INTERNATIONAL INDIAN PUBLIC SCHOOL -RIYADH

ANNUAL PEDAGOGICAL PLAN

ACADEMIC SESSION 2024-25

1. SCHOOL INFORMATION

1.1 School Name and Complete Address with Phone Number(s), Fax No., Email ID, Website etc.

NAME OF THE SCHOOL: International Indian Public School

COMPLETE ADDRESS: P.O. Box 13740, Riyadh 11414, KSA

PHONE NO   : 011 2792316
EMAIL ID   : contactus@iipsr.edu.sa
WEBSITE   : https://iipsr.edu.sa

SCHOOL COMMITTEE MEMEBERS:

      Mr. Parvez Imtiyaz Surve
      Mr. Mohammed Ammar Kazia
      Dr. Aneesha Hussain
      Dr. Amandeep Kaur
      Mr. Gopakumar P K

Principal: Mr. Santhosh V Prabhakaran

Email ID: principal@iipsr.edu.sa

School Board: Central Board of Secondary Education

Affiliation: CBSE New Delhi - India

Education system: Indian (CBSE)

1.2 School Details:

International Indian Public School Riyadh, formerly SEVA School is a K–12 gender-isolated English-medium community-based International School in Al-Sulaimaniyah, Riyadh, Saudi Arabia.

Year of Affiliation: 1 9 9 5   Affiliation Number: 573001   School Code: 90111

Type of School

o   SCC/KG/Primary/Middle/Senior Secondary

    Boys/Girls/Co-Education – **Co-Education up to primary grades (Grade-III)**

o   Day School/Day Boarding/ Residential – **Day School**

o   Number of Enrolled Students: **1465**

ABOUT INTERNATIONAL INDIAN PUBLIC SCHOOL

At International Indian Public School, we adopt an innovative pedagogy to nurture and develop each student's inherent potential. Our pedagogical activities are characterized by an integration of innovation and independent thinking – **the common goal being the formation of knowledge.** Our approach to curriculum is differentiated and challenging to enhance the vast and varied talents of our students. Our curriculum prepares students for academic, vocational, professional excellence and leadership, whilst encouraging individual development, happiness and success. The School is dedicated to provide quality education through qualified and dedicated faculty. It is committed to empower the teachers with the best available approaches to teaching. The School ensures that teachers have the requisite CBSE training for all subjects offered. The teacher plays the role of a facilitator who encourages collaborative learning and development of multiple skills through the generous use of resources.

VISION, MISSION, VALUES, FOCUS & APPROACH

Vision Statement

We envision taking the students on an insightful journey exploring the world of intellectual, emotional and social learning. Our purpose is to devise a model of academic excellence where uniqueness of each child is preserved. Value oriented teaching and community building are the core values of the institution**.**

OUR VALUES

COMMITMENT, ACCEPTANCE, RESPECT, EXCELLENCE, STRENGTH-   CARES

Focus

To create a joyful learning atmosphere so that students can express themselves freely and explore their creative side to develop their personality.

Mission Statement

The Mission of International Indian Public School contributes to our vision that empowers the students to lead fulfilling lives by preparing lifelong learners and global citizens. The young minds are bestowed with individual academic, creative and sporting talents. The scholastic ethos encourages a questioning mind and helps build life skills of students. Honoring the diversity of communities, we imbibe Indian values in every child yet preparing them for international horizons. The school's commitment to have a warm student- teacher-parent connection is part of its founder's mission.

OUR ACADEMIC CULTURE

IIPS is dedicated to academic excellence and the development of self-confident individuals who are prepared to accept responsibilities inherent in personal freedom. The school implements its philosophy, knowledge, truth, wisdom nurtured by values, by stressing the fundamental value of integrity among its students. These aim to give purpose, a sense of belonging within the school, and allow our students to achieve individual and collective success. We strive to create a learning environment that is challenging, diverse and supportive, where talented, dedicated faculty and students are encouraged to interact in an atmosphere of mutual respect and trust.

Our Teaching Learning Approach

- Carefully planned curriculum based on each individual child's needs which includes:

- Emphasis on prior knowledge

- Stress on individual interests.

- Focus on individual learning styles.

- Identifying the abilities and skills of students helps them identify their future learning goals.

- Students and teachers construct learning pathways together based on two-way feedback conversations.

- Experiential learning as a way of life is not environment or curriculum specific.

- Teachers and students hold feedback conversations to discuss data and developmental needs and together they set goals. They discuss ways to reach those goals and the types of evidence that the students will need to produce.

- Scope and sequence need to be flexible.

- Teachers get to know students as "people" not just "students" and what their interests are.

- Children have choice in terms of regulating behavior, what/how to learn and how to present their learning.

OUR PEDAGOGICAL VISION

We personalize our students' learning to ensure that each student is met at their point of need and actively engaged in co-constructing their individual learning pathway. We pride ourselves on knowing our students as individuals and as learners. We use our knowledge of individual students' interests and their evidence of learning to create relevant and meaningful learning engagements.

Our students receive ongoing, specific, and meaningful feedback about their progress. They are self-reflective and participate in regular one-on–one conferencing with their teachers to discuss, refine and extend their learning goals. Teachers facilitate students' understanding of curriculum expectations by using whole school documentation that explains curriculum standards in language that can be easily understood by our students.

Our teachers work in collaboration to develop and implement an inquiry driven curriculum. Student grouping is flexible, enabling essential skills and knowledge to be explicitly taught at student's individual point of need.

Teachers share and refine their practice by learning and working in teams. They conduct Action Research relating specifically to the needs of the students whom they teach and provide each other with professional feedback outlining the best practices.

Mutually respectful working relationships exist between staff, parents and the broader community, focusing on supporting and extending student learning through providing opportunities for them to applying their skills and knowledge to real life experiences

VALUES AND BELIEFS ABOUT TEACHING AND LEARNING

Our purpose is to provide the best educational outcomes for every student in our school. Our school fraternity values a high standard of teaching and learning and believes there needs to be effective partnerships between staff, students and parents if children are to be creative thinkers, have the foundation for life-long learning and global citizenship. This means that school fraternity members must be respectful of each other and carry out the following broad aims:

Principal	Staff	Students	Parents
• To Provide strong instructional leadership • Support and guide school community members • Ensure the main focus is on student outcomes.	• Be organized and proactive in all aspects of their duties. • Understand and follow all the school's expectations, procedures, programs and processes. • Ensure the main focus is on student learning. • Engage in activities to improve practice.	• Give every effort in all learning tasks • Take responsibility for their own learning at school and at home. • Develop self-discipline and co-operate in all school activities.	• To be highly involved in their child's education and encourage them. • Follow the school's processes and procedures for learning tasks – e.g. assignments, projects etc. • Be involved and contribute to the school community e.g. Sports day, Graduation Day etc.

Number of Students on Roll (Class-wise):

SCC/NURSERY/KG					
Class **Number of Sections**	SCC Learners -A	SCC Learners -B	Nursery 1	LKG 4	UKG 6
Students on Roll	13	13	22	99	137
PRIMARY					
Class	I	II	III	IV	V
Number of Sections	7	6	7	6	6
Students on Roll	151	123	141	134	111
MIDDLE GRADES					
Class			VI	VII	VIII
Number of Sections			4	5	4
Students on Roll			91	92	70
SECONDARY/SENIOR SECONDARY					
Class		IX	X	XI	XII
Number of Sections		5	3	2	2
Students on Roll		100	74	48	46

2. ANNUAL PEDAGOGICAL PLAN 2024-2025

2.1 PEDAGOGICAL PLAN COMMITTEE

PPC Meetings to develop APP

A committee was formed under the guidance of the **Principal, Mr. Santhosh V Prabhakaran** and responsibility of preparing annual pedagogical plan was taken by academic supervisors of various sections. The committee had several sittings to formulate the annual pedagogical plan 2024-25

Members of APPC

Name	Designation	Role in PPC
Mr. Santhosh V Prabhakaran	PRINCIPAL	Monitoring of Annual Pedagogical Plan
Mr. Parvez Imtiyaz Surve Mr. Mohammed Ammar Kazia Dr. Aneesha Hussain Dr. Amandeep Kaur Mr. Gopakumar P K	School Managing Committee	Monitoring of Annual Pedagogical Plan
Mrs. Nazia Zafar	SCC Supervisor	Preparation of annual pedagogical plan& pedagogic strategies
Mrs. Sabhiha	Kindergarten- II Grade Supervisor	Preparation of annual pedagogical plan& pedagogic strategies
Dr. Irmeen Mirza	**Grade III-VIII** Supervisor	Preparation of annual pedagogical plan& pedagogic strategies
Mrs. Yasmeen Sajida	**Grade IX - XII** Supervisor	Preparation of annual pedagogical plan& pedagogic strategies

