

**ANNUAL ACADEMIC POLICY AND PROCEDURES**

**SESSION 2023- 24**

**Background and Introduction**

The Annual Pedagogical Plan of Siddharth International Public School has been prepared along the framework provided by Ms. Anita Karwal, IAS, Chairperson, CBSE, New Delhi through CBSE circular Acad- 15/2019 dated 09 March 2019. An understanding of the CBSE vision, identifying with the vision and mission of Siddharth International Public School with a clear perspective of our own role and responsibility as well as thorough and regular study of CBSE guidelines, curriculum, manuals and circulars issued over a period of time formed the basis for this comprehensive plan which involved efforts of a large number of our staff members.

## **Highlights of the Pedagogical Plan**

* Implicit guidelines and processes for a safe and nurturing environment with emphasis on safety, security and mental well-being of students.
* Creating a culture of thinking, empathy, social and moral responsibility through conscious efforts.
* Embedding 21st century skills in the curricular transactions, and in the co-curricular and extra-curricular activities so as to equip the learners to meet present-day needs and prepare for future challenges and requirements.
* Varied approach in the teaching-learning process, designed for maximum student engagement, thus helping learners develop age-appropriate responsibility for their own learning.
* Well-structured Lesson Plans which focus on aligning teaching strategies with measurable learning outcomes, integrate technology and provide for enhancement and enrichment.
* Creating an environment of continuous learning for the educators who eventually believe in communal harmony, mutual respect and wisdom sharing.
* Raising an infrastructure that provides an opportunity to enable learning and development of the personality of each member of the school.
* Collaborating with the parent community and everyone in the vicinity to uphold the goodwill of the school.

***This document has been crafted for all the stakeholders of the school. The students, staff and the esteemed parents. The tri- partite relationship holds the level of learning at the highest platform bring up the happiness quotient of the school at all times.***

**Academic Goals for the year 2023- 24**

1. To set up a programme of rich curricula and experiential learning pedagogy inclusive of multiple intelligences from pre- school to Grade XII.
2. To draft and implement the School International Policy which shall consist of best practices across the world through MOOCS, collaboration with relevant institutions and school.
3. To strengthen the guidance and counselling program in the school, to empower children, build up their capacity for self- regulation, as also to guide them academically to assume more responsibility and take charge for their own learning

especially in the senior Classes.

1. To involve parents in supporting school and CBSE initiatives, especially those aimed at their holistic learning and betterment of society through parent involvement in school and community programs.
2. To empower the learners to take up responsibilities and charge of the school development through classroom activities, student executive council meetings and activity clubs (including National Service Scheme Cadets)
3. To consciously create opportunities for to equip students for meeting their immediate and future needs. This would include active exploration and setting up of facilities to support concepts like Artificial Intelligence, STEAM, Design Thinking, Robotics and on field trainings with expert lectures and scholar badge ceremony.
4. To make a beginning in providing skill subjects to students from Class IX onwards.
5. Continuous and regular staff/teacher training programs to keep them updated with the current trends in education. To encourage the teachers to keep learning and utilize the same during classroom transactions in order to achieve higher levels of learning.
6. To ensure that all facilities required implementing and achieving goals are made available on timely basis.

**Documents of Value:**

* 1. Classroom Participation Form
  2. Workshop reflection form
  3. Parent Feedback form
  4. Homework policy
  5. Promotion Policy
  6. Monthly reports (submitted by the Head of School and Wing Coordinators)
  7. Self-Appraisal form.

