

**ANNUAL PEDAGOGICAL PLAN
(2025-26)
FOR
NURTURING LIFELONG LEARNERS**

**SCHOOL NAME: INDIAN LANGUAGE SCHOOL,
LAGOS, NIGERIA**

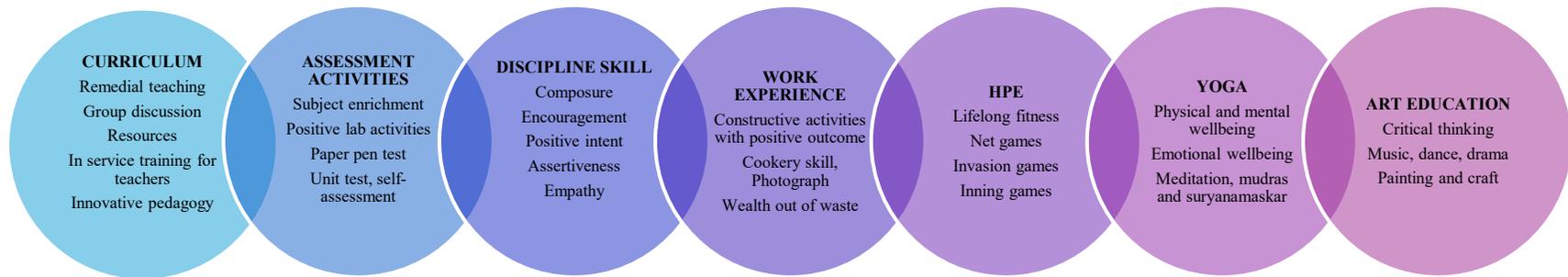
AFFILIATION NUMBER: 6830001

ACADEMIC SESSION: 2025 – 26

PRINCIPAL'S NAME: MRS. SONALI GUPTA

ANNUAL PEDAGOGICAL PLAN:

An annual pedagogical plan (APP) is a tool that offers meaningful insight into the school community and creates a vision for new ways of performing modern and effective education. It provides a description of the school's pedagogical outlines, school activities, working culture, and the design and needs for multi-functional learning environments.



ABOUT INDIAN LANGUAGE SCHOOL

The Indian Language School was established in April 1982 as a private school under the umbrella of the High Commission of India in the country. The school is affiliated to the Central Board of Secondary Education, New Delhi, and has classes from Balvatika 1 to XII. The school was opened in response to the wishes of the Indian community, so that the Indian children living in Lagos, while benefiting from exposure to a foreign culture, would not lose touch with their own.

OBJECTIVE OF THE SCHOOL

The objective of Indian Language School is to reach out to the Indian Community with the aim of imparting purposeful education based on CBSE Curriculum making it feasible for their students to pursue further education in India or any Foreign University and succeed in all their future endeavours without any aberration.



VISION

We empower 21st-century lifelong learners to thrive in a changing world by cultivating a dynamic, discovery-driven environment that fosters essential life skills, social values, and global awareness through innovation, inclusivity, and adaptability.

RESPECT

INTEGRITY

RESPONSIBILITY

EXCELLANCE

INNOVATION

CORE VALUES

21st Century Skills

In alignment with the National Education Policy (NEP) 2020 and CBSE's vision for holistic and future-ready education, the integration of 21st-century skills into the school's pedagogical plan has become both timely and essential.

Learning Skills

- Critical thinking
- Creativity
- Communication

Collaboration Literacy Skills

- Information literacy
- Media Literacy
- Technology literacy

Life Skills

- Leadership
- Innovation
- Self-awareness

Research Validated Pedagogy (Approaches)

Our school is fortunate to have highly experienced staff members who have developed plethora of excellent teaching practices. Our school has framed a variety of pedagogical approaches, a wealth of research, wide range of experiences with multiple year levels (multi-age classes) and a deep knowledge of the school context to guide our teaching and learning approach:

- Dimensions of Teaching and Learning thus attaining skill (Specific and few lesson plans attached for Primary, Middle, Secondary & Senior Secondary)
- Imbibing values through Cultural Sensitization Activities (Annual Events attached with Vision and Learning Outcomes)
- Sports, Art Integration, ATAL Tinkering Lab and ICT as an interdisciplinary linkage for student learning curve. (Lesson plan attached for Primary, Middle, Secondary & Senior Secondary)
- Teacher's Development Programme
- Inclusive Education & Sensitization
- Holistic & Integrated Celebrations
- Alumni Integration
- Parental Volunteer Interaction

**Number of Students on Roll (Class-wise):
As per NEP 2020**

FOUNDATIONAL STAGE					
Class	Balvatika 1	Balvatika 2	Balvatika 3	I	II
Number of Sections	1	2	2	2	3
Students on Roll	29	39	43	55	92
PREPARATORY STAGE					
Class	III	IV	V		
Number of Sections	3	4	4		
Students on Roll	93	109	98		

MIDDLE STAGE

Class	VI	VII	VIII
Number of Sections	5	4	5
Students on Roll	120	112	120

SECONDARY STAGE

Class	IX	X	XI	XII
Number of Sections	4	4	3	4
Students on Roll	111	92	66	68

Month-wise Activities Schedule

MONTH	THEME
APRIL	Sankalp : New Beginning
MAY	Beyond Khel Khel Mein : Josh se Khelo, Junoon se Jeeto
JULY	Spring into Action : Renewal, Growth & Sustainability
AUGUST	Azzadi : Freedom Calls, Leaders Rise- Main bhi Leader
SEPTEMBER	Hunar se Pehchan : Express with Skill
OCTOBER	Navchetna : Thinking Beyond
NOVEMBER	Prerna : Inspiring Change
DECEMBER	Srijan : Create to Recreate
JANUARY	Udbhav : Nurturing Roots, Soaring to Achieve
FEBRUARY	Utsah : Breaking Barriers
MARCH	Manthan : Reflection and Growth

Annual Professional Development Plan for Teachers

The Annual Professional Development Plan (APDP) is designed to support the continuous growth and effectiveness of teachers by identifying targeted areas for professional learning and development. The plan aligns with school goals, educational standards, and individual teacher needs to enhance instructional practices, promote student achievement, and foster a culture of lifelong learning.

