



# Holistic Progress Card (HPC) Foundational Stage

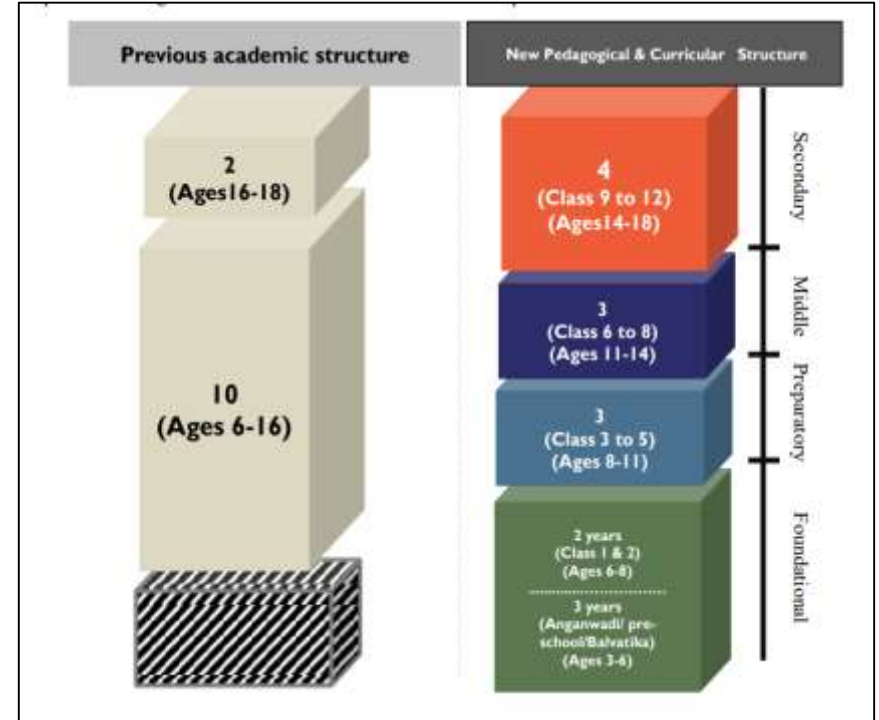




# *Policy Perspective*

# National Education Policy, 2020

- Recommends pedagogical and curricular restructuring of school education as 5+3+3+4, to make it more responsive and relevant to the developmental needs and interest of learners at different stages of the development.
- The age group **3 to 8 years consist the Foundation Stage.**



# NEP 2020 on Curriculum and Pedagogy in Schools

## Learning Should be Holistic, Integrated, Enjoyable, and Engaging



01



Restructuring school curriculum and pedagogy in a new 5+3+3+4 design

02



Holistic development of learners

03



Reduce curriculum content to enhance essential learning and critical thinking

04



Experiential learning

05



Empower students through flexibility in course choices

06



Multilingualism and the power of language

07



Curricular Integration of Essential Subjects, Skills, and Capacities

08, 09



National Curriculum Framework for School Education (NCFSE) and National Textbooks with Local Content and Flavour

10



Transforming Assessment for Student Development

11



Support for Gifted Students/Students with Special Talents

# International Practices in Holistic Reporting



# Introduction to Holistic Reporting

- **Holistic reporting**

A comprehensive approach to assess students' progress and development.

Goes beyond traditional grading systems to provide a fuller picture of learning experiences and achievements.

- **Global Adoption**

Countries such as Singapore, Canada, and India have embraced holistic assessment

They recognise the importance of capturing academic performance and students' holistic development.

- **Importance of Holistic Reporting**

Enables educators and parents to understand students' strengths, areas for improvement, and overall growth. Provides a complete assessment of educational journey by considering attitudes, dispositions, and personal qualities.

# Holistic Reporting in Singapore (1/1)

- **The Primary Education Review and Implementation (PERI) introduced Holistic Assessment Reporting that involves a comprehensive "Holistic Development Profile" to provide parents with a deeper understanding of their child's progress throughout the academic year.**
- **Schools in Singapore use a holistic reporting system comprising diverse reporting tools such as holistic report cards, progress reports, and student portfolios.**
  - **Portfolio Assessment: Tracking students' progress, development, and achievements.**
  - **Qualitative Feedback: Providing formative feedback to students to support their ongoing learning.**
  - **Grades/Marks and Comments: Offering summative evaluations along with qualitative comments to provide a balanced view of students' performance.**



# Holistic Reporting in Singapore (1/2)

- **An integral aspect of Singapore's holistic reporting approach is the involvement of students in the assessment communication process through initiatives like Parent-Child-Teacher Conferencing. The information provided to parents encompasses three key areas:**
  - **Product:** Reflects students' achievements and performance.
  - **Process:** Highlights students' learning attitudes, dispositions, and personal qualities.
  - **Progress:** Indicates the extent of improvement students have made over a period of time.