	PPC Meetings to develop APP	
Date	**Stakeholders Consulted**	**Discussions Held**
28-02-2024	- Principal - All section Supervisors	- Planning of the yearlong activities under the principal's instructions - Framing the annual examination schedule - Planning School functions, Sports activities - Timetable preparation.
10-03-2024	- Principal - All section Supervisors - HODs	- Planning the constitution of different Committees - Framing the annual staff duty list in consultation with the principal - Developing Pedagogical Plans department wise (Ex. Art Education, MASP, developing integrated approach in teaching).
18-03-2023	- Principal - All section Supervisors - Subject coordinators	- Discussion of the class wise annual result - Planning the departmental Result Declaration Ceremonies - Monitoring of criteria for evaluation of teaching methodology.
22-03-2023	- Principal - All section Supervisors - Class-Teachers	Curriculum development and academic resources for next academic session

2.2 ACADEMIC RESOURCES

Name of the Academic Resources Section -wise

Name of Resource/s	Sections: SCC/KG/ Primary/ Middle/ Secondary	Usefulness
OUTDOOR PLAY AREA	NUR - XII, SCC	Students gain strength, coordination, and dexterity through various outdoor play activities. Values like game spirit, waiting for one's turn, self-discipline are also instilled through play.
AUDIO VISUAL AIDS	NUR - XII, SCC	Students develop their confidence, independence, and competence, as they learn by doing. The scientifically designed apparatus aids in learning the concepts using concrete aids.
ART CENTRE	NUR - XII, SCC	Students develop fine motor skills, creativity, imagination, and expression and develop aesthetic sense through drawing & coloring and craft Activities.
MUSIC CENTRE	NUR - XII, SCC	Students enhance their vocal skills, learn about sequencing and ordering.
LIBRARY	NUR - XII, SCC	Provides access to more books to support reading and learning. Provides access to more sources of print and digital materials to support reading and learning.
MATHS LAB	Primary/ Middle/ Secondary	Helps the students to build interest in the subject and greater scope for Individual participation.
COMPUTER LAB	NUR - XII, SCC	Help students with hand-on learning opportunities, allow them to apply theoretical learning in a practical setting.
EDUCATIONAL VISITS	NUR - XII, SCC	Provides learning beyond the books.

3. PEDAGOGICAL STRATEGIES

3.1 Class-wise and Subject-wise: Art integration, innovative pedagogies, co-scholastic activities

SCC:
Have two sections Learners' A and Learners' B.

Mainstream teaches are not oriented to handle and accept the children with special needs in their regular classes. Hence, there should be counselling and orientation programs for the teachers of mainstream as well as parents. Why Parents? Because they need to ensure that they teach self-help skills to children and restrain the use of electronic devices.

NURSERY	
Subject 1 (English)	Audio Visual /Role Play/Grouping and Pairing/Interactive Activities
Subject 2 (Mathematics)	Audio Visual/Role Play/Grouping and Pairing/Interactive Activities
Subject 3 (Hindi)	Audio Visual/Role Play/Grouping and /Pairing/Interactive Activities
Subject 4 (EVS)	Audio Visual/Role Play/Grouping and Pairing/Interactive Activities Outdoor Learning/Show and tell
Subject 5 (Montessori)	Life skills /Role play /Modelling /Interactive /Activities
Subject 6 (Circle Time)	Role Play /Dialogue/Social /Interaction Skills
Subject 7 (Co-Curricular)	Outdoor Learning/Reading /Audio Visual/Creative Learning

LKG	
Subject 1 (English)	Audio Visual /Role Play/Grouping and Pairing/Interactive Activities Dialogue and Storyboarding
Subject 2 (Mathematics)	Audio Visual/Role Play/Grouping and Pairing/Interactive Activities
Subject 3 (Hindi)	Audio Visual/Role Play/Grouping and /Pairing/Interactive Activities
Subject 4 (EVS)	Audio Visual/Role Play/Grouping and Pairing/Interactive Activities Outdoor Learning/Show and tell
Subject 5 (Montessori)	Life skills /Role play /Modelling /Interactive /Activities
Subject 6 (Circle Time	Role Play /Dialogue/Social /Interaction Skills
Subject 7 (Co-Curricular)	Outdoor Learning/Reading /Audio Visual/Creative Learning

UKG	
Subject 1 (English)	Audio Visual /Role Play/Grouping and Pairing/Interactive Activities Dialogue and Storyboarding
Subject 2 (Mathematics)	Audio Visual/Role Play/Grouping and Pairing/Interactive Activities
Subject 3 (Hindi)	Audio Visual/Role Play/Grouping and /Pairing/Interactive Activities
Subject 4 (EVS)	Audio Visual/Role Play/Grouping and Pairing/Interactive Activities Outdoor Learning/Show and tell
Subject 5 (Montessori)	Life skills /Role play /Modelling /Interactive /Activities
Subject 6 (Circle Time)	Role Play /Dialogue/Social /Interaction Skills
Subject 7 (Co-Curricular)	Outdoor Learning/Reading /Audio Visual/Creative Learning

GRADE I	
Subject 1 (English)	Collaborative learning
Subject 2 (III Language)	Grouping and pairing method
Subject 3 (Hindi)	Storyboarding
Subject 4 (EVS)	Outdoor Learning
Subject 5 (Mathematics)	Visual and Images

GRADE II	
Subject 1 (English)	Collaborative learning
Subject 2 (III Language)	Grouping and pairing method
Subject 3 (Hindi)	Show and tell new concepts
Subject 4 (EVS)	Outdoor learning and show and tell
Subject 5 (Mathematics)	Show and Tell New concepts

GRADE III	
Subject 1 (English)	Role Play
Subject 2 (III Language)	Role Play
Subject 3 (Hindi)	Grouping and pairing method
Subject 4 (Mathematics)	Audio Visual Teaching aids
Subject 5 (EVS)	Audio Visual Teaching aids

GRADE IV	
Subject 1 (English)	Role Play
Subject 2 (III Language)	Role Play
Subject 3 (Hindi)	Story boarding
Subject 4 (Mathematics)	Audio visual and outdoor learning
Subject 5 (EVS)	Info graphics and audio-visual, Teaching aids outdoor learning

GRADE V	
Subject 1 (English)	Role play and storyboarding
Subject 2 (III Language)	Dialogues and story boarding
Subject 3 (Hindi)	Dialogues and story boarding
Subject 4 (Mathematics)	Students to explain ideas and audio visual, classroom activities, art integration
Subject 5 (EVS)	Info graphics and audio-visual, Teaching aids outdoor learning

GRADE VI	
Subject 1 (English)	Role play and storyboarding
Subject 2 (III Language)	Books reading, Story writing
Subject 3 (Hindi)	Books reading, Story writing
Subject 4 (Mathematics)	Students to explain ideas and audio visual, classroom activities, art integration
Subject 5 (EVS)	Science Lab, Audio Visual Teaching aids, Outdoor learning
Subject 6 (Social Science)	Maps, Audio Visual Teaching aids

GRADE VII	
Subject 1 (English)	Role play, Storyboarding
Subject 2 (III Language)	Books reading, Story writing
Subject 3 (Hindi)	Books reading, Story writing
Subject 4 (Mathematics)	Students to explain ideas and audio visual, classroom activities, art integration
Subject 5 (EVS)	Science Lab, Audio Visual Teaching aids, Outdoor learning
Subject 6 (Social Science)	Maps, Audio Visual Teaching aids

GRADE VIII	
Subject 1 (English)	Role play and storyboarding
Subject 2 (III Language)	Books reading, Story writing
Subject 3 (Hindi)	Books reading, Story writing
Subject 4 (Mathematics)	Students to explain ideas and audio visual, classroom activities, art integration
Subject 5 (EVS)	Science Lab Brainstorming, Audio Visual Teaching aids, Outdoor learning
Subject 6 (Social Science)	Maps, Audio Visual Brainstorming

GRADE IX	
Subject 1 (English)	Collaborative Learning and outdoor learning
Subject 2 (II Language)	Grouping and pairing
Subject 3 (Mathematics)	Students to explain ideas and audio visual, classroom activities, art integration
Subject 4 (Science)	Students to explain ideas Audio visual Science lab
Subject 5 (Social Science)	Info graphics maps, Audio visual

| GRADE X	
Subject 1 (English)	Collaborative Learning and outdoor learning
Subject 2 (II Language)	Grouping and pairing
Subject 3 (Mathematics)	Students to explain ideas and audio visual, classroom activities, art integration
Subject 4 (Science)	Students to explain ideas Audio visual Science lab
Subject 5 (Social Science)	Info graphics maps Audio visual

