SMILES
‘Raising Emotionally Healthy Children’

1. **Objectives:**
   a. to educate and equip teachers to nurture emotional well-being of the students.
   b. to better understand children’s emotional health issues.
   c. to better equip teachers with skills to identify and deal with basic emotional problems in children as presented in class and school situation.
   d. to enhance understanding on emotional health which will reflect in:
      (1) teachers’ conducting more sessions on emotional health issues as part of the ‘Value Education’ initiative.
      (2) skills to identify and record children’s emotional health issues in the Child Development Record.
      (3) to have all stakeholders of the project at one page.

2. **Procedure:**
   a. Mega Training will be conducted annually to train a pool of master trainers.
   b. Step Down Training (SDT) will be conducted module-wise annually.
   c. SDT on following modules will be conducted on Training Saturdays and the on-going (2013-14) session must end by December 2014:-
      Module – I Self-awareness
      Module – II Emotional Health and Literacy
      Module – III Gender
      Module – IV Communication Tools
      Module – V Behavior and Assertiveness
      Module – VI Disciplining Techniques and Corporal Punishment
      Module – VII Body Protection
      Module – VIII Bullying
   d. SMILES is a continuous training programme, therefore Mega Training & SDT sessions will be conducted annually. Next session of the SDT will be
conducted simultaneously with the on-going session, to train maximum number of teachers in one academic year.

e. Trainees must attend all modules of the SDT to qualify for the course.

f. SDT will be followed by Career Counseling initiative called Inspire; to identify possible tribulations faced by students, and to carry out relevant interventions to address them in collaboration with experts from FJWC.

g. Post training meeting to be held at the host school, between resource person and representatives from participating schools to discuss post training feedback.

h. Post training meeting to be conducted (after each module) at every participating school, attended by trainees and school management to finalize the action plan for implementing the learnt procedures.

i. INSET Workshops may be conducted on SDT modules, on maintaining Personality Development and Child Development Record.

3. **Schedule of the Reports:-**

a. After every module, following documents will be submitted to APSACS Secretariat to be shared with the expert child psychologist:

   (1) Post Training Report.
   
   (2) Feedback Forms.
   
   (3) Attendance Sheet.
   
   (4) Registration Forms.

b. Action plan of the schools may be shared with APSACS Secretariat after each module.

4. **Responsibilities:**

a. RC Office; will be responsible for successful conduct of the training and pre/post training meetings.

b. Resource Person; will be responsible to conduct effective training and share candid post training feedback with the schools’ management.
c. Host school; will be responsible to provide resources required by the trainer during the training.

d. Participating school; will be responsible to be proactive in sending eligible teachers for the training and developing comprehensive action plan for future.

e. Trainees; will be responsible to provide valuable input during the aforementioned meetings.

5. **Attendees:**

   a. Representative from host school.

   b. Representative from participating schools.

   c. Trainees.
A comprehensive training plan has been chalked out by the Department of Training and Evaluation for Continuous Professional Development of the school managers and teachers. The trainings aim at developing leadership, managerial, administrative and instructional skills of in-school teams by exposing them to the latent practices in the aforementioned areas. List of courses to be conducted in the Twelfth Round of Training (2014 -15) includes:

**Trainings for School Managers**
- Principal Induction Course (PIC)
- Principals as Leaders (PAL)
- Section Heads as Leaders (Junior & Middle School) (SHAL)
- Pre-school Heads Leadership Course (PHLC)
- Evaluators' Training Course (ETC)

**Trainings for Pre-school Teachers**
- Early Childhood Learning Certificate Course (ECLC)
- Early Childhood Learning Diploma Course (ECLD)

**Trainings for Junior & Middle School Teachers**
- Staff Development Certificate Course (SDCC)
- Staff Development Diploma Course (SDDC)
- School Improvement Framework (SIF)
- Schools as Learning Organizations (SLO)
- Training of Trainers (TOT)
- Curriculum Based Trainings (SBTs)
- SMILES – Raising Emotionally Healthy Children
- Career Counseling
- Computer Literacy Introductory Course (CLIC)
- APSACS Software Management System Training (AMS)
1. **Objectives**

   a. To develop in partner schools, a sense of ownership and belonging to the APSAC System

   b. To learn from best practices in Teaching and Learning through observation of schools and classrooms

   c. To promote recognition, acceptance & appreciation of diversity

2. **Benefits**

   a. At the Academic level APSACS Handshake Programme will:

      (1) Generate enthusiasm and motivation for learning.

      (2) Incorporate collaborative learning activities.

      (3) Encourage teachers and students to locate and explore common ground and develop cooperative learning skills.

      (4) strengthen relationships among staff members to identify and work towards the achievement of common goals and outcomes for a school partnership.

      (5) At social/ cultural level Handshake Programme will:

          (a) Allow new information and ways of thinking to permeate throughout the community by extending the outreach of a school partnership.

          (b) Help build integration of APSAC System.

          (c) Inspire a desire for positive change, locally and nationally.

          (d) Illustrate the concept of national interconnectedness in a tangible way.

          (e) Enhance students’ sense of active citizenship at local and national level.
(6) At Global level APSACS Handshake Programme will:

(a) Pave the way for Global Partnerships.
(b) Bring a unique intercultural element to collaborative learning activities.
(c) Set the foundation of international collaboration and training for the grooming of APSACS students as Global Citizens.

3. **Procedure**

a. A Handshake Committee to be formed by RCs *(ref APSACS Handshake booklet)*

b. Principals to appoint Link Coordinator

c. A Meeting to be held at the beginning of the year, amongst the schools in the visiting/host cluster prior to commencement of the visit to mutually agree upon the following:

(1) Mode of contact (telephone, email, Skype, reciprocal visits)

(2) Activities & Projects

(3) Exchange of resources

(4) Travel plan

d. Reciprocal Visits should be planned during Summer & Winter Break or any other time mutually decided by the RCs and Schools in partnership.

e. The number of team members, duration of visits and schedule may be mutually decided by the schools in partnership. The visiting cluster should be composed of *Volunteers*.