**By adopting this holistic approach to reporting, Singapore aims to provide parents with a comprehensive understanding of their child's holistic development and foster meaningful engagement between students, parents, and teachers.**

# Holistic Reporting in Ontario, Canada

## (1/1)

- **Schools use standardised Progress Report Cards and Provincial Report Cards to overview students' development and achievements comprehensively.**
  - **These report cards include sections for communication and collaboration between teachers, parents, and students, identifying specific learning objectives and targets and providing opportunities for feedback and reflection.**
- 

# Holistic Reporting in Ontario, Canada

## (1/2)

**Teacher-Parent-Student Conference Notes and Information:** Encouraging communication and collaboration between teachers, parents, and students to discuss progress and set goals.

**Student Comments/Reflections (with or without stems):** Encouraging students to reflect on their learning experiences, strengths, areas for improvement, and goals.

**Train teachers extensively for holistic reporting transition and to acquire essential skills.**

**Student Goals:** Identifying specific learning objectives and targets for individual students to work towards.

**Request for Interview with Parent:** Offering the option for parents to request further discussions or meetings with teachers to address any concerns or queries.

**Aim to simplify data collection and reporting for teachers with user friendly software tools that enable holistic reporting.**

**Parent Comments/Reflections (with or without stems):** It allows parents to share their insights, feedback, and reflections on their child's progress.

**Request for interview with Teacher:** Similarly, providing the opportunity for teachers to request meetings with parents to discuss.

**Encourage professional development to enhance student well-being and adapt to changing reporting practices.**

# Alignment with Policy Background (NEP 2020)

- NEP 2020 in India stresses experiential and joyful learning, holistic development, and a learner-centric approach instead of rote learning. Report cards have often led to stress and loss of self-esteem. The NEP recommends a 360-degree Holistic Progress Card (HPC) that highlights each child's uniqueness.
- The HPC acknowledges the individuality of students and involves parents, peers, and other stakeholders in the assessment process to foster self-awareness and confidence.
- HPC emphasizes holistic development of learners, celebrating each learner's uniqueness and eliminating competition and comparison.
- The HPC suggests using multiple assessment tools

# Understanding the Principles of Holistic Assessment (1/1)

- Holistic assessment acknowledges the multifaceted nature of human beings, encompassing cognitive, emotional and spiritual dimensions. Assessing the spiritual aspect poses challenges due to its abstract and diverse interpretations.
- Gandhi ji's '3H' (Head, Hand, and Heart) concept of holistic development integrates cognitive, practical, and emotional dimensions in education. This approach supports interdisciplinarity and discourages dividing school subjects. The NEP-2020 supports this approach.

# Understanding the Principles of Holistic Assessment (1/2)

- **Holistic thinking is emphasised over isolated learning. All skills develop simultaneously and are interconnected. This perspective values intuition, care, compassion, well-being, and happiness, and is rooted in a humanistic framework. Anecdotes and reflections provide insights into students' holistic development beyond traditional metrics.**
- **Holistic assessment aligns with NEP-2020 by recognizing the multi-dimensional nature of human beings and promoting interdisciplinary approaches to education. It prioritizes integrating cognitive, practical, and emotional dimensions, fostering the overall development and well-being of learners.**

# Challenges of Implementing Holistic Reporting

## Solutions

1. **Shifting to holistic reporting from traditional mark-based reporting requires a mindset change. Holistic reporting emphasizes process communication and strength celebration over success and failure. Parental awareness needs to be raised to understand this shift.**
1. **User-friendly software can help teachers collect comprehensive qualitative data for reporting by streamlining the process and incorporating defined competencies and skills.**
1. **Extensive teacher training and awareness programs are essential for the effective implementation of holistic reporting. This includes understanding the philosophy of holistic reporting and utilizing any accompanying software.**

1. **Train teachers extensively for holistic reporting transition and to acquire essential skills.**
1. **We aim to simplify data collection and reporting for teachers with user-friendly software tools that enable holistic reporting.**
1. **Encourage professional development to enhance student well-being and adapt to changing reporting practices.**

- **Holistic reporting aligns with modern education policies such as the NEP 2020. Countries like Singapore & Canada prioritize communication, strengths and overall development of students in their holistic reporting systems.**
- **This approach promotes collaborative learning, emphasizes interdisciplinary integration, and recognizes the multifaceted nature of human beings.**
- **Holistic reporting faces challenges like mindset shifts, data collection burdens and extensive teacher training. Addressing these through awareness, user-friendly software tools, and professional development programs is crucial to realizing the benefits.**
- **Reporting can celebrate uniqueness, foster well-being, and promote lifelong learning. Holistic assessment practices empower students to reach their potential and contribute**