S. No.	Topic of Training	Organiser
1.	Orientation on NCF Foundational stage	Professional Development Committee
2.	Orientation on NCF School Education	Professional Development Committee
3.	Workshop on Assessment structure and preparation of question paper	Exam In-charge
4.	Experiential learning	Professional Development Committee
5.	Competency based learning	Professional Development Committee
6.	Orientation on School Health and Wellness program	School Health and Wellness Club
7.	Workshop on preparation Teaching Learning Material TLMs	All teachers
8.	Orientation on CBSE Health Manual	Sports In-charge
9.	Sports Integrated Pedagogy	Sports In-charge
10.	Holistic Report Card	Professional Development Committee

IMPLEMENTATION STRATEGIES



ICT based teaching to make classes interesting



Toy based pedagogy to make classes joyful and interesting



Art Integrated Learning methods



Activity area e.g. Reading corner (a cozy space fostering a love for reading among the students.)

BRIDGING THE GAP BETWEEN EDUCATION AND EMPLOYMENT BY INTRODUCING SKILL SUBJECTS IN THE CURRICULUM

In the rapidly evolving global economy, the traditional focus on theoretical knowledge alone is no longer sufficient to prepare students for future challenges. Skill education—focused on developing practical abilities, critical thinking, problem-solving, communication, and technical skills—is becoming increasingly essential in modern school curricula. Its integration into the education system helps students become not only academically proficient but also adaptable and job-ready individuals.



CALENDAR OF ACTIVITIES FOR PHYSICAL & HEALTH EDUCATION

Our school offers comprehensive instruction in both team and individual sports consistently through-out the year in HPE period and Break time, education empowers students with a diverse range of physical literacies, promoting teamwork, strategic thinking, and individual mastery.

All round year activity - 1 period for Yoga/ Mass PT for all the students each week Drills with music.

Sr. No.	MONTH	ACTIVITIES
1	April	<ul style="list-style-type: none">• Regular assembly protocols, Drill commands, Formation of school Sports Committee and school teams for extramural competitions.• As part of its commitment to student well-being, the school schedules Zumba/aerobics, and March past practice every alternate fifteen days for primary section.
2	May	<ul style="list-style-type: none">• Celebration of INTERNATIONAL YOGA DAY – JUNE 21, organized on 2nd May 2025 as school is on vacation in June.
3	June	<ul style="list-style-type: none">• Preparation of School Chess teams for Under 12 and Under 18 to represent at National Chess Championship Organized in the end of June.• Opportunity for Intermediate and Senior teams to participate in Interschool tournaments in team sports.

4	July	<ul style="list-style-type: none"> The school will ensure students have ample opportunity for physical activity through its bi-weekly Zumba/ aerobics, and March past sessions for Secondary and Senior Secondary Students as well.
5	August	<ul style="list-style-type: none"> INDEPENDANCE DAY CELEBRATION. Selection of teams for regionals and traditional games and sports. Celebration of NATIONAL SPORTS DAY – AUGUST 29.
6	September	<ul style="list-style-type: none"> Coaching for players selected for Extramural Competitions in and around Lagos for Volleyball, Football, Basketball, Swimming, Chess, Badminton, Gymnastics, Taekwondo.
7	October	<ul style="list-style-type: none"> 1 period for Yoga/ Mass PT for all the students per week Drills with music
8	November	<ul style="list-style-type: none"> Inter House March Past Demonstration Practice
9	December	<ul style="list-style-type: none"> 1 period for Yoga/ Mass PT/HPE for all the students per week
10	January	<ul style="list-style-type: none"> REPUBLIC DAY CELEBRATION Intramurals: Inter-House matches - Team events – Badminton, Basketball, Chess, Carrom, Cricket, Football, Gymnastics, Kho-Kho, Swimming, Table-tennis, Taekwondo and Volleyball for Secondary and Senior Secondary school from Grade V to XII in three categories of Junior, Intermediate and Senior.
11	February	<ul style="list-style-type: none"> 1 period for Yoga/ Mass PT for all the students per week Drills with music. Completion of Department Reports.

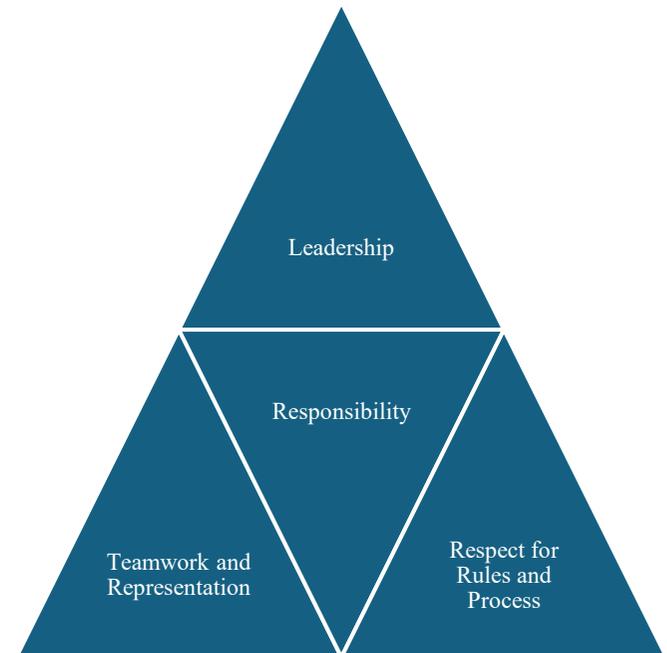
"Empowering Young Voices — Upholding Democracy at ILS!"