4. **Schedule of Reports.** A pre and post visit report will be sent to the APSACS Secretariat on prescribed format *(ref Handshake Programme booklet)*.
5. **Responsibilities**
   
a. RC  
   
b. Principals & section Heads of the schools in Partnership  
   
c. Handshake Committee  
   
d. Link Coordinators  

6. **Attendees**
   
a. RC (if available)  
   
b. Principals  
   
c. Handshake Committee  
   
d. Link Coordinators (All schools in the Cluster)
MENTORSHIP PROGRAMME

1. **APSACS Mentorship Programme.** APSACS Mentorship Program is an endeavor of the APSACS Sectt to develop a professional relationship between Army Public Schools within a Region, in which an established school (the mentor) will assist another (the mentee) in developing specific skills and knowledge that will enhance the latter’s growth. Such a relationship is based on mutual sharing of expertise and resources. The power of mentoring is that it creates a one-of-a-kind opportunity for collaboration, goal achievement and problem-solving. If there is no school of the same Region in the area, this relationship may be between schools of different Regions.

2. **Objectives.** The Mentorship Programme aims at:
   
a. establishing the foundation of a lasting professional network between APSACS schools
b. facilitating growth of the mentee school by sharing the knowledge and insights that have been learned by the Mentor School over the years; in other words, giving the Mentee school exposure to diverse perspectives and experiences

3. **Procedure:**
   
a. introduction of the Mentor and Mentee school by the RC
b. dialogue between administration of both the schools to chalk out an action plan to assist the Mentee School
c. inter-school visits
   
   (1) visit of the Mentee School by trainer of the Mentor School to train the former to eradicate inadequacies
   
   (2) visit of the Mentor School by staff of the Mentee School to get exposure of efficient measures employed to implement APSACS Policies as well as latest pedagogical practices
d. The Mentor and Mentee schools are expected to establish strong communication links (postal mail, internet) to
   
   (1) exchange data such as follow-up reports, procedures etc
   
   (2) organize trainings, engage in discussion & feedback sessions through video conferencing (where possible)
e. One link coordinator will be appointed in each school to coordinate the programme.

4. **Schedule Of Submitting Reports.** The RC will closely monitor the measures taken for improvement by the Mentor & Mentee schools of his/ her Region. A detailed report will be forwarded to the APSACS Secretariat on the prescribed format (APSACS Mentorship Programme: Anx ‘B’) at the end of each term.

5. **Responsibilities:**

   a. Regional Coordinator
   b. Principals (Mentor & Mentee School)
   c. Section Heads (Mentor & Mentee School)
   d. School Trainers (Mentor & Mentee School)
   e. Link Coordinators (Mentor & Mentee School)
Regional Hub Training

1. **Objectives.** The objectives of RHT are:

   a. Providing the co-ordination of trainers/subject specialists for training to develop and strengthen the provision of training, education and professional development within the region
   
   b. Preparing teachers for positions of leadership and responsibility in all walks of life
   
   c. Strengthening & retaining knowledge & skill development of teachers by creating a Central Regional Framework
   
   d. Coordinating, promoting and improving trainings and educational efficiencies and effectiveness through collaboration and technology in the region to facilitate schools
   
   e. Providing information on teaching strategies, as well as resources to assist in learning
   
   f. Enhancing the joint service working, sharing and integration among schools
   
   g. Providing the highest quality service and bringing continuous improvement

2. **Procedure**

   a. RC alongwith Principals and other concerned staff of region will have a coordination meeting ONCE A TERM to plan Regional Hub Training Workshops. Dates, days and venues should be mutually decided.

   b. The focus of training should be on the following aspects:

      (1) Induction Trg for Teachers
      (2) Coordination Meeting
      (3) Lesson Planning
      (4) Weekly Evaluation Report
      (5) Lesson Presentation /Demonstration:-

         (a) English (Language & Literature)
         (b) Urdu / Islamiyat
         (c) Maths
         (d) Geo/Hist & S.St
         (e) Science
         (f) Computer Science
c. Areas for Development that are identified should be need based or from SIP.
d. SBTs of the aforementioned topics will be shared with to all regions.
e. While planning the workshops, RCs may like to have:
   (1) different schools running different subject workshops, or
   (2) one school conducting more than one workshop running parallel for different subjects.
   (3) **TOT (Training of Teachers).** APSACS has planned to prepare a Pool of Validated Teachers. A two days workshop of TOT will be conducted during SDCC or APSACS Evaluation Visit to validate teachers. Validated Teachers will conduct workshops in their regions.
   (4) **Fish Bowl.** Fish Bowl technique will be used in RHT. It is a useful technique for sharing ideas or information from a variety of perspective.
   (5) The RC/Principals must ensure that the measures suggested for improving Areas for Development are implemented without delay and monitored closely.

3. **Schedule of Report.** A detailed / comprehensive report on Regional Hub Training (schools, resource persons, participants, topics covered, presentations and handouts) conducted is required to be provided to APSACS Sectt ONCE A TERM by the RC on the prescribed format.

4. **Responsibilities.** Responsibilities of Regional Hub Training will be shared by the following.

5. **Attendees**
   a. RC
   b. Principal
   c. Section Heads
   d. Subject Coordinators
   e. APSACS Validated Teachers
Academic Planning 2014-2015

- **Objectives:**
  - Transfer of prepared teaching material to the teachers to provide hands-on opportunity to utilize training received.
  - Increased focus on the Skill Development.
  - Decrease workload of teachers through rotational lesson planning and test preparation.
  - Effective coordination between stakeholders.
  - Facilitate participation in Academic Planning.
  - Standardize of teaching practices.
  - Provide a stress-free learning environment by reducing number & content of Tests.

- **Projects, Programs, Plans & Procedures being introduced in the Academic Year 2014-2015**
  - Rotational Lesson Planning
  - Academic Coordination Meeting.
  - Reading Program.
  - Focus on Skill Development
  - Tutorial periods for remedial classes and Extra Curricular Activities.
  - Assessment System on Check Points
  - Training For Middle Management, Career Counseling, Identification & Intervention techniques for At Risk Children
  - Year of E Services
  - Information Technology/ Examination Cells.
  - Provision of Planning time for teachers
**Syllabus Planning**

1. Time (number of periods) needed to teach a Unit/Chapter has been judiciously calculated and given in the Block Syllabus. Breakup of lessons, period-wise, has to be done by teachers themselves.

2. This will allow freedom to teachers to plan lessons at micro level according to their desired pace. However, the sequence of teaching must be maintained to ensure a broad pattern of uniformity throughout the system. It is imperative that the Subject Coordinators/Teachers spread syllabi contents judiciously over the teaching periods allocated to a particular Unit/Chapter.

3. Revision periods have been embedded according to class needs.

4. Significant concepts too, have been identified. The teacher can pick out more which she/he thinks are important for Check Point Assessments.