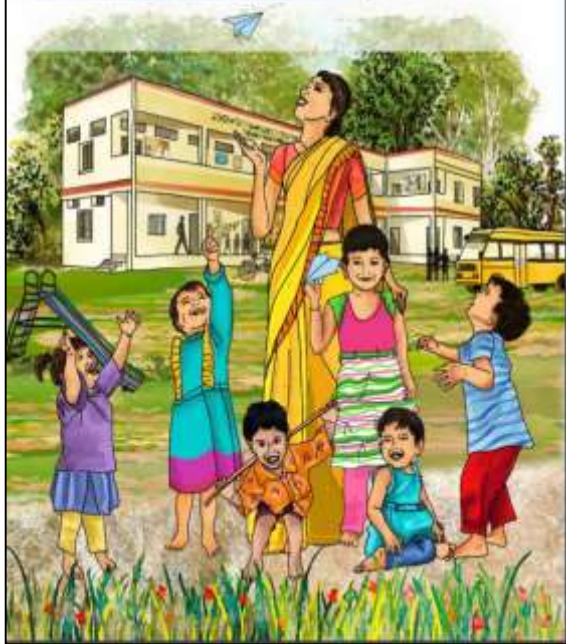




*THE WAY AHEAD*



**National Curriculum Framework  
for Foundational Stage  
2022**



# National Curriculum Framework for Foundational Stage, 2022

- Based on the vision of NEP 2020, NCF for the Foundational Stage has been developed by NCERT to enable its implementation.
- Released in October 2022.





# Highlights of NCF-FS 2022

The NCF is one of the key components of NEP 2020, that enables and energizes this transformation, informed by the aims, principles, and approach of NEP 2020.

This is the first ever integrated Curriculum Framework for children between ages 3-8 in India. It is a direct outcome of the 5+3+3+4 'curricular and pedagogical' structure that NEP 2020 has come out with for School Education.



# National Curriculum Framework for Foundational Stage, 2022

- The foundational stage is conceived as ***five years of flexible, multi-level, activity-based learning*** for the students in the age group of 3-8 years.
- **Recommends**
  - ❖ ***age-appropriate*** pedagogy curriculum assessment for the foundation stage.
  - ❖ ***the need to nurture the unique capabilities of each child***
  - ❖ ***a multidisciplinary approach*** to education.
- It ***bridges the divide*** between the home environment of the child and the formal school environment.

# Scope of Foundational Stage

The **curriculum** is closely linked to the development domains of the child.

The **pedagogy** at the foundational stage is largely play-based experiential learning that is inquiry and discovery based.

The **mother tongue** is emphasised for language and literacy development and to ease, and make learning more effective, learning in other domains as well.

The significance of **family and community** during the early years is one of the most powerful predictors of a child's development

The focus of **assessment** shifts from summative testing of rote memorization skills to more regular and formative competency-based performances of tasks for conceptual clarity.

# Why are these assessments needed?



Should inform students' their starting points, what they have mastered and what they need help on.

Permits teachers to adapt their teaching to the needs of their students

To plan in order to ensure that every student is able to reach their full potential

To empower learners to enable them to learn about themselves and regulate their own learning

It also encourages peer assessment, self- assessment and reflection

Assessment is a lens for understanding learning, identifying invisible barriers and helping teachers to improve their teaching strategies.



# Assessments at the Foundational Stage

NCFFS (2022) recommends that

1. Assessment tools and processes need to be designed such that they are a natural extension of the learning experience for a child.
  2. Teachers need to design different kinds of assessment, for the same learning outcome and also for different learners.
3. Teachers must ensure that assessments enable recording and documentation of children's progress.



# Assessments at the Foundational Stage

NCFFS (2022) recommends that

4. Systematic record keeping of such assessments is considered an important professional responsibility of teachers.
5. Care must be taken to ensure that assessment does not overly burden both the teachers and the students.
6. Teachers have the autonomy to design and judiciously choose appropriate tools for assessment and the periodicity in which assessment- related record is maintained.

Teachers have the autonomy to design and judiciously choose appropriate tools for assessment and the periodicity in which assessment- related record is maintained.





