



**MAMASAHEB KHANDGE
ENGLISH MEDIUM SCHOOL,
AFFILITED TO CBSE,
AFFILIATION NO : 1130550**



CURRICULUM POLICY



VISION of SCHOOL

MAKS guarantees each child's superior education by providing quality instructional and challenging learning experience in a safe and orderly environment which will foster lifelong learning and responsible citizenship. The vision of MAKS is to have each and every student achieve his or her individual potential in a safe, structured learning environment that promotes academic and social growth for students to attain their highest levels of success.



MISSION OF SCHOOL

We will constantly try to create a perfect environment in which we will impart holistic education to every child. We will aim to always foster a keen sense of curiosity in every child which will spark his or her own interest for self-learning and, we shall make learning a joyous experience at all times

Our school is:

An anger free zone a safe, **supportive** stimulating learning environment; a **team** of respectful, tolerant, open minded citizens;
a community where everyone **aspires** to be the very best they can be; a community of **resilient** lifelong learners;
a centre of excellence where all achieve **success**.



1.1.1 PURPOSE

At MAKS School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding experience for everyone; it should be enjoyable. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. This policy highlights classroom practices and procedures that promote high quality teaching and learning.

Review Date	April 2021
Reviewed By	PranaliGurav
Next Review	April 2022
Summary of changes	Changes made to reflect the new systems for assessing pupils in all areas relevant to holistic development of pupils.

1.1.2 Approved By:

Principal : **Date**.....

Chair of Governors: **Date**.....

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1. INTRODUCTION

At MAKS School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding experience for everyone; it should be enjoyable. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. This policy highlights classroom practices and procedures that promote high quality teaching and learning.

Life is not lived in separate blocks of time with certain skills and knowledge being used at only those times; because of this we encourage and promote a cross curricular approach in school. An understanding of basic skills and knowledge in all areas and that subjects intertwine is therefore required by everyone, in order for them to understand the world around them and achieve their own potential. At MAKS we aim to provide the foundations that these skills can be built upon.

2. ENTITLEMENT

2.1.SALIENT FEATURES AND OBJECTIVES OF CURRICULUM POLICY WHICH PRESCRIBED TO

1. provide ample scope for physical, intellectual and social development of students;
2. enlist general and specific teaching and assessment objectives;
3. uphold Constitutional values such as Socialism, Secularism, Democracy, Republican Character, Justice, Liberty, Equality, Fraternity, Dignity of Individual and the Unity and integrity of the Nation by encouraging values-based learning activities;
4. nurture Life-Skills by prescribing curricular and co-curricular activities to help improve self-esteem, empathy towards others and different cultures etc.;
5. integrate innovations in pedagogy, knowledge and application, such as human sciences with technological innovations to keep pace with the global trends in various disciplines;
6. promote inclusive education by providing equal opportunities to all students;
7. integrate environmental education in various disciplines from classes I- XII;
8. equally emphasize Co-scholastic areas of Art Education and Health and Physical Education.



2.2 Objectives of the Curriculum

The Curriculum Policy aims to:

1. achieve cognitive, affective and psycho motor excellence;
2. enhance self-awareness and explore innate potential;
3. attain mastery over laid down competencies;
4. imbibe 21st century learning, literacy and life skills;
5. promote goal setting, and lifelong learning;
6. inculcate values and foster cultural learning and international understanding in an interdependent society.
7. **Effective Learn** acquire the ability to utilize technology and information for the betterment of humankind;
8. strengthen knowledge and attitude related to lively hood skills;
9. develop the ability to appreciate art and show case talents;
10. Promote physical fitness, health and well-being.
11. Promote arts integrated learning

2.3 Classroom and School Environment

We acknowledge that people learn in many different ways and we recognize the need to develop strategies that allow all children to learn in ways that best suit them. We take into account the different forms of emotional and multiple intelligence when planning teaching and learning styles in order that Pupils learn to:

- Effectively acquire new knowledge or skills in their work, develop ideas and increase their understanding.
- Show maximum engagement, concentration, application and productivity.
- Develop skills of 21st century, life skills, multidisciplinary approach, art integration and capacity to work independently and collaboratively.

