

RLM FOUNDATION'S OXFORD WORLD SCHOOL

A/P - Wagholi, Tal -Haveli, Dist. Pune-412207.

CURRICULUM

The School recognizes the link between development and learning. The Experiential inquiry-based curriculum focuses on the child as a learner. The CCE pattern of assessment introduced takes the students through a journey of activity / Experiential -based learning.

The following teaching pedagogies are effectively implemented by the educators to ensure effective teaching & learning among the learners.

- **Experiential Learning**
- **Art-Integrated Learning**
- **Inter-Disciplinary Approach**
- **Activity -Based and Joyful Learning**
- **Integrating Life Skills**

The above teaching pedagogy involves the enhancement of 21st century skills viz.,

- **3Ls: Learning Skills, Life Skills & Literacy Skills**
- **4Cs: Critical Thinking, Creativity & Innovation, Collaboration, Communication**
- **IMT: Information Literacy, Media Literacy, Technology Literacy**
- **FLIPS: Flexibility and Adaptability, Leadership and Responsibility, Initiative & Self - Direction, Social and Cross- Cultural Interaction**

lead to higher levels of learning which shift the focus from need for learning to love for learning.

PRIMARY SCHOOL PROGRAMME- CLASSES I-V

HOLISTIC DEVELOPMENT

Holistic education is a philosophy of education based on the premise that each person find identity, meaning, and purpose in life through connections to the community, to the natural world, and to humanitarian values such as compassion and peace. Holistic education aims to call forth from people an intrinsic reverence for life and a passionate love of learning." – Ron Miller- Pioneer in Holistic Education

OWS FOCUSES ON

The primary school (Classes I - V) follows a customized syllabus based on **American psychologist Howard Gardener's theory of Multiple Intelligences & Dr. Benjamin S. Bloom's Blooms Taxonomy**. The interdisciplinary approach acknowledges the existence of multiple types of intelligences and its diverse expression in each student; and the curriculum is designed to address all the versatile forms intelligence viz., Spatial, linguistic, logical-mathematical, kinesthetic, musical, interpersonal, intrapersonal and naturalist elements are incorporated into a well-rounded curriculum, such that every student can excel at whatever he or she does best, while improving any under-developed areas.

The curriculum at Primary school is not just textbook and knowledge but is holistic learning which focuses on value systems to sensitize young minds to the environment around them.

Interdisciplinary activities (Art Integrated Curriculum - http://cbseacademic.nic.in/web_material/Circulars/2019/art_integration.pdf) are commonly used.



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The key areas that the Primary School Curriculum addresses are

- Children are encouraged to develop good study habits.
- Honing of LSRW skills i.e. listening, speaking, reading and writing skills, (English, Hindi and Marathi), Compulsory Library sessions, dictation (word power) and handwriting classes every week. Special emphasis is given on acquiring language skills through active reading and listening programmes, and development of creative and artistic expression.
- Building a strong foundation in mathematics (Mental Math, Vedic Math). Primary mathematical concepts are developed, focusing on numeracy skills and reasoning ability.
- An introduction to the subjects of Science and Social studies (EVS) Inquiry sessions, Buddy system pedagogy, Collaborating learning, Subject Enrichment Activities.
- Nurturing an interest in General Knowledge, Current Affairs etc.,
- Visual Art & Craft, Yoga, Performing Art Vocal Music (Indian & Western), Theatre and Dance (Indian and Western)
- An emphasis on Health & Physical Education & Sports.
- Basic of Computer Tech- Focus on Microsoft Office, Linux.
- Guest lectures, Field trips and Nature walks add to Experiential Education. Children are exposed to new realms of knowledge, new places and learning experiences through educational excursions and field trips.
- Essential Life Skills Sessions like folding clothes, serving water, cooking without fire, sewing etc.
- At this stage the emphasis is on experiential learning through experimentation, observation, analysis, drawing inferences, and discovery, to develop scientific temper.
- Children are introduced to new learning experiences and challenges through graded exercises, work sheets, group learning and assignments.
- Primary School curriculum places special emphasis on teaching children computer skills.
- Children are provided opportunities to learn music, dance, drama, painting, etc. to nurture multiple intelligences.
- Children's creative talent is nurtured through participation in a variety of co-curricular activities and events.
- The importance of service to community is instilled in children by developing in them the value of empathy and the spirit of sharing.
- Regular sessions are conducted for inculcating life skills and values in children.

