

# **WELCOME**

Welcome to G.D. Goenka Global School – DLF 3 Gurugram:

*'Where Education Meets Excellence'.*

This Handbook articulates a summary of the values and policies which direct the day-to-day running of our school.

The Handbook is updated annually to include new directions, which will inevitably arise from the dynamic and changing needs of the school.

The Handbook is intended for both our existing students and their parents, as well as for those who may be thinking of joining GDGGS.



**GD GOENKA**  
— GLOBAL SCHOOL —  
**An Extension of G D Goenka World School**

**Note:** The Information furnished in this handbook is for the convenience of the parents and students. The School authorities reserve the right to change or amend any or part of the contents from time to time as and when required. There will be a formal communication to parents with regard to these changes.

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## **1. MISSION**

### **1.1 The International Baccalaureate Mission**

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

### **1.2 Our School Mission**

GD Goenka Global School exists to provide an exceptional foundation of International Education for all our students, while establishing a secure, challenging and nurturing environment, which encourages excellence, self-respect and fosters the belief that all children have the capacity for learning and that they will be successful.

Through the International Baccalaureate Primary Years Programme, GD Goenka Global School will provide the means for developing students who are life-long learners and who are able to confidently face an ever-changing technological world.

### **1.3 Our School Vision**

Every student at GD Goenka Global School is unique and special. These young outstanding children by their daily personal choices are capable of shaping their future and make a meaningful contribution throughout their life's journey.

GD Goenka Global School will always be student centred and will continuously aim for excellence.

### **1.4 Affiliations**

GDGGS is offering the **International Baccalaureate Primary Years Programme (IB PYP)**.

The International Baccalaureate Organization is an International Educational foundation with its headquarters in Geneva, Switzerland and was founded in 1968. It offers four educational programs: the IB Diploma Program and the IB Career-related Program for students aged 15 to 18, the IB Middle Years Program, designed for students aged 11 to 14, and the IB Primary Years Program for children aged 3 to 12.

GDGGS has begun the process of authorization by becoming a candidate school in April 2019.

### **1.5 Senior Management Structure**

The Senior Management Team is directed by the Principal, together with the Primary Years Programme Coordinator, the School Administrator, Director of Finance, Director of Information Technology, Head of Admissions, the School Counsellor, and the Activity Coordinator who are responsible for the day to day functioning of the school administration, academic program, co-curricular activities and discipline.

## **1.6 Parents as Partners**

A clear understanding of the International Baccalaureate Primary Years Programme is that parents and the wider school community are also considered learners and valued as essential partners in students' learning.

At GD Goenka Global School we believe it is essential to have our parents involved, as much as possible, in the teaching-learning journey of their children.

Considerable effort will be made to ensure parents are valued; through our communication of essential information, by invitations to workshops, children's presentations and by ensuring that discussions with parents are dealt with in a professional and caring manner.

## **2. SCHOOL ETHOS**

### **2.1 Our Belief Statement**

- We believe every student at GD Goenka Global School is unique and special.
- We believe every student is gifted and is worthy of success.
- We believe our students have the power to create their future with a sense of purpose.
- We believe, with perseverance and support of teachers, parents and the school community, students will grow into confident young people of noble character; strongly determined to learn and to value & care for others.

### **2.2 Our Creed**

- We are dedicated educators.
- We cherish every student.
- We accept the challenge to be judicious and tenacious in our teaching, because we believe that academically, socially, and emotionally every student is capable of learning.
- We accept the responsibility of creating a learning environment conducive to optimum achievement.
- We actively pursue excellence for our students and ourselves.
- We provide a model of dignity and respect that guides and honours our students.
- We encourage the highest expectations for our students and ourselves.
- We believe we can make a difference, one student at a time.

### **2.3 Principal's Commitment**

"I am committed to providing a dynamic learning environment that is physically, emotionally and psychologically safe and supportive, so that every student has the opportunity to develop into a confident, self-disciplined and ethical young person, inspired with hope for their future."

### **2.4 Our Motto**

*'Achieving Excellence Together'*

### **2.5 Our Core Values**

Our core values are distinctly understood and shared by every member of our school community.

We believe in 4 Core Values:

- **Commitment**
- **Opportunity**
- **Respect**
- **Excellence**

**Commitment** means that everyone:

- shows a spirit of cooperation with all school community members
- acknowledges the gifts, abilities and progress of others
- is willing to be responsible for their choices
- follows the school Code of Conduct

**Opportunity** means that everyone:

- develops confidence through participation
- volunteers in a variety of school situations
- sets personal goals for continual improvement and progress
- pursues individual interests in a manner which broadens horizons

**Respect** means that everyone:

- values every member of the school community
- displays good manners
- displays tolerance of others with different points of view and beliefs
- takes care of the school facilities and surrounding environment

**Excellence** means that everyone:

- sets high standards in all they do
- aims to produce work of the highest quality
- takes pride in their personal achievement
- takes responsibility for their success

## 2.6 Our Central Goals

The GD Goenka Global School, in keeping with the maxim 'Where Education Meets Excellence' and the motto 'Achieving Excellence Together', aspires to develop a sense of belonging and pride in the school through the following Four Goals:

**Goal 1:**

All members of the school community will have a **commitment** to its ethos and academic traditions

**Goal 2:**

Together we will develop a supportive environment that gives the **opportunity** for everyone to grow as individuals, lifelong learners and contributors to society

**Goal 3:**

**Everyone will continually show respect** to others, and the building of harmonious relationships within the school and the wider community

**Goal 4:**

**We will promote a culture of excellence** where everyone sets and maintains high personal achievement and standards in all areas of school life.

## Curriculum Stages

From Nursery up to the end of Year 6 the curriculum at GD Goenka Global school is based upon the framework of the International Baccalaureate Primary Years Programme (PYP). <b>Phases</b>	<b>Year Group</b>	<b>Age</b>
<b>Early Years</b>		
Nursery		3-4
Kindergarten		4-5
Year 1		5-6
<b>Primary</b>		
Year 2		6--7
Year 3		7-8
Year 4		8-9
Year 5		9-10

## Overview

G D Goenka Global School implements the International Baccalaureate Primary Years Programme, known as the PYP. The PYP is an International Curriculum for students aged 3 - 11 years. It focuses on the development of the whole child, addressing social, physical, emotional and cultural needs. At the same time, it gives children a strong foundation in all the major areas of knowledge: Languages, Mathematics, Science, Social Studies, Visual Arts, Music, Personal and Social Education and Physical Education. The PYP strives to help children develop an international perspective – to become aware of and sensitive to the points of view of people in other parts of the world.

