

CLASSIFICATION RULES ANNEX TO SCHOOL REGULATIONS No 1

General provisions

Pursuant to Act No 561/2004, on pre-school, primary, secondary, higher vocational and other education (the Education Act), I, as the statutory body of the school, issue the following guideline.

The guideline is part of the School Regulations, in accordance with Section 30(2) of the Education Act (“The School Regulations also contain rules for the evaluation of the educational results of pupils and students”). The directive is available on the school’s website and in an accessible place in the school pursuant to Section 30 of the Education Act; the employees and pupils (students) of the school have been demonstrably acquainted with it and the legal representatives of minors and pupils have been informed of its publication and content.

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RULES FOR EVALUATION OF EDUCATION AND BEHAVIOUR RESULTS

1. General principles of the evaluation of the course and results of education and behaviour in the school and at events organized by the school

- a) Pedagogical workers ensure that pupils, students, legal representatives of children and minor pupils, or persons who fulfil maintenance obligations towards minor pupils and students, are informed in good time about the course and results of the education of a child, pupil or student.
- b) Every term pupils get a school report; for the first term, an extract from the report is given to the pupils instead of the report.
- c) The evaluation of the pupil's education results on the report is expressed by grades (hereinafter the "classification"). The headteacher decides on the method of evaluation.
- d) The school converts the classification into verbal evaluation if a pupil transfers to a school that evaluates in a different way at the request of that school or the legal representative of the pupil.
- e) In the case of pupils with a developmental learning disability, the headteacher decides on the use of verbal evaluation at the request of the pupil's legal representative.
- f) A pupil who is in compulsory schooling shall repeat the year if he did not pass or could not be evaluated at the end of the second term. This does not apply to a pupil who has already repeated a year at that stage of primary school.
- g) The headteacher may, at the application of the legal representative, allow a pupil who has completed compulsory school attendance and has failed or could not be evaluated at the end of the second term to repeat the year after assessing his study results and the reasons given in the application.
- h) Educational measures include commendations or other awards and disciplinary measures. Disciplinary measures include conditional expulsion of a pupil or student from the school or school facility, and other disciplinary measures that do not have legal implications for the pupil or student. Commendations, other awards and other disciplinary measures may be granted or imposed by the headteacher of school or school facility or by the class teacher. The headteacher of a school or school facility may, in the event of a serious breach of the obligations laid down in this Act or in the school or internal regulations, decide to conditionally expel or expel a pupil or student from the school or school facility. In the conditional expulsion decision, the headteacher of the school or school facility determines a probationary period of no more than one year. If, during the probationary period, the pupil or student commits another culpable breach of the obligations laid down in this Act or in the school or internal regulations, the headteacher of the school or school facility may decide to expel him. A pupil may be conditionally expelled or expelled from school only if he has completed compulsory school attendance.
- i) Particularly gross verbal and intentional physical attacks by a pupil or student towards school or school facility staff are considered to be a serious, culpable breach of obligations laid down by this Act.
- j) Conditional expulsion or expulsion of a pupil or student shall be decided by the headteacher of the school or school facility within two months from the date

when he learned about the wrongdoing of the pupil or the student but not later than one year after the pupil or student committed the wrongdoing, where the wrongdoing is classified as a criminal offense under a special legal regulation. The headteacher informs the Pedagogical Council of his decision. The pupil or student ceases to be a pupil or student of a school or school facility on the day following the date when the expulsion decision becomes final, unless this decision provides for a later date.

2. Evaluation of behaviour in the school and events organized by the school

- a) After consideration in the Pedagogical council, the headteacher may, on the basis of his own decision or at the initiative of another legal or natural person, grant a commendation or another award for extraordinary expression of humanity, civic or school initiative, meritorious or courageous act or for successful long-term work.
- b) After a discussion with the school headteacher, the class teacher may, on the basis of his own decision or at the initiative of the other teachers, give a pupil a commendation or another award for a major school initiative or long-term successful work.
- c) In case of violation of the obligations stipulated by the School Regulations, depending on the severity of this violation, a pupil may be punished by:
 - a. class teacher's admonition;
 - b. class teacher's reprimand;
 - c. school headteacher's reprimand.
- d) The class teacher shall immediately notify the school headteacher if he has given class teacher's reprimand. Headmaster's reprimand can be imposed on a pupil only after discussion in the Pedagogical Council.
- e) The school headteacher or class teacher shall immediately and demonstrably notify the pupil and his legal representative of the granting of a commendation or another award or the imposition of an admonition or reprimand, including the reasons.
- f) A commendation and other awards and admonitions or reprimands are recorded in the school's documentation. Commendations and other awards are recorded on the report for the term in which they were granted.
- g) If the pupil cannot be evaluated at the end of the second term, the school headteacher will set a substitute date for his evaluation so that the second term evaluation is made by the end of September of the following school year. In September, until the evaluation, the pupil attends the next higher year, or again the ninth year.
- h) A pupil may progress to the next year if, at the end of the second term, he passed all compulsory subjects prescribed by the school curriculum, except for subjects of educational focus provided by the framework educational programme, and subjects from which he was released if he was not allowed to repeat the year pursuant to Section 52(6), third sentence of the Education Act. A pupil of the first stage of primary school may also progress to the next year if has already repeated a year in the first stage, and a pupil of the second stage

of primary school may also progress to the next year if he has already repeated a year in the second stage, regardless of the study results of this pupil.

