KG. PARENTS ORIENTATION 2026-2027

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KG.E-MRS. SHOJI

HINDI-MRS. BHAWANA PANDE

HINDI-MS. ADITI

P.T.- MRS. KAMLA

WESTERN MUSIC- MR. VERNAN

INDIAN MUSIC- MR. SHAHNAWAZ

MR. AMAN

National Education Policy 2020

The **National Education Policy (NEP) 2020** aims to revitalize the Indian education system by focusing on the **overall development of learners**.

It lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities both the **'foundational capacities of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving - but also social, ethical, and emotional capacities and dispositions**.

Early Childhood Care and Education(ECCE)

In the new 5+3+3+4 structure proposed by NEP 2020, **a strong base of ECCE** from **age three** is included, according the highest priority to achieving Foundational Literacy and Numeracy(FLN) by all students.

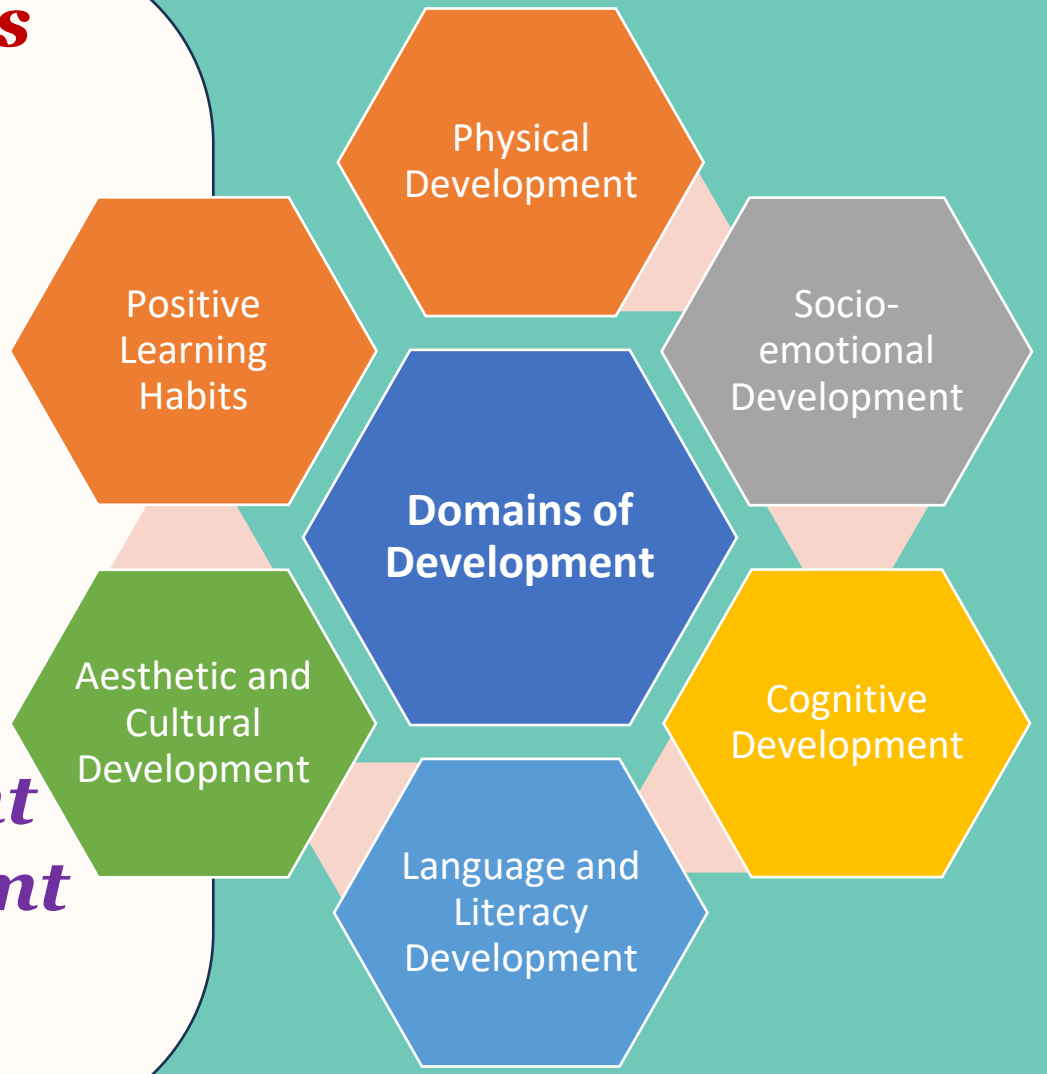
Early years are ‘critical’ since the rate of development during this period is more rapid than at any other age of development. The brain is most flexible and adaptable to learning during these early years. **Over 85 percent of a child’s cumulative brain development occurs before the age of six.**