CLASSROOMS



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A typical classroom at Primary section at Oxford World School is a vibrant and enriched learning space. What strikes you at first glance is that our class sizes are intimate – restricted to a small group of 40 students and 2 sections

Every day begins with morning assembly and circle time: Here the educators discuss with the learners Life skills and values which need to be reinforced time and again to ensure good behavior and attitude in children.

ASSESSMENTS

From Class I onwards, we introduce a system of Class Assessment, slowly acclimatizing students to write examinations.

At Oxford World School, we follow a system of continuous multi-disciplinary assessment, which could be formal or informal. We also follow a differentiated system of assessment to cater to the varied needs of children. OWS has been, and will continue taking initiatives to make education competency based. It focuses on the student's demonstration of desired learning outcomes as central to the learning process. Therefore, the focus is on measuring learning through attainment of prescribed learning outcomes, rather than on measuring time.

Experiential and active learning are the best pedagogies for learners. The School advocated introduction of Experiential Learning as mandatory pedagogy to promote critical thinking, creativity and effective study skills among students. OWS has also displayed the Learning Outcomes approach developed by NCERT for classes I-VIII and encouraged the educators to direct their teaching-learning in the light of these outcomes.

The child seeking entry into Oxford World School is evaluated on his/her skills and abilities in order to determine the level in comparison to the expectation of the class into which admission is sought. This helps the teacher to modulate the classroom transaction in order to meet the child's needs. With the firm belief that education touches the mind as well as the being and each influences the other, information regarding each student is collected, considering their ability to apply knowledge, their learning process and how they conduct themselves in different situations. These findings form the basis of a continuous feedback process to the student and parents. A systematic follow up Programme is built around these evaluations, be it on the scholastic, co-scholastic or value/attitudinal front.

We recognize that the larger objective of the Academic Programme is to open minds and steer a child towards critical thinking and application. To this end, we administer assessments that are generated by our educators, keeping in mind the acceptable academic levels globally. Children experiment through and find their feet, thus honing critical life skills and sharpening their academic prowess. The curriculum is therefore designed to ensure that children are in a state of perpetual academic readiness.

Tasks could be varied within a class, homework, class work, projects, presentations- each lends to assessment, projecting a different aspect of the child's learning. Much of the assessment conducted is diagnostic, but we also take Formative & summative assessments as per the Academic Planner.



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The Academic Year is divided into 2 terms for Class I - V follow a continuous assessment pattern using the above methods with a summative assessment at the end of every term. The marks are published on the student ERP page. The students of Class I - V are evaluated by a 9-point grading system. Each grade, given on the basis of both formative and summative Assessments will correspond to the range of marks indicated below:

Grade	A1	A2	B1	B2	C1	C2	D	E1	E2
Marks	91-100	81-90	71-80	61-70	51-60	41-50	33-40	22-32	0-21

MIDDLE SCHOOL PROGRAMME- CLASSES VI- VIII

OWS FOCUSES ON

The Middle School (Classes VI - VIII) follows a customized syllabus based on American psychologist Howard Gardener's theory of Multiple Intelligences & Dr. Benjamin S. Bloom's Blooms Taxonomy.

The key areas that the Middle School curriculum addresses are

- Honing of LSRW skills i.e. listening, speaking, reading and writing skills, (English, Hindi and Marathi), Compulsory Library sessions.
- Building a strong foundation in mathematics, (Mind spark, Mental Math)
- Social studies (SST: Geography, History, Civics)
- Science (Biology, Chemistry and Physics)
- Nurturing an interest in General Knowledge, Current Affairs etc.,
- Learners acquire and develop communication and listening skills through well designed activities like debates, group discussions, elocution, extempore, declamations, theme-based talks, drama, skits, role-play, etc. Field trips and educational excursions are an integral part of the curriculum, and extend learning beyond the classroom. These provide opportunities for cultural enrichment, personal and social development along with application of acquired skills.
- Basic of Computer Tech- Focus on Microsoft Office, Linux. Learner learn and apply their knowledge of Information and Communication Technology, building on what they learnt in the earlier grades.
- The well-planned and structured teaching-learning strategies involving workshops, seminars, talks, presentations, video clippings and laboratory demonstrations reinforce the understanding of mathematical and scientific concepts.
- The learning gaps are identified through various modes of assessment and are addressed accordingly.
- Visual Art & Craft, Yoga, Performing Art Vocal Music (Indian & Western), Theatre and Dance (Indian and Western)
- An emphasis on Health & Physical Education & Sports.
- Guest lectures, Field trips and Nature walks add to Experiential Education.
- Apart from academic proficiency, the curriculum places emphasis on sensitizing children to be caring and compassionate, and develop a sense of responsibility towards society through participation in community service activities.