### School Mission

The GDGGS mission is to fulfil their academic, cultural, sporting and social potential. Achieve the best possible academic results. Acquire habits of curiosity, reflection, mental flexibility, self-discipline, industry and independence. Maintain openness of mind, dignity of conduct and mutual respect in the face of racial, economic, cultural, religious and linguistic diversity. Develop a confident understanding of their role in an international society.

### School Vision

Learning is enabling the individual to utilize his/ her potential to its fullest. Without education, the development of the human mind is incomplete.

At G. D. Goenka Global School, we provide an environment and curriculum where children can explore and develop every facet of themselves, enabling them to realize their true potential. This, coupled with a state-of-the-art technology, a highly qualified, thoroughly trained and concerned faculty, a plethora of activities for students to engage in -all provide an environment that's both therapeutic and beautiful.

As children go about discovering themselves, they also discover extraordinary roots, because another objective of the G. D. Goenka School is to ensure that the wards of NRIs and Persons of Indian origin abroad get an opportunity to reconnect with the culture and values that form the backbone of every Indian's existence. To achieve these objectives, this unique educational institution seeks to blend the beauty of traditional cultural values with the latest in teaching aids and methodology to optimize learning, open young minds and empower young people to become global citizens who stand tall and live with courage and conviction, carving a niche for themselves wherever they go.

# THE IB LEARNER PROFILE

The IB learner profile is the IB mission statement translated into a set of attributes demonstrated by an internationally minded person. The learner profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose towards international-mindedness.



**Caring** – I show empathy, compassion and respect towards the needs and feelings of others. I have a personal commitment to service, and act to make a positive difference in the lives of others and our environment.

**Balanced** – I understand the importance of intellectual, physical and emotional balance to achieve personal well-being for others and myself.

**Principled** – I act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of individuals, groups and communities. I take responsibility for my actions and the consequences that accompany them.

**A Communicator** – I understand and express ideas and information confidently and creatively in more than one language and in a variety of ways. I work effectively and willingly in collaboration with others.

**A Thinker** – I exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**A Risk-Taker** – I approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies.

**Knowledgeable** – I explore concepts, ideas and issues that have local and global significance. In doing so, I acquire in-depth knowledge and develop understanding across a broad and balanced range of subject areas.

**An Inquirer** – I develop my natural curiosity. I acquire the skills necessary to conduct inquiry and research and show independence in learning. I actively enjoy learning

*Learner profile in action*

**Open-minded** – I understand and appreciate my culture and will be open to the perspectives, values and traditions of other individuals and communities.

**Reflective** – I give thoughtful consideration to my learning and experiences. I assess and understand my strengths and limitations in order to support my learning and personal development.



## IB PYP OVERVIEW

The IB Primary Years Programme, for students aged 3 to 11, focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. The programme:

Encourages international-mindedness in IB students.

Encourages a positive attitude to learning by engaging students in inquiries and developing their awareness of the process of learning so that they become lifelong learners.

Reflects real life by encouraging learning beyond traditional subjects with meaningful, in-depth inquiries into real issues.

Emphasizes, through the learner profile, the development of the whole student – physically, intellectually, emotionally and ethically.

## IB PYP CURRICULUM FRAMEWORK

### The Written Curriculum

The most significant and distinctive feature of the IB Primary Years Programme is the six trans disciplinary themes. These themes are about issues that have meaning for, and are important to, all of us. They offer a balance between learning about or through the subject areas and learning beyond them. The six themes of global significance create a trans disciplinary framework that allows students to “step up” beyond the confines of learning within subject areas. They are:

#### Who we are:

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; and what it means to be human.

#### Where we are in time and place:

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; and the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

#### How we express ourselves:

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

## **How the world works:**

An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; and the impact of scientific and technological advances on society and on the environment.

## **How we organize ourselves:**

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

## **Sharing the planet:**

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

The programme puts great emphasis on learning through these trans disciplinary themes. All students, with the exception of students aged 3 to 5, who engage explicitly with four of the themes each year, address each theme each year. The themes, also importantly, provide the opportunity to incorporate local and global issues into the curriculum.

In addition to the trans disciplinary themes, the traditional subject disciplines retain a role in the IB Primary Years Programme. The specified subjects include languages, mathematics, social studies, arts, science, personal, social and physical education. The overall expectations for each subject area are defined for each year of the programme.

## **The Taught Curriculum**

The six trans disciplinary themes help teachers to develop units of inquiry which are in-depth investigations into important ideas that require a high level of involvement on the part of the students. These inquiries are substantial, in-depth and usually last for several weeks.

For example, in an inquiry about ‘Sharing the planet’, we might look at ‘finite resources and infinite demands’. In order to understand better the central idea that ‘our planet has limited resources that are unevenly distributed and needs to be conserved’ and using water as an example, we would inquire into where water comes from, how different people and countries use water, how much water we use, what happens after we have used it, the distribution of usable water around the world, how human activity has affected the availability of water, and our responsibility for water conservation. To support this inquiry, students would gain knowledge and acquire skills derived from science and social studies. In addition, they would develop trans disciplinary skills such as critical thinking, communication and time management.

Since these ideas are related to the world beyond the school but are also an important part of their lives, the students see the relevance of the content and connect with it in ways that are engaging and challenging. Students who learn in this way begin to reflect on their roles and responsibilities as learners and become actively involved with their learning.

Students discover that a unit of inquiry will involve them in exploration of an important idea, and that the teacher will be supporting their inquiries and collecting evidence of how well they understand that idea. They will expect to be able to work in a variety of ways, including on their own and in groups, to allow them to learn to their best advantage.