DOMAINS OF DEVELOPMENT

Children grow in many different areas called domains—physical, language, Cognitive, Aesthetic, social and emotional development.

Domains of Development:

- ***Physical Development***
- ***Socio-emotional Development***
- ***Cognitive Development***
- ***Aesthetic and Cultural Development***
- ***Language and Literacy Development***
- ***Positive Learning Habits***



To bridge the gap between the traditional learning system and the evolving needs of education, it is necessary to adopt competency-based learning. In this approach the pedagogy is based on activities, experiences, integration of arts /sports /technology connecting the learnings to real-life situations, so that the child learns to apply knowledge.

Curricular Goals

For each domain Curricular gives us goals called Curricular Goals- what we want children to achieve in each domain. For example, in language domain, a curricular goal may be: 'Children will be able to develop effective communication skills'.

To reach these goals children need to develop certain Competencies -the particular skills that children learn. For example, to achieve the curricular goal given above the skills to be learned can be – he/she is able to converse fluently and hold a meaningful conversation, follows instructions, or uses words to carry out day to day instructions."

So, various activities are conducted in a classroom across all domains to achieve the competencies for the holistic growth.

Physical Development

Language and Literacy Development

Cognitive Development

Aesthetic and cultural development

Social and Emotional Development

Positive Learning Habits

Physical Development

- Healthy Eating and Hygiene Habits
- Engaging their bodies in playful activities
- Coordinating with different muscle groups
- Becoming aware of safety rules

FREE PLAY - working on Gross Motor and Social Skills.

FINE MOTOR SKILLS- help in developing writing skills and enhance eye- hand coordination

Use of pegs to show number value.

ENRICHMENT DAY ACTIVITY- USING NUMBER CARDS -

Running backward and forward to reach the chair to win.

Paper Tearing and sticking, paper folding helps to develop fine motor skills.

Paper Tearing and sticking to make tricolour caps

Making Tulips with paper foldingc

Sticking sticks to make shapes

Non- Fire Cooking

Lemonade making

Talking of raw and cooked food

Making fruit chat and salads

PHYSICAL EDUCATION:Students will learn to :

- Walk in lines
- Maintaining distance
- Walking like soldiers
- Forward jump
- Backward jump
- Jogging/Running in a straight line
- Body Balance
- Body Movement

- Coordination
- Flexibility
- Focus building
- Motor skills development
- Teamwork
- Confidence building
- Body Balance

Sports Day Games And Winners

Language and Literacy Development

Communication skills, knowledge about letters and their sound, reading three letter words, sight words and sentences, writing and storytelling.

