



**MILLENNIUM
EDUCATION**

**BRITISH
COUNCIL**

**INTERNATIONAL
SCHOOL AWARD**

THE MILLENNIUM EDUCATION **FIRST DAY PACK**

ACADEMIC YEAR 2026-27



**BAG ORGANISATION
AND GUIDELINES**



Department of International
Qualifications, Curriculum
and Assessments

**THE MILLENNIUM PRIMARY YEARS (TMPY)
THE MILLENNIUM MIDDLE YEARS (TMMY)**



MILLENNIUM
EDUCATION

10 REASONS TO BE A MILLENNIAL

1



Become a life-long learner

Learn 'how to learn' using communication, research, self-management, collaboration and critical thinking skills.

2



Learn by doing and experiencing

Through the Millennium Education you learn to service the community and connect what you learn in the classroom to "real life".

3



The TME encourages critical thinking

It teaches you to analyse and evaluate issues, generate novel ideas and consider new perspectives.

5



Learn for understanding

Not just to memorise facts or topics and prepare for exams.

4



Explore global challenges

The TME helps you increase your understanding of the world by exploring globally significant ideas and issues.

6



Train yourself to:

- organise and plan your work
- meet deadlines
- concentrate
- bounce back
- persist
- think positively.

7



Subjects are not taught in isolation

You are encouraged to make connections between subjects.

8



TME empowers you to develop your talents

Feel empowered to prove what you know and earn the Millennium Education Legacy.

10



TME encourages international-mindedness

The TME helps you critically appreciate your own culture and personal history, as well as the values and traditions of others.

9



TME prepares you for future education

Prepare yourself for the Millennial experience and get connected to the world of opportunities, diversity, access & scholarships

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Welcome to Academic Year 2026–27
Dear Millennials, Parents and Guardians,

It gives me great pleasure to welcome you to a new academic year at The Millennium Education (TME) a year of renewed purpose, possibility and learning. At TME, education is not simply about progressing through a curriculum; it is about developing young people who are curious, confident, compassionate and equipped to engage meaningfully with an ever-changing world. As we begin this new session, our focus remains firmly on creating learning experiences that are purposeful, engaging and academically rigorous, while nurturing the whole child.

To our Millennials: this year belongs to you. I encourage you to approach every lesson, conversation, challenge and opportunity with curiosity and courage. Ask questions. Think deeply. Read widely. Create, collaborate and challenge yourself to move beyond what you already know. Success is not defined only by grades, but by the progress you make, the resilience you demonstrate, the choices you take ownership of and the person you become along the way.

Our academic theme of GLocal Mindedness calls upon you to understand your roots while developing the knowledge, perspectives and competencies to contribute to the wider world. Through Purpose, Pedagogy, People, Citizenship and Planet, we want learning to connect classrooms with communities and local understanding with global perspectives.

To our parents and guardians: thank you for the trust you place in TME. Education is most powerful when schools and families work in genuine partnership. We value your engagement, communication and support as we collectively encourage our learners to become increasingly responsible, independent and reflective in their learning.

Across our classrooms, our teachers and academic teams remain committed to strong curriculum delivery, effective pedagogy, meaningful assessment and responsive feedback. Equally important is the development of the attributes that enable young people to flourish — integrity, empathy, resilience, creativity, collaboration, respect and responsible citizenship.

As we move into the year ahead, I encourage every member of our learning community to embrace a simple commitment: make every learning opportunity count. Let us remain curious, purposeful and open-minded; let us celebrate progress while continually aspiring to improve; and let us build schools in which every learner feels known, challenged, supported and inspired.

I look forward to seeing our Millennials learn with confidence, lead with compassion and grow into individuals who are proudly rooted in their identity while ready to make their mark on the world – may 2026-27 be a year of purposeful learning, meaningful growth and collective achievement.

Warm regards,



Director Education
The Millennium Education(TME), Pakistan.

Dear Parents,

"A major goal of schools should be to turn us on to learning.... and to assist us to be open to new experiences in learning" (John Hattie)

At **The Millennium Education**, we live by this insight. Our goal is simple yet profound: to make learning joyful, meaningful, and deeply connected to each child's unique background. We achieve this through quality teaching, rich learning environments, and resources that ignite curiosity and love for learning.

What makes our educational experience truly amazing is the way we bring together world-class curricula, passionate and skilled educators, and a learner-centred approach that values every child's unique talents. The experience at TME is a fine blend of **curricular and co-curricular opportunities**, supported by **digital learning platforms, international and local examinations**, and a **balanced approach to assessment practices** that focus on both progress and achievement.

We are proud to offer an **inclusive and international standard of education**, aligned with the United Nations Sustainable Development Goals, national aspirations, which is delivered with cultural and contextual sensitivity. Our classrooms are vibrant, collaborative spaces where ideas are explored, voices are heard, and learners are encouraged to take ownership of their learning. We integrate technology, cross-curricular connections, and innovative teaching practices to ensure that education is engaging, relevant, and future-ready.

Most importantly, we nurture character, empathy, and resilience — qualities that define not only great learners, but great human beings.

Thank you for trusting us with your child's educational journey. Together, we will continue to create an environment where every learner can thrive and shine.

Warm Regards,

Sittara Farid

Head of Teaching & Learning (DIQCA)
The Millennium Education, Pakistan.

BAG ORGANISATION

GRADE 1 - 5

2026-27

BOOKS TO REMAIN IN BAG ON DAILY BASIS:

1. English and Urdu Readers (books being currently read to be sent to school for reading and rest of the readers to be kept at home.)
2. Urdu Textbook
3. Mathematics Practice book (as per assigned work)
4. Science Workbook (as per assigned work)
5. Social Studies Skill Book (as per assigned work)
6. NCC Digi Explorers/ Navigators/ Trailblazers (as per grade level)
7. STEM-R Learner Book (as per assigned work)

BOOKS TO REMAIN IN THE CLASS CUPBOARD:

1. English Student Book
2. English Workbook (to be sent home over the weekend)
3. Nelson Handwriting Workbook (where applicable)
4. Science Student Book
5. Social Studies Book
6. Islamiyat for Primary
7. Mathematics Student Book

NOTEBOOKS TO REMAIN IN BAG (as per assigned R.A):

1. English Notebook
2. Urdu (Broad Line Notebook)
3. Rough Notebook
4. Mathematics Square Notebook/ Single line for Grade 5 (on alternate days)

THINGS AND NOTEBOOKS TO REMAIN IN THE CLASS CUPBOARD:

1. English and Urdu Notebook (creative writing)
2. Social Studies (Single Line Notebook)
3. Islamiyat (Single Line Notebook)
4. Geometry (Single Line Interleaf Notebook)

Kindly ensure that notebooks are well maintained and returned to the class teacher in accordance with the instructions clearly stated in your child's RA Diary.

In case of any queries or concerns, please correspond directly with the class teacher. To remain actively involved in your child's development and academic progress, you are requested to read and sign the RA Diary daily. At TME, we believe in a strong three-way learning partnership, where parents, the school and learners work together to ensure meaningful and effective education. At this stage, encourage your child to value books alongside toys, tablets and video games, as reading plays a vital role in developing intellectual capacity. The habit of reading must be cultivated during the primary years.

