

GD GOENKA SCHOOL

Thrive. For Life.



Contents

Welcome to the CLS Programme.....	3
GDGGS Mission & Vision.....	4
Cambridge Mission and Core Values.....	5
The CLS Approach.....	5
The Cambridge Learner Attributes.....	6
Curriculum & Subject Offered	7
Cambridge Checkpoints... ..	7
Assessment	8
Subject Insights.....	9-10
Co-Curricula & Activities	11
STUDENT SUPPORT SERVICE.....	12
• Cambridge Well being /PSHE	
• Code of conduct	

GD Goenka Global School, Gurugram

GDGGS is proud to be recognized as one of the premier Cambridge schools in Gurugram, offering the Cambridge Lower Secondary (CLS) curriculum from Cambridge International Education (CIE) for students in Grades 6 to 8.

This handbook serves as a comprehensive guide to address queries from students and parents about the CLS Programme. It aims to provide an in-depth understanding of the curriculum framework, the innovative pedagogy we employ, and the robust support systems available at GDGGS.

The handbook outlines key aspects of the CLS curriculum, including the subjects offered, the skills students will develop, and the assessment patterns. We encourage students and parents to engage with the CLS Coordinator and their teachers to gain deeper insights into the curriculum.

Ms. Rini Chhabra

CLS Coordinator

Ms. Navina Chadha

Principal

OUR 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.

OUR 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.

CAMBRIDGE INTERNATIONAL EDUCATION

Cambridge International is committed to its mission of extending access to the benefits of high-quality education around the globe. This Curriculum and its qualifications are designed to support high-quality educational performance, developing successful students, and supporting the economic performance of countries where Cambridge International works at the national level.

MISSION

The mission of the University of Cambridge is to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence.

CORE VALUES

Freedom of thought and expression

Freedom from discrimination

The encouragement of a questioning spirit.

An extensive range of academic subjects in all major subject groups

Quality and depth of provision across all subjects

Education that enhances the ability of students to learn throughout life.

THE CAMBRIDGE LOWER SECONDARY APPROACH

Cambridge Lower Secondary programme is designed to help learners develop the skills they need to succeed in the lower Secondary education and progress to Upper Secondary, the next stage of learning.

The programme is progressive and flexible and helps the students become independent learners. It encourages them to take initiative and helps students build character, confidence, and cross-cultural sensitivity. Five elements lie at the heart of GDGGS and Cambridge education:

- International curriculum
- Teaching and learning
- Assessment
- International recognition
- Global community.

The programme develops skills and understanding in a wide range of subjects including English, Mathematics, and Science & Global Perspectives. It is designed to help us deliver a broad and balanced curriculum that suits every child's needs and our school's context, culture, and ethos.

CAMBRIDGE LEARNER ATTRIBUTES

The term ‘Cambridge learner’ reflects the key attributes we consider essential for students in today’s world. It represents the development of a well-rounded set of academic skills, life skills, and attitudes that equip learners to achieve success. Cambridge learners embody these qualities and are prepared to excel in diverse environments.

Confident in working with information and ideas – their own and those of others

Responsible for themselves, responsive to and respectful of others

Reflective as learners, developing their ability to learn

Innovative and equipped for new and future challenges

Engaged intellectually and socially, ready to make a difference

CURRICULUM

The Cambridge Lower Secondary (CLS) curriculum seamlessly integrates skill-based and concept-based learning, preparing students to navigate and thrive in an ever-evolving and uncertain future. It focuses on:

Ways of Thinking: Nurturing creativity, innovation, critical thinking, problem-solving, decision-making, and the ability to learn effectively.

Ways of Working: Encouraging collaboration, clear communication, and impactful presentation skills.

Tools for Working: Developing information literacy and proficiency in utilizing emerging technologies.

Skills for Living in the World: Fostering a sense of local and global awareness, along with personal and social responsibility.

Each subject is enriched by a wide range of high-quality teaching and learning resources, complemented by diverse assessment options provided by Cambridge. These resources and assessments are thoughtfully aligned with the learning objectives outlined in the Curriculum Framework, ensuring a cohesive, comprehensive, and engaging educational experience.

