

SCHOOL ATTENDANCE POLICY

The New Indian model school attendance policy requires that every child enrolled in kindergarten through grade 12 shall know the following instructions.

- Students are expected to attend school on every school day as specified in the school calendar.
- Students should arrive at the school punctually to attend the assembly and classes on time.
- School shall excuse the students for being late in the morning during the days with adverse weather condition (e.g. heavy fog, dusty sandstorm)
- School will maintain accurate daily attendance data for each student in the system and in the online.
- School recognizes that daily attendance is critical to academic achievement and therefore expects every student to attend school and class on time every day. Ninety percent (90%) attendance is set as the minimum standard to entitle him/her to appear for the final examination. School shall take all necessary actions to lower the absence rates.
- If the students is absent on particular school day, parent/guardian must inform the school accordingly.
- When the students return to school following an absence, parent/guardian must send written and signed note to the school/teacher indicating the reason for students' absence.
- Students are responsible for completing all assignments missed during their absence.
- Parents/Guardians make sure that family vacations take place during scheduled school holidays.

NIMS Reading Policy 2024-25

Background:

Reading is a vital skill that will support children's learning across the whole curriculum. We need to ensure that our children are taught to read with fluency, accuracy and understanding through a variety of discreet and cross- curricular learning opportunities. Above all, we want children in our school to become enthusiastic, independent and reflective readers. Essentially, we want children to enjoy reading. In order for our children to fulfil their potential in reading we need as much parental support as possible and our aim, with this policy, is to demonstrate how school- NIMS and home can work together.

Purpose:

The development of reading cannot be seen in isolation from writing, speaking and listening. The best readers are the best writers - we read as writers and write as readers! Strategies for writing, speaking and listening therefore form an integral part of this reading policy. In our school, we strive to give pupils a stimulating environment, where reading materials are presented in an attractive and inviting way. Furthermore, within literacy lessons we create an environment that stimulates the generation of ideas from texts where all ideas are accepted and valued.

Operational Definitions:

Children's learning: **Learning** is the process of acquiring new, or modifying existing, knowledge, behaviors, skills, values, or preferences

Curriculum: The subjects comprising a course of study in a school

Fluency and accuracy: the ability to speak or write a particular foreign language easily and accurately.

Reflective readers: **Reflective Readers** demonstrates how children use reading for learning and establish personal preferences as independent readers.

Writing Strategies are approaches to proving a point. They are patterns of communicating or thinking.

Stimulating environment: For young children we encourage reading in a way where they explore and provide a variety of experiences and strategies for reading as a skill.

Alphabetic principle: The basic rule where each student try to find the letters of the alphabets in its order.

Introduction:

Reading is a complex developmental challenge that we know to be intertwined with many other developmental accomplishments: attention, memory, language, and motivation. Reading is not only a cognitive activity but also a social activity.

Being a good reader in English means that a child has gained a functional knowledge of the principles of the English alphabetic writing system. Young children gain functional knowledge of the parts, products, and uses of the writing system from their ability to attend to and analyze the external sound structure of spoken words. Understanding the basic alphabetic principle requires awareness that spoken language can be analyzed into strings of separable words, and words in sequences of syllables, and phonemes within syllables.

Beyond knowledge about how the English writing system works, there is a point in a child's growth when we expect "real reading" to start. Children are expected, without help, to read some unfamiliar texts, relying on the print and drawing meaning from it. There are many reasons why children have difficulty learning to read. These issues and problems led to the initiation of this study.

Aims and Objectives:**Our aims for reading are to:**

- ❖ Instill children with a love of reading that lasts for their lifetime, share with them an enthusiasm for children's literature and help children to recognize the value of reading as a life skill.
- ❖ Encourage children to become enthusiastic and reflective readers by introducing

them to good quality books, from a variety of cultures and in a range of different styles and formats

- ❖ Develop our children's understanding of a variety of text types including non-fiction, fiction, poetry and drama.
- ❖ Develop children's confidence, fluency, and independence when reading for different purposes.
- ❖ Develop children's abilities to reflect on and have an interest in what they have read and the language and punctuation choices made by the author.
- ❖ Develop key reading sub-skills such as a) Skimming b) Scanning c) Comprehension
- ❖ Use drama and role-play, where appropriate, to immerse children in the text.
- ❖ Ensure our children have sound phonic awareness and use a phonics first approach to reading.

Develop error free reading.

Identification and Intervention:

Systematic Interventions:

- ❖ Choosing program considering the needs of struggling readers.
- ❖ Selecting appropriate program suitable for older readers.
- ❖ Targeting particular aspects of reading; one student may need help with reading comprehension (for example, an inference training program) while another may need explicit teaching of particular phonics.

Measuring progress based on evidence interventions and giving practice for reading. The more a student reads, the greater the chances are that the student will recognize frequently occurring of words automatically.

- ❖ Structuring teaching when it comes to failing readers, as ordinary classroom teaching is not enough.
- ❖ Systematic teaching of Phonics as this approach is most effective. This is typically achieved as the result of learning, repetition and practice.
- ❖ Teaching sight vocabulary. Many struggling readers have difficulties in phonological processing, thus sight word reading is necessary for readers.
- ❖ Teaching students' high frequency words to the point where readers come to reading level of automaticity.
- ❖ Small group teaching reading to one another, as small group settings and individual tuition is more effective than larger groups.
- ❖ Frequency and Duration of Intervention. The frequency of teaching inputs is important to educational success, thus daily or near daily teaching sessions required.