READERS/NOVELS

English and Urdu Readers and Novels have been introduced in Primary I to further enhance the reading skills of young children and introduce to new vocabulary to them. Children develop their comprehension skills, extend their imagination, and enhance their vocabulary which ultimately leads to language proficiency and independent reading.

These books will be read in school as well as at home to stimulate young minds.

English and Urdu Teacher will maintain individual reading inventory of each learner.

Parents are requested to keep the readers safe at home and only send the reader which is being read in the class.

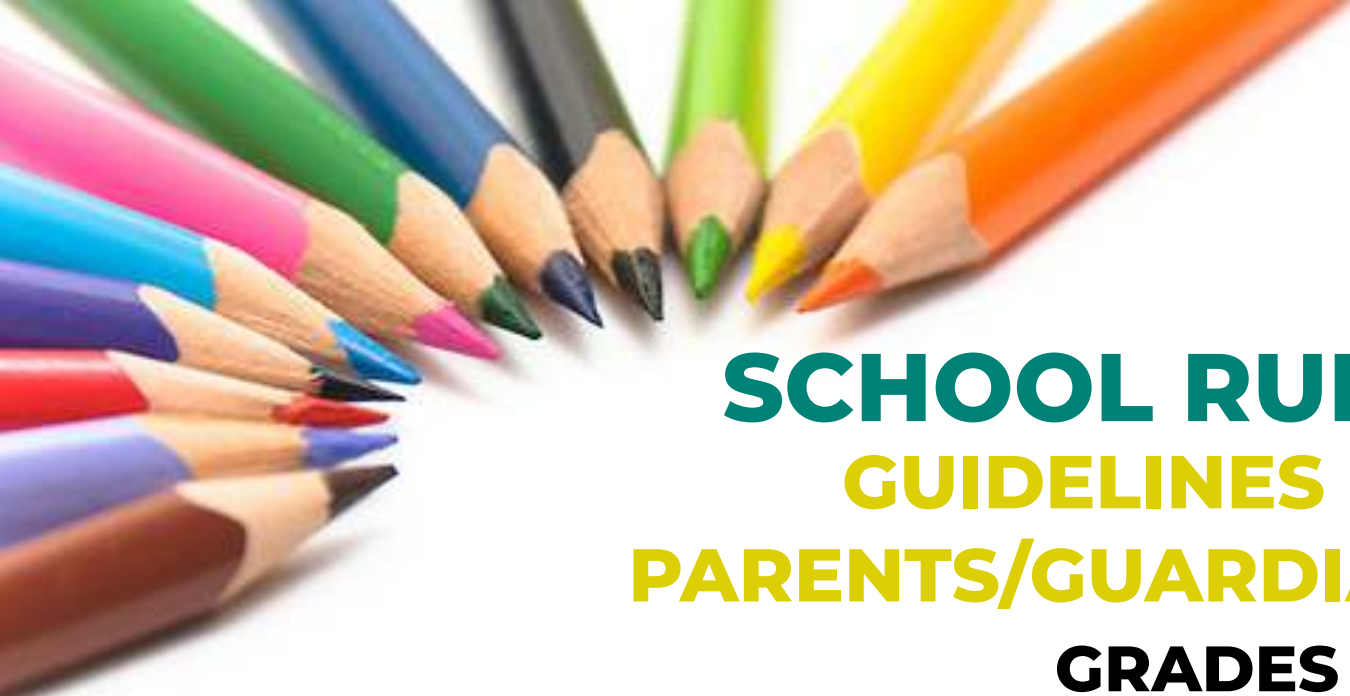


BAG ORGANIZATION: SESSION 2026-27

THE MILLENNIUM MIDDLE YEARS GRADES VI-VIII

GENERAL INSTRUCTIONS

- R.A diary is compulsory.
- Timetable must be written in the R.A. diary.
- Middle School learners must be clear about the textbooks and notebooks that need to be kept in their bags, according to the timetable and instructions given by the teacher. Timetable sequence is to be followed generally.
- Bags become very heavy when learners are not clear which textbook will be needed and tend to bring all the books.
- Learners must bring their relevant stationery according to the demand of the lesson.



SCHOOL RULES

GUIDELINES FOR

PARENTS/GUARDIANS

GRADES I-VIII

1. All learners are expected to arrive at school punctually and be ready for learning at the start of the school day.
2. Repeated lateness will be addressed in accordance with the school's attendance and punctuality procedures.
3. Requests for planned absence, other than absence due to illness or an emergency, must be submitted to the school in advance for approval.
4. No learner may leave the school premises during school hours without prior permission from the School Head or authorised member of the school leadership team.
5. Learners must wear the prescribed school uniform each day. The uniform must be complete, clean, neat and worn appropriately.
6. High standards of personal hygiene and presentation are expected at all times. Learners should:
 - ▶ keep their nails short and clean;
 - ▶ not wear nail polish;
 - ▶ maintain good oral hygiene;
 - ▶ keep their hair clean, neat and appropriately styled;
 - ▶ ensure longer hair is tied back where required for safety, hygiene or learning activities; and
 - ▶ wear only school-approved headgear, hair accessories or trimmings.
7. Jewellery should be kept to a minimum. Rings, bracelets, lockets and other non-essential jewellery are not permitted. Simple stud earrings may be worn where allowed.
8. Learners should not bring expensive jewellery, accessories, stationery, pencil cases, lunch boxes or other valuable personal belongings to school. The school cannot accept responsibility for the loss or damage of such items.
9. Learners should not bring large sums of money to school. Personal belongings, including books, clothing and other items, should be clearly labelled wherever appropriate.
10. All learner notebooks and exercise books must meet the school's prescribed requirements, including school branding where applicable, and should be properly labelled, neatly maintained and organised.
11. Learners are expected to participate actively in the school's co-curricular, enrichment and wider learning opportunities, as these form an important part of holistic education, wellbeing and personal development.
12. Learners should prepare their school bags the evening before and ensure that all required books, notebooks, stationery and learning materials are brought to school. Items forgotten at home should not routinely be delivered to the school during teaching hours, except in exceptional circumstances.
- 13.
14. TME follows a positive behaviour and safeguarding approach. Learners requiring additional behavioural support may receive counselling, mentoring or other appropriate interventions. Corporal punishment is strictly prohibited.
15. Learners are expected to demonstrate respectful, responsible and appropriate behaviour at all times. Serious or persistent misconduct, indiscipline or behaviour that compromises the safety, wellbeing or learning of others will be addressed in accordance with the school's behaviour, disciplinary and admission policies.
16. The school reserves the right to take appropriate disciplinary action, including suspension or withdrawal of enrolment in serious cases, following due process and in accordance with applicable school policy.
17. No learner may intentionally disrupt lessons or interfere with the right of others to learn. Maintaining a safe, respectful and academically focused learning environment is a shared responsibility.
18. Learners must show respect towards fellow learners, teachers, staff, visitors, school property and the wider school community. Learners are expected to take responsibility for their learning, belongings, conduct and adherence to school routines and expectations.
19. A designated Duty Teacher or authorised member of staff remains available on campus during the stipulated supervision period in accordance with the campus timetable and dismissal arrangements.





HIGH-QUALITY WRITTEN WORK

At The Millennium Education

At TME, a notebook or journal is more than a record of completed tasks. It provides evidence of:

- thinking;
- effort;
- progress;
- subject understanding;
- organisation;
- independence;
- response to feedback;
- corrections and improvement;
- academic honesty; and
- pride in learning.

