS/SmartLearn with all the particulars. Any other form of request is not acceptable;
2. Provides sufficient notice of one (1) month to GIS;
3. No pending dues from the Student;

### Timelines for Completing Transfer

Parents submit online withdrawal applications. GIS will acknowledge the application for transfer within two (2) working days and inform the Parent to meet the Principals. The date of meeting may be changed according to the convenience of both the Parents and Principals of GIS campus. Decision on transfer to be made within three (3) weeks of transfer request. Student Profile in myGIS/SmartLearn will be changed and communicated to the Parent within three (3) working days.

### General Guidelines on Transfers and Withdrawals

The following are guidelines to be observed:

1. The admission team will inform the Parent on implications of Student Pass if the student withdraws from the school.
2. The admission team will manage and coordinate with relevant government authority for issue or cancellation of Student Pass. All applicable regulations concerning student pass need to be complied by the Admission team.

3. The admission team will handle all communications to Parents mentioned in this policy for withdrawal due to non-delivery of the course or for any other reasons, except for issue of Transfer Certificate (TC).
4. The Notice period of withdrawal will not be relaxed except under the following circumstances:
  - Student moving out of Singapore due to medical treatment of himself or the Parent;
  - Parent loses the Job and hence need to relocate outside Singapore
  - Student transferred out of School due to behavioural issues;
5. Parents need to pay a shortfall, if any, in the notice period for withdrawal. However, the Parent need not pay for the shortfall in the withdrawal notice period, under the circumstances mentioned in (d) above.
6. All the documents including transfer certificate (TC) will be issued only when the parent pays all their pending dues. The issuance of TC will be handled by Finance.
7. Parents can also approach the Admission team for transfer of course. The Admission team will coordinate with the principals and communicate the decision to the Parent.
8. If the withdrawal or transfer is not completed within the specified timeline, Parents can escalate it to the Finance Controller. If it is still not completed in four (4) working days, Parent can escalate it to Director Business and Strategy.

#### Deferment Policy (Long Leave Policy)

GIIS allows students to apply for long leave. For example, a child and their parents may have to go back to their home country for an extended period of time. The student does not pay fees during this long leave period. There is no make-up of the lessons missed.

### Withdrawal Procedure

The process for withdrawal (from withdrawal application till issue of TC) is described below:

1. Parents apply online for withdrawal from the school portal.
2. Withdrawal is accepted by Admission and forwarded to the Principal for exit interview.
3. The principal conducts an exit interview. The parent may choose to cancel the withdrawal of their child. In such cases, the application for withdrawal is cancelled by Admissions based on the feedback of exit interview.
4. During the exit interview, the Parent may persist with the withdrawal of their child. The application is approved by the Principal and forwarded to Finance for further process. Students are marked in the Z Section.
5. If the parent extends the withdrawal date, billing, if any, is done for an extended period. Finance checks for pending fee dues and informs parents to pay. Once the Parent pays, the approved withdrawal application is forwarded to the Manager – F&A.
6. Manager – F&A checks and gives final clearance for Withdrawal. TC is issued on or after the Last Attendance date. FPS insurance is cancelled by Finance.
7. Student Contract is cancelled by Admission and Student is de-registered in myGIIS/SmartLearn system. Student Pass, if any, is cancelled by the Admission team.

### Transfer Procedure

The following are the type of transfers requested by Students:

1. Change of Course within the same campus;
2. Change of campus within GIIS;
3. Change of Course as well as Campus;

### Change of Course Within the Same Campus

The process of transfer within the same campus is described below:

1. The parent applies online for transfer of course.
2. Application for transfer is acknowledged by the Admission team.
3. The principal gets the request and approves the transfer if the academic criteria is met.
4. The parent pays outstanding fees, if any.
5. The Admission Team terminates the Contract between GHS and the Parent.
6. The parent executes a new contract for the new course.
7. The section is Allocated by the Admission team and informed to the Parents.
8. Billing is done by F&A and FPS Insurance is purchased, if required.
9. Fees are collected from the Parent.

### Procedure for Change of Campus Within GHS

The process for change of campus within GHS is described below:

1. Parents apply online for campus transfer.
2. Application for transfer is acknowledged by the Admission team.
3. The principal of the originating campus gets the request and approves the transfer after discussing with the Principal of the campus where the transfer is requested. The transfer depends on vacancy.
4. Parents pay outstanding fees in the originating campus, if any.
5. is Allocated by the Admission team and informed to the Parent.