**Rotational Lesson Planning**

Rotational Lesson Planning & Check Point Assessments have been introduced from the Session 2014-2015:

a. Lesson plans will be written on a modified format.

b. Every teacher will **not make** Lesson Plans every week, however, every teacher will **write** Lesson Evaluations after teaching.

c. Lesson plans will be written on rotational basis by the teachers who have been assigned different sections of a class (parallel classes). i.e 4a, 4b, & 4c.

d. Every week ONE teacher will be asked to develop Lesson Plans for her subject for that week and plan the required AV aids/spot tests. This plan will be used by teachers of all the sections of that class. However, the **Evaluation of Lesson** portion will be filled by every teacher based on teaching and learning experiences in the class.
**Academic Coordination Meeting**

It will be held three levels:-

a. Mega Coordination Meeting.
b. Term Coordination Meeting.
c. Weekly Coordination Meeting.

(1) **Mega Academic Coordination Meeting**

(a) **Attendees:**
   i. Principal
   ii. Section Heads
   iii. Subject Coordinators
   iv. Class Coordinators

(b) **Schedule.** Mega Academic Coordination Meeting will be held twice during an Academic Year:-
   i. Before the commencement of the New Academic Year.
   ii. After Result / PTM of First Term.

The Principal will explain the Academic Policies with a focus on new policies if any.

The Section Heads will give briefings on Curriculum / Assessment plans of their sections. (prepared by subject coordinator)

The subject / class coordinators will attend the meeting and take relevant notes.

(2) **Term Subject Coordination Meeting:**

(a) **Attendees**
   i. Section Heads
   ii. Subject Coordinators
   iii. Assist to Section Heads

(b) **Schedule.** Term Subject Coordination Meeting will be held during the Orientation Week & before the Second Term.

(c) **Prerequisites.** The Subject Coordinator must ensure that all the teachers of parallel classes have: -
i. the text books, work books, teacher guides and syllabi when they come for the meeting.

ii. studied in advance, the block syllabus, detailed syllabus, the lessons in the text books and worksheets.

iii. clear ideas about the suggested skills to be identified for a lesson.

(d) Procedure:

i. The Subject / Class Coordinators will be responsible for conducting the co-ordination meetings under the guidance of the Section Head.

ii. The subject Coordinator and the team of subject teachers who are taking parallel classes/sections of a subject will study the whole Block Syllabus for whole term.

iii. The Subject Coordinator and her team will chalk out a broad teaching plan of the assigned subjects for the whole term.

iv. Subject Co-ordinator will distribute the units / chapters in the Block Syllabus (for one term) among the teachers of different sections (parallel) of a class for lesson planning.

v. Equal distribution of topics amongst the available teachers is important to ensure that every teacher gets the practice of lesson planning.

(3) First Subject Coordination Meeting. For the 1st Teaching Week of the Session 2014-2015, following procedure will be followed:-

(a) During Orientation Week, an experienced teacher will be given the responsibility of preparing the lesson plans for the whole week on the topic assigned to her.

(b) She will prepare the Lesson Plans according to the set of instructions given in the planner.
(c) These plans will then be discussed with rest of the subject teachers during Coordination Meeting. The developer of the lesson plan will incorporate the mutually agreed upon changes proposed by other teachers.

(d) The final plan will be given to Subject Coordinator who will submit the final Lesson Plan to the Section Head who will get the photocopies prepared for the teachers of the parallel classes. This lesson plan will be used for the first teaching week of the session.

(4) **Weekly Subject Coordination Meeting**

(a) **Attendees:**
   i. Subject Coordinators
   ii. Subject Teachers

(b) **Schedule.** Coordination Meetings will be held after regular school timings during the teachers’ stay-back time i.e. 01:35 to 02.05 pm. The day for Coordination Meetings will be decided subject wise. The entire teaching faculty must understand the following procedure:

(c) **Procedure:**
   i. Review the previous week’s work.
   ii. Discuss the objectives given in the scheme of studies for the topic.
   iii. Identify the skills which are to be developed in the students.
   iv. Make sure that the weekly syllabus is judiciously spread over the allotted periods.
   v. Choose the methodology (ref. to annex. B ) or follow the Syllabus Breakup.
   vi. Identify the activities to be done in class & the required resources. Prepare suitable AV aids.
   vii. Agree which kind of spot test to be administered during regular teaching period.
ix. Decide if a Worksheet is to be used for Assessment/Revision/HW.
x. When required, prepare the Check Point Test (Ref. Significant Concepts in the Breakup).
xii. Decide how & when to do incomplete work if any (except for the first week).

xii. Study the work to be done in the coming week.
Skill Development

1. The aim of any curriculum is to develop human resource in the shape of a future generation which can be productive at personal, national, and international levels. The quintessence of every curriculum is to develop skills which enhance an individual's capacity to interact effectively and improve the quality of life all around. By following multiple strands of a rich and diverse curriculum, capacity & quality of psychosocial, economic, and civic life is enhanced. To achieve this end, the curriculum implementers must be experts who can develop the requisite skills in the learners.

2. Skill development is very important for successful achievement of every goal of our life. With every new result you want to achieve, there are new skills you need to learn, new skills you need to develop. If you try to skip the stage of learning skills, you become limited in what you can achieve. You will end up failing or achieving mediocre results.

3. When children enter a school, they discover a welcoming atmosphere of friendliness, warmth, and security, which soon evolves into a diverse and challenging environment. They have the opportunity to work and learn with peers from different homes, cultures, and backgrounds. APSACS teachers, with their equally diverse origins, are expected to understand and respect these differences and respond to the needs of vibrant learners by implementing a curriculum that meets the needs of individual students.

From the very first year, the intellectual, social, aesthetic, emotional, and physical needs of the student are central to the curriculum, so that the classroom becomes a world in which the acquisition of skills is highly valued. The integrated learning that characterizes APSACS Syllabus School Life in the early grades is developed and diversified in the secondary & intermediate years. During this period of person's life a conscious effort is directed towards the acquisition of knowledge, the development of skills and attitudes and their application across the disciplines as well as daily life.

4. It has been observed that often teachers get so carried away with the aim of completing the desired syllabus in terms of content that they lose focus of developing the requisite skills. The higher-order critical thinking skills to solve and construct new meanings and understandings are also ignored. This is the prime reason that our educational institutes do not send forth individuals ready to face challenges of life successfully as the students are taught to memorize facts and figures (grade
oriented) but do not acquire the skills which can be used in daily life for successful accomplishment of goals.