Notebooks allow learners, teachers, leaders and parents to review learning and progress over time.

Notebook Expectations Grades 1 - 4

Learners should:

- clearly label notebooks;
- keep them clean and protected;
- use pages in sequence;
- avoid unnecessary blank pages;
- never tear out pages;
- normally use a sharpened lead pencil;
- use colour pencils purposefully where directed;
- draw diagrams in pencil;
- use a ruler for straight lines, margins, tables and underlining;
- record the date correctly;
- include a clear topic;
- record the Learning Objective where developmentally appropriate;
- understand or refer to Success Criteria where appropriate;
- complete corrections promptly;
- retain drafts where these demonstrate learning;
- not erase or cover teacher feedback; and
- demonstrate their best age-appropriate effort.

Nelson Handwriting Script must be used consistently in Grades 1 - 4.

Expectations include:

- correct letter formation;
- appropriate letter size;
- correct positioning;
- consistent spacing;
- age-appropriate joins;
- effective pencil grip;
- appropriate posture;
- legibility; and
- increasing fluency.



NOTEBOOK EXPECTATIONS: GRADES 5 - 8

Learners are expected to maintain written work with increasing independence.

Written work should normally be completed in:

Pencil should be used for:

- diagrams;
- graphs;
- maps;
- mathematical constructions;
- scientific drawings; and
- planning where appropriate.

BLUE INK

Main Writing

BLACK INK

Topics and Sub-headings

Learners should organise work clearly, use correct subject vocabulary and units, show calculations logically, retain meaningful drafts, complete corrections, acknowledge research sources, maintain evidence of digital work where directed and respond appropriately to teacher feedback.

Date, Topic and Presentation Conventions

The required full date format is: **Tuesday, 28 July 2026** ✓

The following is not used: **Tuesday, 28th July 2026** ✗

The day and month should begin with capital letters, and the month should be written in full. A short numerical date may be used in Mathematics, Science tables or practical work only when directed: **28.07.2026**

The topic should:

- appear after the date;
- be relevant to the lesson;
- be correctly capitalised;
- be neatly written;
- be underlined with a ruler; and
- remain free of unnecessary decoration.

Classwork Expectations

Every piece of classwork should include the elements relevant to the task:

- date;
 - topic;
 - Learning Objective where appropriate;
 - Success Criteria;
 - task;
 - organised presentation;
 - learner checking; and
 - response to feedback.
- Learners should listen carefully, begin promptly, participate actively, ask relevant questions, use resources responsibly, attempt tasks independently before asking for help, complete work within the available time and submit work that reflects their best effort.

REINFORCEMENT ACTIVITIES - RA

TME uses the term Reinforcement Activity - RA to emphasise the purpose of learning beyond the lesson. RA should:

- consolidate learning;
- provide meaningful practice;
- reinforce understanding;
- extend or apply learning;
- encourage reading, research or reflection; and
- develop learner independence.

Grades 1 - 4

Parents may clarify instructions, provide resources and encourage the learner, but should not complete the work for the learner.

Grades 5 - 8

Learners should record tasks accurately, meet deadlines, undertake research responsibly, acknowledge sources, declare significant adult, peer, tutor or digital support and submit through the required notebook, file or digital platform.

ACADEMIC HONESTY

I Promise to Be an Honest Learner

I will:

- complete my own work;
- use my own words and ideas;
- not copy another learner's work;
- not allow another learner to copy my work;
- say when someone has helped me;
- ask for help when I need it;
- tell the truth about how I completed my work;
- use books and digital information responsibly;
- correct my mistakes honestly; and
- be proud of learning through my own effort.

Parents and guardians may clarify instructions, discuss ideas, support time management, provide resources and encourage review.

They should not write or substantially rewrite work, provide answers for copying, complete research or calculations, complete projects for the learner or generate digital/AI-produced work for submission.



I Promise to Be an Honest Learner



Academic honesty means learning through my own effort.

1



I do my own work.

2



I use my own words and ideas.

3



I do not copy or let others copy.

4



I ask for help honestly and say who helped me.

5



I use books, websites and digital tools responsibly.

6



I correct my mistakes honestly and feel proud of my effort.

How Parents and Guardians Can Support



They may:



- ✓ clarify instructions
- ✓ discuss ideas
- ✓ support planning and time management
- ✓ provide resources and encouragement



They should not:



- ✗ do the work for the learner
- ✗ give answers for copying
- ✗ complete research, calculations or projects
- ✗ create digital or AI work for submission

CREATIVE WRITING AND LANGUAGE DEVELOPMENT

At TME, creative writing begins with *thought, imagination, talk, reading and experience*.

Learners may generate ideas through:

- stories;
- quality literature;
- pictures and visual prompts;
- personal experiences;
- discussion;
- show and tell;
- drama and role play;
- videos and multimedia;
- inquiry;
- vocabulary activities;
- word banks;
- mind maps; and
- planning frames.

Learners are encouraged to write increasingly independently on meaningful, age-appropriate topics.

What Do We Look for in Creative Writing?

Teachers do not mark every piece for every possible feature. Feedback should be connected to the Learning Objective and Success Criteria.

Ideas and Content

Teachers may consider:

- relevance to the topic;
- originality;
- development of ideas;
- detail;
- clarity;
- purpose; and
- awareness of audience.

Organisation

Teachers may consider:

- logical sequencing;
- appropriate beginning, development and ending;
- paragraphing where introduced;
- linking of ideas; and
- coherence.

Grammar

Teachers may consider:

- age-appropriate grammatical accuracy;
- appropriate tense;
- subject-verb agreement; and
- application of grammar taught through the curriculum.

Spelling

Teachers may consider:

- application of phonics;
- taught spelling patterns;
- high-frequency words;
- appropriate vocabulary; and
- application of previously corrected spellings.

Punctuation

Teachers may consider:

- capital letters;
- full stops;

- commas;
- speech punctuation where appropriate;
- age-appropriate punctuation; and
- correct application within sentences.

Presentation

Teachers may consider:

- Nelson Handwriting in Grades 1–4;
- legibility;
- spacing;
- appropriate layout; and
- care in final presentation.

Supporting Young Writers

In the early stages, learners should *not* be overwhelmed by having every spelling, grammar and punctuation error corrected at once.

The priority may initially be to encourage:

- ideas;
- imagination;
- confidence;
- expression; and
- willingness to write.

Technical accuracy is then developed progressively alongside creative expression.

The Writing Process

Where appropriate:

Stimulus → Talk → Vocabulary → Planning → Drafting → Reviewing → Feedback → Editing → Final Version

Drafting is part of learning but is not necessary for every short written activity.

A draft should demonstrate thinking and improvement, and the final version should show that appropriate feedback and editing have been applied.