- i) If a pupil's legal representative has doubts about the correctness of the evaluation at the end of the first or second term, he may, within 3 working days after the evaluation is given, but no later than within 3 working days after the issue of the certificate, request the headteacher to review the results of the evaluation; if the headteacher is the pupil's teacher in that particular case, the request shall be made with the regional authority. Unless otherwise specified below, the school headteacher or regional authority shall order a pupil's commission re-examination, which shall be held no later than 14 days after the delivery of the request or on the date agreed with the pupil's legal representative. The Czech School Inspectorate will provide assistance at the request of the school headteacher or regional authority.
- j) If the request for a review of the pupil's evaluation results relates to the evaluation of behaviour or subjects of educational focus, the school headteacher (the regional authority if the headteacher is the pupil's teacher of the given subject) shall assess the observance of the rules for the evaluation of the pupil's education results determined pursuant to Section 30(2). If a violation of these rules is detected, the school headteacher or regional authority shall change the evaluation; if the rules for the evaluation of the pupil's education results have not been violated, the result of the evaluation shall be confirmed not later than 14 days after the date of delivery of the request. The Czech School Inspectorate will provide assistance at the request of the school headteacher or regional authority. The headteacher may allow a pupil, at the request of his legal guardian, and on the basis of a recommendation from a medical practitioner, to repeat a year for serious health grounds, regardless of whether the pupil has already repeated a year at the given stage.

3. Principles and rules for self-evaluation of pupils

- a) Self-evaluation is an important part of pupils' evaluation, strengthening self-esteem and self-confidence of pupils.
- b) It is included in the education process continuously by all teachers, in a manner appropriate to the pupils' age.
- c) Mistakes are a natural part of the learning process. Teachers talk with pupils about specific mistakes, pupils may correct some papers themselves, pupil performance cannot be evaluated by classification alone, it must be accompanied by the analysis of the pupil's mistake. Mistakes are an important learning tool.
- d) In self-evaluation, the pupil tries to express:
 - what's going well;
 - what is not going so well and has space for improvement;
 - what course of action to take next.
- e) Teachers help the pupil to comment on his performance and results.
- f) Self-evaluation of pupils is not intended to replace the classical evaluation (pupil's evaluation by the teacher), but only to complement and extend the evaluation processes and to activate the pupil more.
- g) At the end of the term, the pupil makes a self-evaluation in the following areas:

- responsibility;
- motivation to learn;
- self-confidence;
- relations in the class.

h) Grades are not the only source of motivation.

4. Grades of behaviour and school results when using classification

The pupil's behaviour at school and at events organized by the school is evaluated as follows:

- (a) 1 – very good;
- (b) 2 – satisfactory;
- (c) 3 – unsatisfactory.

a) The classification of pupil behaviour is proposed by the class teacher after discussion with teachers who teach in the class and with the other teachers and decided by the headteacher after discussion in the pedagogical council. If a class teacher fails to follow the procedure, other teachers may also make this proposal to the pedagogical council. The criterion for classifying behaviour is adherence to the rules of conduct (School Regulations) including adherence to the internal rules of the school during the classification period).

b) Classification of behaviour takes into account the age, moral and intellectual maturity of the pupil; the measures taken to promote discipline are taken into account only if those measures are ineffective. Criteria for individual behaviour classification grades are as follows:

1 – very good: The pupil consciously respects the rules of conduct and internal rules of the school. He may occasionally commit minor offences. However, the pupil is receptive to educational measures and tries to correct his mistakes.

2 – satisfactory: The pupil's behaviour is contrary to the rules of conduct and internal rules of the school. The pupil has committed a serious offence against the rules of conduct or the internal rules of the school or repeatedly commits minor offences. Generally, he commits other offences despite a reprimand of the class teacher, disrupting the educational activities of the school. He endangers his own safety and health and that of other persons.

3 – unsatisfactory: The pupil's behaviour at school is in stark breach of the rules of good behaviour. He commits such serious offences against the School Regulations or wrongdoings that seriously threaten the education or the safety and health of other persons. He deliberately and severely disrupts educational activities of the school. Generally, he commits other offences despite the school headteacher's reprimand.

5. School grades and their characteristics, including predetermined criteria

a) The results of pupil's education in the individual compulsory and optional subjects prescribed by the school curriculum are evaluated with the following grades:

- a. 1 – excellent;
- b. 2 – very good;
- c. 3 – good;
- d. 4 – sufficient;

- e. 5 – insufficient.
- b) When using this scale, the pupil’s learning results and behaviour at school and at events organized by the school are evaluated so as to clearly indicate the level of education which the pupil reached especially with regard to the expected outcomes formulated in the curriculum of individual subjects of the school educational programme, to his educational and personal characteristics and his age. The classification includes the evaluation of the pupil’s effort and attitude to education, as well as in contexts that affect his performance.
- c) When evaluating pupils at the first stage, use is made of a number to represent the grade; at the second stage use is made of the word representation of the grade under paragraph 1.
- d) For the purposes of classification, subjects are divided into three groups:
 - a. subjects with predominance of theoretical focus;
 - b. subjects with predominance of practical focus;
 - c. subjects with predominance of educational and artistic focus.
- e) The criteria for individual grades are formulated primarily for overall classification. However, the teacher does not give preference to any of the above mentioned criteria, and evaluates the pupil’s performance comprehensively, according to the specifics of the subject.

Classification in subjects with predominance of theoretical focus

The predominance of theoretical focus is characteristic for linguistic, social science and natural science subjects and mathematics.

When classifying results in subjects with a predominance of theoretical focus, the following is evaluated in accordance with the requirements of the curriculum:

- the comprehensiveness, accuracy and constancy of learning the required knowledge, facts, concepts, definitions, patterns and relationships, the quality and extent of acquired skills to perform the required intellectual and motor activities;
- the ability to apply acquired knowledge and skills to solving theoretical and practical tasks, in interpreting and evaluating social and natural phenomena and patterns;
- the quality of thinking, especially logic, independence and creativity;
- activity in approach to, and interest in, activities;
- accuracy, preciseness and professional and linguistic correctness of oral and written expression;
- the quality of the results of activities;
- acquiring effective methods of independent study.