CLASSROOM

We believe that learning evolves through a two-way interaction between Educators and Learners. Hence, our classroom sessions focus on collaborative learning, rather than a one-sided approach. The teaching methodology, which we follow, is one of active engagement. We encourage our learners to take initiative and engage with their own learning process. This self-directed approach not only enables children to get involved and learn actively through their own successes and failures, but also heightens their ability to think for themselves.

ASSESSMENTS

At Oxford World School, we follow a system of continuous multi-disciplinary assessment, which could be formal or informal. We also follow a differentiated system of assessment to cater to the varied needs of learners.

The child seeking entry into OWS is evaluated on his/her skills and abilities in order to determine the level in comparison to the expectation of the class into which admission is sought. This helps the teacher to modulate the classroom transaction in order to meet the child's needs.

To create a balanced assessment approach in teaching-learning, different types of assessment strategies are incorporated. The three types Assessments - **Assessment for learning (Formative Assessment)**, **assessment of learning (Summative Assessment)** and **assessment as learning (Authentic Assessment)**.

With the firm belief that education touches the mind as well as the being and each influences the other, information regarding each student is collected, considering their ability to apply knowledge, their learning process and how they conduct themselves in different situations. These findings form the basis of a continuous feedback process to the student and parents. A systematic follow up Programme is built around these evaluations, be it on the academic, co-scholastic or value/attitudinal front.

Formative assessments are marked on varied tasks within a class, homework, class work, projects, presentations- each of which leads to assessment, projecting a different aspect of the child's learning. One formative Assessment in each term and a summative assessment at the end of every term (September SA-I and March SA- II).

The assessment structure and examination for classes VI to VIII have been prepared in view of the provisions of RTE-Act 2009 and comprises of two terms i.e. Term-1 and 2 as explained below:

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Subjects	TERM-1 (100 marks) (1 st half of the session) 20 marks Periodic Assessment + 80 marks for Half Yearly Exam		TERM-2 (100 marks) (2 nd half of the session) 20 marks Periodic Assessment + 80 marks for Yearly Exam	
	PA 20 marks	Half Yearly Exam	PA 20 marks	Yearly Exam
Language -1				
Language -2	<ul style="list-style-type: none"> • Periodic Test 10 marks with syllabus covered till announcement of test dates by school 	<ul style="list-style-type: none"> • Written exam for 80 marks with syllabus covered till announcement of Half Yearly exam dates by school 	<ul style="list-style-type: none"> • Periodic Test 10 marks with syllabus covered till announcement of test dates by school 	Written exam for 80 marks with syllabus coverage as below:
Language -3				
Mathematics				Class VI: 10% of 1 st term covering significant topics + entire syllabus of 2 nd term
Science				
Social Science	<ul style="list-style-type: none"> • Note Book Submission 5 marks at term-end • Sub Enrichment 5 marks at term-end 		<ul style="list-style-type: none"> • Note Book submission 5 marks at term-end • Sub Enrichment 5 marks at term-end 	Class VII: 20% of 1 st term covering significant topics + entire syllabus of 2 nd term
Any other Subjects				
				Class VIII: 30% of 1 st term covering significant topics + entire syllabus of 2 nd term

Subject Enrichment Activities: These subject-specific activities aimed at enhancing the understanding and skills of the students. These activities are to be carried out throughout the term; however, they should be evaluated at the term-end.

Languages: Aimed at equipped the learners to develop effective listening and speaking skills. The language teacher may devise their own methods and parameters for assessment of the language.

GRADING SYSTEM

A. SCHOLASTIC AREAS

Grade	Marks Range	Grade Point
A1	91-100	10.0
A2	81-90	9.0
B1	71-80	8.0
B2	61-70	7.0
C1	51-60	6.0
C2	41-50	5.0
D	33-40	4.0
E	21-32	3.0

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*Minimum qualifying grade in all subjects under Scholastic Domain is D.
32 and below (E) Needs Improvement. In Special cases will be detained.*

B. CO- SCHOLASTIC AREAS

For the holistic development of the student, Co-curricular activities in the following areas be carried out in Schools by the teachers and will be graded term-wise on 3 points grading scale

Grade	
A	Outstanding
B	Very Good
C	Good

The aspect of regularity, sincere participant, output and team work be the generic criteria for grading in the following scholastic activities:

- Work Education- Work Education refers to skill-based activities resulting in goods or devices useful to the community.
- Art Education (Visual & Performing Arts)
- Health and Physical Education (Sports/Martial Arts/Yoga/ NCC etc.)