Indian Language School (ILS) strongly believes in nurturing responsible, confident, and active citizens of tomorrow. One of the key ways it upholds the values of democracy is through the regular conduct of **Student Council Elections**.

At ILS, students are given the opportunity to nominate themselves or their peers for various leadership roles such as Head Boy, Head Girl, Vice Head Boy, Vice Head Girl, House Captains, and class representatives. The process involves campaigning, speeches, and most importantly, voting — just like in a real democratic election. Various committees as mentioned later in this document are also carved out from this election results.

These elections teach students the **importance of fairness, equality, and participation**. Every student has the right to vote, and every vote has equal value. This helps young minds understand that their voice matters, and that leadership is earned through trust and support from the people they represent.

Student council elections at ILS are more than just a school activity — they are a lesson in **real-world democracy**. By practicing these values early on, Indian Language School helps its students grow into thoughtful, respectful, and active members of society.



COMMITTEES

Student Council: Mrs. Sonali Gupta

Student Voice Group: Mrs. I. Yadav

Curriculum Development Committee: Mrs. R. Lakhanpal

Anti-Bullying Committee: Mrs. A. Chawla

Global Awareness Club: Mrs. S. De

Art Integration Committee: Mrs. K. Bali

Events Committee: Mrs. G. Singh & Mrs. P. Poddar

School Safety Committee: Mrs. A. Dhawan

ICT Committee: Mrs. H. Mohan

Health & Wellbeing Club: Mrs. G. Manaise

Discipline Committee: Mrs. U. Shankar & Ebere

Sports Club: Dr. P. Nagine

Career Counselling Committee: Mrs. S. Mitra

Culinary Art Club: Mrs. A. Kurien

Life Skills Club: Mrs. N. Jha

MUN: Mrs. D. Dixit

Personality Development Club: Mrs. Merry Brucelee

Eco Club: Mrs. S. Chandran

DEAR Club: Mrs. A. Sudhin

Charity Committee: Mrs. S. Gaur

Drama Club: Mr. Alexander

YUWA Tourism Club: Mrs. L. Dam

First Aid Committee: Coach Mooney

Creative Trail Club: Mrs. A. Pushkarna

Magazine Committee: Mrs. S. Thakur, Mrs. V. Tiwari, Mrs. Timilehin, Mrs. S. Peri

JUNIOR WING ACTION PLAN

Role	Primary Wing Supervisor	Exam Department In-Charge	Support to Head of Primary (HOP)
Objectives	Ensure smooth functioning of academics and co-scholastics in the primary section. Facilitate communication between Head of Primary and teachers	Ensure error-free and smooth conduct of assessments. Guide teachers in creating quality assessment tools	Support implementation of academic plans & initiatives Maintain academic and co-curricular records
Actions	Daily coordination with class teachers. Addressing teacher/student concerns. Supporting lesson planning and resource allocation. Supervising assemblies, events, and schedules.	Create assessment schedules and exam duty charts - Coordinate with subject heads for question papers - Oversee printing, packaging, and dispatch - Conduct workshops or sample sharing - Review test papers for grade-appropriate language and coverage	Assist in organizing teacher meetings, workshops - Share suggestions and class observations - Document innovative practices, - Update teacher files, class portfolios, planner submissions
Time Frame	Ongoing (daily/weekly)	Per exam cycle. Monthly or pre-assessment	Monthly/term-wise. Ongoing
Resources Needed	Timetable, activity calendar, teacher feedback, school diary, Logbook, circulars, meeting notes.	Exam calendar, question paper bank, printing support. NEP-aligned rubrics, past papers, guidelines	Observation templates, academic calendar. Checklists, tracking sheets, Google Drive access
Success Criteria	Classes run smoothly, timely execution of events, happy teachers & students. Improved clarity in instructions and efficient follow-ups	Zero delay in exams, error-free question papers and reports.	Timely completion of planned initiatives. Updated documentation and reports on demand
Monitoring & Evaluation	Daily teacher check-ins, weekly review meetings, feedback collection. Observation, regular audits, HOP feedback	Moderation logs, error reports, time audits. Teacher reflections, moderation feedback	Implementation review with HOP. HOP audits, record review meetings

A Symbol of Growth: The Tree at the Heart of Our School

As you step in the **Indian Language School, Lagos**, you are greeted by the graceful presence of an artificial tree — not just a decorative element, but a powerful symbol of growth, learning, and the nurturing spirit of our school.

Though its roots are not planted in soil, this tree stands tall with purpose. It represents the journey of every student who becomes a part of the ILS family. Just as a tree begins from a tiny seed and matures into a strong, expansive form, so do our children grow — intellectually, emotionally, and culturally — under the guidance and care of our dedicated educators.

The tree's branches, stretching outward and upward, mirror the development of our students as they reach for knowledge, embrace new ideas, and build strong foundations in both academics and character.