DEVELOPING PHONOLOGICAL AWARENESS - Child learns to read and form three letter words

STORYTELLING-

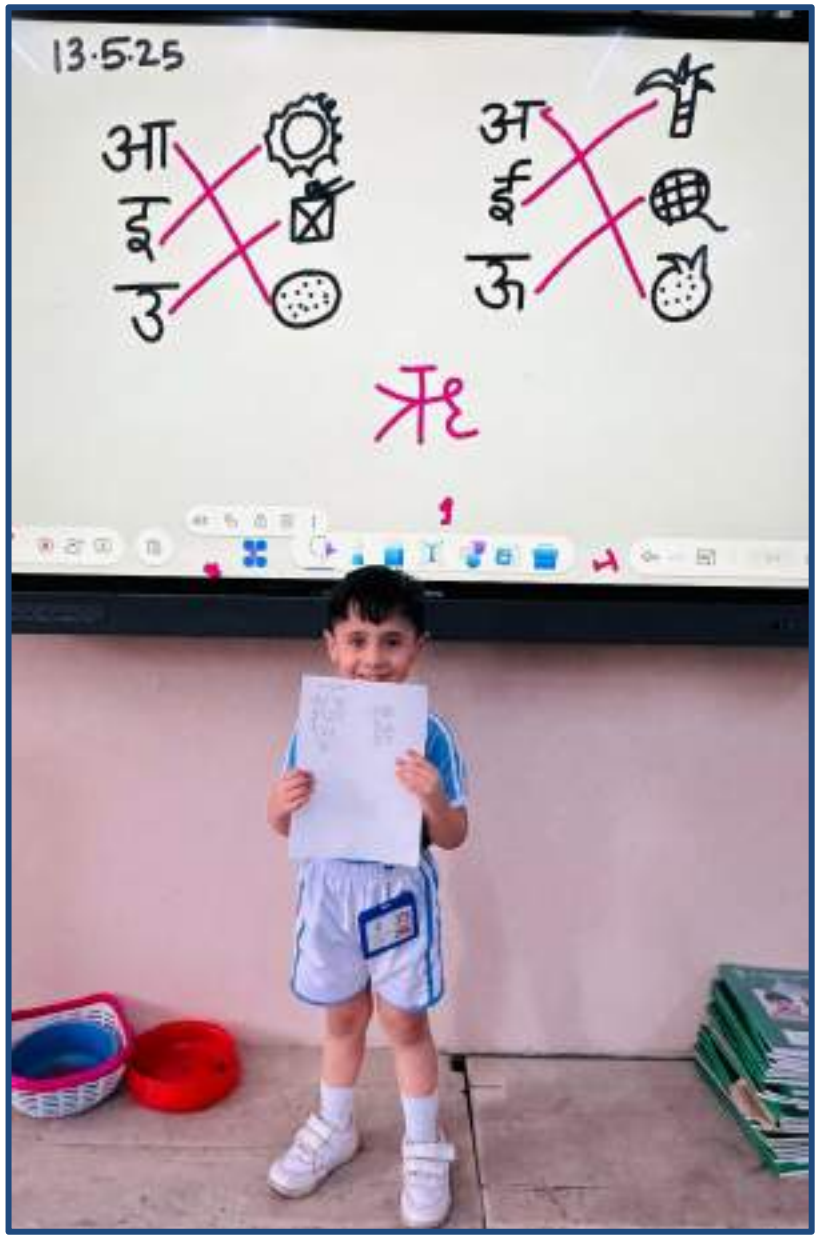
Improves vocabulary, imagination, listening skills