GRADE XI	
Subject 1 (English)	Collaborative Learning Role Plays, skill assessments, group discussions and inter disci linkage
Subject 2 (Physics)	Grouping and pairing, practical/skill assessments projects, and inter disciplinary linkage and art integration
Subject 3 (Chemistry)	practical/skill assessments projects, and inter disciplinary linkage and art integration
Subject 4 (Mathematics/ Biology)	Students to explain ideas Audio visual Math/Bio-lab Art integration and project-based learning
Subject 5 (Computer Sc/ Physical Education /Home Science)	Awareness about various career options available in the field of physical education and Home Science Guided Discussion and problem-solving based learning

GRADE XII	
Subject 1 (English)	Collaborative Learning Role Plays, skill assessments, group discussions and inter disci linkage
Subject 2 (Physics)	Grouping and pairing, practical/skill assessments projects, and inter disciplinary linkage and art integration
Subject 3 (Chemistry)	practical/skill assessments projects, and inter disciplinary linkage and art integration
Subject 4 (Mathematics/ Biology)	Students to explain ideas Audio visual Math/Bio-lab Art integration and project-based learning
Subject 5 (Computer Sc/ Physical Education /Home Science)	Awareness about various career options available in the field of physical education and Home Science Guided Discussion and problem-solving based learning

3.2 CLASSROOM OBSERVATION SCHEDULE

Classroom Observation Schedule			
Classroom Observation Schedule	**Frequency**	**Done By**	**Findings**
Routine observations	Regular basis	Supervisors (weekly) Principal(monthly)	Teachers were seen completing planned syllabus during regular observations. Extracurricular activities were Done
Specific Observations	Yearly basis	Principal, section supervisors, HODs, subject coordinators	All Teachers were found to be subject proficient. However, some insights were given into methods of delivering classroom lessons effectively.

3.3 COORDINATION WITH STAKEHOLDERS

STAKE HOLDER CHART

ANNUAL PEDAGOGICAL PLAN 2024 - 25
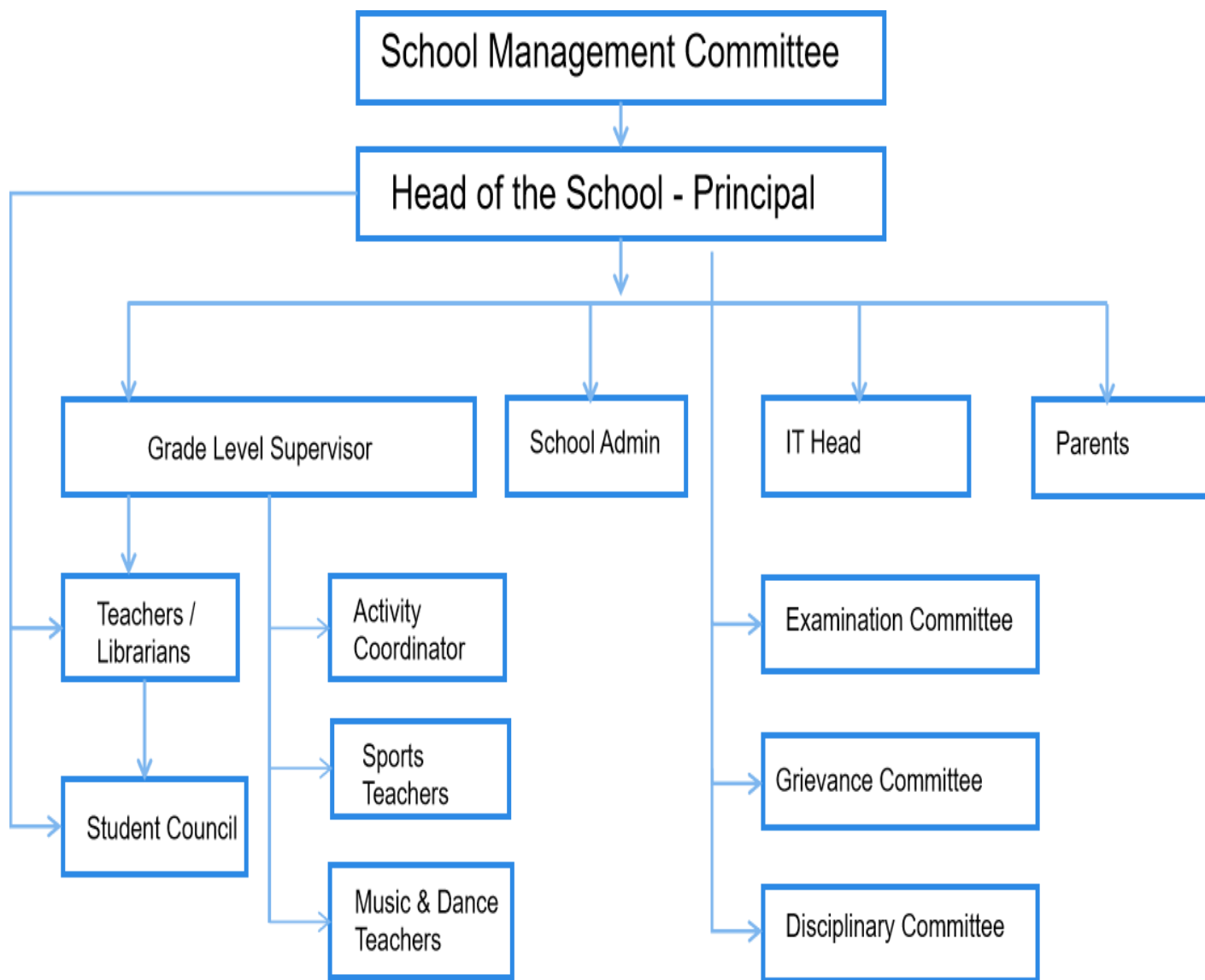
Inter- personal relationship with stakeholders:

Stakeholders	Methods of Communication	Ways of Involvement	Activities Planned
Parents	School website, Emails, School Calendar, Broadcast groups, Phone calls personal letters and Parent- Teacher's Meeting	Parents are allowed to meet the school administration through a prior appointment. They are invited to attend the Annual Day, graduation day and Parent teacher meetings.	• Parent teacher Meeting • Managing Committee Meeting • Orientation programmes of Parents
Teaching Staff	General Body Meeting with Principal/Departmental meetings with HODS/ Class teachers/ Teacher meeting & Supervisors, WhatsApp groups and effective communication with Reporting officers.	Teachers are involved in all functions and events by contributing their innovating ideas and creativity and to feel a part of the school.	• A yearly planner is drawn out at the beginning of the year defining the areas of responsibility for all the teachers. Staff Picnic
School Managing Committee	SMC is organized after every two years	All reports are forwarded to the SMC for perusal.	
Board	CBSE website, email, telephonic conversations, letters.	All activities required by CBSE are organized and all circulars are implemented	All Activities which are required to be organized as per CBSE are incorporated in the school activity Calendar
Media	HODs, Supervisors and teachers are entrusted with the duty of writing the report of the events held in school and ensure coverage of the same in the school. Newsletter and School Website, YouTube channel, Instagram, Facebook, twitter	A brief report of all school events are sent to School website & newspaper.	

4. SCHOOL ASSESSMENT POLICY

The Assessment policy has been formulated in close alignment with the CBSE board. The Board has always stressed that its students must acquire the skills of critical thinking, problem solving, analyzing information, collaboration, effective communication, developing curiosity and imagination as part of the learning process. It reflects the school's belief in conducting rigorous and fair assessment practices through reliable and valid assessment tools. It is intended to inform the school- teachers, students, parents and management about the conduct of all assessment procedures to achieve the objectives defined in the curriculum. By stressing high academic standards through a strong commitment to the process of learning; we at IIPS are considering assessment as an integral part of learning.

Assessment reflects upon the diverse aspects of the learning process-be it students' understanding,

knowledge and acquisition of skills or teaching strategies and learning outcomes set for a learning programme. Also, it is important to regularly report and record the assessment data to address the scope of improvement in learning and teaching at school.

PURPOSE OF ASSESSMENT

Assessment provides feedback to all stakeholders involved in the learning process:

◆ Feedback to students both in terms of their weaknesses and strengths during the course of learning as well as their achievement of the desired learning outcomes of the programme. This guides them towards steps for improvement as well as encourages them to set goals for the next stage of learning.

◆ Feedback to the teachers in terms of evaluating the learning outcomes and effectiveness of the teaching strategies. This guides them to review the curriculum, devise appropriate instructional strategies for better outcomes, and identify weak areas and specific needs of students to be able to guide them for improved performance.