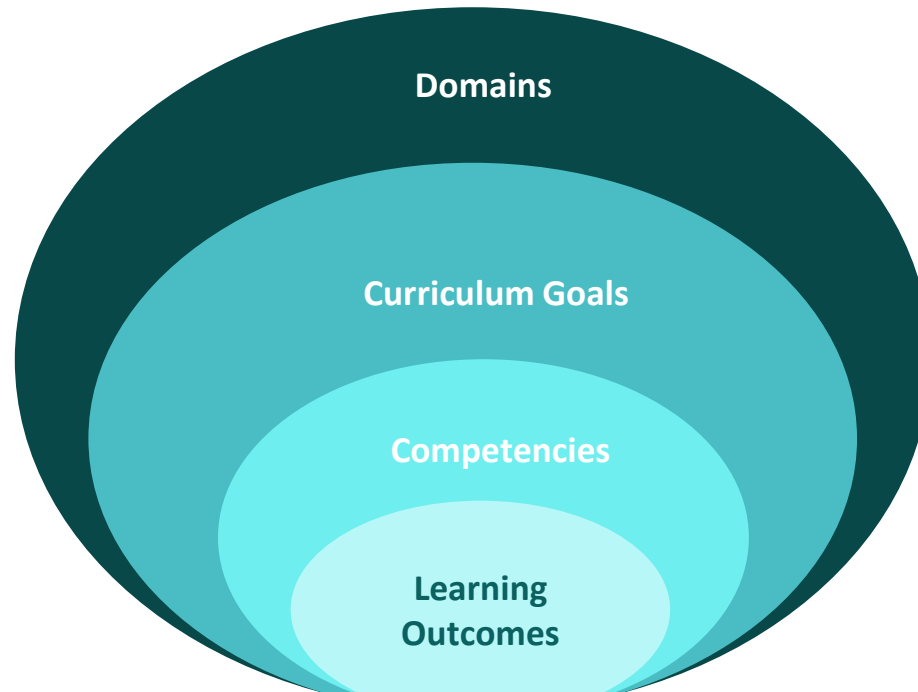
## Such assessments would enable teachers to:

- **Get an insight** and an overall view of the learning achievement of children in a classroom.
- **Consolidate learning** - assessment tasks, and map the rate of progression of learning over a period of time for each child.
- **Identify the needs, preferences, and interests** of the child and recognize early signals about possible developmental challenges or learning difficulties a child might be facing.
- **Design the future course of action**, select appropriate content and pedagogical approaches, plan appropriate additional learning experiences and create opportunities for children who are not learning adequately or with learning gaps in learning.
- **Seek collaboration and coordination**, wherever possible.



# *Decoding Competencies and Learning Outcomes*

# Linkages between Domains, Curricular goals, Competencies and Learning Outcomes





# Domains

- Physical development
- Socio-emotional and ethical development
- Cognitive development
- Language and literacy development
- Aesthetic and cultural development
- Positive Learning Habits

**Domains:** *Taking view of the development pattern of children in the age group of 3 - 8 years and how children learn at this stage, the curricular goals have been articulated for the five major domains*

**Curricular Goals:**

*Statements that give directions to curriculum development and implementation.*

*They are derived from Aims and are specific to a Stage in education.*

*National Curriculum Frameworks guide the development of all the Curricular Goals.*

**Competency:**

Each developmental goal consists of competencies.

Competencies are statements that specify ***what children will know, be able to do, or be able to demonstrate*** when they have completed or participated in a course or programme.

**Learning Outcomes** are granular milestones of learning and usually progress in a sequence leading to attainment of a Competency.

### **Curricular Goal**

*E.g.: “Children develop effective communication skills for day-to-day interactions in two languages*

### **Competencies**

*E.g.: “Converses fluently and can hold a meaningful conversation” and “Understands oral instructions for a complex task and gives clear oral instructions for the same to others”.*

### **Learning Outcomes**

*E.g.: “Initiates conversations in daily life with peers and teachers in a variety of school settings”*

<b>Cognitive Development</b>	<b>CG-7</b> Children make sense of the world around through observation and logical thinking
	<b>CG-8</b> Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures
<b>Language and Literacy Development</b>	<b>CG-9</b> Children develop effective communication skills for day-to-day interactions in two languages
	<b>CG-10</b> Children develop fluency in reading and writing in Language 1
	<b>CG-11</b> Children begin to read and write in Language 2
<b>Aesthetic and Cultural Development</b>	<b>CG-12</b> Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways
In addition to the above Curricular Goals based on the domains of development, developing Positive Learning Habits is another relevant Goal for the Foundational Stage.	
	<b>CG-13</b> Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom

<b>Domains</b>	<b>CGs</b>
<b>Physical Development</b>	<b>3</b>
<b>Socio-emotional and Ethical Development</b>	<b>3</b>
<b>Cognitive Development</b>	<b>2</b>
<b>Language and literacy</b>	<b>3</b>
<b>Aesthetic and Cultural Development</b>	<b>1</b>
<b>Positive Habits</b>	<b>1</b>

i. Curricular Goal (CG-2): Children develop sharpness in sensorial perceptions

1) Competency (C-2.1): Differentiates between shapes, colours, and their shades

Table 2.5A

		A	B	C	D	E
		<b>C-2.1: Differentiates between shapes, colours, and their shades</b>				
		← Ages 3 - 8 →				
1		Differentiates and names the primary colours (red, blue, yellow) and other common colours in their environment (black, white, brown)	Differentiates shades within primary colours and secondary colours (e.g., light blue, dark blue, light green, dark green)	Attempts to predict resulting colour when two colours are mixed (e.g., blue and yellow makes green, or red and white makes pink)	Predicts resulting colour when two colours are mixed	Experiments and use colours in art forms and drawings, decorating, display
2		Groups objects based on their colour (e.g., all red things together)	Groups objects based on dimension - length, breadth, height (e.g., all long things together)	Groups objects based on combinations of visual characteristics of colours and shapes (e.g., all red triangles together; all large green leaves together)	Makes patterns, solves puzzles, plays games using identification and grouping of various shapes, colours and shades	



Domains	Physical Dev		Social & Ethical Dev		Cognitive Dev		Language Dev		Aesthetic Dev		Positive Habits	
	C	LOs	C	LOs	C	LOs	C	LOs	C	LOs	C	LOs
Years												
3-4	16	31	7	12	16	34	12	20	5	13	4	12
4-5	16	37	9	14	16	43	13	25	5	13	4	14
5-6	16	37	9	41	16	49	17	31	5	16	4	16
6-7	14	31	9	23	16	50	17	30	5	16	4	10
7-8	14	30	9	25	16	49	17	29	5	16	4	12



HPC is a 360-degree holistic multidimensional Progress Card which reflects the progress as well as the uniqueness of each learner in the cognitive, affective, and psychomotor domains; and be an important link between parents and teachers. Given below are some of its salient features:

### Goal Setting

The HPC includes opportunities for the child in consultation with the teacher to set future goals thus providing direction to both, teacher and the child in terms of future action.

### Flexible

Activities/ Tasks, Prompts, Templates and formats will be provided to the teacher. And, there will be a possibility to customise them according to a school's individual needs, making the HPC a flexible tool.

### Builds on self-awareness and self-esteem

The HPC communicates the strengths and areas of improvement with participation and discussion between the teacher, the child and where possible, the parent.

### Assess the task and not the learner

Assess the ability of the child to complete an assessment according to defined competencies and skills continuously.

### Inter-Disciplinary

The HPC encourages and offers possibility for inter-disciplinary task assessment under which individual tasks can be assessed, in alignment with the recommendations of the NEP 2020 to break the subject silos.

### Tracks skills and competencies

Assesses the competencies and skills as laid down in NIPUN.



# FORMAT OF HPC



## Continuous Assessment

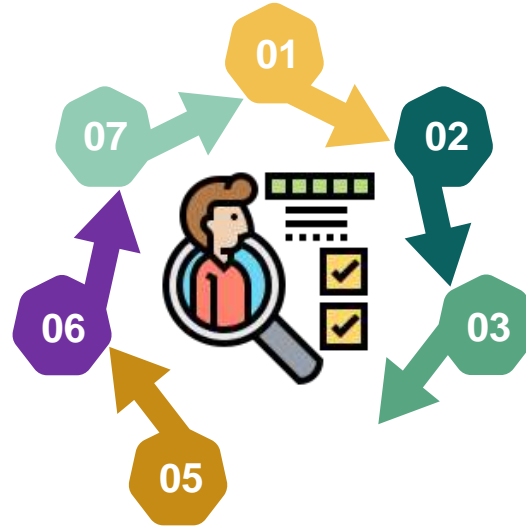
This card is an individualized and comprehensive representation of a student's progress. It builds on continuous assessment to present a picture of the student's progress across a specific time.

## Support Strategy

At the beginner level it would be desirable that a teacher include a narrative how she/he will support the child and what parental support is required. Schools must select any non-hierarchical and neutral icon such as a flower, tree, smiley etc. in the cards for representation.

## Parents' Feedback

To make parents an integral part of a child's learning progress, a section on Parents' Feedback on certain aspects is also given. This gives a complete picture of the child and provides an evidence of their growth in the progress review over years.



## Pictorial Representation

Finally, a pictorial evidence of the child's work is represented in the portfolio section. This will essentially present the child's work in the task assigned.