### Concepts: What do we want students to understand?

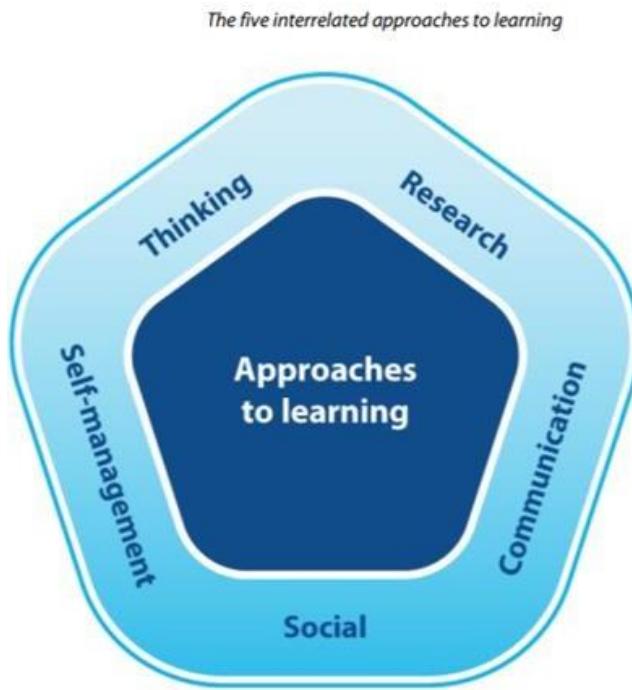
The following key concepts are used to support and structure the inquiries. The exploration of concepts leads to a deeper understanding and allows students to transfer knowledge learned in one area of the

curriculum to another.

The concepts are: form, function, causation, change, connection, perspective and responsibility.

FORM <i>What is it like?</i>	FUNCTION <i>How does it work?</i>	CAUSATION <i>Why is it like it is?</i>	CHANGE <i>How is it changing?</i>
The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.	The understanding that everything has a purpose, a role or a way of behaving that can be investigated.	The understanding that things do not just happen, that there are causal relationships at work, and that actions have consequences.	The understanding that change is the process of movement from one state to another. It is universal and inevitable.
CONNECTION <i>How is it connected to other things?</i>	PERSPECTIVE <i>What are the points of view?</i>	RESPONSIBILITY <i>What is our responsibility?</i>	
The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.	The understanding that knowledge is moderated by perspectives; different perspectives lead to different interpretations, understandings and findings, perspectives may be individual, group, cultural or disciplinary.	The understanding that people make choices based on their understandings, and the actions they take as a result do make a difference.	

## Approaches to Learning and Teaching: What do we want students to be able to do and to feel, value and demonstrate?



Throughout their learning in the Elementary School, students acquire and apply a set of skills which are valuable not only for the learning that goes on within a classroom but also for life outside school. The five sets of trans disciplinary skills we particularly focus upon and seek to develop with our students are thinking, social, communication, self-management and research skills.

### Thinking Skills

**What do you think about ..... ? Do you agree with..... ?**  
 Sample of activities: working on problem-solving, using some thinking tools and strategies learnt at school to solve their daily life problems, making decisions, creating or designing something, and doing self-reflection regularly.

### Social Skills

**How do you work with your friends in making the presentation/report/conclusion/etc. about.....?**

Sample of activities: sharing roles and responsibility with other family members, sharing facilities, taking turns, being involved positively in a discussion.

## **Communication Skills**

### **How will you share what you know about ...?**

Sample of activities: creating presentation for school work, practising speech with family members to improve public speaking skills, keeping a journal or record of their study, reading a variety of resources (newspaper, Internet articles, non-fiction books, etc).

## **Self- Management**

### **Are you being organized when learning about ...?**

Sample of activities: doing balanced outdoor (e.g. sports) and indoor (e.g. arts) activity, making a schedule to plan daily activities, practising a healthy lifestyle (balanced nutrition, rest, relaxation, hygiene, self-care), following rules.

## **Research Skills**

### **What have you found out from the books/articles/news/the internet / etc. ...?**

Sample of activities: practising to make good questions, finding information from various resources, taking notes, recording and analyzing data with various graphic organizer or thinking tools (T-chart, Y-chart, PMI, SWOT analysis, thinking hats, thinker keys, etc).

The Elementary School encourages attitudes that contribute to the well-being of the individual and of the group. We help students to develop positive personal attitudes towards people, the environment and learning. At KAS we encourage appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect and tolerance.

## **Agency and Action: How do we want the students to act?**

Agency “enable[s] people to play a part in their self-development, adaptation, and self-renewal with changing times” (Bandura 2001).

PYP students with agency use their own initiative and will and take responsibility and ownership of their learning. They direct their learning with a strong sense of identity and self-belief, and in conjunction with others, thereby building a sense of community and awareness of the opinions, values and needs of others. Students are encouraged to take action as a result of their learning. Action can be a demonstration of a sense of responsibility and respect for themselves, others and the environment.

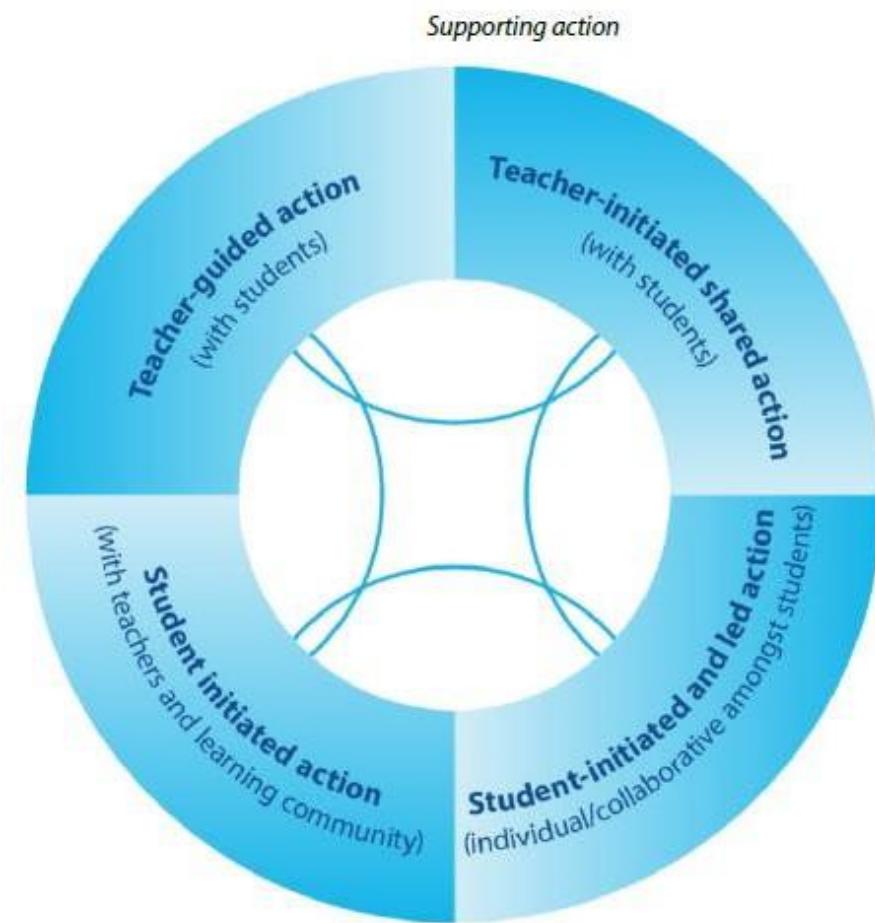


## **How do you apply your study?**

- What will you do to apply what you've learnt at school?
- How are you going to plan your action?
- How do you know that your action is successful?
- How do you make sure that your action is sustainable?