### Procedure for Change of Course as well as Campus

The process for change of course as well as campus is similar to the process mentioned in "Change of Course Within the Same Campus" The only difference is

the confirmation required from the Principal of the campus where transfer is requested. This confirmation is based on academic criteria and vacancies.

#### Deferment Procedure

The student/ parent submits an application for long-leave to the Campus Principal, giving the reasons for the request. The Campus Principal studies and processes the request, obtains the approval of Associate Director Academic Quality Assurance for the arrangement, and gives a reply to the parent.

## **Refund Policy**

The criteria for refunds are mentioned in the Student Contract executed by the Parent with GISS.

The refund policy covers the following areas:

- Withdrawal due to Non Delivery of the Course;
- Withdrawal due to other reasons;
- Withdrawal during Cooling off Period;
- Category of Fees refunded
- Non-refundable fees;
- Refund Amount/ Percentages;
- Refund Conditions;
- Timelines for refund; and
- Refund on humanitarian grounds

Refund applies only when the Parent pays the fees and subsequently withdraws their child from the school.

### **Refund for Withdrawal due to Non-Delivery of Course**

GIIS will notify the Student within three (3) working days upon the knowledge of any of the following:

- It does not commence the Course on the Course Commencement Date;
- It terminates the Course prior to the Course Commencement Date;
- It does not complete the Course by the Course Completion Date;
- It terminates the Course, for any reason, prior to Course Completion Date;
- It is of the view that the Student is not suitable for admission into GISS;
- The Student's Pass application is rejected by Immigration and Checkpoints Authority (ICA);

- The Student fails to obtain any approvals from any other governmental organizations including but not limited to the Ministry of Education (MOE), thus rendering the Student being unable to attend GISS or unable to continue to attend GISS; or
- The Student is expelled from GISS for a serious breach of any of GISS' rules or regulations;

GISS shall, within seven (7) working days of notifying the Student in writing of the above circumstances, provide the Student with information and details of the alternative confirmed course arrangement, or, any other arrangements to the best of GISS' ability that will allow the student to make a timely and appropriate decision on the alternative arrangements. Refund, if any, will be made based on Table 3A in Refund Amount/ Percentages below (Paragraph 3.9).

#### **Refund for Withdrawal due to Other Reasons**

If the Student withdraws from the Course for any reason other than those stated in Withdrawal Due to Non Delivery of the Course, the School will, within seven (7) working days of receiving the Student's written notice of withdrawal, refund to the Student an amount based on Table 3B in Refund Amount/ Percentages below.

#### **Refund for Withdrawal during Cooling-off Period**

The School will provide the Student with a cooling-off period of seven (7) working days after the date that the Contract has been signed by both parties. The Student will be refunded fees already paid, based on Table 3A in Refund Amount/ Percentages below ,if the Student submits a written notice of withdrawal to the

School within the cooling-off period, regardless of whether the Student has started the course or not.

### **Category of Fees Refunded**

The following category of fees are refunded:

- Tuition Fees;
- Student Welfare Fees;
- Activity Fees;
- Bus Fees
- Resource Fees
- Building Development Fees;
- School Event Fees;
- Technology Fees

### **Non-Refundable Fees**

Registration or Application Fees are non-refundable under any circumstances. It is not refundable even if the Student has not started the course. However, Registration or Application Fees will be refunded for new admissions, subject to administrative charge, under two conditions:

1. If the Student Pass application is rejected by the Immigration and Checkpoints Authority, Singapore (ICA).  
or,
2. If the Singapore Citizen's application to study in an International School is rejected by the Ministry of Education, Singapore, (MOE).

### **Refund Amount/ Percentages**

- The refund amount for each circumstance is as per the table below.
- Refund Amount for Withdrawal due to Non Delivery of the Course.

The applicable amount of refund for each scenario is given below:

<b>Refund Amount for Withdrawal Grade</b>	<b>Refund Amount</b>
Refunded amount for withdrawal related to any of the circumstances set out in Paragraph 3.3 (a) to (d) above.	100%
Student not suitable for admission into GIIS [Paragraph 3.3 (e)]	100%
Rejection of student pass application for new joinees [Paragraph 3.3 (f)]	100% *
Rejection of student pass application of existing students [Paragraph 3.3 (f)]	Pro rate unused portion of the fee
Student unable to attend GIIS due to failure to obtain any Approvals from any other governmental organizations, including MOE [Paragraph 3.3 (g)]	100%
Student is expelled from GIIS [Paragraph 3.3 (h)]	Pro rate unused portion of the fee
Student withdrawn during cooling off period [Paragraph 3.6]	100%

\*Registration fees will also be refunded subject to Administrative charge of \$50.