We offer opportunities for children to learn in different ways that may involve the use of varied seating arrangements during the classroom transactions. Children learn a lot through peer learning.. The seating should also take care the needs of the students with disabilities as well. Learning should focus on individual differences and promote collaborative learning. The classroom activities must be connected to the immediate environment of children. The Learning Outcomes must be clearly specified and the same may be achieved through right kind of interventions. The school should maintain connection with the parents and the progress of children should be communicated to the

parents, and, if needed remedial measures be taken up for improving the learning outcomes. The learning styles used include:

- Independent work; Pairedwork;Groupwork;Whole-classwork; for art integrated projects, multidisciplinary projects etc.
- Investigation and problem solving; Independent and group research;
- Asking and answering questions;
- Debates, role-plays and oral presentations;
- Watching and responding to live drama and musical presentations.
- Creative activities; Designing and making things;
- Use of the I.C.T; Technology through PPT presentation, preparing project report, projects like making webpage.
- Use of games; Participation in athletic or physical activity.
- Outdoor work and visits to places of educational interest;
- Use of audio visual resources

2.4 Equal Opportunities:

All pupils have access to the curriculum regardless of their individual ability, gender, race, cultural or social background or any physical or sensory difficulty. Our aim is to encourage all children's progress in the foundation subjects through the provision of a balanced curriculum – striving to meet basic skills levels for all in Literacy and Numeracy.

for every child, whatever their background or circumstances , Children learn and thrive when they are healthy, safe and engaged. In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children. We believe in 'valuing what the child brings to school' and recognize the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.

2.5 Gender:

Boys and girls have equal access to the curriculum.

2.6 Able, Gifted and Talented:

Provision is made to develop the talents of more able pupils in a variety of ways.

Through increasingly complex investigative tasks, and open ended tasks which enable them to tackle more complex issues and understand more difficult concepts.

2.7 Special Education Needs:

Pupils with Special Educational Needs are supported to help them succeed in all areas of the curriculum. Staff support less able children, and communicate with the Special Needs. Co-ordinators are concerned about a child's progress. Pupils with learning difficulties will be given tasks which will be broken down into smaller steps, thus giving them achievable goals. In cases of sensory or physical difficulties the school will Endeavour to provide special appropriate apparatus. Through continuous follow up and remedial actions taken for the students with special needs.

2.8 Resources:

Pupils have access to the necessary resources to undertake a variety of activities and facilitate the teaching of the whole curriculum.

3. POLICY INTO PRACTICE

3.1. Scheme of Work:

Same as CBSE ,MAKS school trying to envisions the all-round development of students in consonance with the holistic approach to education and therefore, emphasizes integration of co- curricular domain with curricular domain in an equitable manner.

Curriculum provides students a broad and balanced understanding of subjects including languages, Mathematics, Science, Social Science and Information technology to enable students to communicate effectively, analyses information, take informed decisions, also make them digitally sound, construct their worldview in alignment with constitutional values and move ahead in the direction of becoming productive citizens. As per board's instructions, the recent focus of MAKS school is on the development of 21st century skills in settings where each student feels independent, safe and comfortable with their learning. To achieve this aim, it is extremely important that children acquire adequate knowledge and skills in other core areas like Health and Physical Education, Life Skills, Values Education, Art Education, Work Education and other Co-Scholastic areas.

The ACP (Annual Curriculum Plan) flows into chapter-wise pedagogical plans. The Plans

are chapter-wise pedagogical plans aligned with the mandated Learning Outcomes of CBSE. They outline the student-centric teaching methodology and strategies for transacting teaching-learning experiences for each chapter of every subject. They address the full range of learning needs of individual students providing coherence, balance and continuity across all the domains. They enumerate the teaching strategies providing specifics of learning objectives, the traditional and digital tools to be employed, the teaching points for the variety of learning situations/opportunities, assessment tools and suggestions for remediation for learners. They also incorporate the interdisciplinary linkages like the new initiatives of Art integration, Health and Wellness and Life Skill education.