◆ Feedback to the parents regarding the progress of their wards in different areas of learning.

◆ Feedback to the school management about the quality of curriculum, teachers and the learning environment. This helps them to plan effective pedagogical leadership and training, resource building and admission and language policies for further developmental plans.

ASSESSMENT TOOLS

In order to assess the wide range of learning traits expected to be evaluated in CBSE Examination and Internal assessments, the teachers at the school are expected to employ varied tools for both diagnostic as well as achievement reporting.

◆ It includes Multiple choice questions, unit tests/ Periodic tests, class and group discussions, debates, oral presentations, experiments, projects, research work, role plays, review worksheets, class tests, open book tests, quizzes, field visits, reflections, writing exercises, speaking tests, listening tests, term end examinations and any other method devised by the teachers.

◆ The aforementioned tools can be used appropriately for different subject requirements both for short tests as well as term examinations.

◆ Unit Tests/ Periodic Tests & Mid Term assessment for learning is designed by the subject teachers to identify the learning needs of students during the process. The aim of such assessments is to inform students of their strengths and weaknesses as a part of the course.

◆ The Annual assessment of learning scheduled at the end or is aimed to evaluate the students' level of achievement of the desired learning outcomes in the whole year.

Assessment for Grades IX - XII

• For classes IX – XII Three periodic tests, First Term and Annual Examinations will be conducted

New Assessment pattern for CBSE for class X

Following the CBSE policy, the school has planned its annual assessments to bring about more transparency and uniformity across the levels   below are the assessment areas

Components of Internal Assessments Total Marks 20					
Subjects	80 Marks (Board Examination) Students has to secure 33% marks out of 80 marks in each subject	20 Marks (Internal Assessment) Student has to secure 33% marks out of overall 20 marks earmarked in each subject			
		Periodic Test (5 Marks) Pen Paper	Multiple Assessment (5 Marks)	Subject Enrichment Activity (5 Marks)	Portfolio (5 Marks)
		(i)	(ii)	(iii)	(iv)
Language 1 Language 2 Science Mathematics Social Science	Board will conduct Class-X Examination for 80 marks in each subject covering 100% syllabus of the subject of Class-X only. Marks and Grades both will be awarded for individual subjects. 9-point grading will be same as followed by the Board in Class XII.	Periodic written Test, restricted to three in each subject in an Academic year. Average of the best two tests to be taken for final marks submission	1. Quizzes 2. Oral Test 3. Concept Map 4. Exit card 5. Visual Expression	Speaking and listening skills Speaking and listening skills Practical Lab work Math Lab Practical Map Work and Project Work	• Class work • Peer Assessment • Self- Assessment • Achievements of the students in the subject • Reflections • Narrations • Journals etc.

5. SCHOOL DESCRIPTORS

Descriptor 5.1: Engaging in Teachers' Professional Development

Step 1	Step 2	Step 3		Step 4	Step 5
Where are we now as a school?	**What do we need to do in the coming year?**	**How will we achieve what we want to do?**	**Who is responsible?**	**What is the time line for implementation**	**What will the impact look like?**
▪ All teachers are not engage in PD - Programme online, in house as well as through COE. ▪ Subject-wise meeting are conducted in order to align progression. ▪ Peer observation & feedback is given. ▪ Teachers collaborate to create marking scheme rubrics etc. ▪ Each grade has a grade level Supervisor, subject coordinators who co-ordinates the day to day and subject Activities respectively.	▪ Organize more PD.	▪ More PD subject wise & train all teachers to be some part a counsellor as well	▪ Principal, section Supervisors and HODs	▪ Whole academic session 2024-25	▪ The teachers will be better equipped with subject content and understand social emotional requirements & well-being of students.

Descriptor 5.2: Initiating Innovations in Schools

Step 1	Step 2	Step 3		Step 4	Step 5
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the time line for implementation?	What will the impact look like?
Few teachers and students enthusiastically participate in innovations.	Encourage more teachers and students to come up with innovative ideas & participate in innovative activities without fear of failure.	Provide more opportunities through organizing more competition. Make the school innovative call more visible & approachable.	Principal, section Supervisors, Activity in-charge, Technology department of the school, Art integration teachers.	Whole academic session 2024-25	All most all teachers and students will be motivated towards innovation. There will be great number of students participating in Competitions like science exhibition, Art & Craft etc.

Descriptor 5.3: Leading the Teaching – Learning Process

Step 1	Step 2	Step 3		Step 4	Step 5
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the time line for implementation?	What will the impact look like?
▪ All teachers have a clear understands of the Mission & Vision statement of the school and align the teaching learning process to it. ▪ Teachers collaboratively develop lesson plans. ▪ Teachers keep focus can the SMART goals. ▪ Handholding of teachers are practiced to build their competency in all domain – teaching, learning, assessment, action programme etc.	▪ Increase teacher collaboration especially inter department. ▪ Guide all teachers to achieve SMART goals create more opportunities for teachers for collaboration with other school at international level.	▪ Set some time apart for collaborative meetings Grade level supervisors to interact with teachers on a one-to-one level to guide them to achieve SMART goals.	▪ Principal, Grade level Supervisors, HODs, subject coordinators	▪ Whole academic session 2024-25	▪ Improved teaching learning environment which will encourage joy of learning & not fear. ▪ Inter discipling approach generates interest and make teaching learning more objective.

Descriptor 5.4: Developing a Learning Culture

Step 1	Step 2	Step 3		Step 4	Step 5
Where are we now as a school?	**What do we need to do in the coming year?**	**How will we achieve what we want to do?**	**Who is responsible?**	**What is the time line for implementation?**	**What will the impact look like?**
▪ A culture of trust and self-improvement exists, but it needs to be strengthened further.	▪ Make efforts to build a strong culture of mutual trust & self-improvement and mutual respect by including all stake holders.	▪ Seek feedback on existing practices. Analyze feedback and put it into action ▪ Ensure that all stake holders are aware of the mission & vision of the school.	▪ Principal, supervisors, teachers and parents.	▪ Whole academic session 2024-25	▪ A cohesive work force working towards common goal of setting a learning culture of excellence.

Descriptor 5.5: Building an Inclusive Culture

Step 1	Step 2	Step 3		Step 4	Step 5
Where are we now as a school?	**What do we need to do in the coming year?**	**How will we achieve what we want to do?**	**Who is responsible?**	**What is the time line for implementation?**	**What will the impact look like?**
▪ The whole school community has an environment of respect & care. ▪ Teachers are equipped to teach diverse groups of learners. ▪ Teachers are provided with opportunity to work in groups & to share best practices.	▪ Train all teachers extensively on use of ICT tools. ▪ Design a more effective mechanism to monitor and track underperforming students. ▪ Emphasis on problem solving approach. ▪ Increase participatory decision making.	▪ Target 50% of the total academic teachers for ICT training. ▪ These 50% teachers will mentor the remaining 50% throughout the year. ▪ Create rubrics to monitor underperformers devise a feedback mechanism.	▪ Principal, supervisors, coordinator ICT head & ICT teachers.	▪ Whole academic session 2024-25	▪ All teachers will be trained in the used of ICT & will be able to make more engaging classes. No student will be left behind in their academic performance.

6. STUDENT'S EVENTS AND ACTIVITIES:
SCC

Name of program/activity	Class	Tentative schedule
World Autism Day	Leaners' A and Learners' B (all SCC students)	April 2024
Money Handling Activity	All SCC students – stall will be put up to sell Juices, Candies, Milk, etc. to the students of mainstream	May 2024
Recreational Visit to Zoo	All SCC students – to create awareness about animal life and make them know about different types of animals	June 2024
Saudi National Day and Art Exhibition	All SCC students - To know about Saudi Arabia's culture and exhibit the Art work of the SCC students on the National Day	September 2024
Gandhi Jayanti	All SCC students - To make the students aware of the work and freedom struggle of Father of the Nation Mahatma Gandhi	02 October 2024
Children's Day Celebration	All SCC students – to make them aware of Pandit Jawaharlal Nehru's love for the children	November 2024
Sports Day	All SCC students – different types of sports activities are organized to inculcate spirit of competition amongst the students and the winners are awarded with prizes	December 2024
Recreational Visit to a Mall	All SCC students	January 2025
Exhibition-cum-sale	All SCC students – items prepared by SCC students are put on sale	January 2025

NURSERY TO XII

Name of Program/Activity	Class	Tentative Schedule
Fruit Salad	Nursery & Prep	April 2024
Children's Day Sports	Nursery - 12	November 2024
Fancy Dress, Storytelling, colour days	NUR, LKG, UKG	April 2024 - February2025
Drawing Competition	UKG - 12	-
Hindi Diwas	1 - 8	September 2024
Master chef/Culinary art	1 - 3	October 2024
Model Making, art and craft activities	3 - 7	October 2024
Hindi Reading, public speaking	4 - 7	November 2024
Poster Making	5 - 8	November 2024
Debate Competition	7 - 8	December 2024
Spelling bee Competition	1 - 7	January 2025
GK and Current Affairs Competition	4 - 12	January 2025
Sports and Games	1 - 12	April 2024 - November 2024
Performing Arts/ dance competition	1 - 12	April 2024 - February 2025
Science exhibition Day	4 - 12	November 2024

There is an increased awareness among the educators of the need to integrate 21st Century skills in educational systems i.e. Learning Skills, Literacy Skills and Life Skills.