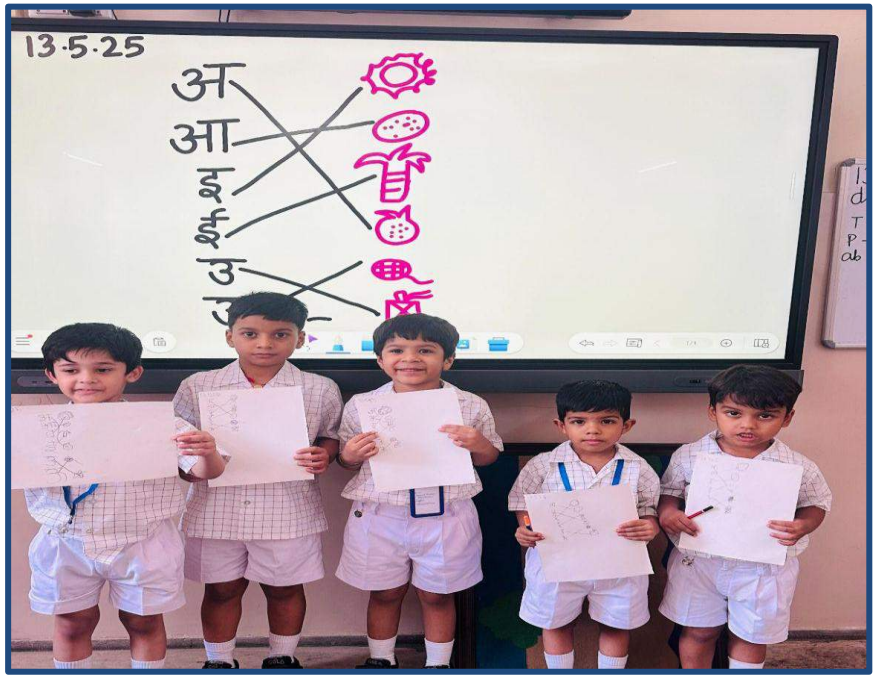
हिंदी भाषा

कक्षा KG में आने वाले छात्र –

- अपने आप के बारे में बता पाएँ।
- 1 या 2 हिंदी की कविताएँ सुना पाएँ।
- सरल भाषा में कोई एक कहानी सुना पाएँ।
- कलम को सही तरीके से पकड़ पाएँ।
- 2 या 3 चित्रों को पहचान कर नाम बता पाएँ।
- सीधी,लेटी,आड़ी,तिरछी रेखाएं बना पाएँ।
- एक स्थान पर बैठ पाएँ।
- पढना लिखना खुश होकर सीख पाएँ।