Curriculum discussions and brainstorming sessions are held throughout the year to improve the plans and implementation of educational processes. The school promotes innovative, responsible and ethical use of digital technologies. Teachers share resources and teaching-learning material to make an effort to learn from the best practices of other schools to move away from rote learning to a more student-centric teaching-learning model of education with a constructivist framework leading to experiential learning. Latest trends of education like deep learning, problem solving and innovation and collaborative learning are continually being incorporated for transformation of learning experiences to align them with global teaching practices.

The areas of learning at different levels are as under-

SL.	CLASS	SUBJECTS
1)	I-II	English, Hindi, Mathematics, General Knowledge, ELD, Activity, Physical & Health Education, Computer Studies, Performing Arts-Dance & Music
2)	III-V	English, Hindi, Mathematics, Computer Studies, EVS, General Knowledge, ELD, Art & Craft, Physical & Health Education, Performing Arts -Dance, Music
3)	VI-VIII	English, Hindi, Mathematics, Science, Social Science, Sanskrit, Computer Studies, General Knowledge, Art & Craft, Physical & Health Education, Performing Arts -Dance, Music

4)	IX-X	English Language & Literature, Hindi Course-A, Mathematics, Science, Social Science, Sanskrit, Information Technology, Art & Craft, Physical & Health Education, Performing Arts- Dance, Music *Our school has got approval to start skill subject like Information Technology.
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3.1.1 Scholastic Areas:-

The curriculum envisages individualized learning acumen and seeks to explore the potential of students in acquiring substantial acknowledgement and skills through academic rigor. The scholastic areas are as follows:

- (i) Languages include Hindi, English and Marathi. The curricula in languages focus on listening, speaking, reading and writing skills and, hence, develop effective communicative proficiencies. Learners use language to comprehend, acquire and communicate ideas in an effective manner.
- (ii) Social Science (Geography, History, Economics and Political Science) intends to make learners understand their cultural, geographical and historical milieus and gain in-depth knowledge, attitude, skills and values like interpersonal and societal interactions, civic responsibilities necessary to bring about transformation for a better world.
- (iii) Science (Biology, Chemistry and Physics) includes gaining knowledge about Food, Materials, The World of the Living, How things work, Moving things, People and Ideas, Natural Phenomenon and Natural Resources. The focus is on knowledge and skills to develop a scientific attitude and to use and apply such knowledge for improving the quality of life. This learning can be used to analyze, evaluate, synthesize and create.
- (iv) Mathematics includes acquiring the concepts related to number sense, operation sense, computation, measurement, geometry, probability and statistics, the skill to calculate and organize, the ability to apply this

knowledge and acquired skills in their daily life and the skills to think mathematically. It also includes understanding of the principles of reasoning and problem solving..

- (V) Some skills come from general education, but specific occupational skills are also important. To develop skills and talents as a form of free expression, Board offers

variety of competency based subjects under NSQF like Retail, Information Technology, Marketing & Sales, Banking, Finance, AI etc. Choosing any one Skill subject like Information Technology at secondary level can help the child to pursue what truly interests or pleases him or her.

3.2. Social, Moral, Spiritual and Cultural Issues:

Through the attitudes we promote in our teaching of all subjects, we aim to develop pupil's social, moral, spiritual and cultural understanding. We are aware of the ethnic diversity within our school and will take account of this in our planning and teaching.

3.3. Environmental Education and Value education

The children at MAKS are encouraged to develop an awareness of the environment through direct experience as well as secondary sources. We aim to stimulate their knowledge of how and why we need to maintain, protect and improve the quality of the environment. Pupils are encouraged to participate in a range of tasks and activities inside and outside the classroom and to make use of the wide variety of possibilities our school site offers. Knowledge of value will always play a crucial role in one's life as it helps in molding, developing and shaping a person's personality and his future. The aim of MAKS is so that students not only understand the values, but also reflect them in their attitudes and behavior. Such education should play an important role in making a student socially responsible, culturally rich, democratic and cohesive. Imbibing this value through education will stimulate a person's physical, mental, emotional well-being. Value education helps in the utmost development of a child's personality, attitudes, habit, growth, etc.. So we have divided the curriculum SUPW, Houses and Club activities for value education to imbibe the different values in students.