It is a quiet reminder that at Indian Language School, **growth is not just measured in grades, but in values, confidence, and the ability to thrive in a diverse and ever-changing world.**

The tree also reflects the balance we cherish — blending the richness of Indian culture with the dynamic energy of our vibrant Lagos community. It is a tribute to resilience, unity, and the lifelong journey of learning.

At ILS, every child is a seed full of promise. And like the tree in our reception, we are here to provide the support, strength, and sunlight they need to grow into their fullest potential.



HAPPY SPACE – Nurturing Minds, Uplifting Hearts

Aligned with the Vision of NEP 2020

At the Junior Wing of Indian Language School, Lagos, we believe that the foundation of lifelong learning begins with emotional well-being and mental growth. In line with the National Education Policy (NEP) 2020, which emphasizes the importance of holistic development, mental wellness, and foundational learning, we proudly introduce “Happy Space” — a dedicated initiative designed to nurture the head, heart, and hand of every young learner.

Happy Space is more than just a physical setting; it is a thoughtfully created environment where children feel safe, heard, and emotionally supported. Reflecting NEP 2020’s emphasis on child-centric and joyful learning, Happy Space encourages curiosity, self-expression, and empathy — helping students understand and manage their emotions while building the social and emotional skills needed for life.

Within this positive and nurturing atmosphere, children engage in age-appropriate activities that promote cognitive development, creativity, and mindfulness. Whether it’s through storytelling, role play, reflective conversations, or sensory exploration, each experience is designed to align with NEP 2020’s call for play-based, experiential, and inclusive learning in the early years.

Moreover, Happy Space empowers students to build emotional intelligence — a key competency highlighted in the NEP’s vision of 21st-century skills. It helps young learners develop resilience, communication skills, and positive relationships, laying a strong foundation not just for academic success but for lifelong well-being.

At Indian Language School, Lagos, we recognize that happy hearts lead to bright minds. With Happy Space, we are planting the seeds of emotional strength and intellectual curiosity — fulfilling NEP 2020’s mission to develop well-rounded, confident, and capable individuals.



Zen Den – A Space to Relax and Rejuvenate

To promote students' mental well-being and joyful learning, Indian Language School has created a special wellness corner called the "Zen Den." It is a peaceful space where students can relax, play games, and take a short break from their busy school routine.

The Zen Den includes swings, beanbags, indoor plants, and creative games that help students calm their minds and refresh their energy. It encourages mindfulness, friendship, and positivity among learners. This initiative supports the vision of the National Education Policy (NEP) 2020, which focuses on the holistic development of students—balancing academics with emotional and social growth.

In the Zen Den, students can meditate, draw, play, or simply rest. Teachers also use the space for short reflection and wellness sessions. Spending time in the Zen Den helps children become more focused, confident, and happy. The Zen Den has brought a positive change to the school environment by reducing stress, improving concentration, and strengthening peer relationships.

At Indian Language School, the Zen Den stands as a symbol of joyful learning, emotional balance, and holistic education — nurturing not just bright minds but also peaceful hearts.



ACADEMIC RESOURCES

Name of Resources	Sections: Foundational/ Preparatory/ Middle/Secondary	Usefulness
OUTDOOR PLAY AREA	Balvatika 1- XII	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
ART ROOM	Balvatika 1- XII	Students develop fine motor skills, creativity, and expression and develop aesthetic sense through drawing & colouring and craft activities.
MUSIC ROOM	Balvatika 1- XII	Students enhance their vocal skills, learn about sequencing and ordering.
LIBRARY	Balvatika 1- XII	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 ROOM	I-XII	Helps the students to build interest in the subject and greater scope for Individual participation.
COMPUTER LAB	I-XII	Help students with hand-on learning opportunities, allow them to apply theoretical learning in a practical setting.
LANGUAGE ROOM	VI-XII	Provide an interactive learning experience that makes the learning process highly engaging.
SKILL ROOM	VI-XII	Skill-based learning develops students through hands-on practice and real-world application.
COMPOSITE LAB	VI-XII	It prepares students for future challenges and fosters creativity, innovation, and entrepreneurship.

Fire Mock Drill – Promoting Safety and Preparedness

Our school organized a Fire Mock Drill to enhance awareness about fire safety and emergency response among students and staff. The primary objective of the drill was to equip everyone with the necessary knowledge and presence of mind to act promptly and efficiently during a fire emergency.

Trained safety officers conducted a detailed demonstration on the proper use of fire extinguishers and explained systematic evacuation procedures. Students and teachers actively participated in the drill and successfully assembled at the designated safe zones within the stipulated time, ensuring a smooth and coordinated response.

The initiative is in alignment with the National Education Policy (NEP) 2020, which emphasizes experiential and competency-based learning. By integrating safety education into school activities, learners gain practical understanding, problem-solving abilities, and a sense of responsibility — key aspects of holistic and life-oriented education.



PEDAGOGICAL PLAN COMMITTEE

PPC Meetings to develop APP

A committee was formed under the guidance of the Principal, Mrs. Sonali Gupta 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 2025-26.