Language Development:

It supports the child's ability to communicate, and express and understand feelings. It also supports thinking and problem- solving, and **developing** and maintaining relationships:

- ❖ To include vocabulary development and facilitate meaningful sentence construction without grammatical errors.
- ❖ To teach comprehension strategies explicitly.
- ❖ To make writing experiences meaningful.
- ❖ For the development of fluent reading- by reading and rereading familiar texts
- ❖ A wide-range of reading materials is provided.
- ❖ Opportunities for both guided and independent reading.

Beyond this core content, it is clear that those who struggle with reading need

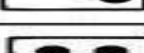
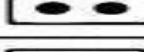
enhanced teaching.

- ❖ For many struggling readers, and particularly readers with dyslexia, the phonic element is most important.

Teaching Students to Read Fluently:

- ❖ Fluent reading refers to the ability to read orally with speed, accuracy and proper expression.
- ❖ Adopting strategies that increase fluency and that have a positive impact on reading and particularly on reading comprehension, such as reading and rereading of familiar texts.
- ❖ Providing opportunities to read aloud, with guidance from teachers, peers or parents, are also associated with the development of fluent reading.
- ❖ Assessment and Monitoring In selecting an appropriate intervention for a student, teachers need to be aware of the student's key areas of deficit and select an intervention accordingly.
- ❖ Motivating and engaging students are recommended.
- ❖ Making literacy experience relevant to students' interests, everyday life and to current environmental events.
- ❖ Providing a positive learning environment that promotes student autonomy in learning.
- ❖ Allowing choice and empowering students to make decisions.
- ❖ Computer Assisted Learning has considerable potential, particularly word processing approaches, as reading and writing activities can be integrated.
- ❖ Reading information on the internet.

Hierarchy/Escalation Chart:

Reading Comprehension Strategies		
	Predicting	Share your prediction about what you think the text will be about: I think... I predict... I anticipate...
	Clarifying	Invite members of the group to clarify anything that is unclear: tricky words, locations, purpose of the text, text type...
	Visualizing	Invite members of the group to share the mental images they made while reading. How were your mental images similar or different?
	Connecting text-to-text text-to-world text-to-self	Invite members of the group to make connections to other books, texts, movies or events: This reminds me of... I remember when...
	Questioning	Invite members of the group to ask a who, what, where, when, why or how question of the text.
	Summarizing	Summarize what the text was about. Invite members of the group to make a different summary or to add to yours.

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Lead: Mrs. Fathima Nasreen - HOS (Primary Section) Responsible

Committee Members:

Mrs.Sylvia Pinto – Supervisor (6-10 Girls' Section)

Mrs.Shitha K Balaram – Boys' Section (6-12)

Mrs.Sheeja Sudarsanan – Girls' Section in charge (6-12)

Mrs. Waliya Fatima –Primary Section in charge

Mrs. Shweta Roshan – Kindergarten in charge

Roles and Responsibilities of Committee Members:

On the basis of evidences, we encourage teachers to:

- Rethink their timetable (to maximize frequency of teaching and focus on short intensive periods of tuition)
- Choose key skill areas to develop
- Focus on those key skills for the duration of the intervention
- Offer daily teaching sessions (or even twice daily sessions)
- Assess students carefully
- Use pre and post measures to establish the current level of performance and to monitor progress.
- Emphasize short-term, intensive intervention (no longer than one term)
- See students individually, in pairs or in groups of no more than 3.
- Use evidence-based interventions
- Teach skills to the point of automaticity
- Use positive declarations daily
- Monitor and review students' work
- Encourage students to select and enjoy books and develop a reading for pleasure habit
- Offer engaging, accessible and motivating reading material
- Link reading and writing in purposeful and meaningful contexts.
- Reading meetings: At least three times a year parents will be invited into school to discuss reading strategies and support
- Reporting to parents on the progress in reading is an integral part parents' meeting
- Children with Special Education Needs (SEN) Children with DEIW Dept. are provided for as part of Wave 3 provision and may have an Individual Education Plan (IEP) with targets for improving reading, and these will also be shared with parents.

Glossary of Terms:

Literacy- ability to read and write

Potential- having or showing capacity

Intervention- an attempt made by one or many people

Isolation- being alone and separated by others

Phonics- a method of teaching people to read by correlating sounds

Automaticity- ability to do things without occupying the mind

Feathers of the Reading Program-‘Achieve 3000 & Level Up’:

English Literacy Platform

'ACHIEVE 3000 & LEVEL UP' Literacy programs are the new initiative of the school for the new academic year 2024- 25

Features of these digital literacy programs includes:

- Is an adaptive, personalized learning solution that meets students at their current reading level.
- Engages them with timely and culturally relevant content
- Uses proprietary assessment and Lexile acceleration process to monitor the progress
- Help children to build their phonemic awareness; Spelling, Grammar & Punctuation
- Encourages and provides individual reading support.