Core Skills and Secondary Skills

5. Skills can be classified into two key groups. The first group is **core skills**. Core skills refer to skills we **absolutely need** to have in order to perform our tasks. They are directly tied to the outcome. Without these skills, you cannot function properly in the task. The second group is **secondary skills**. These are skills which are **nice-to-have** and not **need-to-have** to achieve the desired output.

a. **Physical Developmental Milestones.** Milestones for physical development describe attainment of gross motor skills and fine motor skills. The sports and outdoor activities embedded in the APSACS Co curricular program ensure that students are provided with ample opportunities to develop neuro-motor skill necessary for normal life activities & survival.

b. **Cognitive Developmental Milestones.** Cognitive skills develop by coordinated functioning of all five senses. Sound cognitive development ensures good learning, memory development, creative thinking skills and the understanding of concepts, such as numbers and time. The development of children's cognitive skills becomes directly associated with the development of their language skills. Through language, children can begin to structure their thinking; comprehension skills improve their memory and learn about the world. The variety of teaching practices given in the syllabi breakups provide opportunities to students to polish their cognitive skills.

c. **Language Developmental Milestones.** Language development includes the ability to **understand** -- receptive language skills -- and to **vocalize** -- expressive language skills. Language development is one of the most important milestones which the school has to attain in all students to ensure equity in learning in all students irrespective of their backgrounds. It directly links with four basic language skills.

d. **Social and Emotional Developmental Milestones.** Milestones for social and emotional development of children link with skills such as independence, self-esteem, interaction and cooperation with others, self-control and emotional security. The emotional security and
friendliness given to a child by its early care givers is the forerunner of social and developmental milestones he/she achieves in life. Schools are the formal vehicles where children are provided with equal/structured opportunities to develop and learn life skills which facilitate their transition through all phases of life. A comprehensive list of skills (subject wise) is provided below. During the coordination meetings this list can help the teachers to identify the particular skill/skills which are being developed in teaching of a lesson. The same will be entered in the requisite box /space provided in the lesson plan format. After studying the objectives of a lesson given in the syllabus breakup, the teacher will identify the skill which will develop in the teaching process of the lesson. The list will facilitate skill identification. After some practice the teachers will automatically start reflecting on the possible skill that is embedded in the objective/learning outcome. During class observations, the development of skill will be evaluated along with other aspects of lesson.


**Tutorial Period**

**Introduction**

1. In APSACS School Time table every period is dedicated to some academic & co curricular activity. It has been a challenge for schools to carve out a suitable time slot for planning of extra-curricular activities for school and remedial classes for the struggling learners. A dedicated Tutorial Period has been made part of the school timetable from Academic Year 2014 -2015 onwards to counter this issue. The tutorial period will be used by:-
   a. Struggling learners. To get extra help from teachers (remedial classes).
   b. Teachers
      (1) To help students to do the work they have missed.
      (2) Discuss projects when required.
   c. Teachers & students
      (1) To plan ECAs
      (2) To conduct Student Council meetings

2. **Procedure & Management of Tutorial Period**
   a. A tutorial period (45 minutes) as 8th Period will be part of school regular timetable every Friday except for Check Point weeks.
   b. The class teacher will supervise the Tutorial Period Plan.
   c. Tutorial period will be dedicated for:
      (1) Remedial classes only for struggling learners
      (2) Clubs, Societies & co curricular activities for rest of the class

3. **Remedial classes:**
   a. Lists of students identified as struggling learners in the previous End of Term Examination will be put up in the 1st teaching week to the Section Head.
   b. In all classes, struggling learners will be identified based on their performance in the regular classes (weekly evaluations), Check Point results as the session progresses.
   c. The cases will be processed under the supervision of Section Head. (The number of struggling learners in a particular subject will also indicate whether the problem is of teaching or learning.)
d. The schools will chalk out a suitable plan for organizing these remedial classes. They will be tutored by the teachers responsible for them.

e. Progress Record of student performance will indicate when to remove the student from remedial program.

Extracurricular Activities

4. Academic Calendar has a very robust ECA program embedded in it. Tutorial periods are time-slots in which the related activities of societies & clubs will be planned / carried out. Besides the planning, practices for debates, declamations, competitions and dramatics will be done in these periods when needed (ref ECA Guide).

a. During the Tutorial Periods students of class will be seated House- wise.

b. The class teacher will supervise / discuss the planned activities in class (house wise) ensuring that all students take part in that discussion / activity.

c. Teacher will announce / introduce the ECA activity to the students.

d. Students will give their suggestions / ideas about carrying out that ECA.

e. Thorough discussion about the ECA, Selection of the suitable participants.

f. Activities of value education program will also be discussed and planned.

g. Students can suggest some productive activities and plans to carry out these activities.

h. Students can share their creative writing / stories / articles.

i. Different activities can be planned in different classes / groups for the same ECA, developing creativity, variety and different strategies.

j. Names of the volunteer / selected students will be noted down by the class teacher and forwarded to the relevant House Coordinator / Club – Society In charge.

k. The house mistresses will rotate in different classes to ensure that students of their houses are suitably represented in the activity.

l. Record of each meeting to be maintained by House-master / mistress, Value Education Activities Coordinator and ECA Coordinator.
**Assessment Policy (2014-15)**

**Continuous Assessment Procedure – Pre-School (Kg - Prep)**

(Detailed subject wise Class Work, Check Point Tests, Reading/Oral/Mental Math) Per Term

(To be displayed in the office of the Preschool Section head)

<table>
<thead>
<tr>
<th>Class K.G./Prep</th>
<th>English</th>
<th>Urdu</th>
<th>Mathematics</th>
<th>Islamyat</th>
<th>G.K/S.sc</th>
<th>Cptr. Studies</th>
<th>Art</th>
<th>Music</th>
<th>Co/Extra-Curricular</th>
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</thead>
<tbody>
<tr>
<td>Class Work</td>
<td>Check Point Tests</td>
<td>Reading</td>
<td>Check Point Tests</td>
<td>Reading</td>
<td>Check Point Tests</td>
<td>Mental Math</td>
<td>Oral</td>
<td>Oral</td>
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<td>10</td>
<td>40</td>
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Core Subjects: English, Urdu & Mathematics