## Set of Outcomes

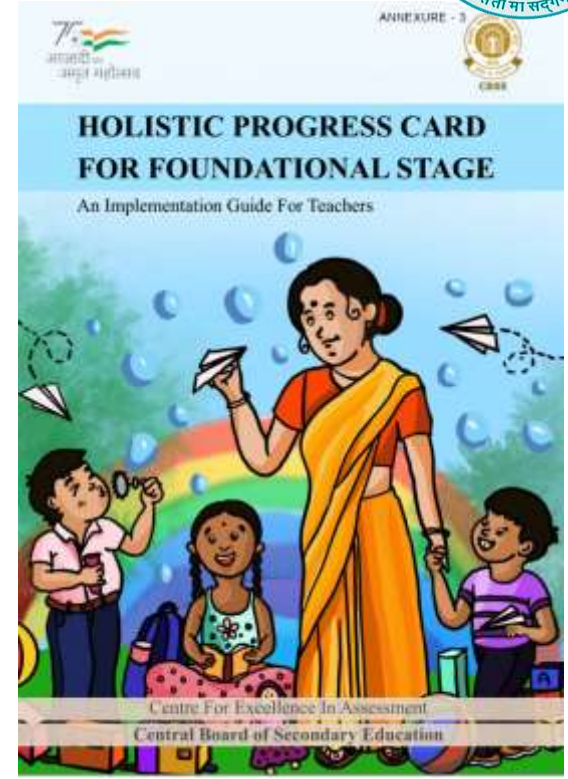
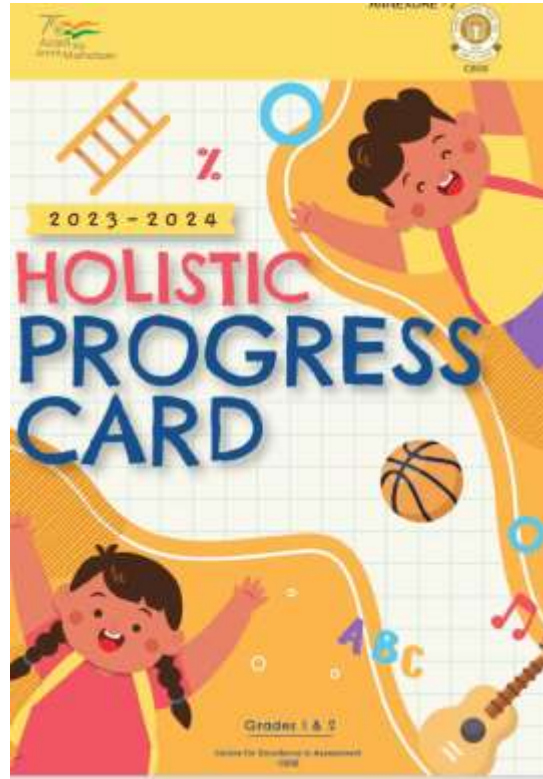
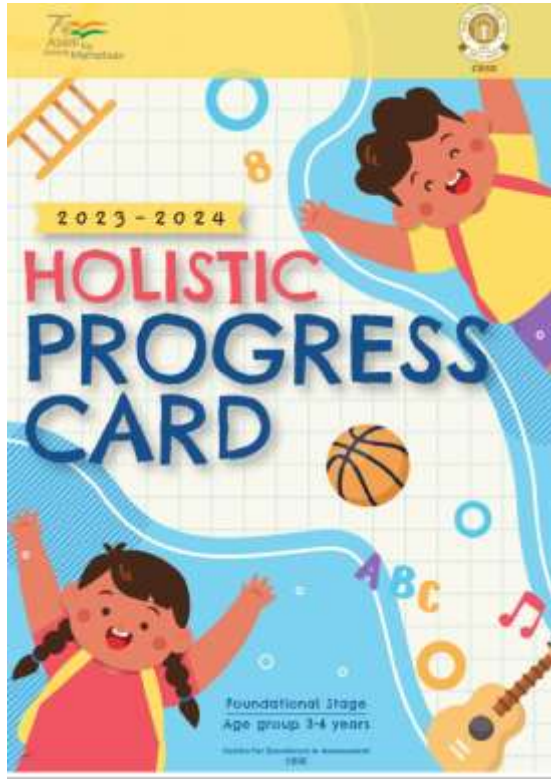
A comprehensive list of age/grade-wise outcomes is given in the NCFES which are expected to be covered during classroom sessions.

## Reporting of Progress

For the purpose of reporting the progress of a student, selected competencies that represent the critical areas of instruction and development are highlighted in this Card along with each developmental goal.