### **Refund Amount for Withdrawal due to Other Reasons**

The applicable amount of refund for each scenario is given below:

### **Refunds on Humanitarian Grounds**

There are certain circumstances where refunds are made even though the GISS is not obliged to do so as per the contract & refund policy. Refund is based on humanitarian and goodwill gestures from GISS.

The following are some of the circumstances:

- Parent loses the Job and hence need to relocate outside Singapore;
- Student moving out of Singapore due to medical treatment of himself or the Parent; The decision made by GISS is final and binding on parents. It is not subject to review in any arbitration centre or in a court of law.

### **General Guidelines on Refund Policy**

- Parents can approach Principals with a refund request for withdrawals (Withdrawals for Other Reasons, During Cooling Off Period, or on Humanitarian Grounds).
- Refunds will be processed based on requests by the Parents and approval by the committee consisting of the Country Director and Finance Controller.
- GISS bills Students only for a term period of four (4) months instead of the whole academic year, considering cash flow situations of the Parents. If Parents apply for withdrawal and it is approved one month before the commencement of the term, GISS will not bill for the subsequent term. This is done for the benefit of the parents even though GISS is not contractually obliged to do so. Example: Term 2 for the academic year 2026-27 starts in August 2026. Parents applied for withdrawal and approved by GISS on or before July 31, 2026. The withdrawal effective date as per application is July 31, 2026. GISS will bill only till September 2026. It will not bill for the balance period in the term viz., October and November 2026.
- In case Parent gives insufficient documents for refund, GISS will notify within three (3) working days. Parents need to provide requisite documents within seven (7) working days. Failure to provide the documents will result in

forfeiture of refund, unless otherwise extension is approved by the Finance Controller and Country Director.

- In the event of non-payment of fee refunds within the specified timeline, Parents can escalate it to the Finance Controller. If a refund is not made within four (4) working days, the parent can escalate it to the Country Director.

## **Fee Protection Scheme (FPS)**

The SkillsFuture Singapore (SSG), under the Enhanced Registration Framework, requires all Private Education Institutions to protect the fees paid by the students.

The Fee Protection Scheme (FPS) serves to protect students' fees in the event a private education institution is unable to continue operating due to insolvency, and/or regulatory closure. The Fee Protection Scheme also protects students if the private education institution fails to pay penalties or return fees to the student arising from judgments made against it by the Singapore courts.

EduTrust-certified private education institutions are required to adopt the Fee Protection Scheme to provide full protection to all fees paid by their students. All fees refer to all monies paid by the students to be enrolled in a private education institution, excluding the course application fee, agent commission fee (if applicable), miscellaneous fees (non-compulsory and non-standard fee paid only when necessary or where applicable, for example, the re-exam fee or charges for credit card payment, etc.) and GST.

### **Fee Protection under the Insurance Scheme**

Under the fee insurance scheme, private education institutions will purchase insurance protection from any one of the SkillsFuture Singapore (SSG) -appointed insurance companies for every one of their students to protect their fees.

GIIS has appointed LONPAC INSURANCE BHD, as the insurance company, for protecting the fees under Fee Protection Scheme.

Students studying in an EduTrust-certified private education institution need to pay fees of up to a maximum of 12 months of their course duration to their private school.

### **Medical Insurance Policy**

In compliance with the requirements of the SkillsFuture Singapore (SSG), GIS has a medical insurance scheme in place for all students. The Medical Insurance provided is as per the requirements under EduTrust.

GIS has appointed AXA as the insurance provider. Please find details of benefits and coverage in the links mentioned below.

- Medical Insurance Certificate
- Product Summary
- Benefits Schedule
- Combined Claim Form

Students who need to make a claim under the Medical Insurance Policy should submit the Claim Form to the Admissions Department. Alternatively, you can write to [gopika.k@globalindianschool.org](mailto:gopika.k@globalindianschool.org) or contact (+65) 6914 7000.

## **SkillsFuture Singapore (SSG)**

In order to regulate the private education sector in Singapore, the SkillsFuture Singapore (SSG) has been established under the Private Education Act 2009. All Private Education Institutes (PEIs) are required to comply with the regulations under the new Act.

For more details about SSG, Enhanced Registration Framework (ERF) and the EduTrust Certification Scheme or Private Education in Singapore, please visit the website of SkillsFuture Singapore(SSG) at <https://portal.ssg-wsg.gov.sg/feedback> or call at 6785 5785.