TOTAL CHECK POINT TESTS = 20 per Term

Check Point Tests (Written) in Zero Periods: 12 per Term (Monday, Wednesday, Friday)

Check Point Tests (Oral) in Regular Teaching Periods: 08 per Term (Tuesday, Thursday)
## Assessment Policy (2014-15)
### Continuous Assessment Procedure – Junior School (I, II, III)
(Detailed subject wise Class Work, Check Point Tests, Reading/Oral/Project/Practical/Mental Math Per Term)
(To be displayed in the office of the junior school section head)

<table>
<thead>
<tr>
<th>Classes I, II &amp; III</th>
<th>Eng Lang</th>
<th>English Lit</th>
<th>Urdu Lang</th>
<th>Urdu Lit</th>
<th>Mathematics</th>
<th>Science</th>
<th>Islamyat</th>
<th>Cptr. Studies</th>
<th>Art</th>
<th>Music</th>
<th>Co/Extra-curricular</th>
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<tbody>
<tr>
<td>Class Work</td>
<td>No. of tests</td>
<td>1 4 1 2 2 1 3 1 3 2 1 4 1 1 2 1 1 2 1</td>
<td>Marks per test</td>
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<td>Total Marks</td>
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</table>

Core Subjects: English, Urdu & Mathematics

TOTAL CHECK POINT TESTS = 22 per Term

Check Point Tests in Zero Periods: 20 per Term

Check Point Tests in Regular Teaching Periods: 02 per Term  (Eng. Lang & Urdu Lang)
**Assessment Policy (2014-15)**

**Continuous Assessment Procedure – Middle School (IV & V)**

(Detailed subject-wise Class Work, Check Point Tests, Reading/Oral/Project/Practical/Mental Math per Term)

(To be displayed in the office of the middle school section head)

<table>
<thead>
<tr>
<th>Classes IV, &amp; V</th>
<th>Eng Lang</th>
<th>English Lit</th>
<th>Urdu Lang</th>
<th>Urdu Lit</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social studies</th>
<th>Islamyat</th>
<th>Cptr. Studies</th>
<th>Art</th>
<th>Co/Extra-curricular</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Class Work</td>
<td>Check Point Tests</td>
<td>Class Work</td>
<td>Check Point Tests</td>
<td>Reading</td>
<td>Class Work</td>
<td>Check Point Tests</td>
<td>Mental Math</td>
<td>Class Work</td>
<td>Check Point Tests</td>
<td>Project</td>
</tr>
<tr>
<td>No. of tests</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Marks per test</td>
<td>5</td>
<td>10</td>
<td>5</td>
<td>10</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Total Marks</td>
<td>5</td>
<td>30</td>
<td>5</td>
<td>20</td>
<td>5</td>
<td>5</td>
<td>30</td>
<td>5</td>
<td>5</td>
<td>20</td>
<td>10</td>
</tr>
</tbody>
</table>

Core Subjects: English, Urdu & Mathematics
TOTAL CHECK POINT TESTS = 21 per Term
Check Point Tests in Zero Periods: 15 per Term
Check Point Tests in Regular Teaching Periods: 06 per Term  (2 Eng. Lang, 3 Urdu Lang & 1 Mathematics)
### Assessment Policy (2014-15)

**Continuous Assessment Procedure – Middle School (VI & VII)**

(Detailed subject-wise Class Work, Check Point Tests, Reading/Oral/Project/Practical/Mental Math Per Term

(To be displayed in the office of the Middle School Section Head)

<table>
<thead>
<tr>
<th>Classes VI &amp; VII</th>
<th>Eng Lang</th>
<th>English Lit</th>
<th>Urdu Lang</th>
<th>Urdu Lit</th>
<th>Mathematics</th>
<th>Science</th>
<th>History</th>
<th>Geography</th>
<th>Islamyat</th>
<th>Cptr. Studies</th>
<th>Art</th>
<th>Co/Extra-curricular</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of tests</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Marks per test</td>
<td>5</td>
<td>10</td>
<td>5</td>
<td>10</td>
<td>5</td>
<td>10</td>
<td>10</td>
<td>5</td>
<td>10</td>
<td>5</td>
<td>10</td>
<td>-</td>
</tr>
<tr>
<td>Total Marks</td>
<td>5</td>
<td>30</td>
<td>5</td>
<td>20</td>
<td>5</td>
<td>30</td>
<td>10</td>
<td>5</td>
<td>30</td>
<td>10</td>
<td>50</td>
<td>-</td>
</tr>
</tbody>
</table>

Core Subjects: English, Urdu, Mathematics & Science

TOTAL CHECK POINT TESTS = 24 per Term

Check Point Tests in Zero Periods: 15 per Term

Check Point Tests in Regular Teaching Periods: 09 per Term

(3 Eng. Lang, 3 Urdu Lang, 1 Mathematics, 1 Science & 1 Islamyat)
## Assessment Policy (2014-15)

**Continuous Assessment Procedure — Senior School (VIII)**

(Detailed subject wise Check Point Tests & Practical Per Term
(To be displayed in the office of the Senior School Section Head)

<table>
<thead>
<tr>
<th>Class VIII</th>
<th>Eng Lang</th>
<th>English Lit</th>
<th>Urdu Lang</th>
<th>Urdu Lit</th>
<th>Mathematics</th>
<th>Physics</th>
<th>Chemistry</th>
<th>Biology/Cptr. Studies</th>
<th>Social Studies</th>
<th>Islamyat</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of tests</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Marks per term</td>
<td>15</td>
<td>10</td>
<td>10</td>
<td>15</td>
<td>15</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Total Marks</td>
<td>45</td>
<td>20</td>
<td>30</td>
<td>30</td>
<td>45</td>
<td>20</td>
<td>10</td>
<td>20</td>
<td>10</td>
<td>30</td>
</tr>
</tbody>
</table>

Core Subjects: English, Urdu, Mathematics, Biology / Computer Studies, Physics & Chemistry

TOTAL CHECK POINT TESTS = 23 per Term

Check Point Tests in Zero Periods: 15 per Term

Check Point Tests in Regular Teaching Periods: 08 per Term  (3 Eng. Lang, 3 Urdu Lang, 1 Mathematics & 1 Social Studies)
ASSESSMENT POLICY 2014-15

AN OVERVIEW
GENERAL INSTRUCTIONS

- Regular studies will continue during check point weeks.

- Syllabus for check point tests must be decided in subject coordination meetings.

- Care should be taken that quality & quantity of content is kept in view.