## Self-Assessment

There is also a section on Self-Assessment and Peer Assessment, which shall reflect child's self-reflection and peer-reflection on the basis of some tasks of activity-based/ experiential learning.





# *HPC in Practice*




# Sections of the Prototype

- All about me
- A glimpse about myself
- A glimpse about my family
- Checklist/Observation of competencies
- Learner's profile by the teacher
- Parent's feedback
- Self-assessment and Peer-assessment
- Learner's Portfolio

# Sections of the Prototype (1/4)

## All about me



My name is \_\_\_\_\_

Things I like \_\_\_\_\_

I live in \_\_\_\_\_

My birthday \_\_\_\_\_

My friends are \_\_\_\_\_

My favourite:


colours \_\_\_\_\_

foods \_\_\_\_\_

games \_\_\_\_\_

animals \_\_\_\_\_

<p><b>TERM 1</b></p> <p>My height is _____ hand spans.</p> <p>My weight is _____ kgs.</p>	<p><b>TERM 2</b></p> <p>My height is _____ hand spans.</p> <p>My weight is _____ kgs.</p>
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## A glimpse of myself



## A glimpse of my family



**Note:** Paste a photo or draw a picture of you and your family in the given space above.

# Sections of the Prototype (2/4)

Socio-emotional & ethical development	<b>Curriculum Goal 3 - Children develop a fit and flexible body</b>
	<i>C-3.2: Shows balance, coordination and flexibility in various physical activities</i>
	<i>C-3.3: Shows precision and control in working with their hands and fingers</i>
	<i>C-3.4: Shows strength and endurance in carrying, walking and running</i>
	<b>Curriculum Goal 4 - Children develop emotional intelligence</b>
	<i>C-4.1: Starts recognising 'self' as an individual belonging to a family and community</i>
	<i>C-4.2: Recognises different emotions and makes deliberate effort to regulate them appropriately</i>
	<i>C-4.3: Interacts comfortably with other children and adults</i>
	<i>C-4.6: Shows kindness and helpfulness to others (including animals, plants) when they are in need</i>

## Learner's profile by the teacher

Teacher must present a narrative summary of a child, highlighting the strengths, challenges and suggestions for improvement.

## Parent's feedback

Aspect	Term 1	Term 2
My child enjoys participating in...		
My child can be supported for...		
I would also like to share ...		
Have I completed age appropriate vaccination schedule for my child?		

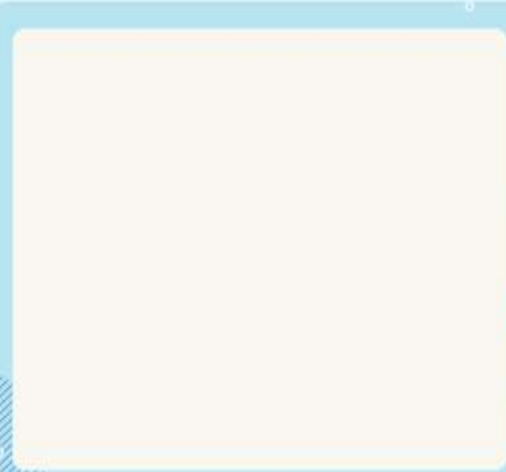


# Sections of the Prototype (3/4)



## Learner's portfolio

NOTE: Paste pictures/ display selected work done by student in various experiential and inter-disciplinary tasks done in class.



## Signature with date

Term	Parent/Guardian	Class Teacher	Principal
Term 1			
Term 2			

## Peer-Assessment

### Peer feedback from classmate(s)

Collaborative game/activity such as colouring together, playing a game, etc. done in pairs/ groups

	Term 1			Term 2		
1. Helps in completing task/activity.						
2. Likes to play with others						
3. Shares stationery (crayons/ glue/chalk) with classmates						

# Sections of the Prototype (4/4)



## Holistic Progress Card

This card is an individualised and a holistic representation of a student's progress. This is an exemplar card based on the National Curriculum Framework for Foundational Stage (NCFFS 2022), prepared for Foundational Stage (Age group 3-6yrs). CBSE affiliated schools may adapt / adopt the card as per their context

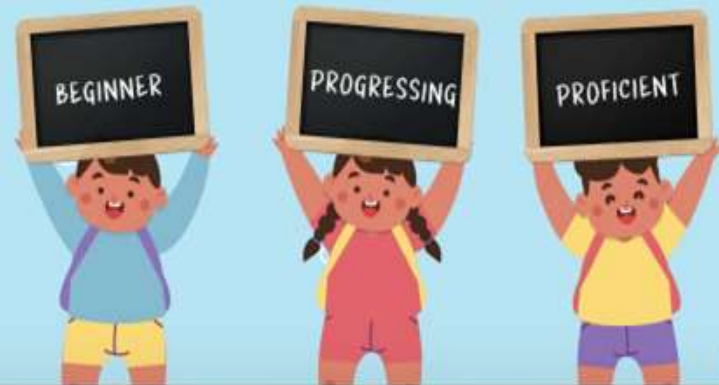
### Note for Teachers:

1. The curriculum goals are to be observed with the use of activity-based and experiential learning pedagogy by the teacher to enable a child to develop competencies.
2. The card is a combination of a child's own expression of self, teacher assessment and peer assessment.
3. The card provides disaggregated reporting unlike a single score or letter grade in a subject area. It is to be filled in at the end of each term.

The competencies are to be interpreted at various levels on the basis of the following description:

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

The level of attainment can be depicted by using any neutral icon such as flower, tree, smiley, etc.





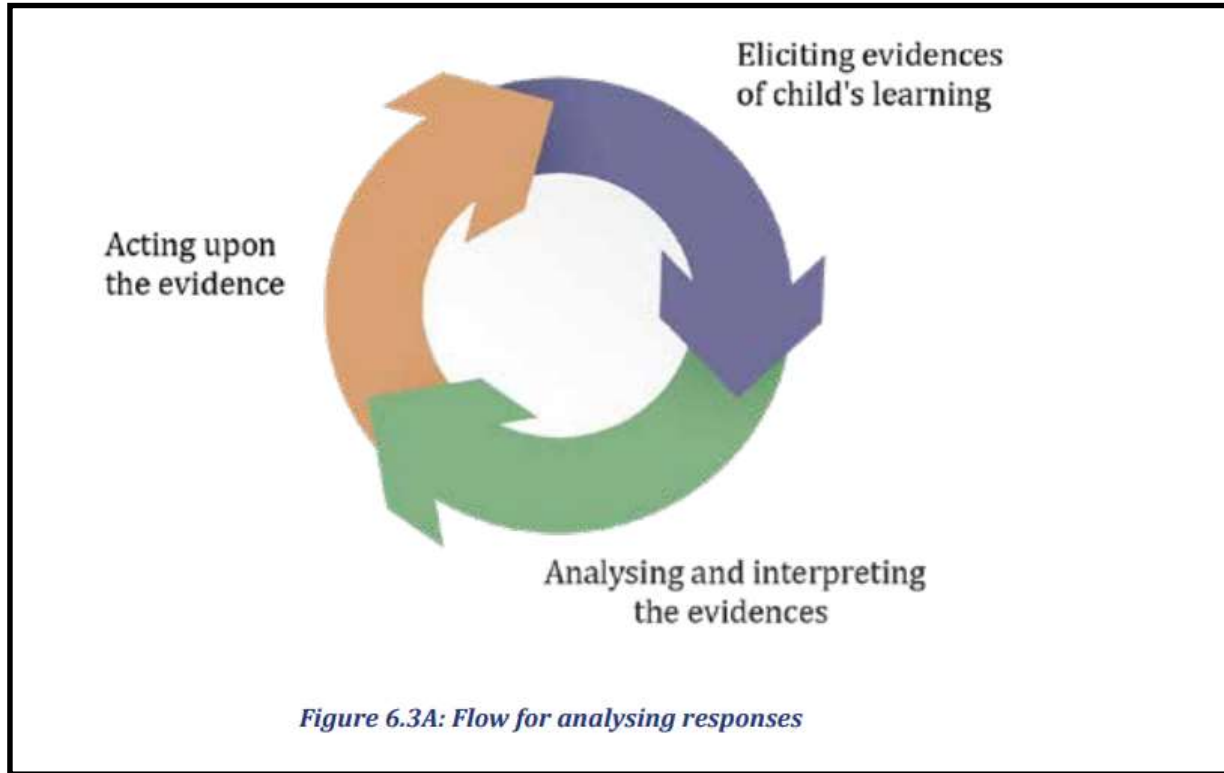
# Role of principals and teachers

# Role of principals and teachers regarding assessment



- Assessment is such crucial evidence of the learning of the child, it should accurately reflect the intent of evaluating the achievement of a Competency or Learning Outcome. The connection between the intended Learning Outcome and the assessment should be clear and precise.
- Assessments are ongoing in the Foundational Stage.
- It is important to periodically aggregate, summarise and analyse all the assessments during a term.
- The school should maintain a folder for each child. The folder will contain all information about the child and the Teacher's narrative summary for each term/year.
- HPC should be used to communicate with the parents and families of the child in their learning journey.

# Analysis of evidence





**Thank You!!!**