## Sample of Actions

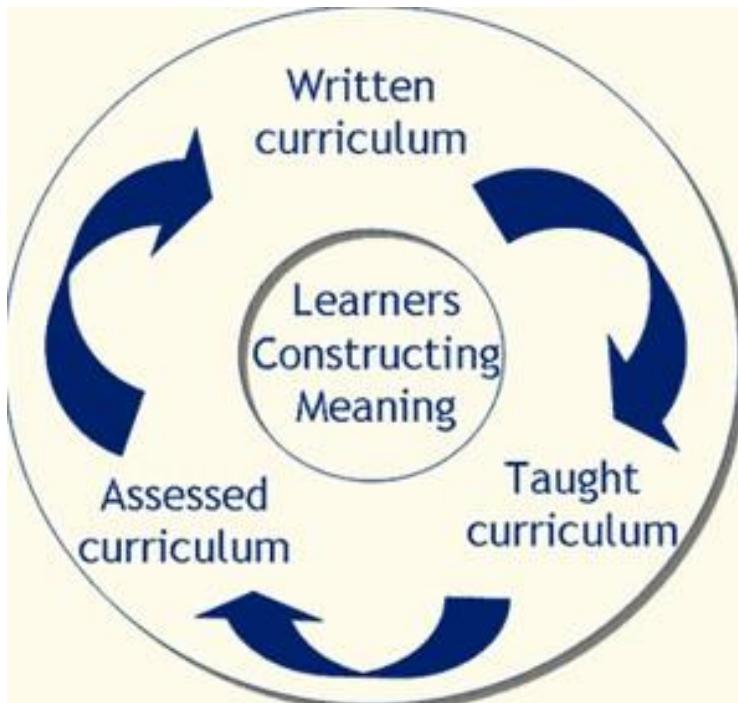
1. Purposeful fund-raising, initiated by students or modelled by adults
2. Finding resources for their own study independently
3. Saving energy practises at home
4. Environmentally friendly actions of saving water, papers, etc to contribute to reducing the effect of environmental problems
5. Involving in community service: educating other people, promoting positive actions, etc
6. Creating or producing a work/project based on the experience they learnt at school
7. Showing positive attitudes toward differences; respect, tolerance and appreciating others
8. More responsible and independent in doing projects



## Approaches to Teaching:

### The 3 components of the PYP curriculum cycle:

The three components of the PYP curriculum cycle (written, taught and assessed) are embodied in Approaches to Teaching. The design of the Programme of Inquiry allows students to learn in authentic ways, with emphasis on inquiry and experiences. It reinforces the PYP pedagogy of authentic learning that is inquiry-based and conceptually driven.



*The transdisciplinary elements of the PYP*



The PYP supports students' efforts to construct meaning from the world around them by:

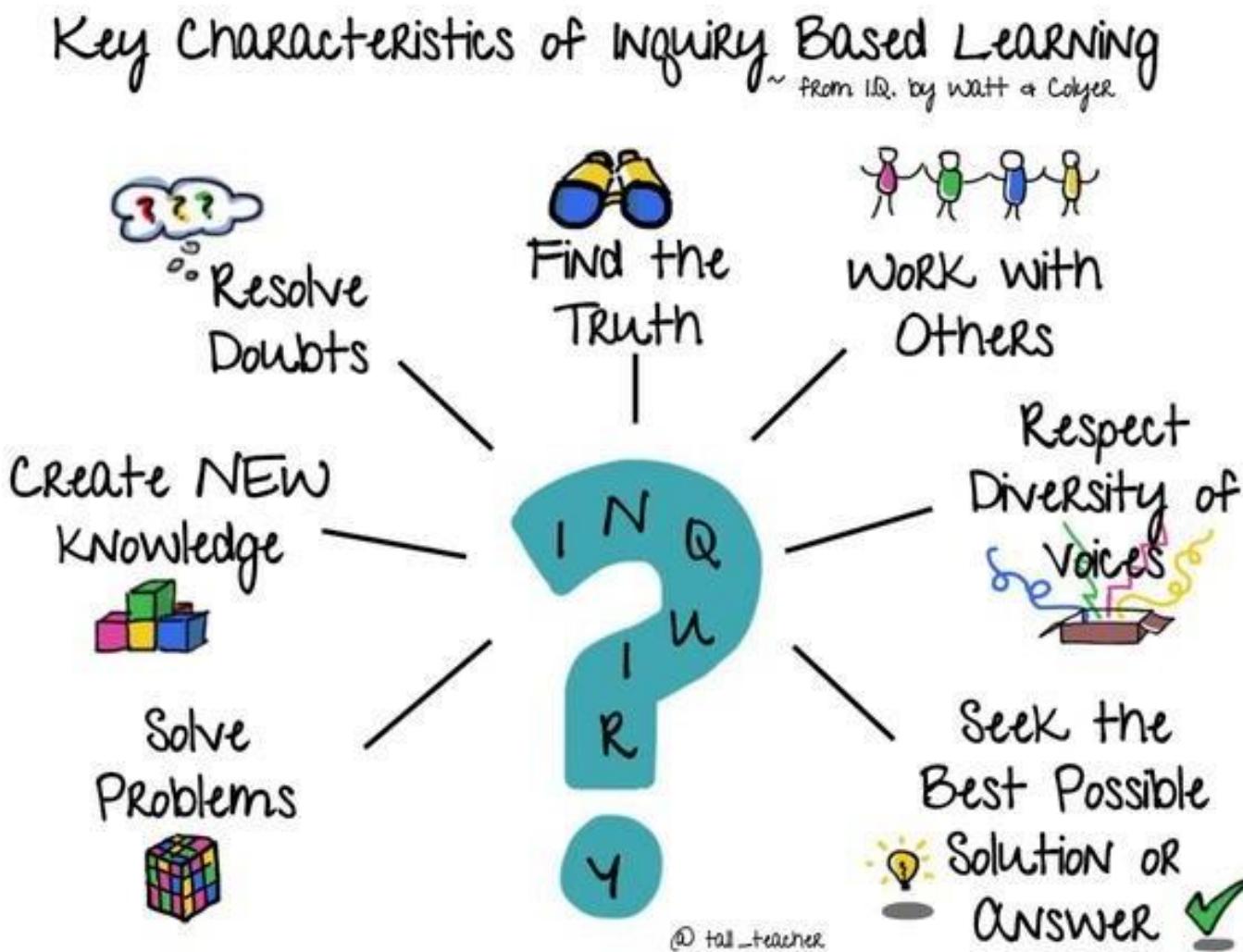
- Drawing on their prior knowledge.
- Providing provocation through new experiences.
- Providing time and opportunity for reflection and consolidation.