- Overburdening the students must be avoided at all costs.

- Spot tests are unannounced short and simple tests to check teaching & learning. They shall not carry more than 5 marks. Marks will not be added in term report /result. Spot tests will be given to students for all subjects K.G – VIII as & when required/ planned by the teachers in coordination meetings. Record of spot tests will be entered in the index page of notebooks.

- In unavoidable circumstances, changes might occur in the check point test schedule, the school administration may make the changes with intimation to assessments & exams deptt. APSACS SECTT.
APSACS ASSESSMENT FRAMEWORK 2014-15

RATIONALE
To lessen the burden of assessments through a revision of assessment schedule and specification of content.

OBJECTIVE
To streamline the procedure of continuous assessment, i.e. Formative and Summative in order to reduce the stress of frequent announced / unannounced tests affecting parents/ students’ routine. It will also help teachers in following a planned schedule of tests.

ACADEMIC SESSION

**Warm Regions**

- **First Term**
  - First week of April – Fourth week of October

- **Second Term**
  - Last week of October- Third week of March

**Cold Regions**

- **First Term**
  - First week of March – Second week of August

- **Second Term**
  - Third week of August – Fourth week of December
APSACS CONTINUOUS ASSESSMENT PROCEDURE

Preschool

PG
- Informal Observation
- Child Development Record (in Specified Check Point Weeks)

KG/Prep
- Continuous Assessment comprises following:
  - Check Point Tests
  - Class Work
  - Reading / Oral / Mental Math
  - Spot Tests
  - Child Development Record (in Specified Check Point Weeks)
  - No Examinations

Junior School

Classes I-III
- Continuous Assessment comprises following:
  - Check Point Tests
  - Class Work
  - Reading / Oral / Project / Practical / Mental Math
  - Spot Tests
  - Student’s Profile
  - No Examination

Middle School

Classes IV-VII
- Continuous Assessment comprises following:
  - Check Point Tests
• Class Work
• Reading / Oral /Project/ Practical/ Mental Math
• Spot Tests
• Term Examinations

Senior School

Classes VIII

• Continuous Assessment comprises following:
  • Check Point Tests
  • Practicals
  • Spot Tests
  • Term Examinations.

ASSESSMENT SCHEDULE 2014-15

First Term Class KG- III

Total weeks: 20 (less orientation)

• 1st Check Point : Week 5
• 2nd Check Point : Week 9
• 3rd Check Point : Week 14
• 4th Check Point : Week 18
• Recap of all the concepts taught : Week 19
• Result compilation : Week 20

Playgroup: Informal Assessment

Second Term Class KG- III

Total weeks: 20

• 5th Check Point : Week 5
• 6th Check Point : Week 9
• 7th Check Point : Week 14
• 8th Check Point : Week 18
• Recap of all the concepts taught : Week 19
• Mock Exams (Class III) : Week 20
  &
• Result compilation : Week 20

*Playgroup: Informal Assessment*

**First Term Class IV- VIII**

Total weeks: 20 (less orientation)

• 1st Check Point : Week 5
• 2nd Check Point : Week 9
• 3rd Check Point : Week 14
• Revision : Week 17

• **First Term Examination** :
  ➢ Examination : Week 18 & 19
  ➢ Result compilation : Week 20

**Second Term Class IV- VIII**

Total weeks: 20

• 4th Check Point : Week 5
• 5th Check Point : Week 9
• 6th Check Point : Week 14
• Revision : Week 17

• **Second Term Examination** :
  ➢ Examination : Week 18 & 19
  ➢ Result compilation : Week 20

*KG-Prep*

• No Examinations
• Check Points
• Personality Development Record

Check Points per Term: 4

Check Point Weeks are indicated in the APSACS Academic Calendar.

First Term Check Points - 1, 2, 3 & 4
Second Term Check Points- 5, 6, 7 & 8

Check Point Test Schedule:

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Zero Period (45 min)</td>
<td>English (written)</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Regular Teaching Period</td>
<td>Islamyat (Oral)</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Zero Period (45 min)</td>
<td>Urdu (written)</td>
</tr>
<tr>
<td>Thursday</td>
<td>Regular Teaching Period</td>
<td>G.K /S.Sc (Oral)</td>
</tr>
<tr>
<td>Friday</td>
<td>Zero Period (45 min)</td>
<td>Mathematics (written)</td>
</tr>
</tbody>
</table>

• Cptr Studies, Art, Music & Co/Extra Curricular Activities to be graded at every Check Point.

• Reading (English+Urdu)/ Oral/Mental Math will be assessed during normal teaching Periods and given marks in every Check Point.

• Class Work will be assessed and marked once only at the end of the Term.

First Term Report:

• Check Point Tests (1+2+3+4)
• Reading/Oral/Mental Math (1+2+3+4)
• Class Work
• Personality Development Record

Second Term Report:

• Check Point Tests (5+6+7+8)
• Reading/Oral/Mental Math (5+6+7+8)
• Class Work
Final Report

First Term Consolidated Result + Second Term Consolidated Result

Classes I, II & III

- No Examinations
- Check Points
- Personality Development Record

Check Points per Term: 4

Check Point Weeks are indicated in the APSACS Academic Calendar.

First Term Check Points - 1, 2, 3 & 4
Second Term Check Points- 5, 6, 7 & 8

Check Point Test Schedule:

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st /5th Check Point</td>
<td>2nd /6th Check Point</td>
<td>3rd /7th Check Point</td>
<td>4th /8th Check Point</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Urdu Lang</td>
<td>Eng Lang</td>
<td>Eng Lang</td>
<td>Eng Lang</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Eng Lang</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Urdu Lit</td>
<td>Eng Lit</td>
<td>Urdu Lit</td>
<td>Eng Lit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>-</td>
<td>Urdu Lang</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>Urdu Lang</td>
<td>Mathematics</td>
<td>Urdu Lit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Zero Period</td>
<td>Regular Period</td>
<td>Regular Period</td>
<td>Regular Period</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Zero Period</td>
<td>Regular Period</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Art, Music & Co/Extra Curricular Activities: Graded on every Check Point.
- Reading (English + Urdu): Marked on 2nd & 4th Check Points

Second Term: 6th & 8th Check Points

To be marked once at the end of First & Second Term:
- Mental Maths
• Oral – Islamyat
• Science & Cptr Studies – Project/Practical
• Class Work