3.4. Our School and Classrooms are attractive learning environments:

1.2 MAKS School environment is conducive for holistic development of the students. The MAKS school is always focusing on health and hygiene by adopting inclusive practices. We ensure that MAKS school is an Anger Free Zone. The time table in the school is always taking care of proper rest and intake of healthy foods and the children learn subjects with relaxation. We believe that a stimulating environment sets the climate for learning.

An exciting classroom promotes independent use of resources and high-quality work by

the children.

- We change displays at least once in a month , to ensure that the classroom reflects the topics studied by the children.
- We ensure that all children have the opportunity to display their best work at some time during the year.
- We use interactive Numeracy and Literacy displays.
- Additional displays include: Marking and Feedback Poster, Class Rules and Fire procedures.
- School Library has a range of dictionaries and fiction and non-fiction , many reference books, which are attractively labeled.
- Resources and equipment stored in the classroom are readily available and attractively labeled to promote independent learning.

4. TEACHINGMETHODS / Pedagogical Practices :

The curriculum can be delivered in a variety of ways. Classrooms therefore should be organized in a way that allows the children to access necessary resources and equipment depending on the type of activity being undertaken. As children progress through MAKS they are encouraged to take increasing responsibility for the choice and organization of resources, thus reflecting their greater independence and maturity. At our school we aim to provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential by catering for those different learning styles.

The pedagogical practices is learner centric. Every teacher ensures to create an atmosphere for students to feel them free to ask questions. The role of a teacher is to encourage collaborative learning and development of multiple skills through the generous use of resources via diverse approaches for transacting the curriculum.

Teachers must have to follow inclusive principles and not label children as ‘slow learners’ or ‘bright students’, or ‘problem children’. As far as possible, Arts should be integrated in teaching, especially while teaching the concept which students find difficult to understand.

To face the challenges of 21st Century, students at MAKS have been given competency based education to meet the expectations given by board. Learning outcomes are statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning. Experiential and active learning are the best pedagogies for Competency Based Learning. Experiential Learning will promote critical thinking, creativity and effective study skills among

students. Teachers will try to provide meaningful and joyful learning experiences to the students by adopting variety of innovative pedagogies or instructional activities and go beyond textbooks.

4.1 Through our teaching we aim to:

- Enable children to become confident, resourceful, enquiring and independent learners.
- Foster children's self-esteem and help them build positive relationships with other people.
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others.
- Show respect for all cultures and, in so doing, to promote positive attitudes towards other people and their possessions.
- Enable children to understand their community and help them feel valued as part of this community

- Help children grow into reliable, independent and positive citizens.

4.2 Creating Cross-Curricular Linkages

Creating cross-curricular linkages are vital to learning as they help to connect prior knowledge with new information. For example, Mathematical data handling and interpretation can be effectively applied in geography and science. Children can write better framed answers in history, geography and science when they have learnt how to write explanations/short descriptions in a language. Similarly, Life Skills like empathy, problem solving and interpersonal communications can be easily integrated with the study of literature and other areas. Universal Values, Life Skills, Constitutional Values with emphasis on realization of Fundamental Duties may be incorporated depending upon context in almost all the subjects. Keeping this in mind, our school always takes efforts to integrate different subject areas to give wider scope to the students to explore learning avenues.

4.3 Special emphasis on Integrating Arts in education :

when Art is integrated with education, it helps the child apply art-based enquiry, investigation and exploration, critical thinking and creativity for a deeper understanding of the concepts/topics. Secondly, Art Integrated learning is a strong contender for experiential learning, as it enables the student to derive meaning and understanding, directly from the learning experience. Thirdly, this kind of integration not only makes the teaching and learning process joyful, it also has a positive impact on the

development of certain life skills, such as, communication skills, reflection and enquiry skills, un-conditioning of the mind leading to higher confidence levels and self-esteem, appreciation for aesthetics and creativity, etc. Fourthly, this kind of integration broadens the mind of the student, and enables him/her to see the multi-disciplinary links between subjects, topics, and real life.