The PYP holds its view of the teaching and learning,

- As a commitment to structured, purposeful inquiry that engages students actively in their own learning
- Inquiry ... is recognized as allowing students to be actively involved in their own learning and to take responsibility for that learning. Inquiry allows each student's understanding of the world to develop in a manner and at a rate that is unique to that student.

Making the PYP happen: A curriculum framework for international primary education, 2009, pg. 23

IQ: A Practical Guide to Inquiry-Based Learning Jennifer Watt and Jill Colyer



## The Assessed Curriculum: ASSESSMENT

### How do we assess our students?

- PYP students are assessed every time in any learning opportunity. The formal assessment may happen during the learning both formative (throughout the learning process) and summative (end of a unit or a course).
- A wide range of assessment strategies, tasks and tools are used to measure student progress.
- Clear and meaningful feedback (formal or informal, depending on the type and purpose of assessment) is provided for all assessment items.

### How do we document our students' learning?

- Teachers use a range of methods for documentation of students learning evidence such as video, audio, photographs, graphic representations, written records of students' conversations, comments, explanations.
- GDGGS has a digital platforms called Class Dojo and Google Drive to record students' learning journey, products and working progress toward goal.

### How do we report our students' learning?

- We share assessment information between teachers, students and parents through 3-way conferences.
- We also have student-led conferences which involve the student and parents; where students take responsibility for their learning by sharing their process with their parents.
- Written report - as a summative report for students' learning for parents is distributed Every term through on-line portfolio Class Dojo.

### Parents' Role

- Be a role model.
- Guide and assist your child.
- Facilitate your child's questions and actions.
- Encourage active and independent learning.
- Give feedback and suggestion (PYP Action Page in the communication book).

### Who is responsible for assessment?

Assessment reflects the teaching learning; therefore, it is student centered. Teachers will facilitate the documentation, recording and reporting. Parents are involved in celebrating and giving feedback on students' learning.

Term 1	Term 2
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Teacher-Student conferences (on going throughout the year)

On-line portfolio updates + ATLs and Learner Profiles attributes tracking (weekly)

**Teacher-Student Conference:April**

- Set the first goal for the school year.
- Revisit the goal.

**3 ways conference:August**

- Share work samples.
- Set new goals.
- Understand background of students.

**T-S: revisit the goal.**

**Written report: November**

**Teacher- Parents:November**

Next goals.

Learning support (students at risk

identified).

**L.P self-assessment**

included in portfolio.

**Students Led Conference:February**

- Students and parents.
- Demonstration

**Written Report :March**

**Teacher- Parents:March**

**On-line Portfolio is shared weekly with students and parents.**

### **3.7 Policy On Homework**

- Homework:
  - ✓ must have a purpose for the benefit of the student.
  - ✓ is in most instances an extension and reinforcement of classwork
  - ✓ gives time for a more extensive understanding of the curriculum
  - ✓ makes more effective use of lesson time
  - ✓ Improves attitudes towards learning by providing opportunities for accepting responsibility and acquisition of independence
  - ✓ improves organizational and study skills
  - ✓ encourages the identification and use of resources other than those provided
- Homework may be organised in variety of ways:
  - ✓ completion of class work.
  - ✓ reading, writing or research related to the class work.
  - ✓ mathematical problems
  - ✓ re-enforcement of spelling words and of tables.
- Parents are encouraged to assist the school by:
  - ✓ signing the Student's Diary to show that they are aware of the work set for the day.
- Parents are urged to assist their children in the following ways:
  - ✓ organise a regular homework time when the child is refreshed.
  - ✓ provide a quiet place and a desk or table for homework
  - ✓ to check that homework has been completed
  - ✓ assisting your child with difficult homework
  - ✓ letting your child complete the work, without doing it for them
  - ✓ assisting, where necessary, with any difficult skills – show them and then let them complete the task themselves
  - ✓ give lots of genuine positive encouragement
  - ✓ advising the teacher, through the Student's Diary, if the child has had difficulty with homework.

### **3.8 Assessment**

- GDGGS is fully committed to the Primary Years Programme (PYP) approaches to assessment
- The purposes of assessment are to:
  - ✓ promote student learning
  - ✓ provide information about student learning
  - ✓ contribute to the successful implementation of the programme.
- Through the assessment process teachers identify what students **know, understand, can do** and **value** at different stages in the teaching and learning process.

- In the PYP, learning is viewed as a continuous journey, where teachers identify students' needs and use assessment data to plan the next stage of their learning.
- Teachers use a wide range of assessment strategies to collect information on each of the elements represented in the written curriculum:
  - ✓ the understanding of concepts,
  - ✓ the acquisition of knowledge,
  - ✓ the mastering of skills,
  - ✓ the development of positive attitudes and
  - ✓ the ability to take responsible action.
- Teachers use assessments to give feedback to students so that they have every chance of making significant progress in their learning.
- Approaches to assessment include:
  - ✓ formative Assessment; promotes learning by giving regular and frequent feedback
  - ✓ summative Assessment; promotes learning through students demonstrating what they have learnt at the culmination of the learning process.
  - ✓ peer Assessment; information given by class friends to assist, sometimes in the form of a grade based on benchmarks set by the teacher; this provides valuable feedback
  - ✓ self-assessment; the student grade themselves based on benchmarks set by teachers; the aim being continual improvement
- There are no formal examination sessions in the PYP; rather assessment is continuous, enabling students to make significant and constant improvements in their learning
- To summarize, the result of assessment is considered a critical element that influences teacher decision-making and guides student learning.

### **3.9 Library - Resource Centre**

The library is automated and has a reservoir of resources.

