

Se Lumen Proferre



SPRING DALES SCHOOL

ALMORA



Passport size photo of
student

SPRING DALES SCHOOL ALMORA

GRADE 1 TO 5

PROGRESS REPORT

SESSION:

Student's Name:

DOB:

Grade:

Admn.No.:

Mother's Name:

Father's Name:

Dear Parents,

An education at Spring Dales School, Almora is about actively combining challenging and enriching experiences with academic rigor and creative opportunities. Our aim is to build and nurture a community of thinking, compassionate world citizens, who are committed to living with responsibility, learning with enthusiasm and balancing a strong work ethos with a sense of play. We want our students to have the courage to push back the

boundaries of their experience and to explore the possibilities that are available to them. While we are proud of their academic results, there is so much more to the education we provide. It is, therefore, important that parents wholeheartedly support the ethos of the school. Whether it is in the classroom, on the stage, whilst participating in an expedition, on the sports Day or when serving others, we want our students to experience the excitement of discovering they are capable of achieving far more than they ever felt was possible. We have high expectations of our students and they, in turn, have high expectations of themselves. We believe in enabling the holistic growth and development of its students by:-

- Building Compassion
- Ensuring Growth- Intellectual, Physical and Emotional
- Empowerment of the children
- Protection of the students and their well being
- Developing Creativity
- Inculcating Discipline

On this note, I would like to present the first report card of this academic year. Let's work together to create an environment for true development.

From the desk of Principal.

NOTE TO PARENT

Learning is a developmental process and hence, each student is at a different level of achievement in their learning journey. At Spring Dales School Almora, when we assess each student, we are looking at the understanding and application of all the Essential Elements (Knowledge, Concepts, Skills, Attitudes, Action) of the programme, and thus, identify the student's level on this continuum. In addition, we also acknowledge the attributes of the Learner Profile that students manifest throughout their journey.

Spring Dales Learner Profile: The aim of our initial programs is to develop internationally-minded people who recognize their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. Spring Dales learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions

	of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development

GRADE DESCRIPTORS FOR EFFORT

A+	Student has put in remarkable effort through self-motivated, sincere and regular hard work
A	Student has put in commendable effort through sincere and regular hard work
B	Student has put in good effort through regular hard work
C	Student has put in fair effort through monitored work and external motivation
D	Student has put in limited effort and needs to be supervised and motivated regularly to put in work

CONTINUUM OF LEARNING

BEGINNING (D)	DEVELOPING (C)	ACHIEVING (B)	EXCELLING (A)	Exemplary (A+)
The student has basic knowledge and skills. The student is being encouraged to demonstrate responsibility towards learning.	The student is acquiring new knowledge and skills and is learning to make conceptual connections in familiar situations. The student is making efforts to demonstrate responsibility towards learning.	The student has acquired and applied knowledge and skills and is making conceptual connections in familiar situations, to develop new learning. The student is demonstrating responsibility towards	The student has begun applying knowledge and skills beyond grade level expectations and has been demonstrating self initiated action in unfamiliar situations. The student has consistently demonstrated self-motivation and independence in learning.	Demonstrates excellent understanding and appreciation of the interplay between form and content in regard to the question or task; responses that may be convincing, detailed, independent in analysis, synthesis and evaluation; highly developed levels of expression, both orally and in writing; very good degree of accuracy and clarity; very good awareness of context and appreciation of the effect on the audience/reader; very effective structure with relevant textual detail

		learning and becoming an independent learner.		to support a critical engagement with the thoughts and feelings expressed in the work(s).
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Comments for SA-1

Home Room Advisors comments on progress and suggestions

English Literature

Language plays a vital role in the construction of meaning. The teaching of language is in response to the previous experience, needs and interests of the student. The learning process simultaneously involves learning language—as learners listen to and use language with others in their everyday lives; learning about language—as learners grow in their understanding of how language works; and learning through language—as learners use language as a tool to listen, think, discuss and reflect on information, ideas and issues (Halliday 1980). In an inquiry-based classroom, learners enjoy using language, appreciating it both functionally and aesthetically. The programme of inquiry provides an authentic context for learners to develop and use language making its acquisition relevant, engaging, challenging and significant. Learners listen, talk, read and write their way to negotiating new meanings and understanding new concepts across the three strands of Oral (Listening and Speaking), Visual (Viewing and Presenting) and Written (Reading and Writing) language. Language thus, provides a vehicle for learners to engage with the world and to relate to, and accept, responsibility for the mission of the Spring Dales learner is to “help to create a better and more peaceful world”.