अक्षर पहचानो चित्र से मिलाओ





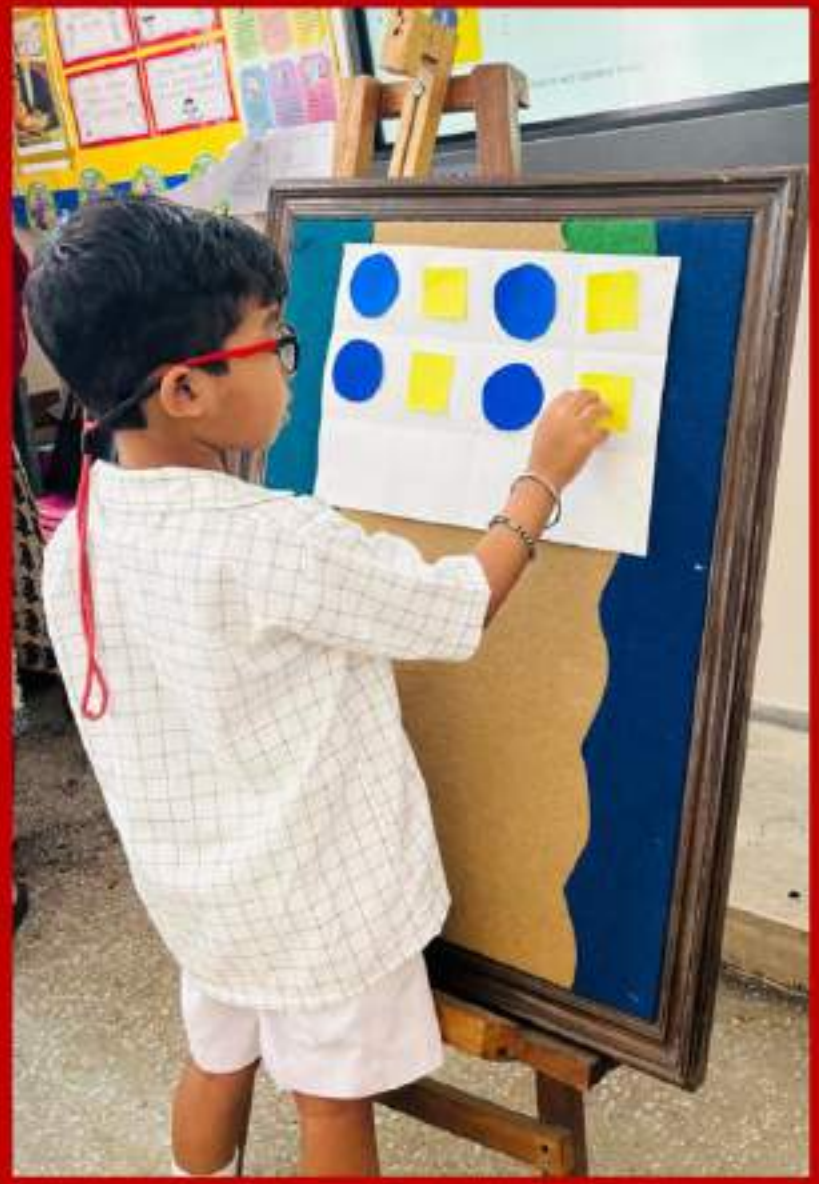
Cognitive Development

General abilities in object knowledge and problem solving, reasoning.

Development of Mathematical abilities and numeracy

Recognising the world through shapes, quantities and measures

CREATING PATTERNS ON THEIR OWN



NUMBER AND NUMBER VALUE- BINDI PASTING ACTIVITY

TRIANGLE SHAPE- Making triangle shape using ice cream sticks.

SORTING FRUITS AND VEGETABLES

Social and Emotional Development

- Self-awareness
- Social awareness
- Self- Management
- Relationship skills
- Decision making skills

SEED GERMINATION ACTIVITY – EXPERIENTIAL LEARNING

Recognising different emotions and managing them.

SWACHHTA BHARAT CLEANLINESS DRIVE - promotes social responsibility.

CLOTH BAG DRIVE-
Encourages the use of cloth bags

Educational Excursions

KG VALUE - BASED ASSEMBLIES

Develops confidence and learn to be a part of a team.

GRATITUDE	HELPING HANDS	MY FAMILY

Aesthetic and Cultural Development

Develop their sensorial and fine motor abilities through engagement with arts.

Talk and oral articulation of work done is encouraged.

The learners are given opportunities for free and creative expression.

Celebrating Earth Day- Experiencing how our Earth looks

Tri color food and Speaking Activity to celebrate - The Independence Day

Role Play “ I am a _____ (name of a fruit)”

Drawing animals using numbers, making sunflowers using forks, and drawing Santa using letters.

ART EXHIBITION

Exploring the games, diya painting, pottery making and magic show

Development of Positive Learning Habits

Focus attention on self/ adult initiated activities

Engages in one or two tasks

Develop working memory

Makes transitions that are a part of daily schedule

Follows rules

TEAMWORK-- HELPS IN CONTROLLING IMPULSES AND TO COLLABORATE .

ASSESSMENTS

When a child is participating in the activity, he is in the process of understanding the concept. The extent to which the concept is understood, and whether holistic growth is taking place, needs to be continuously monitored.

For this purpose, PARAKH, (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), the National Assessment Centre, **set up by NCERT has conceptualized Holistic Progress Card (HPC).**

Holistic Progress Card

The Holistic Progress Card is an integrative document which aims to provide 360 degree, multidimensional report of progress.

It reflects in detail not only on academic learning, but also on essential skills such as thinking ability, creativity, communication, values, participation, effort and social-emotional growth by incorporating diverse pedagogical methods like toy -based pedagogy, Art-integrated learning, Sports-integrated learning and Experiential Learning to foster a well-rounded educational experience.

In *Holistic Progress Card* crucial competencies that represent critical areas of instruction and development will be selected within each domain.