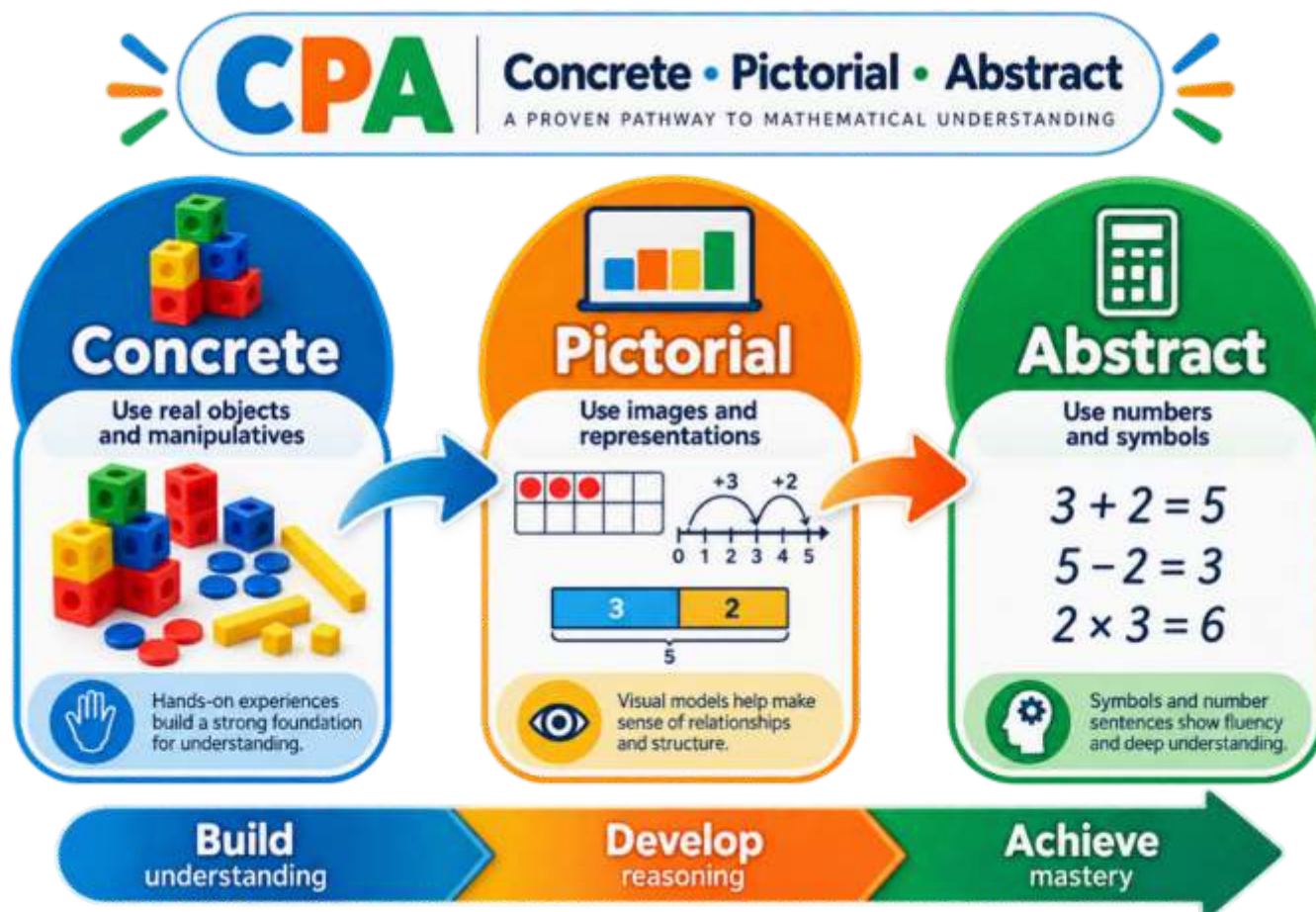


MATHEMATICS LEARNING

TME Mathematics develops:

Conceptual Understanding • Fluency • Reasoning • Problem Solving • Application

Teaching progresses appropriately through:



Learners may experience:

- manipulatives;
- investigations;
- mathematical discussion;
- questioning;
- modelling;
- problem solving;
- mental mathematics;
- purposeful practice; and
- visual representations;
- application to real-life contexts.

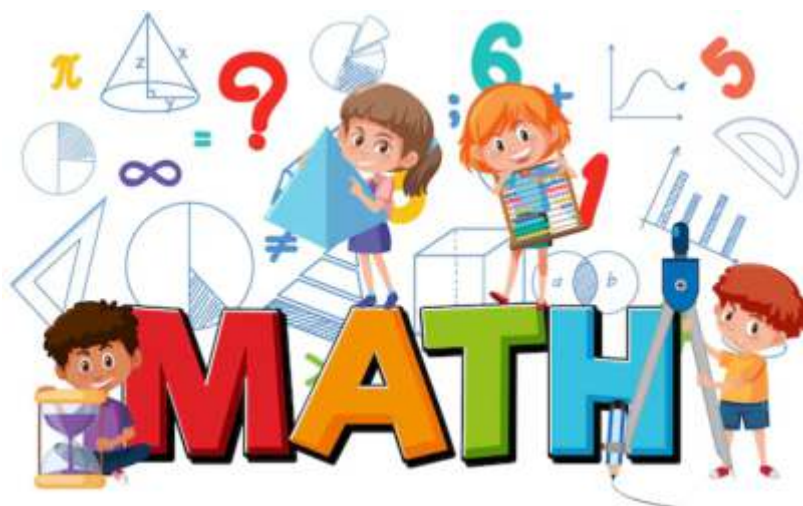
Learners should increasingly explain:

How did I solve it?

Why does the method work?

Can I solve it another way?

Written Mathematics should show relevant working, correct notation, accurate units, appropriate use of rulers/instruments, logical reasoning and correction to method rather than simply replacement of an incorrect final answer.



READING AND LIBRARY LEARNING

Reading is central to language development and learning across the curriculum.

Learners should experience:

- teacher read-alouds;
- guided reading;
- independent reading;
- literature;
- informational texts;
- digital texts;
- school library resources;
- research; and
- reading for pleasure.

Reading develops:

- fluency;
- comprehension;
- vocabulary;
- imagination;
- interpretation;
- critical thinking; and
- independence.

Parents can support reading by:

- establishing regular reading time;
- allowing appropriate choice;
- discussing books;
- asking prediction and inference questions;
- talking about characters and ideas;
- encouraging a personal collection of books where possible; and
- modelling reading themselves.

Reading and writing strengthen one another.



How Parents Can Support Reading in Children

Simple ways to build a love of reading at home



1



Read every day

Spend even 10–15 minutes reading together.

2



Create a routine

Make reading a calm and regular part of the day.

3



Let children choose

Offer books that match their interests and level.

4



Talk about the story

Ask questions and discuss characters, events and ideas.

5



Model reading

Let children see adults enjoying books, magazines and stories.

6



Build a reading-friendly space

Create a cosy, quiet corner with easy access to books.

7



Support sounding out and vocabulary

Help with new words, phonics and meaning patiently.

8



Praise effort and enjoyment

Celebrate progress, confidence and curiosity, not just accuracy.

Parents can also:



Visit the library



Limit distractions



Re-read favourites



Listen with patience

TEACHING AND LEARNING AT TME

Teaching at TME is learner-centred, outcome-driven, inclusive and responsive.

Teachers may use:

- explicit instruction;
- modelling;
- questioning;
- discussion;
- guided practice;
- independent learning;
- inquiry;
- collaborative learning;
- hands-on learning;
- experimentation;
- practical investigation;
- projects;
- problem solving;
- reading;
- research;
- writing;
- reflection;
- digital learning; and
- differentiation.

