



**Lahore Grammar
School 55 Main
Gulberg**

Academic Guide for Parents

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Introduction

Lahore Grammar School's academic programme aims to develop critical thinking and encourage a lifelong enthusiasm for learning and discovery. A dynamic and challenging curriculum is central to our educational offering. The emphasis is on learning how to think for yourself rather than simply absorbing facts.

Our curriculum encompasses a range of disciplines, in order to ensure that students develop a range of skills and intellectual abilities. The humanities and arts, the social sciences, and the natural and mathematical sciences all involve different modes of thinking. In a world where adaptability is ever-increasingly important, we want to make sure our students are equipped to handle the variety of problems that they are likely to encounter in their lives beyond school.

Regular School Time Table

Monday-Thursday

Attendance/Homeroom	7:30-7:40
1 st Period	7:40-8:15
2 nd Period	8:15-8:50
3 rd Period	8:50-9:25
4 th Period	9:25-10:00
Long Break	
5 th Period	10:25-11:00
6 th Period	11:00-11:35
7 th Period	11:35-12:10
8 th Period	12:10-12:45
Short Break	
9 th Period	1:00-1:35
10 Period	1:35-2:10

Friday

Attendance/Homeroom	7:30-7:40
1 st Period	7:40-8:15
2 nd Period	8:15-8:50
3 rd Period	8:50-9:25
4 th Period	9:25-10:00
Break	
5 th Period	10:15-10:50
6 th Period	10:50-11:25
7 th Period	11:25-12:00
8 th Period	12:00-12:30

Attendance

It is a school expectation that all students attend school regularly. Students and parents should aim for zero absences. We strongly discourage students from taking extended leave during term time, so parents are advised to plan their holidays or trips keeping the school calendar in mind. We also request parents to avoid making doctor/dentist /passport or any other appointment during the school day. Parents should not collect their daughter early from school unless it is an emergency. The school does keep a record of students who are habitually late to school or whose parents frequently make requests to collect them early. If the school finds that such requests are made more than once a term, we may schedule a meeting with the parents

O level students who do not meet the minimum attendance requirement of 80% per term may find themselves facing academic sanctions, including, but not limited to, the possibility of reduced grades and private status in the board exams.

Grading/Assessments/Exams

Informal assessments allow teachers to gather information from a variety of sources, including daily assignments, day to day observations, conversations, demonstrations, projects, performances, homework, and class participation.

The primary purpose of formal assessments is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of the curriculum expectations in each subject. The information also serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices.

The categories listed below represent four broad areas of knowledge and skills within each subject and should be seen as interrelated, reflecting the wholeness and interconnectedness of learning.

Knowledge and Understanding: Subject-specific content acquired in each year level, for example facts, terms, techniques, definitions, dates, (knowledge) and the comprehension of the meaning and significance of concepts, ideas, procedures, processes, relationships, informed opinions (understanding).

Thinking: the use of creative and critical thinking skills and/or processes; for example, formulating questions, generating ideas, gathering information, focusing research, organising presentations/projects, brainstorming etc. It also includes inferring, interpreting, editing, revising, refining, forming conclusions, and detecting bias.

Communication: The conveying of meaning through various forms, drama performances, art exhibitions, dance and music performances, debates, discussion, and written forms.

Application: The use/application of knowledge and skills to make connections within and between various contexts. It includes the transfer of concepts, strategies, processes, and techniques to new contexts.

Other important observations/considerations are a student's **Attitude to Learning** (Level 4= excellent to Level 1= more effort required)

Effort in class

4	<ul style="list-style-type: none">demonstrates an outstanding work ethic and a passion to learn independentlyenthusiastically embraces all opportunities for learning
3	<ul style="list-style-type: none">is hardworking, conscientious and determinedmakes positive contributions and acts upon advice
2	<ul style="list-style-type: none">needs to apply herself more and focus more in lessonsdoes not always persevere and produces work that is inconsistent in quality

1	<ul style="list-style-type: none"> • lacks focus and needs frequent monitoring • gives up too easily and produces work that lacks thought or care • shows little interest in improving standards
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Behaviour

4	<ul style="list-style-type: none"> • is extremely well-organised and actively follows instructions • behaves exceptionally well
3	<ul style="list-style-type: none"> • is consistently ready to learn and follows instructions • behaves consistently well
2	<ul style="list-style-type: none"> • can be unprepared for learning and does not always follow instructions and/or • sometimes behaves in a disruptive manner
1	<ul style="list-style-type: none"> • often arrives unprepared for lessons • is uncooperative and disrupts learning

Homework

4	<ul style="list-style-type: none"> • always completes homework on time and to a high standard • studies independently and seizes opportunities to improve
3	<ul style="list-style-type: none"> • completes homework on time and to an expected standard • acts on opportunities to improve
2	<ul style="list-style-type: none"> • completes homework but may have missed deadlines • sometimes produces work that lacks thought or care
1	<ul style="list-style-type: none"> • rarely completes homework • produces work of poor quality

30% of a student's term marks are made up of class work, homework, class participation, project work and assessments. The remaining 70% marks are based on the Mid-Year or Final Exams.