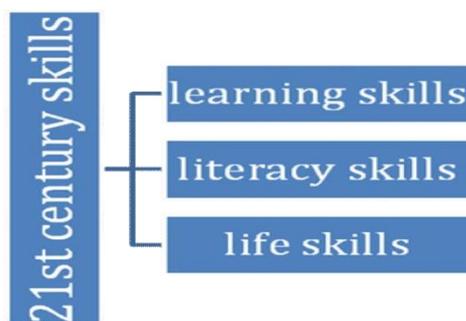
4.4 Art Integrated Pedagogy:

Nature of Art Education to be imparted at various levels, and how that Art can be integrated with classroom learning of various subjects. The focus must be on mutually reinforcing Art as a subject and Art as a tool for learning, with efforts towards seamless integration. Team teaching (combination of subject teachers and Art teachers) would also strengthen the integration. Arts-Integrated Learning will strengthen teachers for assessing application-skills of the students in their subjects.

For implementing this in classrooms, the subject teacher picks the topic/concept/idea that she wants to teach through integration of Art. The teacher can do this jointly with the Art teacher too. Then, the subject teacher collaborates with the Art teacher to align the pedagogy. Next, the teacher teaches the topic/concept/idea ensuring active learning and ensuring that both the subject and Art are integrated well and there is learning in both areas. Finally, the teacher prepares a rubric to assess the student in both the areas – that is, the topic taught and the Art used.

4.5 21st Century Skills:

There is an increased awareness among the educators of the need to integrate what are called as 21st Century skills in educational systems. There are three key 21stcenturyskills;



Learning skills include:

- Critical Thinking , Creativity , Communication ,Collaboration

Literacy skills include:

- Information literacy ,Media literacy , Technology literacy

Life skills include:

- Flexibility , Leadership, Initiative , Productivity ,Self-awareness

The need of the hour is that schools must focus on enhancing the skills required for a successful adult life in 21st Century. It is important that the students are able to think scientifically, mathematically or artistically to face the real-life challenges in an information and technology driven world and enhance their inherent potential.

4.6 Inclusive Education:

Inclusive education approach is the way for full participation without any discrimination; students with and without disabilities enjoy equal opportunity in both scholastic and co-scholastic areas. Inclusive attitude is crucial for successful inclusive education. Therefore, all the members of teaching and non-teaching staff should be sensitized on the issues of inclusive education.

We must organize sensitization programmes with the support of experts from respective field of disabilities. Also, School facilitate the teachers with Capacity Building Programmes on Inclusive Education organized in collaboration with the CBSE- Centre of Excellence. MAKS school try to make the appointment of special educator .Also at MAKS school , counselor has been appointed to resolve and help teachers and student to improve inclusive education practices.

Our pupils are provided with a range of learning experiences, dictated by the nature and content of the activity being undertaken.

(e.g questioning, speculating, describing, explaining, predicting, direct teaching, handling artifacts, research, observing, visits etc)

When teaching we focus on motivating the children by:

- Providing a varied and exciting curriculum in line with the statutory requirements and principles of equal opportunity.
- Ensuring there is a balance of appropriate teaching styles used and suitable teaching strategies.
- Using interesting and good quality resources and visual aides to help effective learning.
- Building on their skills, knowledge and understanding of the curriculum.
- Using the school curriculum plan to guide our teaching with clear learning

objectives.

- Ensuring the learning environment is stimulating to interest, encourage and engage pupils.
- Make effective use of time and insist on high standards of behavior.
- Use Home-Learning effectively to reinforce and extend what is learned in school.

4.7 Teaching Styles:

The makeup of each lesson follows the guidelines and content set out in the 2014 National Curriculum. Typically lessons include thinking/introduction time, a main teaching activity and a plenary. We aim to make our lessons fun and exciting, using as many different teaching styles as possible, including visual, audio and kinesthetic methods as well as closed/open questions, discussion, debate, illustrations, labeling, ordering, identification, written work, recording observations, designing, individual/group investigations, audio/visual equipment, role play and drama.

The learning objectives and success criteria are introduced to the whole class through the use of stimulating varied starting points.

Assessment for Learning is used in all classrooms as an assessment tool for teachers and for the children to take control of their learning.

4.8 Use of I.C.T:

I.C.T. is incorporated in the curriculum in a variety of ways:

- All classrooms are equipped with an smart boards with internet connection to stimulate children's learning and giving them experience of **“WORLD IS MY CLASSROOM”**
- Software is available in every classroom for use on the PC in each room.