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| **Step - 1** | **Step - 2****Descriptor 1: Effective and Engaging Classrooms** | **Step - 3** | **Step – 4** | **Step – 5** | **Step- 6** |
| **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 timeline for implementation?** | **What will the impact look like?** |
| Concept is explained in the classroom and is followed by a relevant activity | Need to follow a cycle of recalling and linking the past concept and end with recapitulation within the class. | Teachers need to set a time limit to their fortnightly plan and further break that down to period plans | Teachers, Wing Coordinators and the Principal | Ongoing | The lesson chunking will be timed and the observer in the classroom can time the lesson flow. Also, the teacher will be mindful on how much time is to be allotted to each component. |
| Clear link to the other subjects is not made apparent in the classrooms. | Adhering to the Lesson Plan | The teacher needs to also include the discussion in ‘Methodology’ component of the lesson plan. | Teachers, Wing Coordinators and the Principal | Ongoing | The students will find connections of the concept with other subjects and times. |
| Base for the next classes is not taken into consideration | The basic definitions, formulae, tables etc have to be on the tips | Dictations, regular oral assessments (as part of TT) | Teachers | Ongoing | The students will be able to complete recall based questions quickly and also apply the basic knowledge for HoTs questions. Also, they will be better equipped for the higher classes. |
| Spoken English is still not the priority at the middle school onwards | The teachers will have to learn to speak English first and then do the same in the classroom mandatorily. | The spoken English Classes will be conducted (twice in every month) for all teachers | Teachers, School In- charge | Ongoing | Confidence boosting, better communication, writing skills, and enhanced personality. |
| Senior students do not have the habit of taking notes | It has to be a mandate for the teachers to model the same behaviour with peers and seniors. Also, to teach children to take notes and then ask questions using the class notes | All staff members are asked to carry a diary and pen whenever they visit the Principal Office or go for a Workshop. They need to share their notes as and when demanded. Also, the students will be taught to make mind maps and note taking skills. Questions in the classroom during recap will be done by referring to the class notes. | Teachers, Wing Coordinators, Principal | Ongoing | Note taking skills builds confidence of the learner, helps the learner refer to the notes during revision/ self- study |
| Use of Classroom Ambience is limited | Mandate the use of words, questions and pictures (including student work) to be put up on the class walls. Use the ambience for demonstration purposes. Use the question wall as assessments. Use AMP box for class management. | Mandate for all the teachers to prepare word walls, thinking questions and AMP box and use the same. The CRP form will reflect the same as feedback. | Teachers, Wing coordinators and Principal | Ongoing | Use of Building as a Learning aid. Variety in teaching tools, varied assessment opportunities and better feed forward for the teachers. |
| Questioning as a pedagogy needs an advancement | Keeping aside the recall based question, the teachers need to ask higher levels of questions based on Bloom’s Taxonomy. | During Class Observation, Notebook Observation and Assessments it will be observed that the variety offered by Blooms Taxonomy is attained | Teachers, Wing coordinators and Principal | Ongoing | Better questioning techniques lead to better learning. Students will be made ready for the Competency Based Questions posed by the CBSE in the senior classes. |

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### **Descriptor – 2: Engaging in Teachers’ Professional Development**

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| **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**  **timeline for implementation?** | **What will the impact look like?** |
| Specific Goal Setting by self is missing.  The goals are set on an organizational level to be followed by everyone. | **Goal Setting -** Teachers write and reflect on the best practices at the end of the academic year and set SMART Goals **ACTIONABLE:** Setting SMART Goals as a professional (for both personal or professional growth)- share the smart goal for future assessment. | Workshop on SMART Goals for the teachers and goal sharing. Also, goal sharing with everyone to know the people who could help a particular staff member to achieve the goals | Principal | Beginning of the academic year and reflection at the end of the year | Taking charge of one's own development |
| Class Observation:  Post Class Observation, using the previous remarks, the feed forward is shared through e mail/ ERP. | Classroom Observation **ACTIONABLE:** One to one interaction of the teacher with the Principal to add a human touch to learning from the classroom situations.  **Follow up with previous feedforward during the discussion** | Mandatory for the teachers to meet the Principal after the class observation to plan the next steps. | Principal and Wing Coordinators | ONGOING | Tracking the transformation of the teacher  Customized teacher training |
|  | **ACTIONABLE:** Vygostky model of class observation  Micro Teaching for teachers | Plan a TT for the teachers to let them know in advance of their class monitoring. The second observation date will not be shared.  Chapters from Teacher Handbook by CBSE so that the expectations are made clear. | Micro teaching In- Charge | Ongoing | Knowing one's strength. Encouragement and Motivation towards better teaching in the classroom. |
| Teachers are monitored to use the new learning apps in the classroom | **ACTIONABLE:** Call experts and monitor the usage through the usage reports. – **TATA ClassEdge and HomeWork App.** | Usage reports  Smart Boards in the classrooms/ Usage report of the computer lab | Computer Lab In Charge / TATA Usage Report / Usage Report of HomeWork App | ONGOING | 21st century learning with IT integration |
| Training sessions are arranged for the teachers (subject based and pedagogy based) along with the reflection forms | **ACTIONABLE:** Teachers to choose their own training sessions based on what they require as a professional | Self reflection Forms- Unnati + Teacher Development form – British Council  Workshops by CBSE Paper setters | Wing Coordinators | Twice in a year | Teachers take charge of their own learning |
| Annual Planners and Lesson Plans are prepared by all teachers | **ACTIONABLE:** Add aspects of the NEP 2020 | Teacher Training and subject vise reflections and note making on the salient features and points to remember from NEP 2020 | Principal and Staff | Jan-24 | The learners and the teachers will get a hands on experience of the NEP 2020 in spirit and action. Lesson Plans are prepared fortnightly |