Educational outcomes are classified according to the following grades:

1 – excellent

The pupil has mastered the required knowledge, facts, concepts, definitions and rules in a comprehensive, accurate and complete way and understands the relationships between them. He quickly performs the required intellectual and motor activities. He applies independently and creatively the acquired knowledge and skills to solving theoretical and practical tasks, in interpreting and evaluating phenomena and patterns; He thinks with correct logic, clearly showing independence and creativity. His oral and written expression is correct, accurate and fitting. Graphic expression is accurate and aesthetic. The results of his activities are of high quality, with only minor deficiencies. He is able to independently study the appropriate texts.

2 – very good

The pupil has mastered the required knowledge, facts, concepts, definitions and rules in a comprehensive, precise and complete way. He quickly performs the required intellectual and motor activities. He applies independently and productively, or with minor guidance from the teacher, the acquired knowledge and skills to solving theoretical and practical tasks, in interpreting and evaluating phenomena and patterns; He thinks correctly, logic and creativity are reflected in his thinking. Oral and written expression has minor deficiencies in correctness, accuracy and fitness. The quality of the results of activities is generally without significant deficiencies. Graphic expression is aesthetic, without major inaccuracies. He is able to study appropriate texts independently or with minor help.

3 – good

The pupil has space for improvement in terms of the comprehensiveness, accuracy and completeness of the required knowledge, facts, concepts, definitions and rules to be learned. When performing the required intellectual and motor activities, he has deficiencies. He is able to correct significant inaccuracies and mistakes with the teacher's help. In applying the acquired knowledge and skills to solving theoretical and practical tasks, he makes mistakes. He applies knowledge and evaluates phenomena and rules with the teacher's guidance. His thinking is quite correct, but little creative, there are mistakes in his logic. He has deficiencies in the correctness, accuracy and fitness of his oral and written expression. The quality of the results of his activities shows more frequent deficiencies, the graphic expression is less aesthetic and has minor shortcomings. He is able to study independently with the teacher's guidance.

4 – sufficient

The pupil has significant space for improvement in terms of the comprehensiveness, accuracy and completeness of the required knowledge to be learned. When performing the required intellectual and motor activities, he is not so quick and has more deficiencies. In applying the acquired knowledge and skills to solving theoretical and practical tasks, he makes serious mistakes. When applying knowledge to interpret and evaluate phenomena, he is not independent. There are serious mistakes in logic thinking, his thinking is not creative. His oral and written expression has serious deficiencies in correctness, accuracy and fitness. The quality of the results of his activities and the graphic expression has deficiencies, the graphic expression is not very aesthetic. The pupil is able to correct serious deficiencies and mistakes with the help of the teacher. He has a lot of difficulty with self-study.

5 – insufficient

The pupil has not acquired the required knowledge comprehensively, precisely and completely, and has significant gaps. His ability to perform the required intellectual and motor activities has very substantial deficiencies. In applying the acquired knowledge and skills to solving theoretical and practical tasks, he makes very serious mistakes. When interpreting and evaluating phenomena and rules, he cannot apply his knowledge even with the teacher's guidance. There is no independence in thinking, there are frequent logical deficiencies. He has serious deficiencies in the correctness, accuracy and fitness of his oral and written expression. The quality of the results of his activity and graphic expression show serious deficiencies. He is unable to correct serious deficiencies and mistakes even with the help of the teacher. He is unable to study independently.

Classification in subjects with predominance of practical focus

In primary schools, practical activities are dominant in work activities, natural science training, and application of information technologies.

When classifying subjects with a predominance of practical focus, the following is evaluated in accordance with the requirements of the curriculum:

- attitude to work, work team and to practical activities;
- acquiring practical skills and habits, mastering effective ways of working;
- the application of acquired theoretical knowledge in practical activities;
- activity, independence, creativity, initiative in practical activities;
- the quality of the results of activities;
- organizing his own work and workplace, maintaining order in the workplace;
- compliance with health and safety at work and environmental protection;
- economical use of raw materials, materials, energy, overcoming obstacles to work;
- operation and maintenance of laboratory equipment and aids, tools, instruments and gauges.

Educational outcomes are classified according to the following grades:

1 – excellent

The pupil shows consistently positive attitude to work, work team and to practical activities; He applies acquired theoretical knowledge to practical activities quickly, independently and creatively. He carries out practical activities promptly, independently, applying the acquired skills and habits. He safely controls work procedures and methods; he makes only minor mistakes; the results of his work are without major deficiencies. He effectively organizes his work, keeps the workplace tidy. He consciously complies with health and safety at work and actively cares for environmental protection; He uses raw materials, material and energy economically. He exemplarily operates and maintains laboratory equipment and aids, tools, instruments and gauges. He actively overcomes obstacles as they arise.

2 – very good

The pupil shows positive attitude to work, work team and to practical activities; He uses the theoretical knowledge to practical activities independently, but less creatively and with less certainty. He carries out practical activities individually, there are no significant mistakes in work procedures and methods. The results of his work show minor deficiencies. He effectively organizes his work, keeps the workplace tidy. He consciously complies with health and safety at work and cares for environmental protection; He makes minor mistakes when using raw materials, materials and energy economically. He operates and maintains laboratory equipment and aids, tools, instruments and gauges with minor deficiencies. He overcomes obstacles to work with occasional help of the teacher.

3 – good

The pupil shows good attitude to work, work team and to practical activities with minor fluctuations; With the help of the teacher, he applies the theoretical knowledge to practical work. In practical activities he makes mistakes, and in work procedures and methods he requires occasional help from the teacher. The results of his work show deficiencies. He is not so effective in organizing his work, but keeps the workplace tidy. He complies with occupational safety and health regulations, and to a small extent contributes to the creation and protection of the environment. With teacher's guidance, he is able to use raw materials, materials and energy economically. He must be partially encouraged to maintain laboratory equipment, instruments, tools and gauges. He overcomes obstacles to work only with frequent help of the teacher.