C. DISCIPLINE

The students will also be assessed for the discipline which will be based on the factors like attendance, sincerity, behavior, values, tidiness, respectfulness for rules and regulations, attitude towards society, nation and others. Grading on Discipline will be done term-wise on a 3-point grading scale. (A-Outstanding, B-Very good and C-Fair).

Note: Assessments are planned well in advance

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CO-SCHOLASTIC PROGRAMME AT OWS

When you come right down to it – the real world is not just about academics. There is a world beyond the classroom walls and textbooks, where invaluable learning takes place. At OWS, academics goals are balanced with a vibrant Enrichment Programme that encompasses art, sport and life. We offer an array of beyond-the-classroom activities, which give our students opportunities to discover and display their talents, and cultivate a wide range of interests.

We don't treat these initiatives as 'extra- curricular' activities though. Instead, our enrichment programmes co-habit happily with the academic syllabus as part of a single, integrated curriculum. In this way, we make sure that our students get to experience a truly well-rounded and happy school life.

THE PROGRAMME SPANS THE ENTIRE SPECTRUM OF STUDENT INTERESTS, FROM ART TO ATHLETICS

- **VISUAL ART & CRAFT**

Art and Craft is an integral part of an Oxford World School learner's life right from Primary years. The Arts are richly embedded into the curriculum. The Primary program follows the transdisciplinary approach. Art and Craft develop students' fine motor skills; gradually their dexterity begins to reflect in other fields with increased concentration and enhanced creativity. They also learn to value and appreciate artifacts and images across cultures and times; they learn to act and think intelligently and creatively. Their creativity is nurtured throughout the years and some of them have gone on to become web designers, architects and fashion specialists. Whether they let their creativity and passion turn into a career is their personal choice, but all OWS learners are sensitive with heightened sensibilities. This interdisciplinary approach caters to the multiple intelligence approach to learning.

- **PERFORMING ARTS**

"The arts are an essential element of education--keys that unlock profound human understanding and accomplishment."

At OWS, we believe that art is a celebration of life itself. We inspire our students to develop an appreciation of the arts – painting, music, dance and theatre. Children are introduced to Visual and Performing Arts from an early age.

1.Music: A solid foundation in the basics of singing is introduced from Grade 1 onwards Basics of Indian and Western music is taught with specific focus Pitch, Rhythm, Breath, Voice and Diction. Children use these skills in their presentations at school assemblies and events.

2.Dance: Rhythm and movement to music is used not only build imagination and channel energy constructively, but also create a sense of emotional wellbeing. We explore both Indian classical and Western dance forms.



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3.Speech & Drama: Expression of emotions, undertaking the connotations of language, the facets of characterization and above all public speaking skills are honed and polished in the compulsory Theatre class at all grades of our school.

- **HEALTH & PHYSICAL EDUCATION**

Invigorating physical sports like football and athletics are a vital part of OWS portfolio of enrichment activities. The Fit India Movement was launched by Honorable Prime Minister of India with the aim to encourage people to inculcate physical activity and sports in their everyday lives and daily routine.

Karate and **Yoga** are also incorporated into the sports curriculum to inculcate overall growth.

The list of HPE & Sports activities offered are

- Athletics
- Yoga
- Karate
- Gymnastics
- Skating
- Indigenous Sports (Kho-Kho, Kabaddi)
- Football

- **ENVIRONMENTAL EDUCATION**

We teach responsibility towards the environment in a hands-on manner by encouraging students to participate in a number of conservation projects.

- **WORK EDUCATION**

Sensitivity to larger issues facing the world is actively fostered by inspiring students to involve themselves in community service.

- **LIFE SKILLS EDUCATION PROGRAMME**

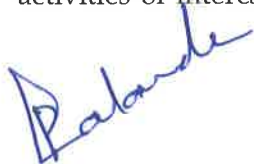
Each child at OWS is trained to be self-reliant, aware and equipped to face life with sessions in money management, effective studying, public-speaking, gardening and home management.