SUBJECTS OFFERED

All Subjects are mandatory across Grades 6-8

- English
- Math
- Science
- Humanities
- Hindi
- French/Spanish
- Information Technology
- Physical Education
- Visual Art and Design
- Global perspectives

SUBJECT INSIGHTS

ENGLISH (0861)

Cambridge Lower Secondary English encourages a lifelong enthusiasm for reading, writing, and spoken communication. Students develop English skills for different purposes and audiences.

Students develop skills and understanding in four areas: reading, writing, speaking, and listening. They learn how to communicate effectively and respond to a range of information, media, and texts to:

- become confident communicators, who are able to apply all four skills effectively in everyday situations
- see themselves as readers, engaging with a range of texts for information and for pleasure, including texts from different times and cultures
- see themselves as writers, who use language clearly and creatively for a range of different audiences and purposes.

SCIENCE -(0893)

The Cambridge Lower Secondary Science Curriculum Framework provides a comprehensive set of learning objectives for three stages.

The learning objectives in the curriculum framework provide a structure for teaching and learning. They also provide a reference for checking learners' development of knowledge, understanding, and skills. The learning objectives are divided into main areas of learning called 'strands'.

In Cambridge Lower Secondary Science, there are six strands, divided into three categories:

- A skill strand – Thinking and Working Scientifically: Models and
represents Scientific inquiry and develops skills like-
purpose and planning, analysis, evaluation and conclusion
- Four content strands – Biology, Chemistry, Physics, and Earth and Space
- A context strand – Science in Context.

All the strands support learners in understanding and investigating scientific phenomena and provide a foundation for developing future scientific skills, knowledge and attitudes. Although each strand is presented separately, it is intimately connected to the other strands. Each strand, except for Science in Context, is further divided into 'sub-strands' which are based on the key concepts of each strand. The strands and sub stands showcase progression of the concepts explored.

MATH (0862)

Cambridge Lower Secondary Mathematics encourages lifelong enthusiasm for analytical and rational thinking. Learners develop a holistic understanding of the subject, focusing on principles, patterns, systems, functions, and relationships. They will become mathematically competent and fluent in computation that they can apply to everyday situations.

Math curriculum is divided into 5 strands :

- Number
- Algebra
- Geometry and Measure
- Statistics & Probability
- Thinking and Working Mathematically

The new strand “Thinking and Working Mathematically” is embedded within and across the other curriculum strands. The process of thinking and working mathematically encourages learners to talk with others, challenge ideas, and provide evidence that validates conjectures and solutions. When learners are thinking and working mathematically, they actively seek to make sense of ideas and build connections between different facts, procedures, and concepts.

GLOBAL PERSPECTIVES (1129)

Cambridge Global Perspectives is a unique, transformational programme that helps students at every stage of school education. It also flourishes outstanding transferable skills to support them in their studies as well as in their day-to-day life. This subject develops the skills of research, analysis, evaluation, reflection, collaboration, and communication. It also provides valuable opportunities to reinforce links with other subjects. Students study global topics that are relevant to them – for example, the environment, education, and keeping healthy. In doing so, they will:

- develop the skills needed for further education and the workplace
- understand their place in an interconnected world
- make informed decisions about the information they read, hear, and see
- understand how causes and consequences are connected
- conduct independent research on a global issue

Humanities

Learners will explore the world, its people and places, locally, nationally and globally, in the past, present and future. They will be introduced to humanities topics by building knowledge and developing discipline-specific skills, which will help them actively engage with the subject.

Cambridge Lower Secondary Humanities is divided into three strands: People, Past and Places.

Learners actively engage with humanities topics in one or more strands of the humanities curriculum through enquiries to develop a deep understanding.

ASSESSMENTS @CLS

Continuum Approach of Learning without Pressure.

The Continuum approach plays a crucial role in semester preparation, with 80% of the progression test preparation completed through this method. Progression assessments are conducted via unit-end diagnostic tests and interim progression tests leading up to the semester exam.

Assessment guidance supports teachers in providing formative feedback focused on the skills learners need to develop. This feedback enables students to reflect on their performance and make meaningful improvements.

The Academic year is divided into two semesters.

Each semester has one Interim Progression test (IPT), Unit End Diagnostic Assessment (UEDT), and a Semester Progression Test (SPT).