4 – sufficient

The pupil works without any interest in the work, work team and practical activities; He is able to apply the acquired theoretical knowledge to practical activities only with the continuous help of the teacher. In practical activities, skills and habits, he makes big mistakes. When choosing work procedures and methods, he needs constant help from the teacher. The results of his work show serious deficiencies. He is able to organise his work with the teacher's continuous help, he takes less care to keep the workplace tidy. He takes less care of the compliance with health and safety at work and environmental protection; He breaches the principles of economy in the use of raw materials, materials and energy. He has serious deficiencies in the operation and maintenance of laboratory equipment and aids, tools, instruments and gauges. He overcomes obstacles to work only with the help from the teacher.

5 – insufficient

The pupil shows no interest in the work, work team and practical activities; Even with the help of the teacher, he is unable to apply the theoretical knowledge to practical work. In practical activities, skills and habits, he shows substantial deficiencies. He is unable to do the job even with the help from the teacher. The results of his work are unfinished, incomplete, inaccurate, do not reach the prescribed indicators. He is unable to organize work at the workplace, he does not care for tidiness in the workplace. It does not know occupational health and safety regulations and does not care about environmental protection. He does not use raw materials, materials and energy economically. He has serious deficiencies in the operation and maintenance of laboratory equipment and aids, tools, instruments and gauges.

Classification in subjects with predominance of educational focus

The following subjects have predominance of educational focus: art education, music and singing, physical education, sport games, ecology, and media education.

A pupil assigned to special physical education shall be evaluated with regard to his health if any relief is recommended by a physician.

When classifying subjects with a predominance of educational focus, the following is evaluated in accordance with the requirements of the curriculum:

- the degree of creativity and independence of expression;
- acquiring the necessary knowledge, experience, activities and their creative application;
- knowledge of the rules of the activities concerned and their application in his own activities;
- the quality of speech;
- the pupil's relation to, and interest in, activities;
- aesthetic perception, access to artwork and aesthetics in the society;
- in physical education, taking into account the pupil's health, physical fitness, performance and the care of his own health.

Educational outcomes are classified according to the following grades:

1 – excellent

The pupil is very active in activities. He works creatively, independently, fully utilizes his personal capacity, and develops them very successfully according to the curricular requirements in individual and collective expressions. His expression is aesthetically impressive, original, deeply felt and, in musical and physical education, accurate. He applies acquired knowledge, skills and habits creatively. He has a strong interest in

art, aesthetics and body culture and has an active attitude to them. He successfully develops his aesthetic taste and physical fitness.

2 – very good

The pupil is active, creative, mostly independent in using his personal capacity, which he successfully develops in individual and collective expression. His expression is aesthetically impressive and has only minor deficiencies in terms of the curriculum requirements. The pupil creatively applies acquired knowledge, skills and habits to new tasks. He has an active interest in art, aesthetics and physical fitness. He develops to the desired degree the aesthetic taste, strength and fitness.

3 – good

The pupil is less active, creative, independent and quick. He does not sufficiently use his skills in individual and collective expression. His expression is not so impressive, he makes mistakes. His knowledge and skills have space for improvement and he needs teacher's help to apply them. He does not have sufficiently active interest in art, aesthetics and physical fitness. He does not develop his aesthetic taste and physical fitness to the degree required.

4 – sufficient

The pupil is not very active and creative. The development of his abilities and his expression are not satisfactory. He completes tasks with frequent mistakes. He applies knowledge and skills only with considerable help from the teacher. He shows very little effort and interest in activities, does not sufficiently develop his aesthetic taste and physical fitness.

5 – insufficient

The pupil mostly passive in activities. The development of his abilities is unsatisfactory. His expression is mostly wrong and has no aesthetic value. He is unable to apply the minimum knowledge and skills acquired. He does not show any interest in work and does not make effort to develop aesthetic taste and physical fitness.

The pupil's overall evaluation on the report is as follows:

- (a) passed with honours;
- (b) passed;
- (c) failed;
- (d) not evaluated.

The pupil is evaluated as:

- (a) passed with honours if none of the compulsory subjects defined by the school curriculum is evaluated on the school report by grade worse than 2 – very good and the average of his grades from all compulsory subjects defined by the school curriculum is not higher than 1.5 and his behaviour is graded as very good;
- (b) passed if none of the compulsory subjects defined by the school curriculum is evaluated on the school report by a grade 5 – unsatisfactory or equivalent verbal evaluation;
- (c) *failed* if any of the compulsory subjects defined by the school curriculum is evaluated on the school report by the grade 5 – unsatisfactory or equivalent verbal evaluation, or if he is not evaluated on this subject at the end of the second term.
- (d) not evaluated if the pupil cannot be assessed from any of the compulsory subjects defined by the school curriculum at the end of the first term.

When assessing pupils who are not citizens of the Czech Republic and who are attending compulsory schooling in the Czech Republic, the acquired level of knowledge of the Czech language is considered to be a serious circumstance that affects the pupil's performance. When evaluating these pupils on the educational content of the educational field "Czech Language and Literature" as specified by the Framework Education Programme for Primary Education, the level of knowledge of the Czech language at the end of three consecutive terms after starting school attendance in the Czech Republic is always considered to be a significant circumstance affecting the pupil's performance.

6. Details of commission and corrective examinations

- a) Pupils of the 9th grade and pupils who have not repeated a year at the given primary school stage and failed a maximum of two compulsory subjects with the exception of subjects with educational focus at the end of the second term shall take corrective examinations.
- b) The corrective examinations are to be held at the latest by the end of the relevant school year on the date set by the school headteacher. A pupil may only take one corrective examination on one day. Corrective examinations are taken before a commission.
- c) A pupil who does not succeed in the corrective examination or fails to attend is considered to have failed. For serious reasons, the school headteacher may set a substitute date of the corrective examination by September 15 of the following school year. Until then, the pupil is assigned to the next higher year, or again to the ninth year.
- d) In justified cases, the regional authority may decide that the corrective examination and a commission re-examination be taken at another primary school. At the request of the regional authority, the examination is attended by a school inspector.