- **STUDENT COUNCIL**

On entry into Class I, all students become members of a House to foster a spirit of leadership, cooperation, mutual understanding, tolerance and self-reliance. Various inter-house activities are organized to build team spirit. The House system gives opportunities to students to participate in Inter / Intra -house competitions. Each House is led by a House Mistress from the teaching staff who oversees the well-being and social development of members of the House.

PURSUING THEIR INTERESTS

Once a child reaches middle school (*after five years of primary schooling*), she or he can pick two activities of interest and pursue them for a whole term. We let learners pick one activity each



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from the following categories (*listed in order of priority*) – Karate/Skating/Football/ Athletics and Dance/Music/Theatre/ Art.

CLUBS & ACTIVITIES

At Oxford World School we lay due emphasis on different activities through active participation in various social, athletic and artistic clubs and societies. To give learners an opportunity to showcase and hone their talents and also prepare them for intra school competitions, various club activities are conducted through the year. Club activities not only help learners shape their personal interests and hobbies but also improve their leadership and social skills. We guide learners to discover and create their own understanding. Besides academics, co scholastic activities form an integral part of the school curriculum. This aspect includes wide range of co-curricular activities.

- **LITERARY AND CREATIVE CLUB**

The learners actively participate in literary and creative skills at school. This skill includes those activities where students get a chance to learn and exhibit his potential when it comes to Debate, Declamation, Creative Writing, Recitation, Poster Making, Slogan Writing, Speech & Drama etc. After acquiring the skill, the learners are ready to participate in various inter and intra school competitions.

The activities conducted are as follows:

- *Debate*
- *Declamation*
- *Creative Writing*
- *Calligraphy*
- *Recitation*
- *Poster-Making*
- *Slogan Writing*
- *Speech & Drama etc.*

- **SCIENTIFIC SKILLS ENHANCEMENT CLUB**

The students take keen interest in scientific activities and take the initiative to plan, organize and evaluate various science related events. This club is organized to give learners an opportunity to meet and benefit from sharing scientific temperament and abilities. Projects are designed to stimulate interest in mathematics, science, engineering, and technology and to train learners in techniques of innovation and creativity.

This skill includes the following activities:

- *Science Club*
- *Projects*
- *Maths Club, (Numismatic)*
- *Science Quiz*
- *Science Exhibition*



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- **EK BHARAT SHRESTHA BHARAT (EBSB) CLUB**

The Objective of the Ek Bharat Shreshtha Bharat (EBSB) is to establish long-term engagements and, to create an environment that promotes learning between States by sharing best practices and experiences. As we are aware, 'Ek Bharat Shrestha Bharat' (EBSB) program was launched by Hon'ble Prime Minister on Ekta Diwas (31st October 2015) on the occasion of the birth anniversary of Sardar Vallabh Bhai Patel to foster national integration. These activities will not only lead to enrichment of knowledge of partner state but also develop a sense of bonding between the students of partner State/UT. These activities will go a long way in developing our students as responsible citizens with a deep belief in the unity in the diversity of the nation.

- **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) CLUB**

The students take initiative in organizing and participating in technology related events e.g. I.T fairs, competitions etc. and takes keen interest in computer related activities.

This skill includes the following activities:

- *PowerPoint presentation*
- *Animation, MS Paint*
- *Blogging*
- *E-books*
- *Coding*
- *Photography*

- **ORGANIZATIONAL AND LEADERSHIP SKILL AUGMENTATION CLUB**

The students demonstrate the ability to work in collaboration and actively participate in school clubs. OWS strives to promote conservation of environment on their campus through rain water harvesting, segregation of waste at source, recycling of organic waste, proper disposal of waste including electronic waste, use of energy saving and energy efficient electrical equipment, greening of campus, use of solar energy, education and awareness amongst learners on environmental conservation and cleanliness, etc.

This skill includes the following activities:


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- *Environmental Awareness*
- *Eco Club & Conservation of water*
- *One Child One Plant Campaign*
- *Health & Wellness Club*
- *Heritage Club*
- *Disaster Management Club*
- *Life Skill Education (LSE)*

At OWS the educators ensure that every learner in Class V to VII mandatorily takes up the activity of saving one litre of water every day at home and in school. These club activities teach the learners to support the development of key personal qualities such as perseverance, being committed and responsible, resilience and self-confidence, even foster a commitment to life - long learning.



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