Learners differ in prior knowledge, readiness, interests and strengths. Teachers therefore use assessment evidence to identify what learners already know, strengths, misconceptions, learning gaps, readiness and appropriate next steps.

Spiral Learning Model

Learning revisited over time with increasing depth, complexity and independence.



A Learning Progression



ASSESSMENT AT TME

Assessment is part of learning, not separate from it.

It helps teachers and learners understand:

- what is already known;
- what has been understood;
- what can be applied;
- what misconceptions remain;
- what progress has been made; and
- what the learner needs next.

TME uses:

Assessment for Learning - AfL

Assessment during learning, including questioning, observation, quizzes, classwork, oral responses, feedback and RA.

Assessment as Learning - AaL

Learners become active participants through self-assessment, peer assessment, reflection, goal setting, portfolios and learning journals.

Assessment of Learning - AoL

Achievement is evaluated through appropriate projects, presentations, practical tasks, structured assessments, sessional assessments and examinations.

Formal assessments should align with approved *Learning Outcomes*.

ASSESSMENT STRUCTURE

Grades 1 - 4

Assessment is primarily based upon Continuous Assessment, supported by one Summative Assessment per term.

Evidence may include:

- classwork;
- extended responses;
- oral work;
- quizzes;
- observations;
- Reinforcement Activities;
- projects;
- practical work;
- learner reflection; and
- Attitude to Learning.

Grades 5 - 8

Assessment includes:

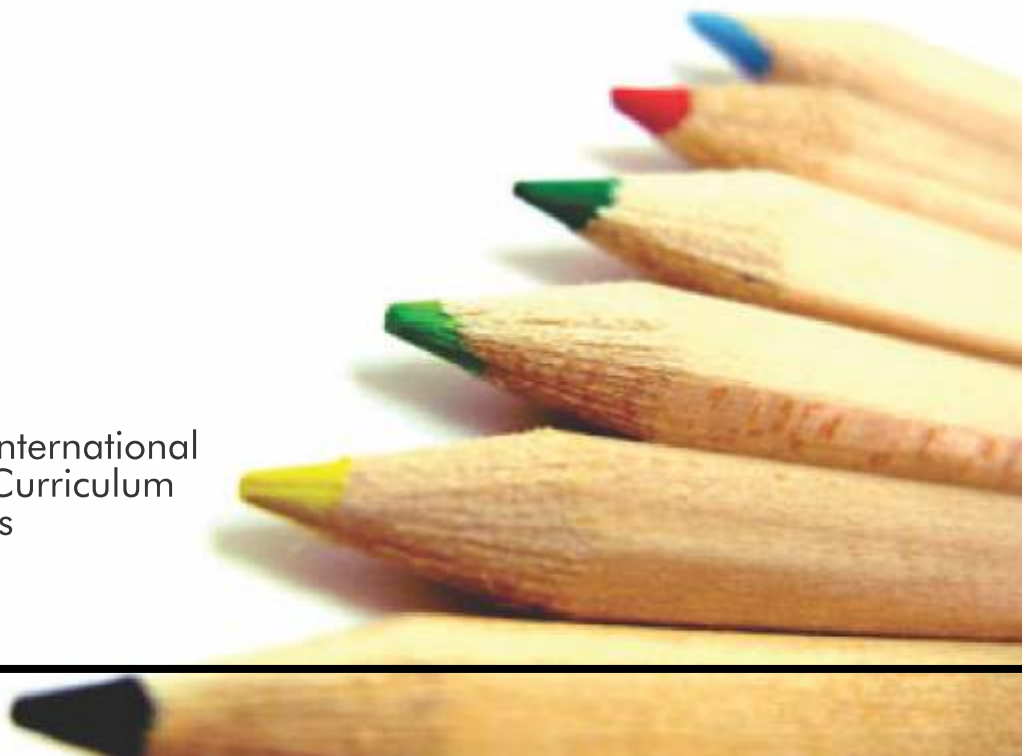
Continuous Assessment;
Sessional Assessment;
Project/Practical Work;
Attitude to Learning and Attendance; and
End-of-Term Examination.

For Grades 5 - 8, the current framework distributes assessment across classwork/extended responses/quizzes/oral tasks/RA, sessional assessment, project work, ATL and attendance, and end-of-term examinations.

Assessment should provide a *balanced body of evidence* rather than rely upon one test.



Department of International
Qualifications, Curriculum
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ATTITUDE TO LEARNING — ATL

Criterion	Outstanding (4)	Good (3)	Satisfactory (2)	Requires Improvement (1)
Engagement & Responsibility for Learning	Consistently engages fully in learning, demonstrates curiosity, takes responsibility for own learning and works with confidence and increasing independence.	Engages well in learning, usually takes responsibility for own learning and works independently in most situations.	Participates appropriately but requires occasional prompting to remain engaged or take responsibility for learning.	Is frequently passive, disengaged or dependent on adults to participate or complete learning.
Independent Learning & Self - Reliance	Demonstrates initiative, organises learning effectively, solves problems independently and actively seeks ways to improve.	Works independently for sustained periods, manages learning appropriately and seeks support when needed.	Completes learning with guidance and requires occasional reminders to remain organised or independent.	Relies heavily on adult support, avoids challenge or rarely works independently.
Learner Attributes	Consistently demonstrates the TME Learner Attributes and models the qualities of a confident, reflective, responsible and globally minded learner.	Demonstrates the learner attributes in most learning situations.	Demonstrates the learner attributes with guidance and encouragement.	Rarely demonstrates the expected learner attributes.
Behaviour, Respect & Collaboration	Consistently demonstrates exemplary behaviour, respect, self-discipline and positive relationships with peers and adults. Makes a purposeful contribution to collaborative learning.	Demonstrates positive behaviour, works well with others and treats everyone respectfully.	Usually behaves appropriately but occasionally requires reminders regarding behaviour, cooperation or respect.	Behaviour regularly affects learning or relationships with others.
Personal, Social & Moral Development	Demonstrates maturity, honesty, empathy, resilience and sound moral judgement. Makes responsible decisions and contributes positively to the school community.	Usually demonstrates responsible behaviour, resilience and appropriate personal and social skills.	Demonstrates appropriate personal and social development but requires guidance in some situations.	Frequently demonstrates immature, irresponsible or inappropriate behaviour requiring regular intervention.
Attendance & Punctuality	Attendance is 97% or above. Demonstrates excellent commitment to regular attendance, ensuring continuity of learning. Missed learning is completed promptly.	Attendance is 95 – 96.9%. Regular attendance supports consistent learning. Missed learning is usually completed promptly.	Attendance is 90 – 94.9%. Attendance is generally satisfactory, although occasional absence affects continuity of learning.	Attendance is below 90%. Attendance significantly affects continuity of learning and progress. <i>(Except for authorised medical/compassionate circumstances).</i>

FEEDBACK, CORRECTIONS AND IMPROVEMENT

Effective feedback should help learners answer:

What have I done well?

What do I need to improve?

What should I do next?

Feedback may be written, verbal, live, whole-class, peer feedback, self-assessment or teacher conferencing.

Learners should:

- read or listen carefully;
- identify what needs improvement;
- complete appropriate corrections;
- ask where feedback is unclear; and
- apply feedback to future learning.

Corrections should **demonstrate understanding** and improvement, not simply replacement of an answer.