7. Differences for commission re-examination at primary school and for corrective examinations

- a) The commission for commission re-examination is appointed by the school headteacher; in the event that the headteacher is the teacher of the subject, the commission is appointed by the regional authority.
- b) The commission consists of three members:
 - the chairman, who is the headteacher of the school or a teacher appointed by the headteacher, or if the headteacher is the teacher of the subject, another pedagogical worker of the school appointed by the regional authority;
 - the examining teacher, who is the teacher of the subject in the class to which the pupil is assigned, or another teacher of the subject;
 - assessor, who is another teacher of that subject or a subject of the same educational area as defined by the Framework Educational Programme for Primary Education.
- c) The result of the re-examination cannot be contested by a new request for re-examination. The result of the re-examination shall be determined by the

Commission by a vote. The result of the re-examination is expressed by a verbal evaluation or grade. The headteacher of the school shall communicate the result of the re-examination in a demonstrable way to the pupil and the legal representative of the pupil. In the case of a change of grade at the end of the first or second term, a new school report will be issued to the pupil.

- d) A record is made on the re-examination, which is part of the school documentation.
- e) On one day, a pupil may only be re-examined from one subject. If the pupil cannot be re-examined for serious reasons by the deadline, the body appointing the commission shall set a substitute re-examination date.
- f) The specific content and extent of the re-examination is determined by the school headteacher in accordance with the school curriculum.
- g) Re-examination does not affect the possibility to take a corrective examination.

8. Examinations in compulsory school attendance abroad

A pupil who attends compulsory schooling at a foreign school and takes the exam in a catchment school shall take it:

- a) in all years from the educational content of the educational field “Czech Language and Literature” set by the Framework Educational Programme for Primary Education;
- b) in the last two years of the first stage from the educational content concerning national history and geography related to the Czech Republic in the education field “Man and His World”, as set by the Framework Educational Programme for Primary Education,
- c) at the second stage from the educational content related to the Czech Republic in the educational field “History” and from the educational content related to the Czech Republic in the educational field “Geography”, set by the Framework Educational Programme for Primary Education.
- d) A pupil who attends compulsory schooling in the form of individual teaching abroad performs an examination from each subject specified in the school curriculum of the examining school.
- e) The content of the exam is the educational content for the period after which the pupil attended compulsory schooling according to paragraph 1 or paragraph 2. The specific content and extent of the examination shall be determined by the headteacher of the examining school in accordance with the school curriculum of the examining school. The headteacher of the examining school shall acquaint the pupil’s legal representative with the determined content and extent of the examination no later than upon the examination.
- f) The exam may be held for a period of at least one term of the school year, but for no more than two school years.

- g) The exam is taken before a commission. The commission is appointed by the headteacher.
- h) The commission consists of three members:
- the chairman, who is the headteacher of the examining school or a teacher appointed by the headteacher;
 - the examining teacher, who is the teacher of the subject in the class to which the pupil is assigned, or another teacher of the subject;
 - assessor, who is another teacher of that subject or a subject of the same educational area as defined by the Framework Educational Programme for Primary Education.
- i) The date of the examination is agreed by the headteacher of the examining school with the pupil's legal representative so that the examination is taken no later than two months after the end of the period for which the examination is taken. In the absence of an agreement between the pupil's legal representative and the headteacher of the examining school, the headteacher of the examining school determines the date of the examination. If the pupil cannot be re-examined for serious reasons within the agreed time limit, the headteacher of the examining school shall set a substitute examination date so that the examination is taken not later than four months after the end of the period for which the exam is taken.
- j) Before the examination, the pupil's legal representative will present the headteacher of the examining school the pupil's school report for the relevant year of foreign school and its translation into the Czech language. If this school report does not clearly indicate whether the pupil passed or failed that year of primary education or term of the school year, the pupil's representative shall submit a statement from the foreign school confirming whether the pupil passed or failed the respective year of primary education or term of the school year and its translation into the Czech language. To determine the grade of the overall evaluation of a 9th year pupil at the end of the school year, the result of the examination and statement of the foreign school that the pupil has successfully completed the ninth year of basic education is decisive. In case of doubt about the accuracy of the translation, the director of the examining school is entitled to request the submission of an officially certified translation.
- A record is made on the examination, which is part of the school documentation.
- k) The result of the examination shall be determined by the Commission by a vote. The result of the examination is expressed by a verbal evaluation or grade. The headteacher of the examining school shall communicate the result of the examination in a demonstrable way to the pupil and the legal representative of the pupil. After passing the examinations, the director of the examining school shall issue a school report to the pupil. The pupil is not evaluated on behaviour on the school report. The report shall contain the text "Žák(yně) plní povinnou školní docházku podle § 38 školského zákona" (The pupil attends compulsory schooling in accordance with Section 38 of the Education Act).
- l) If the pupil's legal representative has doubts about the accuracy of the examination result, he may request a re-examination.

