STAFF

CLASSES 4 & 5

Principal : Br. ROBERT FERNANDES

Headmistress : Mrs. APARAJITA PAL / Br. AGNELO BENJAMIN

Coordinator - 4 & 5 : Mrs. AMYRA DHINGRA

Class Teachers - Classes 4 & 5

4A – Mrs. NEHA RAWAT

4B – Mrs. ASHIE ANIE EASOW

4C – Ms. ROSCILIN BARNARD

4D – Mrs. SNEHA RAI MASSEY

4E – Mrs. HEM VATS

5A – Mrs. RASNEET KAUR

5B – Mrs. PREETI JOSEPH

5C – Mrs. MOUSUMI DUTTA

5D – Mrs. SISHA J LAWRENCE

5E – Ms. SARAH VINCENT

ENRICHMENT CENTER (IN CHARGE): Mrs. GAIL PEREIRA

COUNSELLORS:Mrs. SANGEETA TRIPATHI, Ms. EVANGELINE MONTEIRO, Mr. IMMANUEL JEBARAJ

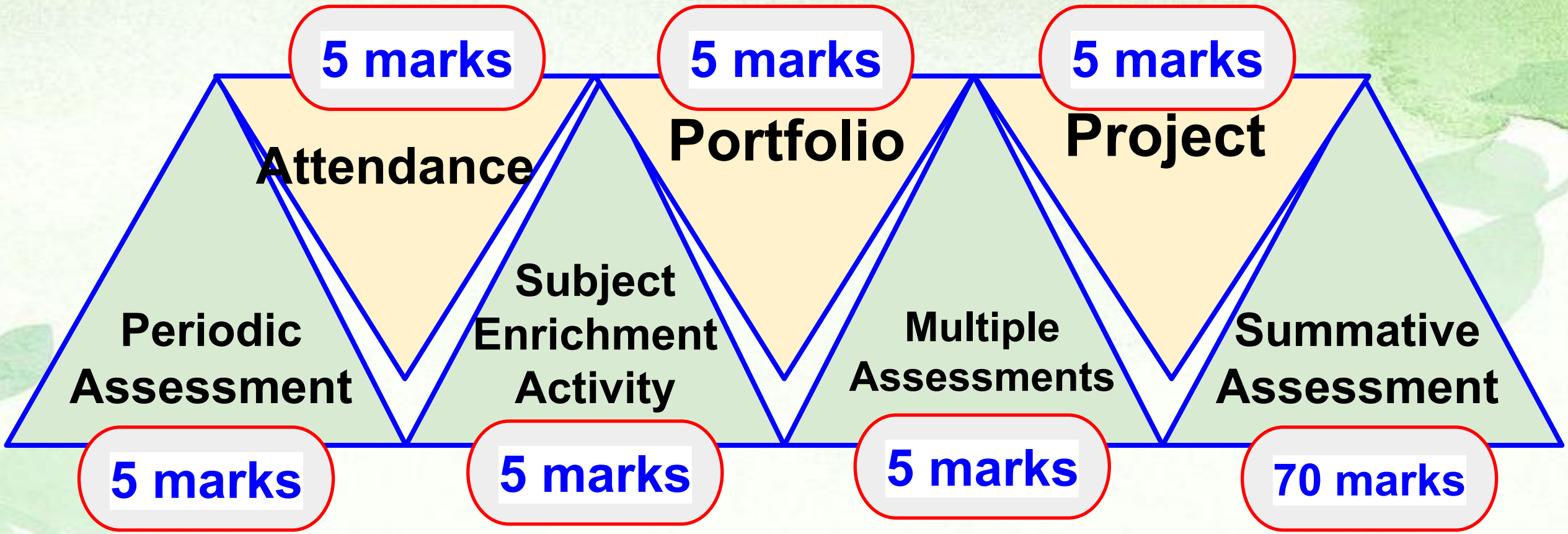
Assessment Structure for the 5 Scholastic Subjects (2026-27)

The following assessments will be conducted throughout the academic year:

- **Periodic Assessment**
- **Summative Assessment**
- **Attendance**
- **Subject Enrichment Activity**
- **Portfolio**
- **Project**
- **Multiple Assessments**

Note: ***Class 5 is an important transition year and students' promotion to Class 6 will be based on their overall performance and attendance throughout the year.***

WEIGHTAGE OF ASSESSMENTS



(Half Yearly: 20 m
Annual Exam: 50 m)

Total: 100 Marks

ASSESSMENT SCHEME

COMPUTER SCIENCE		ENGLISH LANGUAGE LAB (ELL)	
PERIODIC ASSESSMENT	(5 Marks)	PERIODIC ASSESSMENT	(5 Marks)
SUMMATIVE ASSESSMENT (30 Marks) - EACH TERM		SUMMATIVE ASSESSMENT (30 Marks) - EACH TERM	
SUBJECT ENRICHMENT	(5 Marks)	SUBJECT ENRICHMENT	(5 Marks)
PORTFOLIO	(5 Marks)	PORTFOLIO	(5 Marks)
PROJECT	(5 Marks)	PROJECT	(5 Marks)
MULTIPLE ASSESSMENTS	(5 Marks)	MULTIPLE ASSESSMENTS	(5 Marks)

CURRICULUM

- The **Curriculum Planner** will be shared with you shortly.
- The **syllabus will be divided term-wise**, with separate portions for each term.
- The **Half Yearly Examination** will be based on the **First Term syllabus only**.
- The **Annual Examination** will be based on the **Second Term syllabus only**.