KG - Holistic Progress Card (Term - 1)				
Domain	**Competencies**	**C (Beginner)**	**B (Progressing)**	**A (Proficient)**
Physical Development	**CG-1 Children develop habits that keep them healthy and safe**			
	C-1.1: Shows a liking for and understanding of nutritious food and does not waste food			
	C-1.2: Practices basic self-care and hygiene			
	CG-2 Children develop sharpness in sensorial perceptions			
	C-2.1: Differentiates between shapes, colours and patterns			
	C-2.4:- Differentiates multiple smells and tastes			
	CG-3 Children develop a fit and flexible body			
	C-3.3: Shows precision and control in working with their hands and fingers			
	C-3.1: Shows coordination between sensorial perceptions and body movements in various activities			
	C-3.2: Shows balance, coordination and flexibility in various physical activities			
	C-3.4: Shows strength and endurance in carrying, walking, and running			
Socio-Emotional and Ethical Development	**CG-4 Children develop emotional intelligence**			
	C-4.1: Starts recognising 'self' as an individual belonging to a family and community			
	C-4.2: Recognises different emotions and makes deliberate effort to regulate them appropriately			
	C-4.3: Interacts comfortably with other children and adults			
	C-4.5: Understands and responds positively to social norms in the classroom and school			

Activities are designed where Children will be assessed through: - Participation in the activities, projects, skills in Speaking, reading, writing, and problem-solving, their behaviour, confidence, teamwork, and effort.

The teacher also develops performance descriptors (Assessment Rubrics) for all three levels Beginner, Progressing, Proficient

KEY PERFORMANCE LEVEL DESCRIPTOR

The competencies are interpreted at various level on the basis of the following descriptions

Level	Interpretation
Beginner	Tries to achieve the competency and associated Learning Outcomes with lot of support from the teachers
Progressing	Achieves the competency and associated Learning Outcomes with occasional/some support from the teachers
Proficient	Achieves the competency and associated Learning Outcomes on his/her own

Teachers will use assessment rubrics and observations to understand each child's strengths and areas of growth and to determine the child's current level of development- whether the child is at the Beginner, Progressing or Proficient level.

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Teacher's feedback

It will be followed by the specific observations for each learner, in a detailed manner. The observations will include general behaviour, attitudes, challenges did the learner face while doing the activities, how did he overcome them, the help provided, the overall performance of the learner and suggestion for improvement.

Teacher's feedback

What are the strengths of the Learner and Areas of improvement .

HPC also includes parent's feedback along with Teacher's feedback.

These enable educators and parents to identify areas for improvement, and encourages collaborative learning environment as parent become an integral part of child's learning progress.

PARENTS/CAREGIVER/GUARDIAN'S FEEDBACK

Learning Teaching resources at Home	
My child enjoys participating in…	
My child can be supported for…	
I would like to share…	
Have I completed age appropriate vaccination schedule for my child?	

PORTFOLIO

Pictorial evidence of the child’s work in the task assigned which also helps in evaluating learner’s progress.

Along with HPC, we will continue to conduct Periodic Assessment-I and II, Half-Yearly and Annual Assessments as per the academic plan.

TERM -1

Periodic Assessment - 1

(May)

Half Yearly

(September)

TERM - 2

Periodic Assessment - 2

(November)

Annual

(Feb-March)

- ***The marks obtained in these assessments will not be shown separately to the students or parents.***

- ***Instead, the marks and assessment outcomes will be used internally by the teachers to understand the child's learning progress and will be reflected through competency-based indicators and descriptive feedback in the Holistic Progress Card.***

- ***We are not replacing assessments; rather assessment performance will be integrated into the Holistic Progress Card framework.***

- ***The final HPC level will reflect a combination of classroom engagement, activity-based learning, and formal assessments.***

This system helps us:

-reduce marks-related stress in young learners

-focus on consistent growth rather than comparison

-Provide constructive feedback for improvement

-recognize strengths, efforts and areas of support

Our aim is to ensure that assessment supports learning, confidence and well-being, rather than being seen only as a test of marks.