9. Method to get documents for evaluation

- a) In the overall classification, the teacher takes into account the pupil's age and the fact that the pupil may have experienced educational performance fluctuations during the classification period due to a certain indisposition.
- b) The evaluation of the course and results of education and behaviour of pupils by pedagogical workers is clear, comprehensible, comparable to predetermined criteria, factual, versatile, pedagogically justified, professionally correct and demonstrable.
- c) The data for the evaluation and classification are obtained by teachers in particular by: systematic diagnostic observance of pupils, monitoring of their performance and readiness for classes, various types of examinations (written, oral, graphic, practical, physical, etc.), written tests, analysis of results of various activities of pupils, consultations with other teachers and, as necessary, by psychological and healthcare workers.
- d) Pupils of the 2nd to 9th year of primary school must have at least two grades per term per subject. The teachers obtain grades throughout the entire classification period. It is not permissible to verbally re-examine pupils at the end of the classification period from the content of the entire period. Examination is carried out principally in front of the class; individual re-examination in teacher's office after class is inadmissible. An exception is only possible when a developmental disorder is diagnosed and this method is recommended in a psychologist's report.
- e) The teacher gives the pupil the result of each classification, justifies the classification and points out the positive and negative aspects of the evaluated expressions, performances and creations. After an oral examination, the teacher announces the result of the evaluation immediately to the pupil. The results of written examinations and papers and practical activities shall be announced to the pupil within 14 days. The teacher communicates all the grades that he take into account in the overall classification to the pupil's representatives, in particular by a record in the pupil's record book – at the same time as communicating the grades to the pupils.
- f) Written tests and other types of examinations are scheduled by the teacher evenly over the entire school year so that they do not accumulate overly during certain periods.

The date of the written examination, which is to last more than 25 minutes, is notified by the teacher to the pupils in good time before the examination. He informs other teachers by a record in the class register. In one day, pupils can take only one test of that character.

- g) The teacher is obliged to keep a systematic record of each pupil's classification in a demonstrative way so that he can always prove the correctness of the pupil's overall classification and how the grades were obtained (oral or written examinations etc.). In the case of long-term absence or termination of employment during the classification period, this classification overview is passed to the substitute teacher or school management.
- h) The classification grade is determined by the teacher who teaches the subject. During a long-term stay of a pupil outside the school (spa treatment, medical

stays, temporary placement in institutions, etc.), the teacher respects the pupil's grades communicated by the school of the institution where the pupil was placed; the pupil is not re-examined.

- i) When determining the grade in each subject at the end of the classification period, the quality of the work and the study results achieved by the pupil over the entire classification period are evaluated. The grade need not be determined as the classification average for the relevant period. The final grade for the classification period must correspond to the grades received by the pupil and communicated to the parents.
- j) Cases of pupils lagging in learning and deficiencies in their behaviour will be discussed in the pedagogical council, usually by 15 November and 15 April.
- k) At the end of the classification period, on a date to be determined by the school headteacher, but not later than 48 hours before the pedagogical council meeting on classification, the teachers of the subjects concerned will record the results of the classification in the catalogue sheets and prepare proposals for corrective tests, etc.
- l) The pupil's legal representative is informed about the pupil's grades and behaviour: the class teacher and teachers of individual subjects in the middle of the first and second terms; the class teacher or teacher, if so requested by the pupil's legal representatives.
- m) The information is passed to the parents mainly during personal meetings at class meetings or talk hours, to which parents are invited in writing. Parents who are unable to attend on the date determined by the school will be given the option of an individual consultation. Data on classification and evaluation of the pupil's behaviour is only communicated to the pupil's representatives, not publicly.
- n) In the event of an abnormal deterioration in the pupil's grades, the subject teacher informs the parents immediately and in a demonstrable manner.
- o) If the pupil's classification is determined on the basis of written or graphic works, the teacher keeps the works for as long as the pupil's classification is being determined or in which the pupil's legal representatives can appeal – that is, the whole school year, including the main holidays, and in the case of pupils with postponed classification or corrective examinations until 30 October of the next school year. Corrected written papers must be submitted to all pupils and, on request, also to parents in the school.
- p) Teachers adhere to the principles of pedagogical tact, especially do not classify pupils as soon as they return to school after an absence of more than one week, pupils have to catch up and complete workbooks for the period of their absence, if this is not the only source of information, the purpose of the examination is not to find gaps in the pupil's knowledge but to evaluate what he knows, the teacher classifies only what has been taught, the assignment of new material to the entire class for independent study is not permissible, before examining the knowledge the pupils must have enough time to learn, practice and digest the subject, the verification of the knowledge is carried out after sufficient practice of the subject.

- q) Class teachers (educational advisor) are required to familiarize other teachers with the recommendations of psychological examinations that are applicable to the method of evaluation and classification of the pupil and the method to obtain data. Data on new examinations is part of the teacher's (or educational advisor's) report at the pedagogical council.

10. Method of evaluation of pupils with special educational needs

- a) A child, pupil and student with special educational needs is a person with a disability, health disadvantage or social disadvantage. For the purposes of School Regulations, disabilities are mental, physical, visual or hearing disabilities, speech defects, simultaneous multiple defects, autism, and developmental learning or behavioural disorders. Health disadvantage includes health impairment, long-term illness or lighter health disorders leading to learning disabilities and behavioural disorders that require consideration in education. Social disadvantage is a family environment with a low socio-cultural status, at risk of social pathological phenomena, ordered institutional education or protective education, or the status of asylum seeker and participant in the asylum procedure in the Czech Republic.
- b) Children, pupils and students with special educational needs have the right to the necessary conditions for education as well as for classification and evaluation.
- c) When evaluating pupils and students with special educational needs, the nature of the disability or disadvantage is taken into account. Teachers respect the recommendations of pupils' psychological examinations and apply them in classifying and evaluating pupils' behaviour and also choose appropriate and reasonable ways to obtain data.
- d) In the case of pupils with a developmental learning disorder, the headteacher may decide on the use of verbal evaluation at the request of the pupil's legal representative.
- e) To determine the level of pupil knowledge and skills, the teacher chooses such forms and types of examination that correspond to the pupil's abilities and to which the disorders has no negative influence. Control tests and dictates are written by these pupils after previous preparation. If necessary, a child with a developmental disorder will not be exposed to tasks in which, due to the disorder, he cannot adequately work and perform as appropriate to his capacity.
- f) The teacher emphasizes the type of expression in which the pupil has the capacity to perform better. Classification is not based on a simple number of errors but on the number of acts the pupil has performed successfully.
- a) Classification is accompanied by an evaluation, i.e. by expressing positive aspects of performance, by explaining the nature of failure, by guidance on how to overcome gaps and shortcomings.