Please note: The above is **subject to change as per CBSE directives**.

MIDDLE SECTION CLASSES 4-5

Enrichment Centre

WE SUPPORT INCLUSION

EARLY IDENTIFICATION

- The early and appropriate identification for implementation of required **educational intervention**.
- **Need based interventions** that are implemented in inclusive educational settings, as early as possible.
- This helps children to grow with
  - **CONFIDENCE**
  - **SELF-RESPECT**
  - a positive **SELF IMAGE**.

- Children with disabilities can purposefully engage in society.

PRASHAST

A Disability Screening Checklist for Schools

(Part-1 and Part-2)

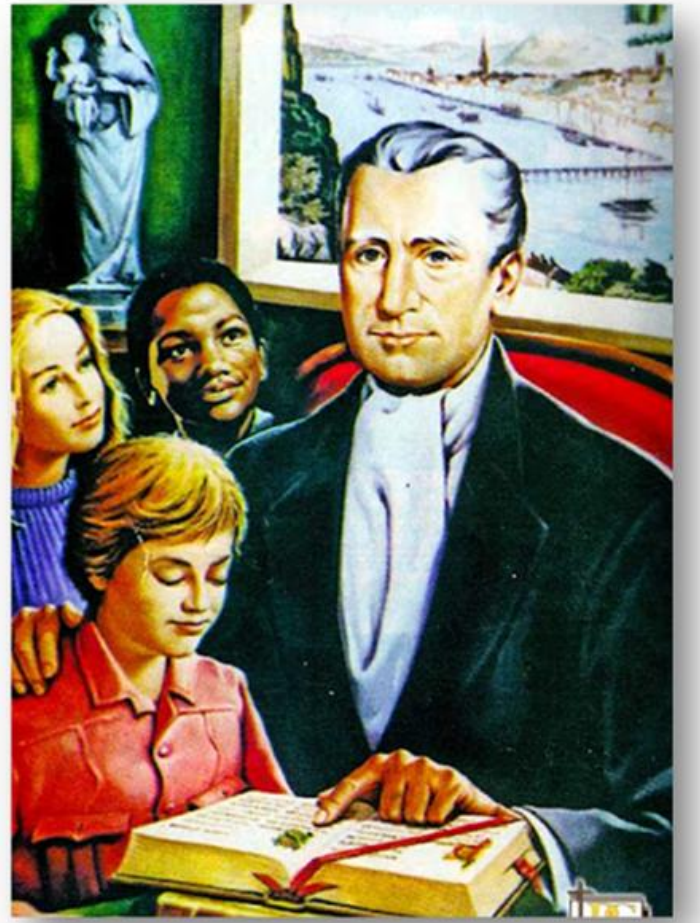
Who are likely to be administered this tool?

Children in the class who seem to display

- lack of interest
- low attention
- appear distracted
- not participating in learning activities like other children
- seem to be sleepy and fatigued
- exhibit challenging behaviour.

These can all be due to either environmental or disability conditions.

This does not necessarily mean that they have a disability.



Teach me the way I can learn,

not the way you want to teach me.

FROM THE COUNSELLOR'S DESK

Navigating the School Year: A Counselor's guide for parents

"The way we talk to our children becomes their inner voice." - Peggy O'Mara

What are we seeing in Children Today?

- **Struggle to hear "No"** → Expect things immediately
- **Give up easily** → Don't want to try if it feels difficult
- **Blame others** → "It's not my fault"
- **Get upset quickly** → Small issues feel very big
- **Test limits** → Keep pushing to get their way
- **Less respect for rules** → Especially when messages differ at home & school
- **Stop sharing** → Fear of being scolded or compared

How Can We Be The Parents They need?

- **Be consistent** → Same rules and responses from both parents
- **Allow small struggles** → Let them try, fail, and try again
- **Set clear, calm rules** → Firm but not harsh
- **Listen fully** → Don’t interrupt, judge, or compare
- **Model behaviour** → Show respect, patience, honesty
- **Support school in front of your child** → Builds respect for teachers
- **Stay involved daily** → Check school diary, E care, know their routine

Thank
you