

Assessment Scheme and Uniform

Scheme For Assessment:

The Foundational Stage Curriculum is designed to cater to the developmental needs of young learners and provide them with opportunities to explore, discover, and enhance a wide range of skills and concepts.

In the early years classroom, continuous assessment of each child's progress is carried out through systematic observations, checklists, and documentation of the child's responses, behaviour, participation, and developmental milestones on a day-to-day basis. This ongoing assessment helps educators understand each child's strengths, needs, and learning journey. Children are assessed across "key developmental domains" Viz. Language Development, Cognitive Development, Socio-Emotional Learning, Sensory and Physical Development, Aesthetic Development

The following skills and competencies are assessed under these developmental domains:

DEVELOPMENT	SKILLS	INDICATORS
Language Development	Listening, Speaking, Reading, Writing Readiness and Non-Verbal communication	Ability to listen attentively, follow instructions, comprehend and respond appropriately, express thoughts and ideas verbally, demonstrate interest in books and print, and develop pre-writing skills
Cognitive Development	Memory, Logical understanding, Numeracy and Thinking Skills	Ability to focus and sustain attention, recall information, identify patterns, compare and classify objects, establish connections between concepts and surroundings with logical thinking.
Socio Emotional Learning and Sensory	Personal and Social Attributes	Demonstrates positive and polite behaviour in the classroom and beyond, shows respect and empathy towards others, follows manners and etiquette, develops self-confidence
Sensory and Physical Development	Perceptual Awareness, Fine and Gross Motor Skills	Demonstrates coordination and control of body movements, develops balance and stamina, performs age-appropriate fine motor and gross motor

		tasks independently.
Aesthetic Development	Creativity and Self-Expression	Expresses ideas, feelings, and experiences through art, music, movement, play, and creative activities.
	Appreciation of Art and Beauty	Shows interest in colours, patterns, shapes, nature, music, stories, and creative work.
	Imagination and Creativity	Demonstrates originality in play, storytelling, drawing, role play.
	Artistic Skills	Uses a variety of materials and tools for art and craft activities with increasing confidence

Skill based checklists are designed for various developmental domains to monitor children's progress. Teachers assess each child through regular observations, interactions, and participation in classroom activities. The progress of every child is recorded through non-graded developmental records, and detailed progress reports are prepared to reflect individual growth and learning. Skills and competencies are assessed against predefined learning objectives using a three-point developmental scale, ensuring a holistic and child-centric approach to assessment.

Assessment Scale	
Scholastic Areas	1. Mastering the Standards – Consistently demonstrates the expected skills, concepts, and competencies independently.
	2. Progressing Towards Mastery – Demonstrates the expected skills and concepts with occasional support and guidance.
	3. Developing with Additional Support – Is in the process of developing the expected skills and concepts and requires regular support and encouragement.
	1. Mastering the Standards – Consistently demonstrates the expected behaviours, attitudes, and skills appropriate for the developmental stage.
	2. Progressing Towards Mastery – Demonstrates the

Co-Scholastic Areas	expected behaviours and skills with occasional reminders and support.
	3. Developing with Additional Support – Is developing the expected behaviours and skills and benefits from additional guidance and reinforcement.

At the end of each term, assessments conducted across various skills and developmental domains are compiled and analyzed. Parents are provided with a detailed Progress Report that reflects the child's overall performance, learning achievements, and developmental growth. The report presents a comprehensive view of the child's progress in both scholastic and co-scholastic areas, based on observations and assessments across the key developmental domains.

FINAL RESULT DECLARATION: March 20, 2027

The new academic session (2026–27) will commence from 01st April, 2027 (Thursday).

SCHOOL UNIFORM:

No formal school uniform is prescribed for the Montessori children. Parents are requested to ensure that their child comes to school in clean, comfortable, and climate-appropriate clothing.