

REGARDING EVALUATION – 2

Dear Parents,

Jai Hind!

The school appreciates the involvement and concern of parents in their child's education. Your support plays an important role in developing confident, independent and enthusiastic learners.

As we approach Evaluation – 2, we request parents to kindly keep the following points in mind and support the teachers and children in the right spirit.

1. Evaluations are a part of learning

- There are three evaluations during the academic year.
- These evaluations are intended to understand the child's learning progress and should not be treated as a source of pressure or stress.
- Evaluation is not only about marks. It helps teachers understand what a child has learnt and where further support may be required.

2. Please do not create unnecessary pressure

- Parents are requested not to put pressure on children to score high marks.
- Please avoid repeated comparisons with classmates, siblings or other children.
- The objective should be to develop learning skills, understanding, confidence and curiosity, rather than encouraging children to simply memorise answers for examinations.

3. Trust the teachers regarding syllabus and revision

- Some parents may be concerned about syllabus completion or feel that sufficient revision time is not available.
- Parents are requested to leave the planning of syllabus completion and revision to the teachers.
- Teachers plan the pace of teaching and revision according to the needs and level of the class.
- Children should be encouraged to learn regularly during their routine school days rather than being subjected to excessive study pressure just before an evaluation.

4. Three levels of question papers from Class 3 onwards

From Class 3 onwards, the school follows three levels of question papers:

- Basic
- Moderate
- Standard

The level of the question paper is decided according to the child's learning competency.

The three evaluations provide teachers with an opportunity to understand the child's progress over time. Based on consistent learning and performance, a child may gradually move from Basic to Moderate and from Moderate to Standard. In some subjects based on the competency child may move from Standard to Moderate or Moderate to Basic also. It does not mean degradation but it means the competency level of learning in particular topics needs to improve.

This system is intended to encourage progress according to individual learning ability, rather than competition among children.

1. Evaluations are planned in advance

- Some parents may feel that evaluations are scheduled early.
- Parents are requested to understand that the academic planner is prepared before the beginning of the academic year.
- Evaluation dates are planned as a part of the overall academic schedule and are not decided suddenly.
- Therefore, there is no need for parents or children to feel anxious about the timing of the evaluation.

2. Regular learning is more important than last-minute preparation

- The most effective preparation is regular learning throughout the year.
- Teachers will conduct revision at an appropriate pace before the evaluation.

- Parents are requested to encourage children to maintain their normal study routine instead of making evaluation days stressful.
- Excessive pressure for marks can affect a child's confidence, interest in learning and ability to learn independently.

3. Understanding GK Evaluation

- General Knowledge (GK) is not treated as a separate academic subject.
- Worksheets provided by teachers are meant for reference, exposure and practice.
- General Knowledge develops gradually through the child's surroundings, reading, observation, conversations and experiences.
- Parents need not treat the GK worksheet as a syllabus that has to be memorised word by word.

4. Subjects gradually increase with the child's class level

As children progress through the classes, new subjects and increasing levels of complexity are introduced gradually.

For example:

- EVS is introduced as a new subject in Class 3.
- Sanskrit is introduced in Class 5.
- Science and Social Science are introduced as separate subjects in Class 6.

This gradual progression is a normal part of academic development. Parents are therefore requested not to make children anxious about the introduction of new subjects or increasing academic expectations.

5. The school plans the academic year carefully

- While preparing the academic planner for 2026–27, the school considered the available working days and holidays.

- Adjustments were made wherever necessary during the year, including due to interruptions such as heavy-rainfall holidays.
- The school has made every effort to ensure that there is no unnecessary academic burden on students in the primary classes.

6. Parents and teachers must work as a team

A child's education becomes meaningful when parents and teachers work together with trust and understanding.

We therefore request parents to:

- Trust the academic planning done by the school and teachers.
- Encourage children rather than frightening them about marks.
- Avoid comparisons and unhealthy competition.
- Focus on understanding and regular learning.
- Allow teachers to guide the child according to the child's learning level.
- Avoid making every evaluation-related matter a source of concern or debate in front of the child.
- Remember that one evaluation or one score does not define a child's ability or potential.

7. Our common goal

The school and parents have the same objective — the overall development of the child.

Our aim is not merely to produce children who can score marks by memorising information. We want children to become confident learners who understand concepts, develop learning skills, think independently and enjoy the process of learning.

Therefore, we sincerely request parents to provide children with a calm, positive and supportive

environment during Evaluation – 2.

Let us trust the process, trust the teachers and, most importantly, trust our children.

With the cooperation of parents and teachers, we can ensure that evaluations become a learning experience rather than a stressful experience for our children.

Regards,
Principal
FVS