- **Library Times**  
The Library will open at the same time as the School – 8:30 to 2:30
- **Borrowing Policy**
  - ✓ **Students** may borrow up to 2 books/resources at one time.

<b>Resource</b>	<b>Number</b>	<b>Borrowing period</b>
Books from General Collections	2	2 weeks
Reference books & Material	1	Overnight
Electronic Resources		In house use only
Magazines & Newspapers	2	Old issues for 3days.
Maps		For teaching period only

- ✓ Each resource has a date slip which will help the members to remember the date of return.
- ✓ Members, who neglect to return borrowed books on time, will pay a fine for each delayed day.

- **Usage**

If a borrowed book is lost or damaged, while in the possession of a member, the member is required to replace the book by a new copy of the same title and latest edition.

- **Expected Behaviour**

Reading is a very important part of the educational journey and members should make the best use of libraries and library services.

It is also an expectation that members take care of the library, its resources and the environment in the following ways:

- ✓ Take special care of all print resources by keeping all pages complete and in good order.
- ✓ Handle electronic resources with special care.
- ✓ Use pens or pencil carefully, so that there are no marks on any books, resources or furniture
- ✓ Return all items back to their proper/original location, so that others will be able to find the items easily.
- ✓ Be quiet and peaceful inside the library.

When withdrawing from the School, members must:

- ✓ return all resources,
- ✓ clear any dues and
- ✓ collect a **No Dues Certificate** from the library.

- **Library Programmes and Events**

The school celebrates special days every year; including ‘International School Library Day’, ‘Library Week’ and ‘World Book Day,’ along with celebrating various Authors’ birthdays. Our aim is to promote an enthusiasm for reading. Regular activities organised are often centred around the Units of Inquiry. These activities include Story Telling, Assembly Presentations, Book Talks, Creation of Big Books and scrap books.

### **3. COMMUNICATION**

#### **4.1 Reporting**

- The GDGGS' reporting system is designed to communicate the student's progress on a regular and systematic basis to parents, as well as students
- GDGGS is also committed to informing parents as challenges arise.
- School Reports are comment-based, giving specific details about student's progress in their learning.
- The four forms of report that parents will receive are:
  - ✓ **Weekly report**– a short formal report given, weekly on Class Dojo to inform parents about on-going assessments.
  - ✓ **End of Semester 1 Report** – given at the conclusion of each 'Unit of Inquiry' informing parents on their child's progress in developing the knowledge, concepts and skills during the unit.
  - ✓ **End of Semester 2 Report** – a report with detailed comments on progress in all areas of learning.
- **Note:** The final report of Grade 5 students will include a detailed profile of the student's development.

#### **4.2 Parent-Student-TeacherMeetings**

- Meetings with parents with regard to matters related to their child, where appropriate, will also include the child
- Students will take an active role in meetings, appropriate to their age.
- Students will be prepared by their teachers to be able to communicate their progress during meetings regarding the 'End of Semester Report'.
- When concludingeach meeting an agreement is made on the actions of each of the stakeholders; teacher, student and parent; can do to continue the successful progress of the student

#### **4.3 Semester Division**

- Semesters are divided as follows:
  - ✓ April to September
  - ✓ October to March

#### **4.4 Procedure for Withdrawal of Students**

- Parents /Guardians are required to notify the Principal in writing.
- Notice of Three Months is required.
- One quarter fees, inclusive of all charges; will be payable in lieu of the notice.

- For reimbursement of **Security Deposit**, paid at enrolment, parents / guardians should:
  - ✓ Apply on the prescribed form
  - ✓ Provide the Security Deposit Receipt
  - ✓ Pay all outstanding fees in full
- Refund of Security Money must be claimed within a year of the date of withdrawal of the child from the school.
- All students leaving the school must obtain a Clearance Form from the accounts department. Until this has been completed and signed, signifying the return in good condition of all school property, no reports, recommendations, transfer certificate to future schools will be issued to the student or parent.

## 4. DISCIPLINE

### **5.1 Philosophy**

In developing International Mindedness, while promoting the PYP Student Learner Profiles and Attitudes, and as our students grow in maturity, we will have high expectations in regards to their behaviour. Our **Code of Conduct** is designed to develop self-disciplined students who can live and work together. Our intention is to have students behaving in a manner that focusses on peacefulness and generosity.

**Our Code of Conduct** sets the ideal behaviour(values and attitudes) to which we all should aspire. These values and attitudes include the IB PYP Student Learner Profile and Attitudes, as well as our Core Values.

**The Essential Agreements** are the practices communicated in our Code of Conduct that students at each grade level agree to follow while working with their student colleagues and their teacher. The agreements are communicated with the understanding of the maturity of students at each grade level.

Every staff member at GDGGS, must be responsible and ensure the graduates of the school are confident, well-adjusted and self-disciplined and can uphold their responsibilities towards themselves and society.

There are some time-tested ideals that we promote and we expect of our students; including, the wearing of the school uniform and maintaining neatness of appearance, showing courtesy and respect towards absolutely everyone, honesty at all times, diligence in their studies, taking responsibility for one's choices and displaying strength of character in adversity (resilience).

Our staff members, through their personal example, instruction and feedback, will support the students in developing these ideals.

Students who have challenges in accepting these ideals will be supported through guidance. Persistent disregard of these values will ultimately result in a student being asked to leave the school.

GDGGS will provide an environment that will be safe for every child. The school will not tolerate any form of racism, sexism, intolerance, bullying, unkindness or lack of care and consideration of others.

We will promote excellence in behaviour and personal integrity displayed through positive actions and well thought out decision making.

Our 3 R's for students will be **Respect, Responsibility** and **Resilience**.

## **CODE OF CONDUCT**

- **The ideals that are of the highest importance at GDGGS are:**
  - ✓ maintaining the dignity of each person.
  - ✓ respecting self and others.
  - ✓ respecting personal property and the property of others.
  - ✓ positively contributing to the lives of others.
  - ✓ cooperating with the school community.
- **All Students are to be:**
  - ✓ responsible for their choices
  - ✓ wearing the correct standard of uniform attire
  - ✓ well presented in their personal appearance
  - ✓ caring and considerate in their personal behaviour.
  - ✓ caring and considerate for all others.
  - ✓ caring and considerate for their school and the environment.
  - ✓ caring and considerate for the property of others.
  - ✓ punctual to classes and activities.
  - ✓ well prepared and actively participating in all classes.
  - ✓ diligent and self-disciplined in their studies.
  - ✓ responsible for their own progress.
  - ✓ supportive of the progress of other students.
  - ✓ supportive of the teacher's authority.
  - ✓ acting in a manner which will enhance respect for themselves, others and of the school.
  - ✓ **Note:** The following behaviour will never be tolerated:
    - Offensive language, Inappropriate displays of affection, Theft, Possession of any medications/drugs other than those that are authorised, deliberate injury to others and bullying.