Members of APPC

Name	Designation	Role in PPC
Mrs. Sonali Gupta	Principal	Planning and Monitoring of Annual Pedagogical Plan
Mrs. Ishita Yadav	Vice- Principal	Monitoring of Annual Pedagogical Plan
Mrs. Nisha Ramchandani	Head of Primary Balvatika 1- Grade V	Preparation of Annual Pedagogical Plan & pedagogical strategies
Mrs. Anju Agnihotri	Supervisor Balvatika 1- Grade V	Preparation of Annual Pedagogical Plan & pedagogical strategies
Mrs. Rashmi Lakhanpal	Head of Curriculum Development and Senior Coordinator	Preparation of Annual Pedagogical Plan
Mrs. Anchal Rana	Supervisor grade V-VIII	Preparation of Annual Pedagogical Plan
Mrs. Pooja Jain	Head of SQAAP and APP	Compilation of the Plan

The SEN Room at Indian Language School

The Special Educational Needs (SEN) Room at Indian Language School is a thoughtfully created space that caters to the academic, emotional, and sensory needs of children who require additional support.

The room is equipped with a variety of sensory aids such as a sensory board, balancing board, mirror, bouncy balls, small therapy balls, textured mats, fidget tools, and other calming resources. A thoughtfully designed *Calm Down Corner* which provides a soothing space for hyperactive or emotionally overwhelmed children to unwind and refocus.

The room is equipped with a diverse array of Teaching Learning Materials to support academic learning in subjects like English and Mathematics. These resources include letter blocks, phonics cards, number manipulatives, and visual aids. The learning environment is further enhanced by a variety of strategies, including differentiated instruction, multi-sensory teaching methods, visual schedules, and positive reinforcement, each tailored to meet the unique needs of each child.

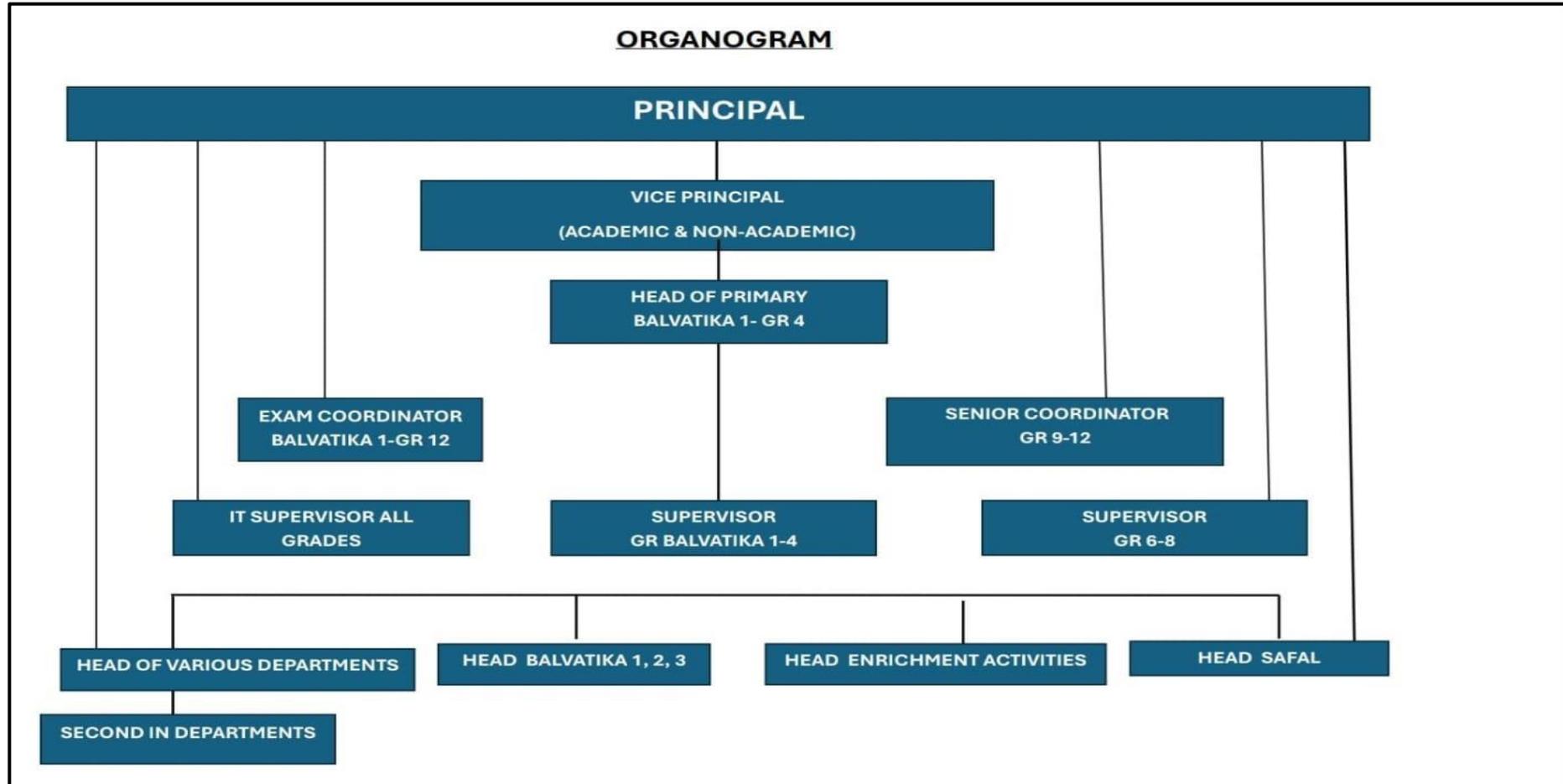
The SEN Room also serves as a dedicated space during examination periods. Children with special needs (CWSN) are given the opportunity to write their assessments here in a calm and quiet environment that promotes focus and reduces anxiety.

The SEN Room represents our school's commitment to **inclusive education**—not as a policy, but as a practice. It aligns with our core belief that *“We may all be different fish, but in this school, we swim together.”* Each student brings something unique to our community, and it is our responsibility to ensure they are supported, accepted, and celebrated.