Learning skills include:
- Critical Thinking
- Creativity
- Communication
- Collaboration

Literacy skills include:
- Information literacy
- Media literacy
- Technology literacy

Life skills include:
- Flexibility
- Leadership
- Initiative
- Productivity
- Self-awareness

PTM Record Format

S. No.	Name of Student	Parent's Name	Phone Number	Suggestion

House in charges is responsible to conduct the Sports and Co-curricular Activities:

S. No.	HOUSES
1	EMERALD
2	RUBY
3	SAPPHIRE
4	TOPAZ

Activities involved in Morning Assembly:

SCC-XII

S. No.	Activities (Sunday to Thursday)	Frequency
1.	Recitation of Noble Quran	Daily
2.	Translation of Surah	Daily
3.	School Prayer (NURSERY- XII)	Daily
4.	SCC Prayer (Only SCC)	Daily
5.	School Song (NURSERY- XII)	Daily

6.	Thought of the day (I-XII)	Daily
7.	News (National, International and Sports) (I-XII)	Daily
8.	GK quiz/Scientific facts/ Poem recitation/Speech/Moral Stories (I-XII)	Daily
9.	Breathing exercises and Some Physical exercises (SCC - KG)	Daily
10.	Breathing exercises and Some Physical exercises (I-XII)	Daily (proposed for session 2024-25)
11.	Events/Important days/Birthday Celebration (SCC-XII)	Occasional
12.	Certificates/Medals distribution (SCC-XII)	Occasional
13.	Pledge (NURSERY- XII)	Daily
14.	Saudi National Anthem (SCC-XII)	Daily
15.	National Anthem (SCC-XII)	Daily

Documents to be submitted by Teachers

Name of document	Updating	Deadline
Term planner	At the beginning of the session	School reopens
Breakup Planner	At the beginning of the session	School reopens
Lesson Planner	Quarterly in a month	Second Sunday
Resource Requisition	At the beginning of the Term	Beginning of the term
Attendance Register	Once a month	Last working day of the Month
Remedial Tracker	Once a month	Last working day of the Month
Marks Register	After tests/exams conducted	Within two days of test/exam completion
Teacher's portfolio	After each academic year	Last working day of school
Anecdotal/PTM Record	Before PTM	Before PTM
Worksheets as required	On requirement	On requirement

7. INSTITUTIONAL GOALS

Major Concern 7.1: Develop Students into Active Learners

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge
Nurture students' effective learning skills to enhance motivation	▪ Enhance students' understanding of their learning styles and equip students with learning skills ▪ Ethics lessons	▪ Feedback from teachers ▪ and students is positive	▪ Evaluation meetings ▪ Students' performance in the learning processes ▪ Students' reflection on their learning skills	▪ Whole academic session-2024-25	◆ Class teachers ▪ Counsellor ▪ Enhancement Team Moral & Civic Education Team
	▪ Incorporate learning skills into individual subjects	▪ Teachers develop students' learning skills ▪ Students are able to apply different skills in their learning ▪ Students show improvement in learning	▪ Evaluation meetings Students' performance ▪ in learning, tests, and examinations	▪ Whole academic session-2024-25	▪ Class Reps and Subject teachers ▪ Subject coordinators
Strengthen teachers' professional development to engage students in active learning	▪ Optimize teachers' professional sharing culture for promoting effective pedagogies and refining subject curriculum ▪ External sharing	▪ At least one intra-class sharing is conducted per term	▪ Evaluation meetings ▪ Records of Staff Professional Development Team	▪ Whole School Year	▪ Staff Professional Development Team ▪ Class Reps and Subject teachers ▪ Subject coordinators

	▪ Incorporate student-centered learning and teaching strategies at subject level
	o Adopting diversified
	  ▪ teaching strategies
	o Making use of e-learning
	  ▪ Engage students in learning
	  ▪ Organizing learning experiences outside the school
		▪ Student- centered teaching strategies are applied at subject leave
		▪ Students show improvement in
		▪ learning
		▪ At least one learning activity outside schools organized by individual subject teachers/Subject coordinator in a year
			▪ Evaluation meetings	▪ Whole academic session-2024-25	▪ Class Reps and Subject teachers
					▪ Subject coordinators IT in Education Team

Motivate students of diverse abilities	▪ Review and refine the curricula, quantity, and quality of assignments and assessment ▪ Fine-tune subject contents, teaching materials, homework and assessment (e.g. Class Assignment)	▪ Subject contents, teaching materials, homework policy and assessment policy are reviewed and refined	▪ Evaluation meetings	• Whole academic session-2024-25	▪ Class Reps and Subject teachers ▪ Subject coordinators Academic Enhancement Team

| | ▪ Provide academic enhancement programmes to strengthen students' academic abilities
- STEM courses
- -Remedial classes
- Academic support
- Enhancement program for gifted/ special students | ▪ Students show improvement in learning
▪ Students show improvement in tests and examinations | ▪ Evaluation meetings
▪ Students' performance in learning, tests and examinations
▪ Record of homework non-submission
▪ Student participation and achievement records
▪ Records of Gifted Education Team | ▪ Whole academic session-2024-25 | ▪ Academic Enhancement Team
▪ Class Reps and Subject teachers
▪ STEM Education Team
▪ SCC Education Team |

Major Concern 7.2: Cultivate Positive Values through Life Education

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge
Cultivate Positive Learning Attitudes through character building (self-confidence and sense of responsibility)	Further enhance the self-confidence and sense of responsibility among students Organizing experiential activities and workshops during ethics lessons and activity days Providing opportunities for students to organize and participate in activities or competitions Organizing class-based programs	Activities are held as scheduled Students demonstrate their self-confidence and sense of responsibility in activities or competitions Class-based programs are organized Feedback from teachers and students is positive	Students' performance in the activities Class teacher report Teachers' and students' feedback Evaluation meetings	Whole academic session-2024-25	Moral and Civic Education Team P E teachers and events Coordinating Team Counseling Team Discipline Team Class Teachers Coordination Team Academic Enhancement Team
	Provide parent education programs to support student development	Programs are held as scheduled 80% of parents are satisfied with the programs Information is delivered in a timely way	Questionnaire Evaluation meetings	Whole academic session-2024-25	Counseling Team PTA

Major Concern 7. 3: Cultivate Positive Academic Culture and Career Counselling

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge
Foster a growth mindset and promote a life long learning	Provide system at career and life planning programmes across all levels to help students explore	Programmes are held as scheduled	Students and parents feedback	Whole academic session-2024-25	Principal, section supervisors, counselor
Help students understand their strengths ,weaknesses ,interests and values to make informed decisions about their academic	and discover their purpose in life - Enhancing students' self-understanding and raising students' awareness of career and life planning - Equipping students with career and life planning skills and career-related experiences for enhancing students' career decision-making	Feedback from students and teachers is positive The information on the webpage and Facebook is updated timely The Careers counselling Room is open more frequently	• Teachers' and students' feedback • Evaluation meetings • Parents feedback	Whole academic session-	Planning Team Extra-curricular Activities and events Coordinating Team Counseling Team

and career paths	- Enriching students' knowledge of multiple pathways			2024-25	
	enhancing students' career decision-making - Enriching students' knowledge of multiple pathways				
	Enhance students' caring spirit towards others and the community - Organizing and coordinating Activities that promote the caring spirit - Providing service learning Opportunities to help students develop a heart to serve others	Caring spirit is incorporated into subject curricula Activities are held as scheduled Feedback from teachers and students is positive	• Evaluation meetings Teachers' and students' feedback	Whole academic session-2024-25	Class Reps and subject teachers
	Enrich students' learning experiences by providing opportunities for self-reflection in the debriefing sessions	Debriefing sessions are Held Feedback from teachers and students is positive	• Evaluation meetings • Teachers' and students' Feedback	Whole academic session-2024-25	Class teachers Counselling Team Subject coordinators

Major concern 7.4- REFERRAL PROCESS PRACTICED

STAGE 1: IDENTIFICATION

Teacher referral: Individual cases are observed and identified by teacher in classroom, with identification of students who are unable to cope academically or show behavioural problems.