## **CLASSROOM ESSENTIAL AGREEMENTS**

The teachers at GDGGS teachers will ensure that:

- the Essential Agreements reflect the school-wide Code of Conduct.
- the Essential Agreements are clearly understood by the students.
- their students understand that the agreement's aim is to guarantee that students have a safe environment, conducive to learning.
- the consequences associated with the agreements are related to student behaviour.
- the consequences for breaching the agreements are understood by the students.
- there is a standard sequence of consequences for students whose behaviour does not meet the standards.
- they personally manage student behavior in a fair and consistent manner.
- the students are encouraged to take responsibility for their choices and develop self-discipline
- they set an excellent example to the students.
- the Principal is involved, as appropriate.
- good home-school communication is established.

## **RELIGION**

The School is not associated with any religious or denominational organization.

## **5.2 Attendance Policy**

### **• Absences from School**

- ✓ Students are expected to attend school regularly on the days the school is in session, as per the published dates.
- ✓ Parents are discouraged from allowing their wards to take holidays during school time.
- ✓ If such holidays are taken during school time, it is responsibility of the parent to take care of any missed school work.
- ✓ While class or subject teachers may, at their discretion, help with work to be done by the student during their absence, this can in no way compensate for the loss of tuition.
- ✓ When students are absent for planned reasons, the parent or guardian is required to inform the Principal in advance and in writing. Clearance is to be given prior to making any travel arrangements.
- ✓ When students are absent for medical or other unexpected reasons, a written note from the parent or guardian must reach the Principal on the first day of the student's return to school.
- ✓ In case of absence of more than two days for medical reasons, the absence must be supported by a medical certificate.

- ✓ Children suffering from a contagious disease, will only be allowed to attend school after the production of a fitness certificate from a qualified doctor.
- ✓ All unexplained absences will be followed up by the Vice Principal or Principal.
- ✓ Repeated absence without permission or unexplained absences of more than six consecutive days will make the students likely to have their name removed from the school rolls. Re-admission may be granted only at the discretion of the Principal.
- **Arriving late to School**
  - ✓ Students are expected to be at school for registration by the time indicated in the daily schedule.
  - ✓ For reasons of security, students will report to their Form Tutors.
  - ✓ Students who arrive late more than once in a week are required to obtain an appropriate sanction from the Principal.

## 6. EXPENSES & TRAVEL

### 6.1 Fees

- The fees cover all the teaching costs and other expenses for the academic year. It is therefore of utmost importance that all fees be paid promptly.
- Fees are payable in Four Quarters i.e in the months of April, July, October and January by the 10<sup>th</sup> of the relevant month
- If the 10<sup>th</sup> of the month, in which the school dues are to be paid happens to be a holiday, then the payment is to be made by the previous working day of the month.
- Parents are requested to make all payments by draft or cheques drawn in favour of '**Daulat Ram General Education Society**', payable at Gurugram..
- Wire transfer is possible for parents residing overseas. Further details on this can be obtained from the accounts office. The transaction charges levied by the bank will have to be paid by the parent.
- Late fee charges @Rs.50/- per day shall be levied from the 11<sup>th</sup> of the month in which the school dues are to be paid, till the end of the month. If the dues are not cleared even by that date, the name of the student will be struck off the rolls. Re-admission may be allowed at the discretion of the Principal, only after payment of all dues, including late fee along with 50% of the normal admission fee. This is subject to availability of a seat in the relevant class.
- No student, whose fee remains unpaid either in full or in part, will be allowed to sit for the examinations.
- Until the outstanding fees are received, no internal examination results, reports or recommendations to other schools will be issued to the student or parent.
- There is a facility of submitting the school fee, online, through plastic money.

### 6.2 Visas

- A visa is required for every person not holding an Indian nationality.
- A student visa may be obtained through the Indian Embassy in the country in which the student is currently residing.
- Once a student has been accepted for admission, the school will issue a letter of confirmation with the effective date of entry into GDGGS. This document may be used as part of the visa application.
- It is the responsibility of the parent/guardian to maintain a valid visa.
- Please ensure that the student's passport is valid at all times.

## 7. SYSTEM & TECHNOLOGY

We strongly believe that Information Technology promotes active learning, allows teachers to share information efficiently and maintain proficiency, and enables administrators to manage the school more effectively and facilitates timely communication between students, teachers, parents & administrative staff.

The existing infrastructure includes:

### 7.1 Infrastructure

- **Network**-The entire campus is connected over a 100/1000 Mbps LAN and 802. 11g W-LAN
- **Servers**-The network of the school is powered by a collection of four hi-end servers.
- **Laptops/ Computers**-The school has an installed base of over 400 student and staff laptops/PCs spread across the campus.
- **Internet**-Internet access is available 24 x7 through a high-speed Leased line with b/w of 100 Mbps.

### 7.2 Building Management System

- **Building Automation System**: The air-conditioning & lighting across the campus is automated & is controlled through software with continuous monitoring of relevant parameters.
- **Fire Alarm System**: All the buildings are equipped with fire detection & alarm systems with computer interface addressable system.
- **Audio-Video System**: The school has an automated digital audio & video system which takes care of announcements, background music, electronic bell system & Satellite T.V. channel transmission.

### 7.3 Security & Surveillance

- **CCTV**-All the buildings & outdoor fields are under surveillance through fixed & PTZ Cameras with event recording facility to keep a check on the security & safety within the premises.
- **Access Control**-All the restricted areas/ zones have a controlled access for entry & exit based on smart contact less card & reader system

### 7.4 Information & Management Software

- **School Management System**: We use ClassDojo app, a windows based integrated school management software comprising of information & database about student admission/fees, attendance, staff payroll, financial accounting, library management, medical reports, transport & time table.
- **Online Community**: We use '**ClassDojo**', also as a web-based integrated school informative system to generate the school related information E.g. Events, calendar, news, food menu,

circulars, feedback, report & much more. The parents, students, staff & alumni are given their individual username & password to retrieve the information modules as per their access rights. It also facilitates the staff members and the parent community to communicate through e-mails.