### **Descriptor 3: Visibility in Innovation in Teaching-Learning Process**

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| **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 timeline for implementation?** | | **What will the impact look like?** | |
| Students are advised to maintain notebooks properly | Notebook maintenance reflection by the learners to be shared | The learners will be given a criteria using which they will assess their notebook work in terms of completion, quality and presentation | Principal | Month – end | | The learners will begin to take charge and responsibility to maintain the quality of their notebooks. | |
| Skill Development | Hospitality and Handicrafts are the two skills introduced from Grade 9- 12 (monitored by the Ministry of Education) | The learners will acquire vocational skills | Mentor- Home Science. Mentor – Fine Arts | Ongoing | | The second version will be more enhanced in terms of using technology to impart learning. | |
| Checklist of Learning Outcomes to be shared with the learners | Checklist of Learning Outcomes to be shared with the learners along with a self- assessment through the Cambridge Curriculum for Grade Nur- 8 | The learning outcomes will be shared with the learners and at the end of the lesson, the learners will share what they have individually achieved | All teachers | Ongoing | | The learners will be aware of what they have learnt and what they need support with. | |
| *ICT Integration* | Increased usage of ICT in the Offline Classes | Installing SMART boards from Grade VI onwards along with a TT for Tech integration | All Teachers | Ongoing | | Integration of technology for enhanced learning experiences for the 21st century learners | |
| *Introduction of New Subjects* | Financial Literacy for Grade VI- VIII | By collaborating with Financial Literacy Programme along with the CBSE Manuals, the mentors can train the learners on managing finances better. One period in the TT | Math Teachers VI- VIII | Ongoing | | The young learners will learn the value of money , spending powers, saving strategies and become money managers. | |
| *Introduction of New Subjects* | Reasoning and Aptitude for Grade 1- 8 | The Math mentors will be using mental math tools and tricks along with the language teachers to decode reasoning - based questions. One period in the TT | Math Teachers (Grade 1- 8)  English Teachers (Grade 1- 8) | Ongoing | | The students will acquire the skills of problem solving and reasoning. It will benefit the students to crack Olympiads. | |
| Inclusive Education- Same papers and pedagogy for special children | Enhanced format for differential learning with increased student attendance  Differential Assessment for special children – to be approved by the Wellness Teacher | TT for the students requiring extra assistance towards learning and those students who need extra intellectual stimulus beyond a regular classroom. Collaboration with experts to help both kinds of students (from CBSE, Schools, Field Experts)  Sessions by the wellness teacher.  Parent Counselling +Team Meetings  Occupational / Vocational Training for confidence building | Wellness teacher | Ongoing | | The differential learners will benefit | |
| In House Assessments ☹ | Baseline testing before taking any new chapter/ concept to test previous knowledge  Outsourced Assessments - Benesse  Chapter Vise Diagnostic Test after completion of each lesson.  5-minute everyday test to revise the basic knowledge | Previous knowledge test / worksheet/ oral test to be mandatory.  Outsourced Assessments with reports and student analysis- Also leads to an exposure to learning beyond school and raises the bar of classroom teaching.  TT has a provision of a double period for the class test.  5-minute revision everyday must be reflected in the teacher’s daily diary | HOS + Examination department | ONGOING | | Better academics  Complete student analysis  School analysis on national level  Teacher assessment  Helps identify the bright students | |
| Olympiads starting from Grade VI | Olympiads for learners starting from Grade 1SilverZone, NSTSE, UCO, UIEO, UIMO and other such Olympiads.  AQAD made Mandatory | CBSE – AQAD in the notebooks everyday is a must for all the grades.  Regular training and participation in Olympiads with reports | Examination Department | Ongoing | | Reward and Recognition for the meritorious students. | |
| Co Scholastic is limited only to sports (limited) and to the clubs with student workshops and competitions | LearnFest (Lit Fest and Art Fest and Music Fest)  Mindset curriculum (Happiness and Entrepreneurship curriculum)  Project Based Learning + Creative Intelligence through Rhapsody | Fest to be organized once a year using the learners from the respective clubs  Gratitude classes  PBL as per CBSE guidelines | Club In charges | Once in a year | | Confidence Building  Presentation Skills  School Branding | |
| *Samarth Premier League/ Sports Day* | Excellence in Sports - At least 1 sport in a year along with Minimum Level of Achievement in at least two sports up to grade V  Celebration of Sports Day towards the end of academic year. HORSE RIDING as a sport included | Check- List for Assessment | Sports Department | Ongoing | | Going beyond textbooks.  Confidence building  School Branding | |
| Parent involvement is limited only till PTM | PTM every second Saturday for all learners  Parents may be called as collaborators for learning and sharing field experience  Parents to be invited to sit in the classroom for surprise check – up of their child’s learning and behaviour in the classroom | Time Table/ Schedule for PTM with reflection and report  Team meetings for special learners  List of parents who can be called as experts  SPOC for parents for surprise check up | HOS+ PA + Wing Coordinators | Ongoing | | Better and meaningful / impactful involvement of parents.  Better relationships between parent- student – school  Parents will also feel responsible for child’s learning. | |
| Addition in School Clubs | Skating, Photography and French Club introduced | As part of the TT, additional clubs are added to the school curriculum during Monday. Wednesday and Friday. The child is allowed to change the club after 3 years. | Club In- Charges | Ongoing | | Better opportunities to learn new skills every three years. 😊 | |