By embracing inclusive practices and creating supportive spaces like the SEN Room and Calm Down Corner, we are preparing our students not only for exams but for life.



COORDINATION WITH STAKEHOLDERS

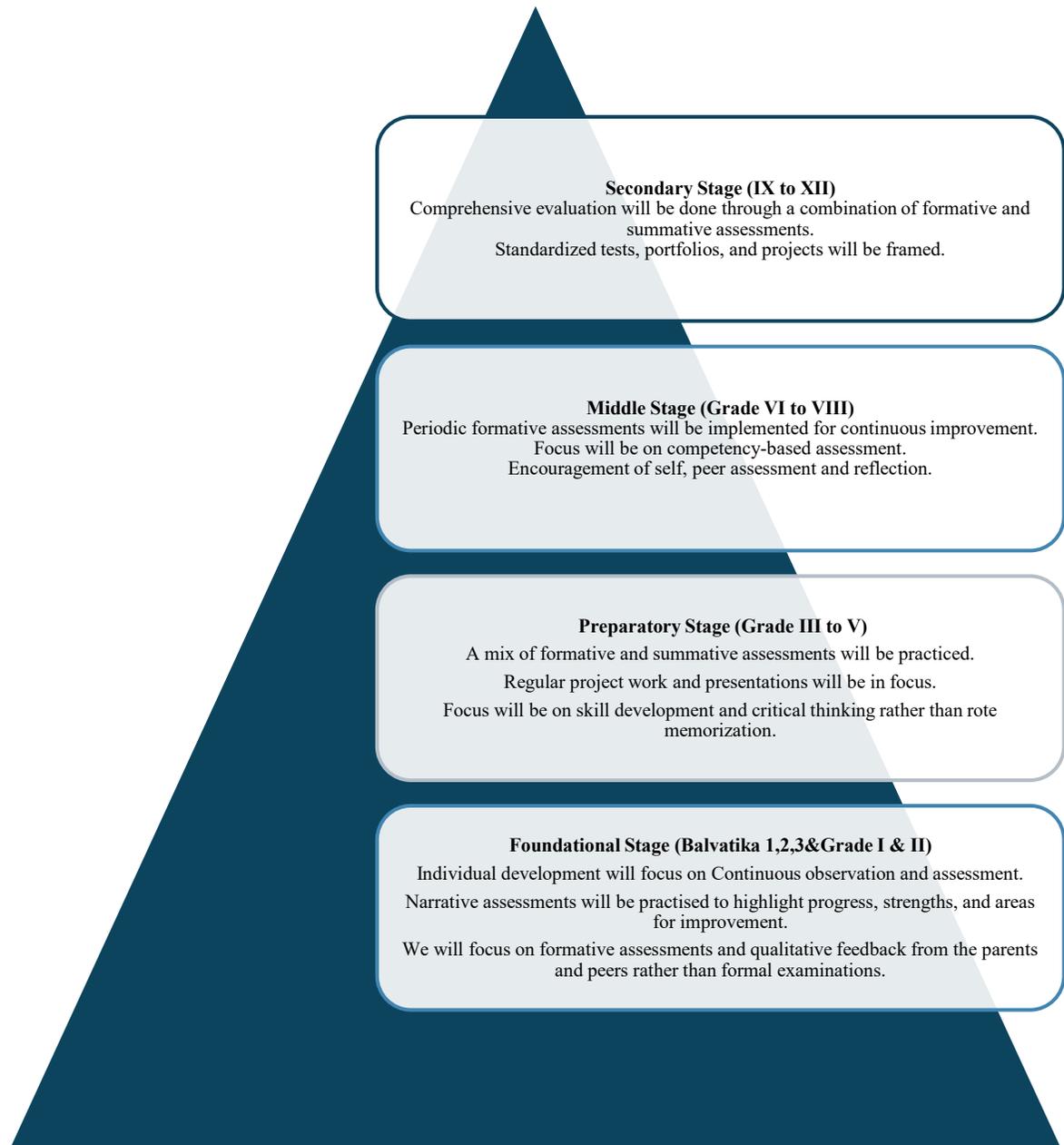


INTER-PERSONAL RELATIONSHIP WITH STAKEHOLDERS

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.	<ul style="list-style-type: none"> • 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.
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.
School Managing Committee (SMC)	SMC is organised after every two years.	All reports are forwarded to the SMC for perusal.	