- **Payment Gateway-** There is a facility of submitting the registration form as well as student's fee, online, through plastic money.
- **Web Site-** The school has an informative website - [www.gdgoenkaglobal.com](http://www.gdgoenkaglobal.com) which is user friendly and content rich.
- **GPS & Face recognition smart attendance**

### **• CO-CURRICULAR ACTIVITIES**

Education at GDGGS goes far beyond the classroom. All students, without exception, participate in co-curricular activities. The school offers facilities such as indoor sports arena and a multipurpose outdoor court. Activities include Sports, Theatre, Music, Art and Craft and many more. There is also sufficient time for rest, play, recreation and use of library. Weekend activities include in-house and out of campus activities. Upcoming – planetarium, all weather swimming pool and including auditorium.

#### **8.1 Sports**

- Sports at GDGGS provide enjoyment, relaxation and exercise.
- Friendly competition is regarded as a positive aid to student's educational development and to the formation of their sense of self-worth.
- Every student and every member of the staff who appears in a sports competition for GDGGS is an ambassador for the school.

#### **8.2 Trips & Excursions**

As part of the Parental Consent Form, parents are requested to give permission to their wards to join school-organized trips within and outside Haryana. These could include trekking, camping, sports or cultural trips and visits to other schools. Students will always be chaperoned by members of the teaching.

#### **8.3 Parent Consent Form**

The Parent Consent Form enables the school to make informed decisions on behalf of the student. At all times the student's safety is our foremost concern with regard to outings and activities. The school cannot be held responsible for any injury caused due to any accident during school trips, adventure activities, excursions, Field visits etc. inside or outside the school campus.

## **8.4 Medical Facilities**

- The school has medical facilities and a supply of non-prescription medicines.
- Nursing staff are present on all days and times when students attend school.
- The school has a well-equipped ambulance on call with nearby hospital.
- The school has a tie-up with private hospital for serious medical problems or emergencies.
- Please complete the **Medical History Form** accurately for treatment mention allergies specifically in case of emergency and proper health care of the student.
- We request that students receiving transient or long term medical treatment. It is requested that the same be discussed with the school doctor or Houseparent prior to starting school and that appropriate information be documented on the medical form.
- Students returning to school after an absence, including vacation, must provide details of any illness or accident during this period.

## **8.5 Student Council**

- The formal link between faculty and students is the democratically –elected student council, which includes faculty advisors.

## **8.6 Birthdays**

Students up to Grade 5 are allowed to attend the school without uniform but must be formally attired.

The school will not permit any student to go directly from the School to attend birthday celebrations of any other classmate or friend nor will the school disclose the telephone number or address of any student for sending invitations.

Permission for out pass may be granted by the Principal in cases where written request by parents/local guardian is submitted to the school office.

## **9 Contact Info**

**Contacting GDGGS:** You can contact the school authorities at the following list of school email addresses.

[principal@gdgoenkaglobal.com](mailto:principal@gdgoenkaglobal.com)

[administrator@gdgoenkaglobal.com](mailto:administrator@gdgoenkaglobal.com)

[admissions@gdgoenkaglobal.com](mailto:admissions@gdgoenkaglobal.com)

[accounts@gdgoenkaglobal.com](mailto:accounts@gdgoenkaglobal.com)

[itsupport@gdgoenkaglobal.com](mailto:itsupport@gdgoenkaglobal.com)

[pypcoordinator@gdgoenkaglobal.com](mailto:pypcoordinator@gdgoenkaglobal.com)

**Parent School Online Community:** The parents & students are provided with their username & password to login to the online community module which gives ample information about the student's profile, his or her progress and day to day activities of the school.

Direct E-Mailing facility has also been provided, apart from access to information like class syllabus, school calendar, holiday homework, circulars & school news bulletin.

**Voice Communication:** You can reach the front desk of the school on the following telephone numbers:

**Landline**-91-124-4714458, 91-124-2350005/6/7

## **10 ANNEXURE**

### **10.1 Uniform Specifications**

#### **SUMMER UNIFORM**

<b>BOYS</b>	<b>GIRLS</b>	<b>Specifications</b>
Blue Striped Shirt	Blue Striped Shirt	
Blue Capri	Blue Pleated Skirt	Grade 3 to Grade 5
White Socks	White Socks	
Black Shoes	Black Shoes	
Belt	Belt	
Red Turban/Patka (For Sikh Boys)	Red Hair Accessories	

#### **SUMMER SPORTS UNIFORM**

<b>BOYS</b>	<b>GIRLS</b>	
Sports Tee Shirt	Sports Tee Shirt	
Sports Sweatshirt	Sports Sweatshirt	
Tracks	Tracks	
White Socks	White Socks	
Sports Shoes	Sports Shoes	
Belt	Belt	
White Turban/ Patka (For Sikh Boys)	White Hair Accessories	

#### **WINTER UNIFORM**

<b>BOYS</b>	<b>GIRLS</b>	<b>Specifications</b>
Red Jacket	Red Jacket	Grade 3 to Grade 5
White Formal Shirt	White Formal Shirt	Full Sleeves
White Socks with Black Band	White Socks with Black Band	
Black shoes	Black shoes	
Red & Grey Cable School Cardigan	Red & Grey Cable School Cardigan	With sleeves or Without sleeves.
Neck Tie	Neck Tie	
Belt	Belt	
Red Turban/Patka (For Sikh Boys)	Hair Accessories- Red	
	Red leggings	Optional

### **10.2 Books & Stationery**

<b>S.No.</b>	<b>Grade</b>	<b>Items</b>
<b>1</b>	<b>Nursery</b>	Notebooks, Stationery, Primary Years Programme(PYP) Study Material
<b>2</b>	<b>K.G.</b>	Notebooks, Stationery, Primary Years Programme(PYP) Study Material
<b>3</b>	<b>Grade 1</b>	Notebooks, Stationery, Primary Years Programme(PYP) Study Material
<b>4</b>	<b>Grade 2</b>	Notebooks, Stationery, Primary Years Programme(PYP) Study Material
<b>5</b>	<b>Grade 3</b>	Notebooks, Stationery, Primary Years Programme(PYP) Study Material
<b>6</b>	<b>Grade 4</b>	Notebooks, Stationery, Primary Years Programme(PYP) Study Material
<b>7</b>	<b>Grade 5</b>	Notebooks, Stationery, Primary Years Programme(PYP) Study Material