Repetitive rewriting without a clear learning purpose should be avoided.



PROMOTION, PROGRESSION AND LEARNER SUPPORT

Promotion decisions are based on a body of evidence and not one isolated assessment.

Relevant evidence may include:

- cumulative attainment;
- curriculum achievement;
- assessment evidence;
- attendance;
- intervention records;
- learner readiness;
- wellbeing; and
- professional judgement.

Where learners are not yet meeting expected standards, the first priority is early identification and appropriate intervention.

Support may include:

- differentiation;
- scaffolding;
- targeted teaching;
- additional practice;
- learner conferences;
- individual targets;
- parent meetings;
- counselling/wellbeing support;
- Student At Risk monitoring; and
- review of progress over time.

Conditional promotion may apply where appropriate in accordance with TME policy and required approvals. 🇵🇰





Bring Your Own Networked Device

BYOND

Learning Beyond the Device

BYOND is a **teaching and learning programme**, not simply a device programme.

For Academic Year 2026–27, BYOND supports learning across **Grades 5–8 in English, Mathematics and Science**, with purposeful digital integration where appropriate.

TME curriculum guidance positions digital technology as a means of enhancing learning while retaining the importance of handwriting, oral communication, direct engagement with texts and practical learning.

BYOND can support:

- collaborative learning;
- shared documents;
- research;
- interactive simulations;
- personalised learning;
- formative assessment;
- data analysis;
- problem solving;
- communication;
- creativity;
- presentation;
- independent learning; and
- access to wider resources.

Approved Device

Learners participating in BYOND should bring the approved **Chromebook/device specification communicated by TME**.

Device Readiness

Learners should:

- bring the device when required;
- ensure it is fully charged;
- ensure required applications are installed;
- know authorised login credentials;
- maintain the device appropriately;
- follow teacher instructions;
- use the device only when directed; and
- ensure it is ready before the lesson begins.

TME's digital-learning guidance specifically expects devices to be charged and required applications to be available before learning.

BYOND DOES NOT MEAN

BYOND does not mean that:

- every lesson must use a device;
- handwriting is replaced;
- books disappear;
- practical learning becomes screen-based;
- learners remain online throughout the school day; or
- technology is used simply because it is available.

Technology is used where it provides **clear learning value**.

RESPONSIBLE DIGITAL CITIZENSHIP

Learners are expected to:

- use technology for approved learning purposes;
- protect passwords;
- protect personal information;
- communicate respectfully;
- use appropriate websites and digital resources;
- identify reliable information;
- acknowledge sources;
- respect copyright and intellectual property;
- maintain academic honesty;
- avoid sharing another learner's work;
- use AI only where permitted; and
- declare permitted AI or digital support when required.

Technology should support the thinking — not do the thinking for the learner.

Personal mobile phones and unauthorised devices should not be used during the school day unless specifically permitted.



CO-CURRICULAR AND ENRICHMENT LEARNING

Education extends beyond academic subjects.

Learners are encouraged to engage in appropriate:

- sports;
- clubs;
- societies;
- performing arts;
- creative arts;
- competitions;
- leadership opportunities;
- environmental programmes;
- exhibitions;
- field experiences;
- community engagement;
- service; and
- citizenship initiatives.

These experiences contribute to:

- confidence;
- communication;
- creativity;
- leadership;
- collaboration;
- resilience;
- wellbeing;
- social responsibility; and
- belonging.

GLOCAL MINDEDNESS

Our academic theme for 2026–27 is:

GLocal Mindedness

Rooted in values. Ready for the world.

GLocal Mindedness encourages learners to understand their identity and context while developing the knowledge, perspectives and competencies required to contribute meaningfully to the wider world.

It is explored through five dimensions:

Purpose

Understanding why learning matters.

Pedagogy

Learning how to think, inquire, apply and create.

People

Developing empathy, collaboration and respect.

Citizenship

Contributing responsibly to community and society.

Planet

Understanding our responsibility towards the environment and a sustainable future.

GLocal Mindedness is not a separate subject. It is a lens through which learners connect curriculum learning with their communities and the wider world.

PARENT–SCHOOL PARTNERSHIP

Parents and guardians are valued partners in their child's education.

Parents are encouraged to:

- ensure regular attendance and punctuality;
- read official school communication;
- attend Parent–Teacher Meetings;
- review reports and feedback;
- encourage reading;
- establish appropriate home routines;
- support organisation and time management;
- encourage learners to attempt tasks independently;
- celebrate genuine effort and improvement;
- discuss learning rather than simply marks;
- reinforce responsible behaviour;
- support academic honesty;
- discuss safe and responsible technology use; and
- communicate concerns promptly and respectfully.

Our shared purpose is to help learners become increasingly able to say:

I can think.

I can try.

I can improve.

I can take responsibility for my learning.



COMMUNICATION, SCHOOL DIARY AND MATRIX LMS

Clear communication between home and school is essential.

School Diary via MATRIX LMS

The School Diary may be used for:

- brief reminders;
- circulars;
- quick notices;
- routine parent–teacher communication; and
- age-appropriate learner organisation.

MATRIX LMS

Depending upon the learner’s grade and programme, MATRIX LMS may provide access to:

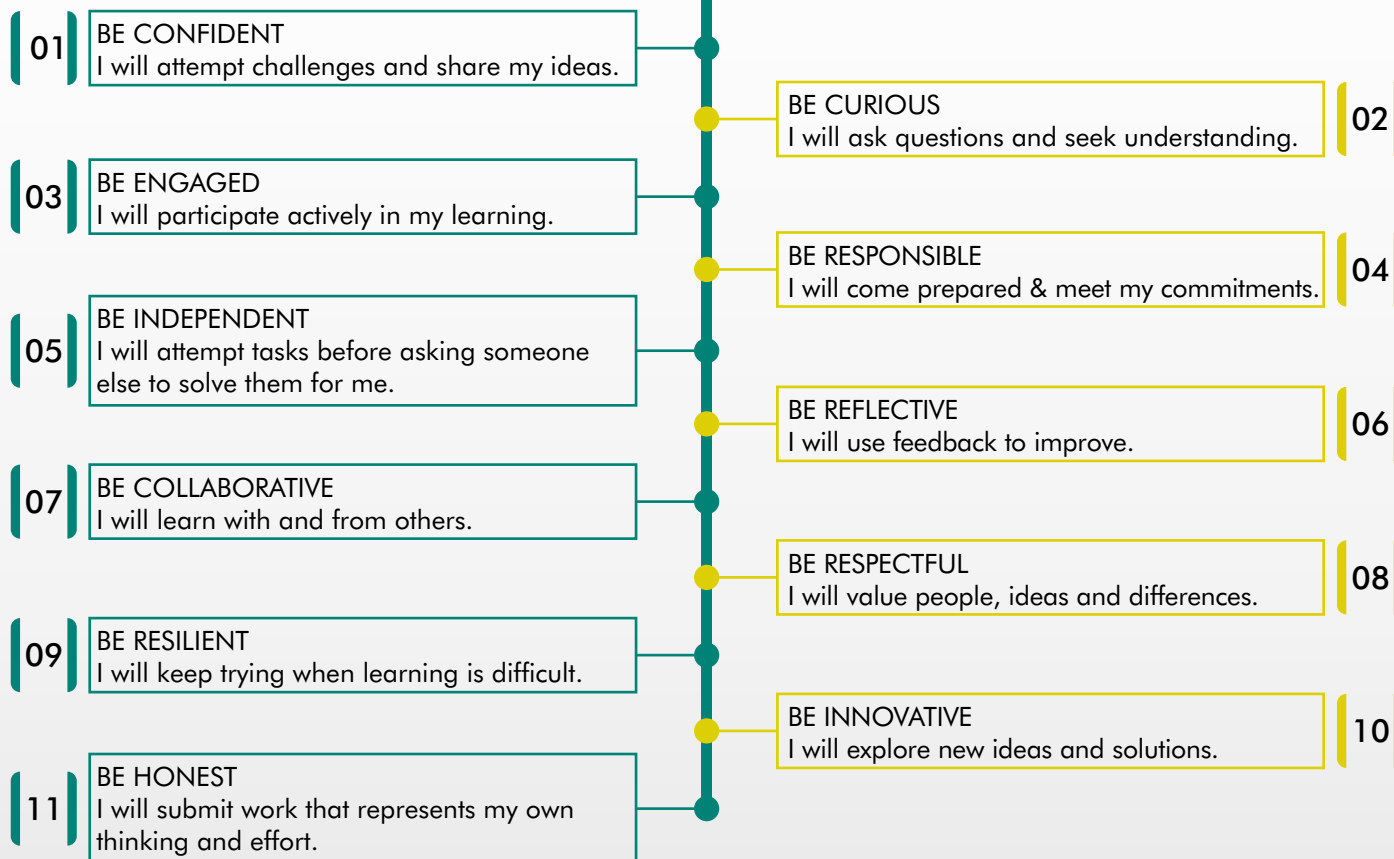
- Learning Outcomes;
- learning resources;
- assessment information;
- academic records;
- progress information;
- learning links;
- relevant notices; and
- other approved academic information.