Parent referral: Parents can directly refer the child for specific and academic behavioural problems during the PTM to the class teacher.
In both cases, the teacher will then inform and discuss with coordinator who will suggest and/or try classroom intervention or provide individual support to the students.
If required, the coordinator will further notify the counselor to observe the concerned child in the class followed by a one-on-one individual session with the counselor.

STAGE 2: DIAGNOSIS

After assessing the requirements of the child, the Counselor advises further action after consultation with the coordinator. Some standardized tests are conducted by the school counselor but for more complex tests, the counselor may refer to an external certified practitioner. In cases where the test is conducted by the school counselor, the test result is shared with the parent.

STAGE 3: SUPPORT

As per the advice of the counselor following the evaluation of the test reports, the following support can be provided.

Academic Support:

Reinforcement in few or all subjects to be provided. Extra classes are scheduled. Differentiated assessment support permissible by the board (such as, scribe/ extra classes/ extra time in school assessments etc) can be provided. Seek approval for support in the examinations held by the CBSE. Planning and developing individual education plans (IEP), as per the differentiated needs of the student.

Further support:

If the student requires further support beyond academic help specified earlier, the following provisions will be made available.
- An in-house Counselor is available during school hours.

- Aids such as hearing aids, magnifying aid, walking stick etc. are allowed.

- Teachers need to devise specific strategies to address CWSN within and outside the classrooms.
- Relaxation in terms of extension of time limits for submission of assignments is provided.
- Special arrangements are provided during the examinations to assist the students so that they do not suffer any disadvantage.
- Additional time for written examinations is also provided to those with reading, writing, visual and hearing disorders.
- The school shall arrange for a scribe, reader, prompter to assist such candidates during examination times.

RESPONSIBILITIES

Responsibilities of Supervisor:

- The supervisor oversees the day-to-day operations

- Ensuring there is a liaison with the parents and other professionals in respect of students with CWSN, both within and outside the school.
- Organising classroom provisions for all CWSN students.

- Supporting teachers with differentiation strategies.

Responsibilities of the Class Teacher:

- Identify the students with specific CWSN.

- Collaborate with the school counselor and other teachers to understand the needs of students.
- Devise strategies to meet differential learning needs of students in their classrooms. This can entail additional support classes, vocabulary support sheets, special seating arrangements etc., in collaboration with the grade-level coordinator.
- To help build the self-esteem and create a positive self-image of all students.

STAGE 3: SUPPORT

As per the advice of the counselor following the evaluation of the test reports, the following support can be provided.

Academic Support:

Reinforcement in few or all subjects to be provided. Extra classes are scheduled. Differentiated assessment support permissible by the board (such as, scribe/ extra time in school assessments etc) can be provided. Seek approval for support in the examinations held by the CBSE. Planning and developing Individual Education Plans (IEP), as per the differentiated needs of the student.

Further support:

If the student requires further support beyond academic help specified earlier, the following provisions will be made available.
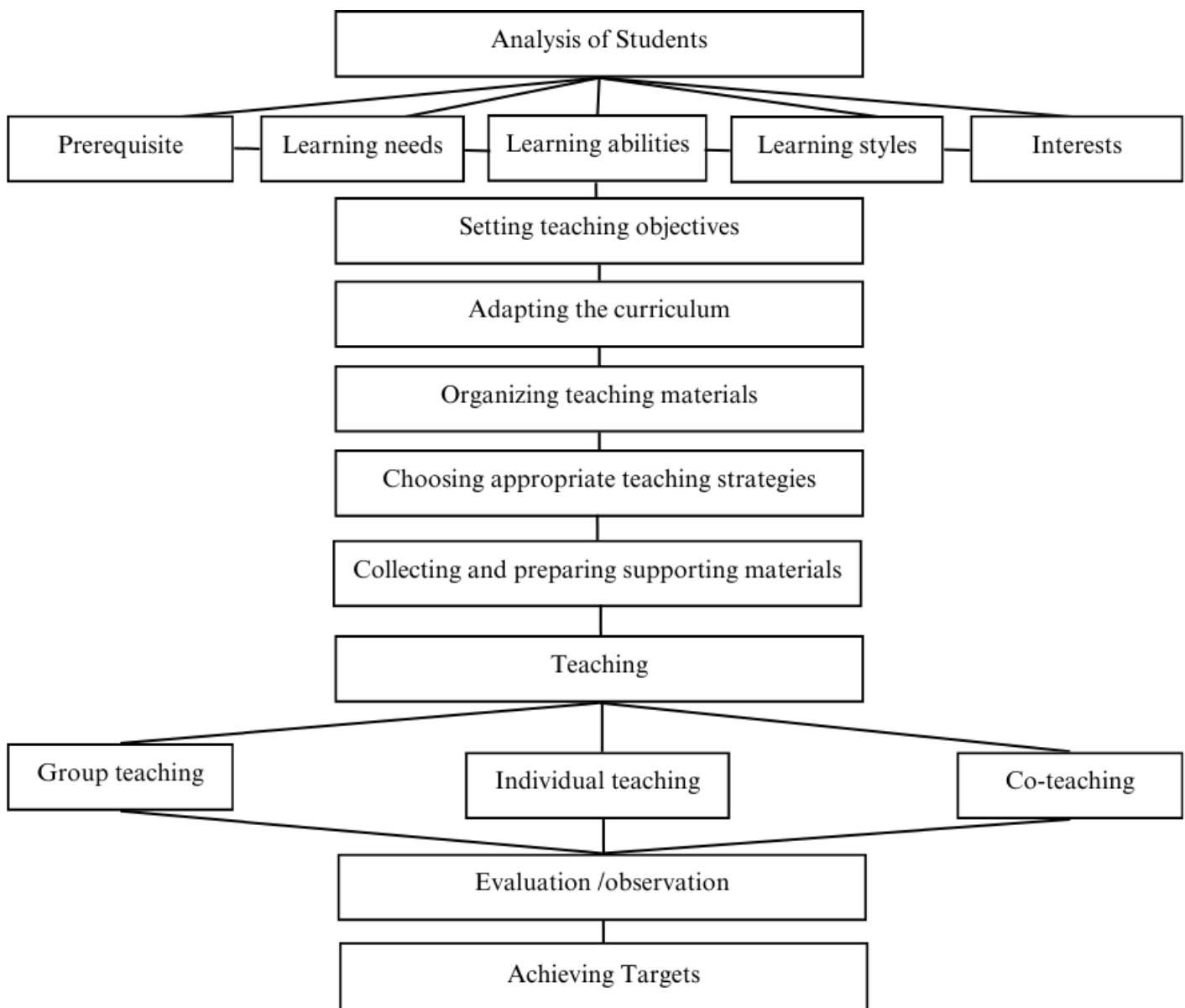- An in-house Counselor is available during school hours.

- Teachers need to devise specific strategies to address CWSN within and outside the classrooms.
- Relaxation in terms of extension of time limits for submission of assignments is provided.
- Special arrangements are provided during the examinations to assist the students so that they do not suffer any disadvantage.
- Additional time for written examinations is also provided to those with reading, writing, visual and hearing disorders.
- The school shall arrange for a scribe, reader, prompter to assist such candidates during examination times.

Major Concern 7.5- Remedial Classes for slow learners

Each pupil is different in terms of learning ability, academic standards, classroom learning and academic performance and each has his own in learning. The aim of remedial classes is to provide learning support to pupils who lag far behind their counterparts in school performance. By adapting school curricula and teaching strategies, teachers provide learning activities and practical experiences to students according to their abilities and needs. They also design individualized educational programmes with intensive remedial support to help pupils consolidate their basic knowledge in different subjects, master the learning methods, strengthen their confidence and enhance the effectiveness of learning.