**First Term Result**

• Check Point Tests (1+2+3+4)
• Reading (2+4)
• Oral/Mental Math/Project/Practical
• Class Work
• Student Profile
• Personality Development Report

**Second Term Result**

• Check Point Tests (5+6+7+8)
• Reading (6+8)
• Oral/Mental Math/Project/Practical
• Class Work
• Student Profile
• Personality Development Report

**Final Result**

First Term Consolidated Result + Second Term Consolidated Result

**Classes IV & V**

• 1st Term + 2nd Term Examinations
• Check Points
• Personality Development Record

**Check Points per Term: 3**

*Check Point Weeks are indicated in the APSACS Academic Calendar.*

First Term Check Points - 1, 2 & 3
Second Term Check Points- 4, 5 & 6

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; /4&lt;sup&gt;th&lt;/sup&gt; Check Point</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; /5&lt;sup&gt;th&lt;/sup&gt; Check Point</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; /6&lt;sup&gt;th&lt;/sup&gt; Check Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Zero Period</td>
<td>Urdu Lit</td>
<td>Eng Lang</td>
<td>Eng Lit</td>
</tr>
<tr>
<td></td>
<td>Regular Period</td>
<td>Eng Lang</td>
<td></td>
<td>Eng Lang</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Zero Period</td>
<td>Mathematics</td>
<td>Eng Lit</td>
<td>Urdu Lit</td>
</tr>
<tr>
<td></td>
<td>Regular Period</td>
<td>Urdu Lang</td>
<td>Urdu Lang</td>
<td>Urdu Lang</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Zero Period</td>
<td>Science</td>
<td>S.Studies</td>
<td>Mathematics</td>
</tr>
<tr>
<td></td>
<td>Regular Period</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Zero Period</td>
<td>Islamyat</td>
<td>Islamyat</td>
<td>Science</td>
</tr>
<tr>
<td></td>
<td>Regular Period</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>Zero Period</td>
<td>Cptr Studies</td>
<td>Cptr Studies</td>
<td>S.Studies</td>
</tr>
</tbody>
</table>

**Check Point Test Schedule:** Art & Co/Extra Curricular Activities: Graded on every Check Point.

**To be marked once at the end of First & Second Term:**

- Reading – English & Urdu
- Mental Math
- Islamyat – Oral
- Cptr Studies – Practical
- Science & S. Studies – Project
- Class Work

**First Term Result:**

- Examinations
- Check Point Tests (1+2+3)
- Reading/Mental Math/Oral/Project/Practical
- Class Work
- Personality Development Report

**Second Term Result:**
- Examinations
- Check Point Tests (4+5+6)
- Reading/Mental Math/Oral/Project/Practical
- Class Work
- Personality Development Report

**Final Result:**
- First Term Result + Second Term Result

**Classes VI & VII**
- 1<sup>st</sup> Term + 2<sup>nd</sup> Term Examinations
- Check Points
- Personality Development Record

**Check Points per Term: 3**

*Check Point Weeks are indicated in the APSACS Academic Calendar.*

**First Term Check Points - 1, 2 & 3**

**Second Term Check Points - 4, 5 & 6**

**Check Point Test Schedule**

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; /4&lt;sup&gt;th&lt;/sup&gt; Check Point</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; /5&lt;sup&gt;th&lt;/sup&gt; Check Point</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; /6&lt;sup&gt;th&lt;/sup&gt; Check Point</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Zero Period</td>
<td>Urdu Lit</td>
<td>Eng Lit</td>
<td>Eng Lit</td>
</tr>
<tr>
<td></td>
<td>Regular Period</td>
<td>Mathematics</td>
<td>History</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Regular Period</td>
<td>Urdu Lang</td>
<td>Urdu Lang</td>
<td>Urdu Lit</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Zero Period</td>
<td>Science</td>
<td>Geography</td>
<td>Mathematics</td>
</tr>
<tr>
<td></td>
<td>Regular Period</td>
<td>Islamyat</td>
<td>Mathematics</td>
<td>Urdu Lang</td>
</tr>
<tr>
<td>Thursday</td>
<td>Zero Period</td>
<td>Geography</td>
<td>-</td>
<td>Islamyat</td>
</tr>
<tr>
<td>Friday</td>
<td>Zero Period</td>
<td>Cptr Studies</td>
<td>Cptr Studies</td>
<td>-</td>
</tr>
</tbody>
</table>

- Art & Co/Extra Curricular Activities: Graded on every Check Point.
To be marked once at the end of the Term:

- Reading – English & Urdu
- Mental Math
- Islamyat – Oral
- Cptr Studies – Practical
- Science & S. Studies – Project
- Class Work

First Term Result:

- Examinations
- Check Point Tests (1+2+3)
- Reading/Mental Math/Oral/Project/Practical
- Class Work
- Personality Development Report

Second Term Result:

- Examinations
- Check Point Tests (4+5+6)
- Reading/Mental Math/Oral/Project/Practical
- Class Work
- Personality Development Report

Final Result:

- First Term Result + Second Term Result

**Class VIII**

- 1\(^{st}\) Term + 2\(^{nd}\) Term Examinations
- Check Points
- Personality Development Record

Check Points per Term: 3

*Check Point Weeks are indicated in the APSACS Academic Calendar.*

First Check Points - 1, 2 & 3

Second Term Check Points- 4,5 & 6
<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>1st/4th Check Point</th>
<th>2nd/5th Check Point</th>
<th>3rd/6th Check Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Zero Period</td>
<td>Mathematics</td>
<td>Eng Lit</td>
<td>Eng Lit</td>
</tr>
<tr>
<td></td>
<td>Regular Period</td>
<td>Eng Lang</td>
<td>Eng Lang</td>
<td>Eng Lang</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Zero Period</td>
<td>Physics</td>
<td>Urdu. Lit</td>
<td>Urdu Lang</td>
</tr>
<tr>
<td></td>
<td>Regular Period</td>
<td>Urdu Lang</td>
<td>Urdu. Lang</td>
<td>Urdu Lang</td>
</tr>
<tr>
<td></td>
<td>Zero Period</td>
<td>Chemistry</td>
<td>Bio/Cptr Studies</td>
<td>Mathematics</td>
</tr>
<tr>
<td></td>
<td>Regular Period</td>
<td>-</td>
<td>Mathematics</td>
<td>S.Studies</td>
</tr>
<tr>
<td></td>
<td>Zero Period</td>
<td>Bio/Cptr Studies</td>
<td>S.Studies</td>
<td>Physics</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Regular Period</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Thursday</td>
<td>Zero Period</td>
<td>Islamyat</td>
<td>Islamyat</td>
<td>Chemistry</td>
</tr>
</tbody>
</table>