4.9 Resources:

Teaching resources in curriculum are kept in cupboards throughout the school. These are to be used when required and returned afterwards. They are audited every year and consumable resources are replaced when needed.

4.10 Safety:

At all times the safety of the children in the class is paramount. We aim to teach and learn in as safe an environment as possible. Health and Safety guidelines are followed at all times and where necessary the relevant risk assessments completed.

Pupils work in a healthy and safe environment.

- We ensure that all tasks that the children undertake are safe and identify risks in the plans.
- Educational visits are seen as an important way of enhancing the curriculum, but prior to any visit we consult the Head teacher of PE department and complete a risk assessment.
- Risk assessments are shared with both participating staff and pupils.
- Parental written permission for educational visits and all other activities is always sought.

5 ASSESSMENT

5.1 Purpose:

Assessment and record keeping is the means by which our pupil's attainment and achievements are monitored and an appropriate progression through the curriculum is ensured. By monitoring and recording pupil's progress, teachers are able to build up a profile of individual strengths and areas for development. This is then used to inform their planning and teaching. Assessment also allows staff to identify those children whose achievements fall outside the boundaries of differentiated activities.

- Computing
- Art and Design and technology
- Geography
- History
- Languages
- Music
- Physical Education
- SUPW activities

5.2 Methods:

Assessment is used to inform future planning and teaching and takes place in many ways:

- Lesson wise assessment is carried out through constructive marking, observations throughout the teaching learning process in class and verbal discussions with children.
- A more formal assessment is carried out twice in every term for all subject to check

their abilities in numeracy, literacy, scientific skills, IT skills etc.

- Detailed structure of assessments is defined in assessment Policy of MAKS school.

5.3 Progress card

Progress Card will include Knowledge, Skill competencies, Attitude & values and Transformative competencies. According to the New Education Policy 2020 the progress card will be completely redesigned of all students for school-based assessment, which is communicated by schools to parents. The progress card will be a holistic, 360-degree multidimensional document which will replace the student's current report card. The progress card that reflects in great detail the progress as well as the uniqueness of each learner in the cognitive, affective, and psychomotor domains, would be issued to students under the new policy. The results of this assessment (along with teacher assessment) are used to determine if children are in the correct ability groups or no to decide the remedial actions to bring them at par.

5.4 Reporting Procedure:

Parents are invited to attend termly assertive mentoring meetings, where they can discuss their child's progress with the class teacher. The child's teacher also provides a termly written report, which forms part of the annual report to parents.

6 CURRICULUM MONITORING, REVIEW, EVALUATION AND REVISION

The co-ordinators of the respective departments are responsible for monitoring the curriculum. Monitoring is done in several ways, including:

- Regularly looking at the class work in books and classrooms
- Monitoring planning
- Through analyzing assessment data
- Monitoring targets
- Lesson observations
- Work scrutiny
- Displays
- Curriculum walkabouts

- Subject Leaders are responsible for reviewing modules in conjunction with coordinators.
- As part of the Curriculum Audit an annual position paper is completed by Subject Leaders to report on the progress of each subject area and to support new initiatives.
- Subject co-ordinators will review their curriculum documentation at regular planned intervals (Subject Leaders are given a day per term for Subject Development) to ensure that changes in statutory requirements and new initiatives are considered and integrated into the school curriculum as appropriate.

- The process of monitoring will be conducted by the section heads using; classroom observations according to agreed criteria, scrutiny of teachers planning and evaluation formats for individual pupils, and across Key Stages, scrutiny of pupils work
- Staff will be encouraged and supported in their professional development and in order to meet the requirements of the school as outlined in the School aims, the Curriculum policy, and the Planning, Recording, Reporting and Assessment policy
 - Pupil discussions
 - Staff meetings
 - CPD

The co-ordinators are responsible for keeping up to date of current developments in the teaching of the whole curriculum, with the assistance of the subject head teacher, and feeding these developments back to staff, governors (on a yearly basis) and all stake holders.

POLICY REVIEW

This policy will be reviewed regularly as part of the School Self Evaluation Process.

"Together we develop, improve and succeed"

*Thank
you*