Oral Language- Listening and Speaking	FA-I	UOI	SA-I	FA-II	FDP	SA-II
English						
Participates in discussions						
Expresses thoughts, feelings and opinions						
Visual Language- Viewing and Presenting						
Expresses thoughts and ideas through visual presentations						

Written Language- Reading						
Identifies initial, medial and final sounds in words						
Blends sounds to read three letter words						
Recognizes high frequency words in a text						
Reads simple and familiar texts with predictable and patterned language						
Written Language – Writing						
Shows understanding by matching pictures with context						
Uses knowledge of sounds to write words						
Links rhyming words to spelling patterns						

Mathematics

Mathematics is a highly effective tool for solving problems and is also viewed as a vehicle to support inquiry, providing a global language through which we make sense of the world around us. It is intended that students become competent users of the language of Mathematics, and can begin to use it as a way of thinking. The five strands of mathematics are Data Handling, Measurement, Shape and Space, Pattern and Function, and Number. Wherever possible, Mathematics is taught through the relevant, realistic context of the units of inquiry. A developing understanding of these contexts will contribute to the students' understanding of Mathematics in the world and to their understanding of the Transdisciplinary Theme.

Data Handling	FA-I	UOI	SA-I	FA-II	FDP	SA-II
Mathematics						
Interprets data by comparing quantities						
Measurement						
Reads and writes time to the hour						
Shape and Space						
Pattern and Function						
Numbers						
Connects number names and numerals to the quantities represented						
Compares and orders numbers						
Follow correct number formation and directionality in writing						

Hindi Language

Language plays a vital role in the construction of meaning. The teaching of language is in response to the previous experience, needs and interests of the student. The learning process simultaneously involves learning language—as learners listen to and use language with others in their everyday lives; learning about language—as learners grow in their understanding of how language works; and learning through language—as learners use language as a tool to listen, think, discuss and reflect on information, ideas and issues. In an inquiry-based classroom, learners enjoy using language, appreciating it both functionally and aesthetically. The programme of inquiry provides an authentic context for learners to develop and use language making its acquisition relevant, engaging, challenging and significant.

Oral Language- Listening and Speaking	FA-I	UOI	SA-I	FA-II	FDP	SA-II
Hindi						
Understands and follows instructions						

Visual Language- Viewing and Presenting						
Responds to visuals and shows understanding by answering and asking questions						
Written Language- Reading						
Demonstrates a comfortable and efficient pencil grip						

Adjective Education

	FA-I	UOI	SA-I	FA-II	FDP	SA-II
Art/Craft						
Explores art/craft processes and techniques						
Participates in individual and collaborative creative experiences						
Performing Arts (Dance/Music)						
Responding						
Demonstrates physical flexibility, strength and awareness through body movement						
Performs with confidence in front of an audience						
Works creatively and demonstrates trust in small and large group performances						
Sports						
Understands and applies rules of the game						
Demonstrates basic motor skills (Fine and Gross)						
Demonstrates required eye, hand, leg coordination and execution						
Demonstrates self- management skills during practice sessions and performances						
Digital Literacy						
EVS/SST						
International Mindedness						
Conceptual understanding						
Knowledge gathered						

Unit of Inquiry

Spring Dales School's methodology concentrates first on the student's aptitudes, then on the skills and knowledge s/he needs to acquire. Traditional education tends to value a limited range of knowledge and skills but more recent research suggests that intelligence is not unitary but multiple. Our aims to give students a broader, deeper, richer educational experience by recognizing each student's strongest talents and building on them in order to ensure that all the areas of talent are developed. Primary Years Program aims to develop the whole child. All experiences and learning in school focus on Intellectual, Social, Physical and Emotional growth of the student. The curriculum offered thus engaging, relevant, significant and challenging for students to be active participants in their learning journey.

Transdisciplinary themes	FA-I	UOI	SA-I	FA-II	FDP	SA-II
Knowledge						
Conceptual Understanding						
Transdisciplinary Skills						
Communication skills						
Research skills						
Self-management skills						
Social skills						
Thinking skill						

Comments for SA-II

Home Room Advisors comments on progress and suggestions

PROMOTED TO GRADE _____

<u>FA-I</u>	
<u>SA-I</u>	
<u>FA-II</u>	
<u>SA-II</u>	

<u>FA-I</u>	
<u>SA-I</u>	
<u>FA-II</u>	
<u>SA-II</u>	

<u>FA-I</u>	
<u>SA-I</u>	
<u>FA-II</u>	
<u>SA-II</u>	

HOME ROOM ADVISOR

PRINCIPAL

PARENTS