Parents and learners are encouraged to monitor official school communication channels regularly.

MILLENNIAL COMMITMENT

THIS ACADEMIC YEAR, I WILL STRIVE TO:

Start



I WILL TAKE OWNERSHIP OF MY LEARNING.

Confidence | Curiosity | Character | Progress | Purpose | Pedagogy | People | Citizenship | Planet

AWARDS, ACHIEVEMENTS & GLOBAL RECOGNITION

- Brands of the Year Award 2011 - 2012
- Civil Award of 'Tamgha-i-Imtiaz' conferred upon Chaudhry Faisal Mushtaq in the field of Education and Youth
- CRI-Roots Confucius Classroom Award
- Scholarships and Rewards earned by TME students worth Rs. 1.5 Billion (\$15 Million) at Ivy Leagues
- Best Young Entrepreneur of the Year 2011 Award
- Winner of Environmental Excellence Award for 2010 and 2011 consecutively
- Global HR Excellence Award 2011 and 2014 by Global Media Links, Pakistan
- Brands of the Year Award 2010 and 2011 by Brands Foundation, Pakistan
- Winner of 8th and 11th Environment Excellence Award
- Pakistan's 1st ISO Certified School by SGS Switzerland
- 'Young CEO Excellence Award' and Education Industry Excellence Award presented to Chaudhry Faisal Mushtaq by Global Media Links, Pakistan
- Best Young Entrepreneur of the Year 2012 Award for 2nd Consecutive Year
- All World Network PK-100 winner 2011 fastest growing 100 organizations of Pakistan
- Intel Education Award 2012 by Intel Education Pakistan
- The WWF Green School Award by WWF Pakistan
- Best Educationist of the Year Award 2014
- The Millennium Education (TME) was selected by Microsoft as a 2020 Microsoft Showcase School for its excellence in demonstrating student outcomes resulting from its commitment to educational transformation, driven effectively by teachers and school leaders of TME. The Millennium Education provides both inspiration and an opportunity for all community members to see and experience the future of digital transformation in education
- CEO Chaudhry Faisal Mushtaq has been conferred Honorary award of Doctor of Education Conferment Ceremony St Albans Cathedral, St Albans, Hertfordshire, United Kingdom 8th September 2021
- Dr. Chaudhry Faisal Mushtaq is ranked amongst 500 Most Influential Muslims of the World.
- The Millennium Education (TME) group got the prestigious and pioneering Educational Technology (Ed-Tech) Award 2022

SAFETY AND SECURITY

- As a Millennial, your child will be in a secure, safe, and stimulating environment. To ensure the balance of security and privacy of your child, TME has taken explicit security measures:
 - 1 Retired military personnel as security guards.
 - 2 Armed guard posts and pickets.
 - 3 CCTV CAMERAS + DVR systems, and IP based monitoring system .
 - 4 Emergency alarm system and panic bell.
 - 5 Metal detectors, biometric devices, and Concertina Razor Wires.

CAFETERIA

We, at TME, maintain good quality of food and perfect hygiene in our cafeterias. Food safety is given importance in all TME campuses realising the fact that children can be susceptible to food borne illnesses. The school cafeteria provides learners with a variety of best quality food at reasonable prices, closely monitored by the school administration.

TME SPORTS FACILITIES

At TME Campuses, sports are an integral part of school activities, supported by necessary resources. There are separate grounds for cricket, hockey, and football and separate courts for volleyball and basketball that are properly maintained. For indoor games, table tennis and badminton facilities are available. Qualified, male and female physical training instructors supervise learners' physical training. All classes have regular sports periods

every week. Play grounds are an essential resource that help children adopt an active lifestyle. TME provides expansive playgrounds that sustain a healthy lifestyle beyond the school curriculum. Sporting areas are well constructed and maintained with the best of props and essentials to host a variety of group and individual sports e.g. Skating, Karate, Table Tennis, Volleyball, and Basketball. TME also boasts of State-of-the-Art Swimming Pool in some of its campus, where qualified trainers help students practice and excel in swimming.

LIBRARY

TME school libraries are a catalyst for literacy, reading, teaching, and scaffolding to support inquiry-based learning. It is our belief that libraries will always exist as places for learners to find information, resources, services, and instruction. TME has established well equipped libraries in each campus.

UNITED NATION ACTION DAY

The Millennium Education Annual Activity Calendar clearly highlights and celebrates the UN action days at our school. Special arrangements and presentations are made during morning assemblies and the school environment is transformed to support the action day through art, activity, engagement, and creativity. These provide useful means for the promotion of international and national action and stimulate interest in United Nations activities and programmes.

CHINESE AND GERMAN LANGUAGE INITIATIVE

To help eliminate language barrier between Pakistan and China, CEO TME Dr. Faisal Mushtaq, introduced Chinese language classes across Pakistan, with the aim of allowing learners to speak and write as proficiently. Moreover giving learners an opportunity of learning German is a well-timed and pertinent decision taken by TME CEO, Dr. Faisal Mushtaq to make learners a part of global community. Those who speak these languages can not only communicate with 119 million people worldwide in their mother tongue, but it ensures the basis of their studies in Germany and China, followed by an international career.

TME SETTING NEW BENCHMARKS IN THE FIELD OF EDUCATION

TME feels excited to share the vision of a UK based qualification, The Millennium Edexcel Primary Program. It provides an international benchmark of achievement with externally marked achievement tests and certification. At the end of each TME Grade (2, 3, 4, 5), TME students are awarded an Edexcel certificate on successful completion of the Achievement Test.