SCHOOL ASSESSMENT POLICY

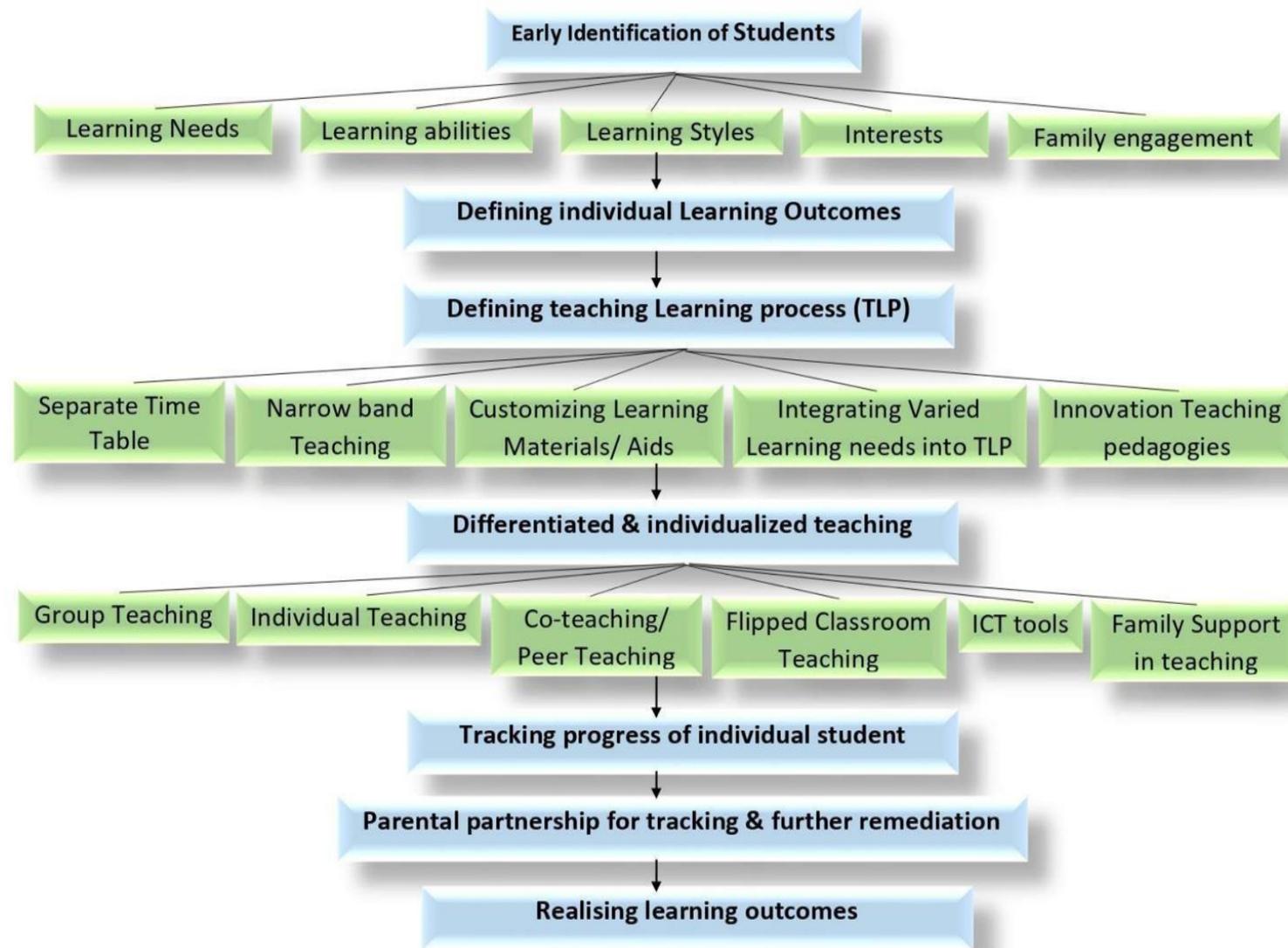
Objective: The primary objective of assessment is to promote the learning and development of the students. Assessment and record keeping is how our pupil's attainment and achievements are monitored and an appropriate progression through the curriculum is ensured. By monitoring and recording pupil's progress, teachers are able to build up a profile of individual strengths and areas for development.



TEACHERS TRAINING AND DEVELOPMENT PROGRAM

Month	Headed by	Discussions held on
March	Mrs. Sonali Gupta (Principal)	<ul style="list-style-type: none"> • Professional development and training in Special Education support. • Identifying students with learning difficulties. • Parental relationship and participation from both Administrator and Educators Perspectives.
April	Head of the Department	<ul style="list-style-type: none"> • Comprehensive review of curriculum and assessment procedures. • Integrating arts across subjects in Senior and Junior wing.
May	Teachers	<ul style="list-style-type: none"> • Best practices shared by various teachers among each other.
July	Mrs. Sonali Gupta (Principal)	<ul style="list-style-type: none"> • Encouragement for teachers to reflect on lessons and adjustments based on student feedback and performance. • Emphasis on continuous improvement through reflection and iteration.
August	Head of the Department	<ul style="list-style-type: none"> • Review of syllabus completion. • Notebook correction • Revision plans for upcoming exams. • Internal Assessment discussion.
October	Head of the Department	<ul style="list-style-type: none"> • CPD on mindfulness and emotional Wellbeing
November	Mrs. Sonali Gupta (Principal) & Head of the Department	<ul style="list-style-type: none"> • In-depth discussions on NCERT position papers conducted by Second in departments (SIDs)