- b) All the proposed pedagogical measures are basically discussed with parents, and their consenting or dissenting views are respected.
- c) In the assessment, the teacher's approach focuses on the positive performance of the pupil and thus to support his cognitive motivation to learn rather than unilaterally focus on mistakes.
- d) The education of pupils with special educational needs and gifted pupils is governed by Decree No 48/2005, on primary education, unless stipulated otherwise by a special legal regulation.

11. Evaluation of gifted children, pupils and students

- a) The headteacher of the school may transfer an exceptionally gifted minor pupil to a higher year without passing the previous year. The transfer is subject to examinations from the curriculum or part of the curriculum of the year that the pupil or student will not attend. The content and scope of the examinations is determined by the school headteacher.
- b) An individually educated pupil takes, for each term, an examination of the relevant subject at the school to which he was admitted to attend compulsory schooling. If an individually educated pupil cannot be evaluated at the end of the relevant term, the school headteacher will set a substitute date for his evaluation so that the evaluation is made within two months after the end of the term. The school headteacher shall abolish the permission for individual education if the pupil has failed at the end of the second term of the respective school year, or if the pupil cannot be evaluated at the end of the term even on the substitute date.

12. Rules for judging inappropriate and risky behaviour

- a) Creating clear rules for assessing offences against the School Regulations is intended to contribute to a favourable climate in the school.
- b) In accordance with the preventive programme dealing with risk factors for the behaviour of primary school pupils, the following rules are laid down. They lay down a procedure for dealing with violations of the School Regulations:
- c) we immediately and demonstrably inform the legal representatives about any serious violation of the rules of behaviour following from School Regulations and the possible consequences and, according to the circumstances of the case (if alcohol and other intoxicants are ingested) we immediately inform the legal representative, in serious cases we call a doctor, the Police of the Czech Republic and the body of social and legal protection of children.

Discipline measures and behaviour classification

- a) A one-off or repeated violation of the School Regulations is punishable by disciplinary measures or by reflecting the behaviour in the classification of behaviour at the end of the classification period.
- b) Violation of the School Regulations is punishable by immediate disciplinary measures depending on the severity of the violation:
 - Class teacher's admonition;
 - Class teacher's reprimand;

- Headteacher's reprimand.
- c) Another tool for evaluating behaviour over the classification period is the classification by a grade at the end of the classification period:
 - a. Grade 2 for behaviour
 - b. Grade 3 for behaviour
- d) In the case of a gross violation of the School Regulations, the reduced grade for behaviour may not be preceded by any other disciplinary measure. Especially gross verbal and physical attacks by the pupil towards school staff are always considered to be a very serious violation of the School Regulations. All disciplinary measures may also be imposed outside the examples below by the school headteacher after discussion with the pedagogical council.
The teacher or class teacher decides on the particular record of forgetting and the number of cases of forgetting in terms of the severity of the punishment. The teacher sets the rules for forgetting records in the context of class on a specific subject or school activity and familiarizes the pupils with them in advance. The pupil is then obliged to report and, if necessary, write them down in the pupil's record book.
- e) In the first and second years, forgetting is recorded by the teacher.
- f) The number of minor offences against the School Regulations, the number of cases of forgetting and the severity of the violation of the School Regulations is evaluated by the class teacher for each pupil at least at the end of the calendar month.
- g) Behaviour is evaluated especially within the classification period (term). The class teacher's admonitions and reprimands are usually imposed immediately, other disciplinary measures are imposed after discussion in the pedagogical council. Classification with grades is done only at the end of the classification period.

An overview of examples of evaluation in the most common cases of violation of the School Regulations

Truancy

Pupils are required to attend school properly and properly educate themselves. Parents are informed about how to release and excuse pupils. If the number of unexcused hours is 22 or higher, the case is reported to the bodies for the social and legal protection of children.

Penalty range:

- (a) according to the number of unexcused hours – class teacher's reprimand to a reduced grade for behaviour;
- (b) arbitrary leaving the school building – headteacher's reprimand, reduced grade for behaviour.

School violence

Intentional injury is assessed depending on the severity and repetition.

Penalty range:

- (a) first case – depending on severity – headteacher's reprimand;
- (b) repeated case – reduced grade for behaviour.

Bullying

Investigating, proving and resolving bullying follows the current instruction of the Ministry of Education, Youth and Sports.

Penalty range:

- (a) signs of bullying – depending on severity – class teacher’s reprimand, headteacher’s reprimand;
- (b) full-fledged bullying – reduced grade for behaviour.

Destruction of property

Everyone is responsible for the damage caused by their actions. In the event of damage to or destruction of school property, the school will demand compensation for or removal of the damage from the person who caused it.

Penalty range:

Damage to school property:

The assessment is based on the above-mentioned damage and the manner and circumstances of how the damage occurred.

- (a) one-off – class teacher admonition;
- (b) repeated – depending on the number of cases – class teacher or headteacher reprimand;
- (c) if the pupil does not respond to the previous measures and continues to participate in the destruction of the school property, he gets reduced grade for behaviour.

Theft

To steal someone’s property is considered a criminal offence or offence in the Czech Republic, depending on the amount of damage caused.

Penalty range:

The theft of school property or personal property:

- (a) the pupil will be punished by a reduced grade for behaviour;
- (b) in the case of active cooperation of the pupil and the legal representative during the investigation, a milder discipline measure may be imposed.

Carrying weapons and items that threaten health

Penalty range:

- (a) bringing and not using the item – class teacher admonition, class teacher reprimand, headteacher reprimand;
- (b) use of the item – headteacher reprimand, reduced grade for behaviour.