Retest Policy

If a student is unable to appear for an assessment during the regular term, there will be scheduled retest days two or three times in term, where she will have an opportunity to make up for it.

Study Habits

Teachers try to avoid burdening students with too much homework, but what they do assign needs to be completed in a timely manner and to a high standard. Students are also strongly advised to finish incomplete assignments and keep up to date with their corrections. It cannot be stressed enough that reading, both in Urdu and English, really helps to develop a student's language skills and vocabulary.

When project work is assigned, students are divided into groups and the group decides collectively on the contribution of each member. This way everyone has some responsibility towards the success of the group project. Students do not need to go over to each other's homes or stay after school for the project. They will be given time during lessons to come together and discuss one another's progress etc.

Please encourage your daughter to manage her work on her own; resist the temptation to oversee her homework time or help her with projects etc. Students often complain about pressure and stress from home and react very badly when they feel their grades will not meet expectations. A schedule, agreed upon by parents and children, is important to provide structure and make a child responsible for her own learning; beyond that, she should manage her work herself. The purpose of homework is to reinforce and practice what has been done in school.

Academic Standing

The minimum grade required to pass a subject is 50%. If a student falls below 50% in one or more compulsory subject, she may be asked to repeat the year or be given a Next Year Decisive (NYD) letter. If the student continues to do poorly in her decisive year, she may be asked to leave school at the end of the academic year.

Communication with Parents

Parent Teacher Meetings

There are two Parent Teacher Meetings scheduled in the academic year; early November and mid-March. If you would like to meet with your daughter's teacher(s) at any other point, you are most welcome to call the school office and request an appointment.

Administrative Staff

Parents wishing to raise a concern may do so by contacting the relevant Administrator or Coordinator by email, telephone, or in person by appointment.

Middle School Coordinator – Zhila Shah: zhila@lgs.edu.pk (for Class 7-8 academic and behavioural issues);

O Level Academic Coordinator – Aisha Amir Ahmed: aisha.ahmed@lgs.edu.pk (for Class 9-11 academic and behavioural issues);

Principal – Mrs Nasrene Shah: principal@lgs.edu.pk

Middle School Administrator – Mahwish Faran: lgseventmgmt@lgs.edu.pk (for Class 7-8 administrative/logistical issues);

Senior School Administrator – Qudsia Kamal: gudsiakamal@lgs.edu.pk (for Class 9-11 administrative/logistical issues)

Academic Awards and Recognition

At the end of every academic year, students who are performing exceptionally well in any given subject receive a Certificate of Excellence for their performance in that subject. Students who are making an effort to improve their performance also receive a Certificate of Recognition for their work. Those who are at the top of their class level across all or almost all subject areas and embody the school values receive the school's highest commendation, which is the Roll of Honour.

Co-Curricular Activities

We pride ourselves on our extensive and imaginative co-curricular programme which offers every opportunity for our students to learn, develop interests, excel in areas beyond the classroom and very importantly, have fun! These co-curricular activities also help students with practical skills such as financial management. Planning and executing a variety of events gives them a flavour of the world of entrepreneurship and business as well as the knowledge of professional skills which will support them in the world of work beyond college/university.

There are many societies at school; Performing Arts, Economics and Business, MUN, Debates (English and Urdu), Community Service and Environment, Art, ICT, Literary (Urdu and English), Law, Graphics and Media, Sports and Sci-Math.

There are any number of opportunities for girls to participate in a whole host of different inter and intra school events. LGS sends its students to over 120 events over the course of the year.

As we prepare the girls for life beyond LGS it is important to equip them with the skills to work effectively with others, lead with confidence, and understand themselves.

Middle School

In Classes 7 and 8 students take the following subjects:

1. English Language and Literature
2. Urdu Language and Literature
3. Punjabi – Introduction to language and culture
4. Mathematics
5. Science (Physics, Chemistry and Biology)
6. History
7. Geography
8. Islamiyat
9. Information Communication and Technology
10. Global Perspectives
11. Art

Students also have games, music, dance/ aerobics/ or martial arts during the week.