**Practicals Chem, Phy & Bio / Cptr to be Marked Once at the End of the Term:**

**RESULT COMPILATION**

**First Term Result:**
- Examinations
- Check Point Tests (1+2+3)
- Practical
- Personality Development Report

**Second Term Result:**
- Examinations
- Check Point Tests (4+5+6)
- Practical
- Personality Development Record

**Final Result:**
- First Term Result + Second Term Result
**APSACS Management System Software (AMS)**

1. All schools must have an IT Cell for using AMS. The IT cell must have the following members:-
   
   a. IT Cell in charge (DBA) preferably senior computer teacher (Ref: AMS user manual).
   
   b. One person to handle exam data entry (Ref: AMS user manual).
   
   c. One school admin person to enter the student and employee data. (Ref: AMS user manual).

2. The roles of these members and other staff members who are going to use AMS are defined in the AMS manual. AMS manual contains the step by step information for these people to let them know how they are going to use AMS with respect to their defined roles. The manual can be downloaded from the APSACS SECTT Website.

3. Steps to download the manual:
   
   a. Go to [www.apsacssectt.edu.pk](http://www.apsacssectt.edu.pk)
   
   b. Go to downloads
   
   c. Scroll down to the end of page, you will see IT Department. Under the heading of IT department you will find the link for “APSACS Management System Software User Manual”. Click on this link to download the manual.

   For further assistance video tutorials are also available on demand.

4. **Year of E-services.** This year is declared as year of E-services which means we have to:

   **Say:**

   a. Yes to automatic calculation
   
   b. Yes to ICT in teaching
   
   c. Yes to information tracking
   
   d. Yes to e-Search
   
   e. Yes to globalization
   
   f. Yes to centralization
g. Yes to copyrights
h. Yes to e-Communication
i. Yes to e-training
j. Yes to reliable storage
k. Yes to ease up-gradation
l. Yes to e-life

Say:

a. No to plagiarism
b. No to unauthorized data access
c. No to cyber crime
d. No to manual work/ calculation
e. No to manual record keeping
f. No to techno phobia

Computer literacy introductory course (CLIC)

5. This course has been formulated specifically for APSACS staff who do not possess a basic knowledge of computers. This course is mandatory for all APSACS staff. This is an on-going course, whenever the schools induct new teachers, it is necessary to conduct this course. (Ref: clic module)

6. All the details are given in clic module available on www.apsacssectt.edu.pk

Steps to download the clic manual:

a. Go to www.apsacssectt.edu.pk
b. Go to downloads
c. Go to Handbooks you will see clic module link. Click on this link to download the manual.
Provision of Planning Time for Teachers

School management & teaching faculty need dedicated time for planning & preparing of Academics, Extra Curricular Activities & Training Programs. From Session 2014-2015 the School Timings for the school faculty have been extended by thirty minutes* from Monday to Thursday to be used for:-

a. Staff Meetings
b. Coordination Meetings
c. Lesson Planning & preparation of AV aids
d. Completion of left over work of any nature
e. Updating of Notebook / Active Textbook checking

Note:

- For the Duty Teachers Modus Operandi set by the school will be maintained.
- Copy of School Timings is attached for convenience.
Reading Program

1. Reading is the most important Language Skill which begins a child’s journey towards Formal Education. The ability to read well often distinguishes an average from an outstanding speaker. If a student can read well he acquires the necessary skill to gain proficiency in all other subjects. Therefore, schools should always pay special attention to the Reading Programs especially in the early Language Development Classes. APSACS has taken an initiative by launching READ Program 2013-2018.

2. Reading will be reinforced during Literature Periods from Session 2014-2015. Details are given in the Literature Syllabus Breakup from Class one onwards.

3. Salient Features of Reading Program:

   a. All classes must have Class Libraries set in a suitable corner.

   b. Dedicated reading periods have been introduced in the literature periods to improve reading skills and habit.

   c. **Extra readers** have been suggested in the Syllabus Breakup both in English & Urdu. For Urdu & English the left out lessons from the books will be used for this purpose. However, teachers too, may use suitable level appropriate story books to enhance reading.

   d. **Extra poems** have been given for every class **JUST** for recitation with the objective of improving fluency and delivery of spoken language.

   e. No written work based on the reader will be given to the students as the objective of this program is to improve reading skills.

   f. Reading log/Reflection Cards will be maintained by the students or teachers depending on the class level. *(Guidance for writing the Reading Log is given in the Syllabus Break-ups and READ Program).*

   g. The assessment will be only of the Reading Skill; therefore the teachers must devote efforts and energy to enhance this skill.
4. **Strategy for Procurement of Extra Readers.** School may adopt suitable strategy to procure the Readers suggested in the Syllabus Breakup for the classes. Some suggestions are as follows:

a. The name of titles may be distributed by the teachers amongst the class students where each student has to buy only one reader which can be put in Class Library Corner.

b. The students may be allowed to bring any age appropriate title from their book collection at home and contribute to the Class Library. These can be returned to the students by the end of the session.

c. The school may dedicate that year’s library budget to purchase these readers.

d. These readers are to be kept as school property although the students may be allowed to take them home.

e. Number of readers for each class will be according to class strength.

f. In every term at least 3 readers (2 English and 1 Urdu) will be read by every student.

g. Success criteria of reading have been mentioned in the detailed Syllabus Break-up.

h. In parallel classes readers will be circulated e.g. If 4 A is doing reader x then 4 B may do reader y and 4 C may do reader z. when the parallel classes are more than that the school may devise another strategy viz. swap the readers suggested for both terms between two sections/parallel classes.

i. After completing one reader the next reader will be started

j. A review log, mentioning number of pages read weekly, will be maintained by every student.

k. There will be no written work on these readers. The objective is to improve reading proficiency of students as well as develop love for reading in students.

l. By the end of the term students who have read maximum number of books may be acknowledged publically in the Assembly and awarded certificates.
5. **Home Reading**

   a. The students may read the readers borrowed from school

   b. They may read any other book/news paper/magazine of their own interest

   c. They will maintain a log indicating reading time (ten minutes daily)

   d. For very young student the name of person who is monitoring their reading may be entered

   *For further detail please refer to the Handbook of the READ Program*