Alcohol, drugs, tobacco products

All pupils are forbidden to consume alcoholic beverages and use addictive substances, cigarettes and also bring them to school. At the same time, for reasons of health, it is not allowed to enter school under the influence of alcohol or other intoxicants.

Smoking on school premises **is strictly forbidden**; it is a violation of the law. Serving, selling, and allowing alcohol consumption to persons under the age of 18 can be classified as a criminal offence. In this case, the school is obliged to fulfil the reporting obligation and report the event to the Police of the Czech Republic.

If the school learns about such behaviour, it will report this fact to the legal representative and the social and legal protection bodies. The above also applies to school events.

Penalty range:

Use of addictive substances (alcohol, drugs, tobacco products) before arrival, at school or during school events

(a) headteacher reprimand, reduced grade for behaviour.

Distribution of the above substances

(b) reduced grade for behaviour.

If the pupil is suspected to smoke tobacco products (upon receipt of the information, if suspected during free hours), the school reports this fact to parents or legal representative.

Violation of the School Regulations in less serious cases**Penalty range:**

is graded depending on the frequency and severity – class teacher admonition, class teacher reprimand, headteacher reprimand, reduced grade for behaviour;

Violation of the School Regulations is investigated immediately after the school has received the information, in more complex situations within 30 days. Where a disciplinary measure or a reduced grade for behaviour is proposed, the pedagogical council is convened. Both the pupil and the legal representative can express their views. The school headteacher decides on the final disciplinary measure.

Lost record book**Penalty range:**

(a) payment of the cost of issuing a new record book;

(b) In case of repeated loss – class teacher reprimand; further loss – headteacher reprimand; then, reduced grade for behaviour. The pupil is always obliged to ensure that the grades are completed by individual teachers.

An overview of examples of the application of individual disciplinary measures in the most common**cases of violation of the School Regulations:**

In unspecified cases, the class teacher decides on disciplinary measures; in more serious cases, the headteacher decides on disciplinary measures after discussion in the pedagogical council.

(a) class teacher's admonition

Disturbance in class;

Using vulgar expressions;

Not changing shoes;

One-off small-scale damage to school property;

Violation of behaviour rules in the school canteen;

Using mobile phones, players, other communication devices, and making photographic, audio or video recordings without school permission

Violation of the School Regulations during breaks;

Intentional attack on a classmate – first case;

3 forgetting records;

3 records of indiscipline and violation of the School Regulations.

(b) class teacher's reprimand

Further repeating and intensifying previous offences and violations of the School Regulations;

Failure to respect previous measures;

Repeated gross and vulgar expressions;

Destruction of school property;

Destruction of classmates' property;

Cheating on written examinations and tests, rewriting of grades in the record book;

Repeated use of mobile phones, players, other communication devices and making photographic, audio or video recordings without school permission

Repeated loss of record book

5 forgetting records;

5 records of indiscipline and violation of the School Regulations.

Pyrotechnics and other hazardous health-endangering items (bringing to school or school events, without use).

(c) headteacher's reprimand

Further repeating and intensifying previous offences and violations of the School Regulations;

Failure to respect previous measures;

Smoking on premises of the school, including school events that take place outside the school building and all the events organized by the school – first case;

Systematic vulgar behaviour;

Pyrotechnics and other hazardous health-endangering items (bringing to school or school events or their use).

Arbitrary leave of the school;

Repeated cheating on written examinations and tests, repeated rewriting of grades in the record book;

8 forgetting records;

8 records of indiscipline and violation of the School Regulations.

Unexcused absence – up to 3 hours;

Physical assault and intentional harm to health.

(d) Reduced grade for behaviour – grade 2

- Further repeating and intensifying previous offences and violations of the School Regulations;
- Failure to respect previous measures;
- Deception by rewriting grades of larger scale;
- Systematic and repeated vulgar behaviour;
- Especially gross verbal attacks of a pupil towards school staff;
- Repeated school leaving;
- Smoking on premises of the school, including school events that take place outside the school – repeated
- Intentional harm to health – repeated or larger scale;
- Alcohol, other narcotics and psychotropic substances on the premises of the school and its surroundings, at school events;
- Repeated proven direct verbal active bullying (verbal aggression, ridicule, insults, slander);
- Theft

- Class teacher admonition, class teacher reprimand and headteacher reprimand were imposed and the pupil has not improved;
- Unexcused absence – 4 to 7 hours;
- 10 and more forgetting records;
- 10 and more records of indiscipline and violation of the School Regulations.

(e) Reduced grade for behaviour – grade 3

- Further repeating and intensifying previous offences and violations of the School Regulations;
- Intensification of previous offences and violations of the School Regulations;
- Failure to respect previous measures;
- Intentional harm with health consequences;
- Proven bullying – direct, active (verbal or physical attacks);
- Proven bullying – indirect, active (encouraging attacks on the victim);
- Repeated theft;
- Unexcused absence of 8–21 hours;
- Very serious violation of School Regulations;
- Psychological attack on classmates, teachers or other school staff.

13. FINAL PROVISIONS

The Classification Rules are valid until the new School Regulations are issued.

The Classification Rules were discussed by the Pedagogical Council on: 30 August 2018 and

The Classification Rules were approved by the School Council on

Pupils were acquainted with the School Regulations by class teachers.

The legal representatives of the pupils were informed and instructed about the School Regulations, which is confirmed by an entry in the record book.

The Classification Rules are published in an appropriate manner.

The Classification Rules becomes effective on

In on 1 September 201...

Headteacher

An overview of the legal regulations governing the Classification Rules:

Act No 561/2004, on pre-school, primary, secondary, higher vocational and other education (the Education Act), as amended.

Decree No 13/2005, on secondary education and education at conservatories, as amended.

Decree No 48/2005, on basic education and certain requirements for the attendance of compulsory schooling, as amended.

Decree No 27/2016, on education of children, pupils and students with special educational needs and extremely gifted children, pupils and students, as amended.