Various activities and assessments conducted will be focussing on different Scholastic and Co-Scholastic areas

1. Conversational Skills
2. Identifying letters
3. Familiarity with Phonics
4. Reading Skills
5. Writing Skills (words and sentences)
6. Spellings
7. Comprehension
8. Clarity of pre-number concepts
9. Performing basic simple operations and numbers
10. Awareness of the immediate environment

Co-Scholastic

1. Music
2. Art
3. Sports
4. Elocution

PERSONAL SKILLS

Neat and tidy in appearance

Regularity

Follows instructions

Works independently

Completes work in given time

Care for personal belongings

SOCIAL SKILLS

Courtesy and manners

Responsibility

Interaction with peer

Interaction with teachers

Willingness to wait for his turn

Contributes to discussions

CSE - Comprehensive Sexuality Education

- **We at St. Columba's follow a Child Protection Policy** and **commit earnestly** to our duty towards all our students who have been entrusted in our care.
- We provide a **school** environment where all **children** are **safe, secure, valued and respected**.
- As part of **our curriculum in school** we incorporate **CSE(Comprehensive Sexuality Education)** and aspire to create awareness among our students regarding
  - -Safe and Unsafe Touch
  - -Body Safety Triangle
  - -No- Go- Yell- Tell Rule
  - -Safe Circle of Safe People
  - -Raising a voice against bullying

- We have been following strategically planned age-appropriate comprehensive content on **sexuality education** in the form of lesson plans, worksheets, discussions and role plays in classes KG to 3. There is a designated weekly CSE period in the Time Table for each class.

Some learners with learning gaps, emotional needs, or behavioral challenges receive in-class support from special educators and the counselor.

Prerequisites for this class

1- The child should be toilet trained.
2- He should be able to hold a pencil and colour within boundaries.
3- He should be able to express his basic needs eg. May I go to the toilet…
4- He should be ready to stay away from parents for 4 to 5 hours.
5- Managing his bag, water bottle and tiffin is very important.
6-Eat food on his own.
7- He should have the pencil grip and should be able to say and write the Letters of the alphabet.
8- The learner should recognise numbers from 1 to 10 and establish their number value.
9- He should be able to tell his name and talk with clarity.

7 days before your child goes to school, YOU need to do....

Physical preparation

1. **Talk to your child that school is a happy place.**

2. **Buy the things your son will need in school. Your son should be able to handle the tiffin box, pencil pouch, and his water bottle.**

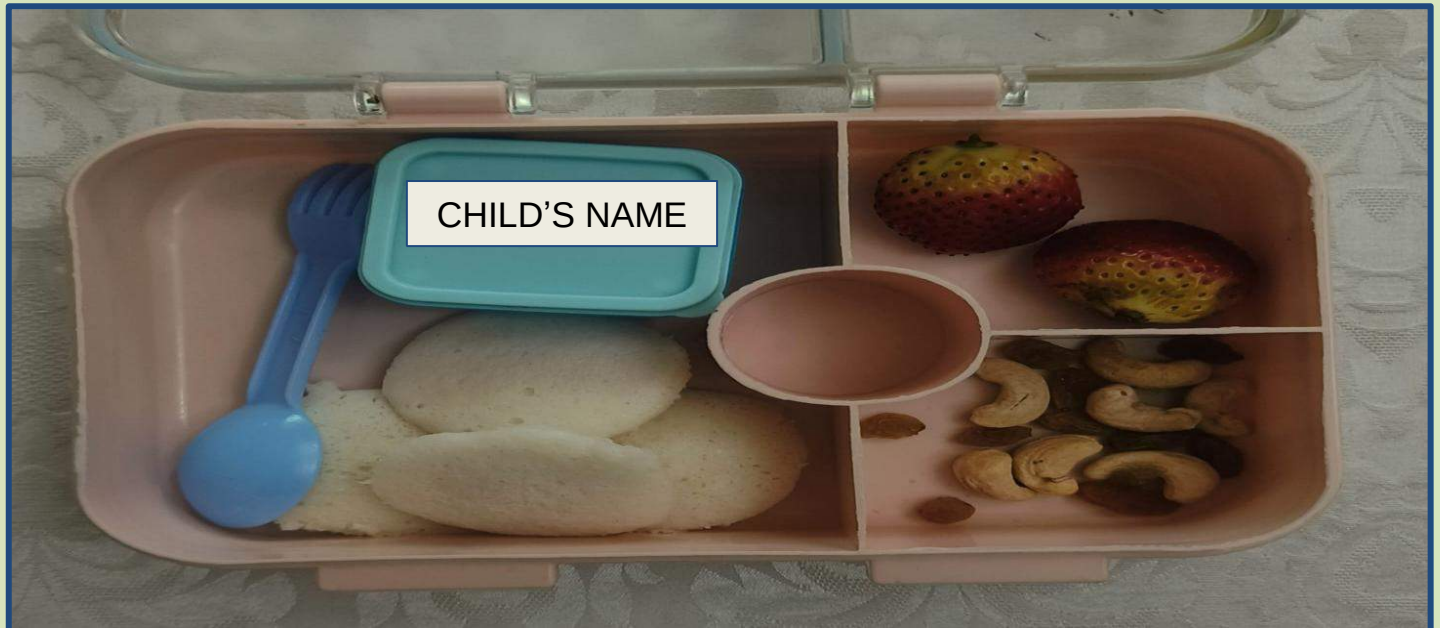
3. **Pack his bag in front of him so that he is able to find his belongings in the bag in school.**