Semester wise weightage-

- IPT 1- 20 Marks
- UEDT(Unit end diagnostic assessment)-20 Marks
- Semester end exams- 80 Marks (50% weightage)
- Internal Assessment- 10 marks
- Skill Assessment- 10 March

CO-CURRICULAR ACTIVITIES

SPORTS

Sports play a vital role in fostering physical fitness, teamwork, and overall well-being among students. Our school offers a diverse range of sports, including lawn tennis, table tennis, basketball, cricket, football, cricket, table tennis, foosball, chess and swimming, ensuring every student finds an activity they enjoy. The school provides a conducive and inspiring environment for sports, encouraging students to excel both individually and as part of a team. With state-of-the-art facilities and dedicated spaces for each sport, we aim to nurture talent and instill a lifelong appreciation for an active and healthy lifestyle.

Student Activity Program

The Student Activity Program (SAP) at GDGGS is designed to nurture the unique talents of each student, providing opportunities for them to flourish and discover their strengths beyond the academic sphere. This initiative underscores our commitment to holistic development by encouraging students to engage in diverse pursuits that complement their academic journey.

- Soundscape- Music
- The Groove -Dance
- BrightBots- AI & Robotics
- Expressions- Literacy Club

CAMBRIDGE WELL BEING PROGRAM

The Wellbeing program empowers learners to holistically enhance their emotional, physical, and social development. Through this framework, students:

- Gain a deeper understanding of the factors influencing their emotional and physical well-being.
- Practice diverse strategies to effectively manage their overall wellness.
- Explore various interpersonal relationships, including friendships, family dynamics, and the significance of community and social responsibility.
- Develop positive communication skills, both expressive and receptive, to engage meaningfully with others.
- Build confidence to manage their safety and adapt to changes across a variety of situations.
- Learn ways to actively contribute to the well-being of others, fostering a sense of empathy and social awareness.

This comprehensive approach equips students with the skills and mindset to thrive in a complex and interconnected world and helps students develop skills and attributes such as resilience, self-esteem, risk management, teamwork, critical thinking, etc.

CODE OF CONDUCT

Yearly Syllabus –

It is shared with parents during the beginning of new academic year.

Attendance and Punctuality -

- Students are expected to attend school every school day. We can best help educate students when they meet this expectation. Parental communication is required when students are absent from school.
- We follow a norm of minimum 75% attendance in Middle School.
- Avoid late arrivals and early departures, except in exceptional cases with prior approval.

Uniform –

- **Boys:** Boys must wear Blue and white striped shirt and blue trousers. Black school shoes and white school socks complete the attire for the summer. In winter, white full sleeved shirt and black pin striped trouser with black shoes and white socks have to be worn with the school tie. School cardigan can be worn along with the red school jacket.
- **Girls:** Girls must wear blue and white striped shirt and blue skirt, black shoes and white socks in summer. In winter, white full sleeved shirt and black pin striped skirt with red cardigan and the red school jacket will complete the school uniform. Black shoes and white socks remain common to both summer and winter.
- Students must maintain daily cleanliness, including neatly trimmed nails.
- Use of makeup, nail polish, or tattoos is not allowed in school.
- Hair must be neat, well-groomed, and tied back if long.
- Unnatural hair colours are not permitted.

PLS NOTE- no civil jacket, sweatshirt, coat etc. is allowed. The school also discourages the wearing of jewellery.

Respect and Responsibility-

- Treat teachers, peers, staff, and visitors with courtesy, kindness, and respect.
- Value diversity of culture, language, religion, and opinion.
- Accept responsibility for your actions, behaviour, and words at all times.

Electronic Devices-

CLS students are not allowed the usage of any electronic devices during their course of learning in the classrooms. At certain instances use of laptops/tablets and in the classroom is at the discretion of the teacher and with permission of coordinator and principal.

Birthday Celebrations-

- Students must wear their regular school uniform on their birthdays. Casual clothing is not permitted.
- Birthday treats are limited to one small candy or chocolate per student. Bulk or elaborate distributions are not allowed.

Homework –

Each child is unique, and the time required to complete homework can vary based on several factors. These may include a student's individual efficiency, learning style, work habits, prior knowledge, and the differential learning need and learning objectives.

The recommended maximum average time for homework for:

Grade 6: about 60 minutes daily (5 days per week)

Grade 7: about 90 minutes daily (5 days per week)

Grade 8: about 90 minutes daily (5 days per week)

Homeroom tutors share a fortnightly report with parents