O Level Subject Selection

In the middle of the second term of Class 8, we invite parents to come and listen to our academic advisors and college counsellors about helping their daughter choose subjects that interest her for her O Level exams. We give students a Subject Selection Form with all the available options and ask them to fill it out and submit it to their class teacher.

Students going into Class 9 have to take **6 compulsory subjects** and **3 elective subjects**.

Compulsory Subjects:

1. English Language and Literature
2. Urdu Language and Literature
3. Mathematics
4. Islamiyat
5. Pakistan Studies
6. World Affairs

Students are required to choose **3** elective subjects from the list below. If a student **has not** obtained the necessary results for the Sciences (65% in each of the sciences) or Additional Mathematics (75%), she will be asked to review her subject choices **after** the final exams.

Elective Subjects:

Students must select **one** subject from each group (i.e. from Group 1: Physics **or** Sociology **or** Environmental Management).

Group 1	Physics	Sociology	Environmental Management
Group 2	Chemistry	Art and Design	Economics
Group 3	Biology	Additional Mathematics	Information, Communication and Technology (ICT)

Apart from this, Art, ICT and Additional Mathematics may be available after school **if** enough students wish to take it up. It **will not** be possible to drop out of after school classes once they have been scheduled. There have to be a minimum of 12-15 students for any after school class. Parents will be required to pay for these additional classes.

O Level Classes

Subject Requirements

ALL Students
Minimum of eight (8) O level exams
English
Mathematics (O Level)

Students holding Pakistani passports	Students holding foreign passports
Urdu (O Level)	Urdu (O Level)/other language (O Level/IGCSE)
Pakistan Studies (O Level)	
Islamiyat (O Level)	

Exemption from Compulsory Subjects for Students Holding Foreign Passports

We strongly recommend that ALL students continue the study of Urdu, Pakistan Studies, and Islamiyat, regardless of what passport they hold. These subjects are an integral part of our curriculum. The study of Urdu connects students to our rich cultural traditions. The study of literature in any language helps people develop empathy and insight into other human beings. The study of history, geography, and religion helps students develop a clearer understanding of the forces that shape the world around them.

Beyond our firm belief in a well-rounded education, there are additional practical benefits to the study of each of these subjects. For students who intend to study in college or university in Pakistan, lacking the CAIE credentials in them will force them to take admission as foreign students, paying up to 300% higher tuition fees than local students. For those who intend to seek admission in universities abroad, coursework in the humanities and facility in an additional language will prove an advantage. Therefore, while students who hold foreign passports are not required by law to sit the CAIE exams in these subjects, there are good practical reasons to do so. (Please refer to the section on Students with Dual Nationality for further details) Additionally, parents and students are reminded that ALL students must have 8 O Level subjects, so seeking an exemption usually means needing to add another subject.

Procedure for Seeking Exemption

1. Parents must submit to the O level Academic Coordinator:
 - a. a written application for the exemption; and
 - b. a copy of the student's passport.
2. Students who choose to study a second language other than First Language Urdu will need to:
 - a. make arrangements for instruction outside of school;
 - b. provide documentation to the school office showing their progress; and
 - c. register for the exam in that language through the school, along with their other Class 11 subjects.
3. Students who have been exempted from Pakistan Studies and/or Islamiyat are
 - a. required to attend the classes for these subjects;
 - b. encouraged to participate in the classes
 - c. expected to bring work/reading material to these classes for days on which formal assessments are taking place.
4. Students who have been exempted from Urdu will:

- a. be required to go to the school library during these classes; and
- b. have attendance recorded at the library.

Urdu

Just as the English program prepares students for English as a First Language, the Urdu program at LGS 55 Main prepares students for Urdu as a First Language (Urdu A), since the school regards both language and literature an essential part of any student's cultural education. The policy for students in the O level classes wishing to take Urdu as a Second Language (Urdu B) is as follows:

Students are permitted to opt for Urdu as a Second Language ONLY if they have a foreign passport, have resided abroad for a significant period of time before coming to LGS 55 Main, or have come to the school without any background in literature and fewer than three years before their CAIE examination.

In addition, during this transitional year (2020-21), the following class-specific rules apply:

Class 11: Students who have received permission to study Urdu B will have an afterschool class session once a week and work independently during Urdu A classes on work set by their Urdu B teacher.

Starting in the academic session 2021-22, LGS 55 Main will offer classes only in Urdu as a First Language.

We strongly encourage all students, even if school policy permits them to opt for Urdu B, to stick with Urdu A.