4. The school bag should contain only the required items: Water bottle, Tiffin box wrapped in a cloth Napkin, Pencil pouch, Crayon Pouch, Handkerchief in pocket, School diary, Folder, and the required books and note books, one set of clothes for change.

5. All belongings must be clearly labelled with the child's name:

- Water bottle
- Tiffin box
- School bag
- Pencil pouch

6. Please ensure that the tiffin contains healthy homemade food and avoid junk food.



7. Two Separate Pouches:

One pouch only for crayons

One pouch only for pencils

8. Child's name must be clearly stitched on the winter cap.

SUMMER AND WINTER UNIFORM

Preparation by the Parent

1. **Your son is going to a happy zone but it is an unknown place and a new experience for you as well so have patience and trust in us.**

2. **Take things slow as everything is new for both the parties.**

3. **If any problem persists, then come and talk to the teacher and find out what had happened . A dialogue will help.**

4. **Remember children adapt easily, it is the adults who take time. Be open to change to new things.**

Preparing your child for the school

1. **Talk positive things about his new journey in school.**
2. **Show him his new things that he will be carrying to school. Familiar things will help to settle easily.**
3. **If possible show the school building from outside.**
4. **Start to leave your child physically away from you for short duration so that he knows that mom and dad will not be there for some time but will come back to him.**
5. **Bring your child at least 5 mins before the school gate opens. Do not carry him in your arms. The child is old enough to walk now.**
6. **Tell the child that School is a place where he will learn to become independent.**

Expectation from this class....

By the end of this session your son will be able to -

- Read and write
- Answer simple questions
- Perform age appropriate tasks independently
- Picture read and talk about small incidents
- Follow a routine
- Take care of himself in a group

How can you communicate

- e- Care app.
- e-mail
- Meet the teacher in school
- Whats app. Broadcast group

TRANSPORT FORM

Kindly paste the photographs and fill the given form

Transport Form (2026-2027)

Name: _____ Class: _____Sec: _____

Photograph of the Student

Mother

Father

Transporter/ Grandparents

Any authorised person

Class Teacher: _____

Coordinator: _____

Let's look forward to....

- KG. ANNUAL SHOW
- CLASS ASSEMBLY
- ART EXHIBITION
- LOGIQUIDS
- SPORTS DAY
- CELEBRATIONS
- EDUCATIONAL TRIP
- PARENTAL COLLABORATION
- INTER/INTRA SCHOOL COMPETITION
- WRITE WITH PRIDE

Thank you Parents and we look forward to your support in making it a fruitful year ahead! All the best!