INTERNATIONAL KANGAROO MATHEMATICS CONTEST - IKMC

Each year Millennials set new records and bring pride to TME by earning gold medals in IKMC showing educational excellence and outstanding Records of Achievement. IKMC is a source of intellectual encouragement for every student and a challenge for the genius ones. We make an effort to give our children confidence in their ability to comprehend mathematics, and to understand how mathematics is applied in real life.

Our young Millennials, aging from 6 -18 years, have been setting new records in IKMC since its introduction in Pakistan. Our young scholars have clinched numerous gold, silver and bronze medals in the contest which has now become an enthusiastically awaited academic event for our learners every year. This year the final registration date will be shared as and when communicated by [Kangaroo Sans Frontieres - KSF](#).

INTERNATIONAL KANGAROO LINGUISTICS CONTEST - IKLC

The IKLC contest has an international character. It brings together the linguistic pedagogical experience from a number of countries and aims to promote a good communication culture which is crucial for thriving in today's world. Our young Millennials aging from 6 - 14 years have been setting new records in IKLC since its introduction in Pakistan. Our young Millennials have clinched numerous gold, silver and bronze medals in the contest which has now become an enthusiastically awaited academic event for our learners every year. This year the final registration date will be shared as and when communicated by [Kangaroo Sans Frontieres - KSF](#).

INTERNATIONAL BEBRAS INFORMATICS CONTEST - IBIC

TME is pleased to inform you about a wonderful professional development opportunity for the learners of TME. Kangaroo Sans Frontieres (KSF) announced "International Bebras Informatics Contest (IBIC) in Pakistan, which is a competition aimed at raising awareness of informatics and Computer fluency in a fun and rewarding way. This contest involves solving tasks in using computational thinking skills. This contest

acts as a source of inspiration and this serves as a valuable lesson for developing creativity in school children. Its purpose is to train participants to be independent and perform better while facing out-of-the-book problems.

Our young scholars have clinched numerous gold, silver, and bronze medals in contest which has now become an enthusiastically awaited academic event for our learners every year. This year the final registration date will be shared as and when communicated by [Kangaroo Sans Frontieres - KSF](#).

INTERNATIONAL KANGAROO SCIENCE CONTEST - IKSC

The Kangaroo Sans Frontieres-Pakistan (KSF) – Pakistan brings together the experience of education experts from around the world. It aims to promote a culture of critical and clear thinking as well as good communication skills. KSF intends to contribute in the educational progress of Pakistani schools and colleges in various ways, which also includes organizing of world's largest mathematics contest and an annual international linguistic contest. Last year KSF-Pakistan has launched the International Bebras Informatics Contest (IBIC) in Pakistan to support the culture and education in Computer Science.

All these contests provide an international recognition to school children at a very early stage of their life. These competitions give students an opportunity to prove that their talent is second to none, even at international level.

Kangaroo Sans Frontières' (KSF) – International Science Contest (IKSC), provides an excellent incentive to school children to make efforts to work on the development of basic science skills- acquisitive, organisational, creative, manipulative and communicative as children are naturally curious.

International Science Contest (formally known as International Kangaroo Science Contest (IKSC) has been launched, which is specifically designed to refine the most essential and basic character of exploring and discovery. This year the final registration date will be shared as and when communicated by [Kangaroo Sans Frontieres - KSF](#).

DAWN SPELLING BEE

TME proudly initiates the annual Dawn spelling bee contests organised in collaboration with US embassy and Dawn Group of Newspapers. This program empowers reading, listening and speaking skills of Millennials. Spelling Bee is a competition in which contestants are asked to spell a broad selection of words, usually with a varying degree of difficulty according to their age group. Each year our Millennials win and bring pride to the school's name.

R.A. DIARIES on LMS

R.A diary promotes active involvement of parents in their children's learning process. Moreover, the diary encourages learners to become more active in their personal development by including records for reading and personal goal setting. The Millennium Education recognises parents as partners giving them easy access to teachers through the diary. Parents are requested to share their apprehensions through the R.A diary.

Your query can be solved directly by approaching the Head of Department International Qualifications, Curriculum & Assessments | DIQCA.

Sittara Farid

Email: sittara.farid@tme.edu.pk

Tel: 051-2375201-05.



Department of International
Qualifications, Curriculum
and Assessments

MILLENNIUM NEWSLETTER

It is a bimonthly newsletter publication of The Millennium Education Pakistan. This newsletter praises the high achieving Millennials and exhibits the profound activities in different campuses. It keeps you informed about the latest news, healthy activities, celebrations, campaigns and programs in throughout the 35 campuses of TME

MILLENNIUM GREEN SCHOOL PROGRAMME

The TME WWF Green School and Curriculum Programme is designed for the entire year to give learners regular insight into the eco dynamics and the overall environmental challenges faced at global and regional level, to broaden their scope as a responsible custodian of valuable natural resources and to consequently inculcate civic responsibility in them.

WWF Pakistan is running the exclusive Green School Certification model with the objective to engage learners, teachers and learning community of TME Education system in a structured Annual Awareness Programme to foster a sense of individual responsibility and accountability amongst the future generations of Pakistan towards nature conservation.

Millennium Green Education Learners experience different kinds of green school activities throughout the year including; Alternate Energy, Natural Disaster Reduction Day, Exploitation of Environment in War and Armed Conflict, World Water Day, Earth Day, Brown Bag Lunch Day, Green Consumer Day, Save the Earth, World Wetlands Day, Nature Carnival, Say No to Plastic, Earth Hour, Earth Day, Nature Photography Workshop, Spellathon, Waste Free Lunch, Eco Adventure Activity, Nature Carnival and Green Corner in order to gain insight of the environment and its issues.

We believe when learners learn through a problem or project based approach, or a key strategy in environment-based education, they gain a better understanding of what they have learned. They take charge of learning key skills for success in our data-driven, rapidly changing world.

MILLENNIUM'S JUNIOR STAFF ENROLLED AS RED CRESCENT VOLUNTEERS

In January, 2015: Pakistan Red Crescent Society (PRCS) has organised its first aid training for the junior staff of The Millennium Education of twin cities, Rawalpindi and Islamabad, at Millennium One World Campus E-11/4, Islamabad, followed by PRCS certificate distribution ceremony amongst the volunteers and an inspirational talk by the Chairman of PRCS Dr. Saeed Elahi. The Millennium Education (TME) has signed an MOU with Pakistan Red Crescent Society (PRCS) to promote volunteerism and community work. This training was attended by 200 people where they were taught how to save lives in emergency situations.

First aid training courses in The Millennium Education schools are organised to teach simple skills which would help people to provide first aid in case of emergency. The Millennium Education has contributed extensively towards volunteerism & community work. We at TME have strengthened this relationship by offering staff of Millennium Schools to be part of upcoming volunteer projects.





40
YEARS OF
EDUCATION
LEGACY

TRANSFORMING SCHOOLS INTO LEARNING COMMUNITIES

INSTRUCTIONS

- ♦ Class teacher should issue this booklet on first day of the new academic session.
- ♦ Class teacher should ensure to get back acknowledgment slip and keep it in his/her learner's record file.
- ♦ This first day pack is eligible for Session 2026 - 27.

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