THE PROCESS OF REMEDIAL TEACHING

The flowchart below may serve as a reference for teachers in the delivery of collaborative teaching or individual teaching:

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                    ┌─────────────────────────┐
                    │   Analysis of Students  │
                    └─────────────────────────┘
┌─────────────┐ ┌───────────────┐ ┌──────────────────┐ ┌────────────────┐ ┌──────────┐
│ Prerequisite│─│ Learning needs│─│ Learning abilities│─│ Learning styles│─│ Interests│
└─────────────┘ └───────────────┘ └──────────────────┘ └────────────────┘ └──────────┘
                    ┌─────────────────────────┐
                    │ Setting teaching objectives │
                    └─────────────────────────┘
                    ┌─────────────────────────┐
                    │  Adapting the curriculum │
                    └─────────────────────────┘
                    ┌─────────────────────────┐
                    │ Organizing teaching materials │
                    └─────────────────────────┘
                    ┌─────────────────────────┐
                    │ Choosing appropriate teaching strategies │
                    └─────────────────────────┘
                    ┌─────────────────────────┐
                    │ Collecting and preparing supporting materials │
                    └─────────────────────────┘
                    ┌─────────────────────────┐
                    │         Teaching        │
                    └─────────────────────────┘
┌────────────────┐  ┌─────────────────────┐  ┌────────────┐
│ Group teaching │  │ Individual teaching │  │ Co-teaching │
└────────────────┘  └─────────────────────┘  └────────────┘
                    ┌─────────────────────────┐
                    │   Evaluation /observation │
                    └─────────────────────────┘
                    ┌─────────────────────────┐
                    │     Achieving Targets    │
                    └─────────────────────────┘
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Major Concern 7.6- Teacher Development and Capacity Building Program
(TENTATIVE SCHEDULE)

	Workshop	Monthly	Venue	Participants
1.	National education policy-2020	May 2024	IIPS Riyadh	All teachers
2.	Orientation programme on NCF	June 2024	IIPS Riyadh	All teachers
3.	Art integration in lesson planning	September 2024	IIPS Riyadh	All teachers
4.	Workshop on PARAKH- Foundational stage (KG-II GRADE)	September 2024	IIPS Riyadh	All teachers
5.	Workshop on PARAKH- Preparatory and Middle Stage (III-VIII GRADE)	September 2024	IIPS Riyadh	All teachers
6.	Workshop on PARAKH- Secondary (IX-XII)	September 2024	IIPS Riyadh	All teachers
7.	Orientation programme on SAFAL	October 2024	IIPS Riyadh	All teachers
8.	Students well-being and CWSN	November 2024	IIPS Riyadh	All teachers
9.	21ST CENTURY Skills (Life and soft skills)	December 2024	IIPS Riyadh	All teachers
10.	Workshops on Inclusive Education Program and Teaching Children with Special Needs	June 2024 and February 2025	IIPS Riyadh	All teachers

Major Concern 7.7- Community outreach Programme: Service beyond self

The Community Outreach Program in the school offers all students the opportunity to learn more about their community and to be of service to others both locally and globally. The school organizes various collection drives, awareness programmes, green environmental activities, cleanliness drives and skits to sensitize the community.

One of the main emphases of School community's outreach is service learning, in which outreach projects are integrated into the curriculum of all classes. As a part of the SEWA component, the students reach out to the local in the vicinity and also have developed strong connections with the Special Care Centre for specially abled children by volunteering there.

Major Concern- 7.8 Academic Excellence of Students X & XII

Targets	Strategies	Success criteria	Method of evaluation	Time scale	People in-charge
To Achieve 100 % results and improve the academic excellence of the students	▪ Implement structured study schedule ▪ Provide access to supplementary materials ▪ Conduct regular assessments to identify areas of improvement ▪ Facilitate peer tutoring sessions	▪ Increase in overall GPA from previous years ▪ High attendance and participation rates in classes and study sessions ▪ Consistent performance in internal and external assessments	▪ Regular tests and quizzes and to monitor the ▪ performance in previous exams ▪ feedback from subject experts ▪ parent –teacher meetings for feedback and improvement measures	Whole academic session-2024-25	Principal, Section supervisors, class teacher and subject teachers and counsellors

8.

8. MONITORING SCHEDULE OF ANNUAL PEDAGOGICAL PLAN

Class-wise and Subject-wise: Art integration, innovative pedagogies, co-scholastic activities

Classes → Month ↓	Classes Visited	Findings/Feedback	Areas of Improvement	Plan of Action/ Recommendations
I Term April to October II Term November to March	Nursery	• Appreciable involvement in Self-awareness and self-help activities. • Engaging in activities that enhance hand-eye coordination. • Practicing and involvement in gross motor and fine motor activities. • Appreciate social and emotional development. • Expanding vocabulary through storytelling, rhymes, and songs. • Exploring, sorting, and beginning to recognize letters and numbers. • Engaging in creative and imaginative tasks.	• Encourage more interaction with peers. • Encourage more expressive language through storytelling, role-playing and discussions • Strengthen fine motor skills. • Working on instruction following and emotional regulation. • Appreciating exploration and curiosity.	• Conducting weekly meetings with the teachers to discuss weekly goals. • Coordinate age-appropriate content in the curriculum. • Individualized assessment and lesson plan based on established goals. • Conducting and organizing workshops.
I Term April to October II Term November to March	LKG	• Appreciable involvement in Self-awareness and self-help activities. • Engaging in activities that enhance hand-eye coordination. • Practicing and involvement in gross motor and fine motor activities. • Appreciate social and emotional development. • Expanding vocabulary through storytelling, rhymes, and songs. • Exploring, sorting, and beginning to recognize letters and numbers. • Engaging in creative and imaginative tasks.	• Encourage more interaction with peers. • Encourage more expressive language through storytelling, role-playing and discussions • Strengthen fine motor skills. • Working on instruction following and emotional regulation. • Appreciating exploration and curiosity.	• Conducting weekly meetings with the teachers to discuss weekly goals. • Coordinate age-appropriate content in the curriculum. • Individualized assessment and lesson plan based on established goals. • Conducting and organizing workshops
		• Appreciable involvement in Self-awareness and self-help activities. • Engaging in activities that	• Encourage more interaction with peers. • Encourage more expressive language	• Conducting weekly meetings with the teachers to discuss weekly goals. • Coordinate age-appropriate

Term	Class			
I Term April to October II Term November to March	UKG	• enhance hand-eye coordination. • Practicing and involvement in gross motor and fine motor activities. • Appreciate social and emotional development. • Expanding vocabulary through storytelling, rhymes, and songs. • Exploring, sorting, and beginning to recognize letters and numbers. • Engaging in creative and imaginative tasks. •	• through storytelling, role-playing and discussions • Strengthen fine motor skills. • Working on instruction following and emotional regulation. • Appreciating exploration and curiosity.	• content in the curriculum. • Individualized assessment and lesson plan based on established goals. • Conducting and organizing workshops
I Term April to October II Term November to March	I	• Appreciable involvement of students in Self Awareness activity. • Fruitful involvement of students in hands-on Math and language activities through integration with art • Classic Rhyme recitation and enactment. • Enriching sessions through the medium of interactive modules • Rubik's cube activities being conducted on regular basis.	• Rhyme Recitation and enactment can be up scaled to creative story narration • Hindi role play activity can be conducted through an integrated approach with another subject	• Conducting one-to-one sessions with the teachers to discuss the areas of improvements and strategize new methodologies to enhance teaching learning process • Organizing workshops for teachers as well as students to prepare them for up-coming changes and challenges • Optimizing teachers' professional sharing culture for promoting effective pedagogies and refining subject curriculum
I Term April to October II Term November to March	II	• Appreciable involvement of students in Self Awareness activity. • Fruitful involvement of students in hands-on Math and language activities through integration with art • Classic Rhyme recitation and enactment. • Enriching sessions through the medium of interactive modules • Rubik's cube activities being conducted on regular basis.	• Rhyme Recitation and enactment can be up scaled to creative story narration • Hindi role play activity can be conducted through an integrated approach with another subject	• Review and refine the curricula, quantity and quality of assignment and assessment • Hold evaluation meeting.
I Term April to October II Term November to March	III	• Integrated project base activity • Interesting method of teaching language and mathematics daily concepts through PEC classes • Meaningful usage of Class Library for reading activities • Better conceptual understanding through Educational trip. • Rubik's cube activities being conducted on regular basis	• Further enhancement of teaching by using newspaper to conduct listening activity and group discussion. • Better classroom management during group poster making activity • Developing more student centric club activities	

I Term April to October II Term November to March	IV	• Meaningful and significant incorporation of audio-visual aids in Education to teach literature • Complete involvement of students in learning grammar through story books and magazine • Enhancement of scientific skill and mathematical skills through online quizzes and Math's Kits. • Appreciable inter-disciplinary approach adopted in all the subject • Better conceptual understanding through Astronomy and Educational trip. • Rubik's cube activities being conducted on regular basis	• Organizing follow-up sessions after educational trips • Incorporating more Sports and Music activities in other subjects to enhance social skills • Language development activities.
I Term April to October II Term November to March	V	• In-depth vocabulary Enrichment programmes conducted in classes for Better comprehension	• Tell a Story programcan be conducted through an inter disciplinary