Advantages of Studying Urdu A

- Studying a course that tests a wider field of knowledge and wider range of skills looks better on a transcript to university admissions officers. This is even truer if one has not studied in Pakistan for a significant portion of one's elementary and secondary school studies. It reflects favourably on students if they demonstrate proficiency at first language level in two languages.
- The study of literature improves our ability to relate to other people, to empathize with them, and to look at the world from a variety of perspectives.
- The study of Urdu literature, in particular, gives students a firmer grounding in their own culture, giving them a fuller sense of their own identity, and a clearer sense of indigenous intellectual traditions and art forms.

Disadvantages of Studying Urdu B

- The choice to take Urdu as a second language can be viewed as a lazy, and therefore less desirable choice.
- Language skills are more difficult to develop when removed from the context of literature, of published texts and of regular usage.

Elective Subjects

Towards the end of Class 9, all students are asked to fill out subject choice forms, indicating whether they wish to study, in Class 10 and 11, Literature in English, World Affairs, and/or Global Perspectives. For all of these courses, teaching of the CAIE curriculum begins in Class 10.

After receiving their Class 9 results students wishing to make any changes to their original choices must submit an application in writing, signed by a parent/guardian, indicating this. The final deadline for changes is one week after the issuing of end-of-year results.

After that deadline passes, students will have an opportunity to drop a subject in the first week of the second term (January) of Class 10 (this does not apply to Global Perspectives which cannot be

dropped after the initial subject choice deadline), and the first week of the first term of Class 11, always subject to the minimum and compulsory subject requirements.

Audit Courses

The school feels strongly that a study of literature and history enriches students immeasurably. At the same time, we are aware that not all students wish to take them as examination subjects. We therefore offer students the option of auditing these courses. When auditing a course, students are required to attend all classes, and do any assignments set during class time. They are not, however, required to sit for exams or formal assessments. Acknowledgement of the student having audited the course is included in their reports. Students must submit an application in writing to audit a course.

Extra After-School Classes

If a sufficient number of students wish to opt for a subject that clashes with their subject choices, the school makes an effort to arrange after-school classes, at an extra charge, in those subjects. In the past, for example, such classes have been arranged for Additional Mathematics, Art, and ICT. When students sign up for these after-school classes, dropping the subject may not be permitted.

Students with Dual Nationality

Please note that if your child has dual nationality and will be staying in Pakistan for her undergraduate studies, she has the option to drop Pakistan Studies, Islamiyat and Urdu for her O levels. **This exemption is permitted by the IBCC** (Interboard Committee of Chairman). It is important for you to know that these terms and conditions are **in force at the time of issue of this notice** (4 April, 2019) and can be changed by the government **at any time**.

According to the current rules, IBCC conditions to this exemption are as follows:

The conditions are as follows:

1. A student may only be exempted if she is a dual national with a foreign passport.
2. If a student takes exemption of the three subjects mentioned above and then decides to go to university/college in Pakistan, she can only be granted admission in a local, private or government institution through reserved foreign student seats.
3. Please note that there is a **major difference in the fee structure** of seats for foreign nationals and local nationals, at times almost double the amount.

This notice is merely for your information and the school strongly recommends your child keeps these three subjects in order to keep her options open.

For further information and queries please contact the advising office at school. You may also visit the IBCC website at <http://www.ibcc.edu.pk>

Prep Leave before CAIE Exams

O Level students take the CAIE exams for Pakistan Studies and Islamiyat at the end of Class 10 and the remainder of their CAIE exams at the end of Class 11. A few weeks prior to the commencement of these exams, they are given preparatory leave. A specific date is intimated to parents and students, usually this is in mid-April. **Until official prep leave begins, students are expected to attend school.** Class 10 students, in particular, must remember that they are responsible on their Final Exams for all material taught in all their courses and instruction in these courses continues until prep leave commences.

The **minimum** attendance requirement is 80% in each term. If the school finds that students are absenting themselves from school in order to prepare for either internal or external exams, the school will review the student's attendance when, for example,

- selecting Student Council members, Deputy Head Girls or the Head Girl;
- sending students on field trips and excursions;
- selecting students to represent the school at extra-curricular events; and
- deciding which students are to be sent up as private candidates for the CAIE exams.

Note

Parents and students are reminded that requests for changes to subject choices, or indeed any significant changes, must be submitted in writing, and are not considered final until a written response has been received from the school. Parents should inform the school in a timely manner if a student needs leave, if circumstances arise at home that may impact a student's school performance or behaviour, or if they have a concern about some aspect of the school's programmes.

(August 2020)