		• Role Play and audio-visual aids in Education incorporated in the teaching of literature, gave an edge to the students' understanding of the complex concepts too. • Useful participation in subject quizzes • Better conceptual understanding through educational trip. • Rubik's cube activities being conducted on regular basis	approach with other subjects • Vocabulary enrichment activities can be up scaled to test the language skills acquired in day-to-day use. • More in-depth mathematical activities to be developed to enhance calculative skills • More language development and scientific temperament enhancing activities.
I Term April to October II Term November to March	VI	• Better conceptual understanding through Tab Lab, ATL 3D Lab Activities. • Enhanced student participation and interest in all science activities • Appreciable interest and learning displayed during Tell a Tale Activity • Innovative use of art to enhance creative sensibilities in other subjects • AI related activities.	• Incorporation of listening and speaking activities to enhance language skills • Conducting follow-up sessions after Heritage Walks and Educational visits to monuments • Incorporating modes of e-learning to engage students in the field of Technology
I Term April to October II Term November to March	VII	• Excellent use of PPTs as a teaching aid • Enhanced understanding of scientific ideas through club-based activities • Apt visual stimulus provided through the use of flow chart and maps • Enriching learning experiences through Khan Academy, ATL and 3D Lab sessions.	• Need for improved vocabulary in Story Building and Story Telling sessions • Better class management and the need to put up probing question during book discussion activity
I Term April to October II Term November to March	VIII	• Use of art to develop and enhance other subject skills • Enhanced understanding of complex concepts through Khan Academy, ATL and 3D Lab session. • Intensified student participation and conceptual understanding through flipped classroom technique	• Need to organise group discussion as a follow-up activity after questionnaire filling • Organising in-depth discussions after model making and presentation session • Need to develop vocabulary and understanding of paragraph structure
I Term April to October II Term November to March	IX	• Appreciable assessment tools used to bring out language efficiency among students • Enhanced students' involvement in celebration of important days and organization of school events • Scientific enrichment through 3D Labs/ATL labs.	• Incorporate more student centric learning and teaching strategies by adopting diversified teaching skills • organizing learning experiences outside the classroom for more and more subjects

Term	Class		
I Term April to October II Term November to March	X	• Appreciable assessment tools used to bring out language efficiency among students • Enhanced students' involvement in celebration of important days and organization of events • Scientific enrichment through 3D Labs/ATL labs.	• Incorporate more student centric learning and teaching strategies by adopting diversified teaching skills • organizing learning experiences outside the classroom for more and • more subjects
I Term April to October II Term November to March	XI	• Enriching Role Play and Dramatization activities to meaningfully engage the learners • In-depth research activities to develop curiosity and deeper understanding. • Appreciable use of applicative learning	• Organizing group discussions and follow up activities after field projects. • Incorporating specific learning skills for each subject to meet individual needs. • Strengthening the role of student leaders and enhancing their leadership skills
I Term April to October II Term November to March	XII	• Enriching ASL activities to keep the learners in constant touch with language skills • Creative use of multiple assessment techniques to draw out the best in each learner. • Innovative use of investigative projects and applicative learning	• Organizing group discussions and follow up activities after field projects. • Incorporating specific learning skills for each subject to meet individual needs. • Strengthening the role of student leaders and enhancing their leadership skills

ANNUAL PEDAGOGICAL PLAN 2024 - 25

Guidelines for Implementation of the Annual Pedagogical Plan

- ☐ Ensure grade wise, subject wise and unit wise detailing of the innovative pedagogy to be used through preparation of structured lesson plans.
- ☐ Develop content related to art and sport with education, with the help of concerned teachers as well as Art and Sports teachers.
- ☐ Ensure dissemination of plan to all teachers and all concerned by June every year.
- ☐ Ensure proper implementation of this plan.
- ☐ Monitor the progress at least on a monthly basis.
- ☐ Reach out to the Board for any training needs.
- ☐ Maintain records of the preparation of the plan, and the progress in the implementation.

WHOLE SCHOOL RUBRIC

ELEMENTS		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
TEACHING & LEARNING	**Personalized Learning**	Knowledge and understanding of how students learn is demonstrated by a minority of teachers	Knowledge and understanding of how students learn is emergent in teacher practice. Individual and/or teams of teachers are planning new approaches to teaching and learning.	Knowledge and understanding of how students learn is demonstrated by the majority of teachers. Most teachers have developed and implemented practices that put students at the center of the learning process.	Knowledge and understanding of how students learn is evident in the practice of all teachers through a broad repertoire of student-centred teaching strategies and assessment methods
		Initial work is being undertaken to gather data on the individual learning styles of students at a year level	Data on the individual learning styles of students has been used to inform planning for the way in which teaching practices can be aligned to the learning needs and goals of individual students.	Pedagogical practice is informed by data and aligned to the learning needs and goals of individual students at certain year levels	Pedagogical practice is aligned to the learning needs and goals of individual students across the whole school
	Curriculum	Curriculum is usually designed by individual teachers based on the year level and associated subjects.	Teachers plan together to provide consistency of curriculum that reflects the stages of learning and student backgrounds and addresses the needs of particular cohorts of students.	Curriculum planning and practices reflects the achievements of students in relation to the standards for some domains, stages of learning and student backgrounds and perspectives.	All curriculum planning and practices analyses and addresses the full range of learning needs of individual students providing coherence, balance and continuity across all of the domains.
		Domains are connected in an ad hoc manner when planning learning experiences.	Domains are being combined when planning learning experiences for students.	Many of the domains are strategically integrated creating quality learning experiences for students.	All domains are interwoven in a sophisticated way in the design and delivery of a cohesive curriculum for all students.
		Curriculum planning and practice for cohorts of students is undertaken as something separated from System Frameworks and the School Strategic Plan.	Any discrepancies between current priorities in the School Strategic Plan and System Frameworks have been identified.	Whole school curriculum planning, and practice demonstrates the interconnectedness between the School Strategic Plan, System Frameworks and school improvement.	Whole school curriculum planning, and practice is based on the local context and interconnects with the School Strategic Plan and an agenda of continuous school improvement.
	Assessment	Students require structured support to develop the necessary knowledge and skills to manage and monitor their learning.	Teachers provide support for students to monitor and manage their learning.	Students have opportunities to monitor and manage their learning through structured support.	All students are equipped to monitor and manage their learning.
		Assessment for teaching (for, of and as learning) is not explicitly planned. Assessment of learning (summative) remains the focus.	Assessment for teaching (for, of and as learning) is being planned with a focus on identification of effective assessment strategies.	Assessment for teaching (for, of and as learning) is planned for at the whole school level and for cohorts of students using a range of data. Parents and students receive regular information on strengths and areas for improvement/future learning.	All teachers use assessment for teaching (for, of and as learning) to provide individualized learning. Learning portfolios enable ongoing information sharing between teachers, students and parents. Evidenced-based valid and consistent judgments are made through moderation.
ORGANISATIONAL STRUCTURES		Current organizational structures all limit flexibility within student groupings and roles and responsibilities of teachers. Student learning and welfare are managed separately.	Current organizational structures are being examined and options are developed and analysed to identify structures that will better support student learning.	Flexible organisational structures are being implemented for aspects of the learning program and/or particular groups of students.	Organizational structures enable learning to happen in a range of places at a range of times through flexible use of people, IT and spaces.
		Learning spaces are confined to the classroom and there is limited use of ICT to support student learning.	A needs analysis informs future developments of physical and electronic learning environments.	Some spaces have been reorganised to create physical and electronic learning environments that support student learning.	All physical and electronic learning environments have been created that complement diverse student learning.
PERFORMANCE & DEVELOPMENT		Professional learning is fragmented and usually short term.	Protocols have been established to increase the effectiveness of professional learning including the importance of reflection on practice.	Teams of teachers plan for learning opportunities that will meet their needs as a group.	Professional learning in collaborative teams focuses on exploration and sharing of learning and teaching practices to continually improve student learning.
CULTURE		Professional learning focuses on individual teacher needs rather than agreed school priorities and processes.	School curriculum planning has begun to identify needs and processes for more effective professional learning within the school context.	A schedule of professional learning is established that best meets the needs of all teachers by focusing on their learning needs and grouping teachers accordingly.	The school fosters a culture that values and supports ongoing professional learning, risk taking and focused evaluation
COMMUNITY BUILDING & PARTICIPATION		The leadership team is exploring how to incorporate the System Frameworks in their school and beginning to raise awareness of these initiatives with staff and school community	The leadership team is building its depth of knowledge of the System Frameworks and beginning to structure opportunities for staff and school community to engage with these initiatives to facilitate whole school curriculum planning.	The leadership team has a deep understanding of the System Frameworks and has created structures and processes that support staff and school community to implement these initiatives.	The leadership team has a meta-view of the System Frameworks and provides clear direction for improving student learning that involves all staff, students and relevant aspects of the local community.