Performance Enhancement Action Plan



Remedial Classes for slow learners

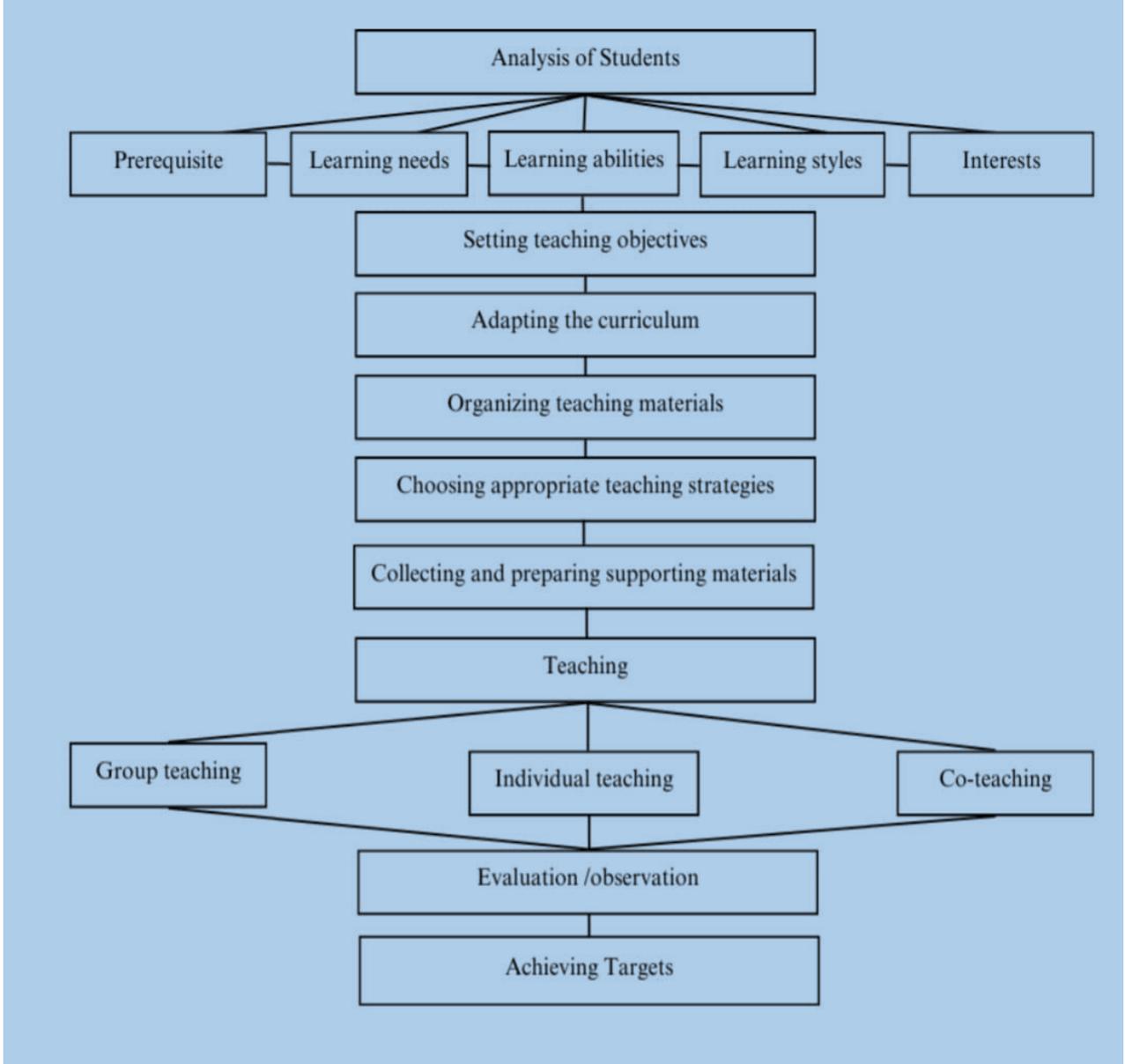
Every learner brings a unique set of strengths, learning styles, and levels of readiness to the classroom. Remedial education today focuses on bridging learning gaps through personalized, inclusive, and competency-driven support, ensuring that all students achieve essential grade-level outcomes. In alignment with the National Education Policy (NEP) 2020 and the National Curriculum Framework (NCF) 2023, remedial programmes emphasize equitable learning opportunities where instruction is tailored to meet diverse learner needs.

Educators play a pivotal role by reimagining curriculum delivery, pedagogy, and assessment to suit each student's learning pace and profile. Through Individualized Education Plans (IEPs) and activity-based, experiential learning, teachers nurture foundational literacy and numeracy skills, deepen conceptual clarity, and build learner confidence. The approach moves beyond rote learning to promote critical thinking, creativity, and self-directed learning.

Ultimately, remedial education serves as a pathway to holistic development and lifelong learning, empowering every learner to progress meaningfully, thrive academically, and reach their fullest potential.

THE PROCESS OF REMEDIAL TEACHING

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



SCHOOL DESCRIPTORS

DESCRIPTOR :1 Engaging in Teachers’ Professional Development

Step	Layer 1	Descriptor	Actionable	Where are we now?	What do we need to do?	How will we achieve?	Who is responsible?	Timeline (2024)	Impact
1	Teacher Efficacy & Student-Centered Learning	Teacher's belief in their ability to positively impact student learning	Conduct teacher efficacy survey	Moderate teacher morale, lack of data on teacher confidence <u>Level II</u>	Develop a comprehensive teacher efficacy survey	Administer survey, analyze results	PD team, admin	July	Identify areas for improvement
2			Implement mentorship program	Optimum peer support for new teachers <u>Level III</u>	Establish a structured mentorship program	Recruit mentors, train mentors, match mentors with mentees	PD team, admin	July	Increased and improved teacher morale
3		Educational approach focused on individual student needs and interests.	Provide professional development on differentiated instruction	One-size-fits-all approach to teaching <u>Level II</u>	Develop and deliver PD on differentiated instruction	Identify training needs, design PD modules, facilitate workshops	PD team, curriculum specialists	August	Increased student engagement, improved student outcomes
4			Create opportunities for collaborative lesson planning	Isolated lesson planning <u>Level II</u>	Facilitate collaborative planning sessions	Provide time and space for collaboration, model collaborative planning	PD team, admin	August	Increased teacher collaboration, improved lesson quality
Step	Layer 2	Descriptor	Actionable	Where are we now?	What do we need to do?	How will we achieve?	Who is responsible?	Timeline	Impact

5	Instructional Technology Integration & Collaborative Learning	Effective use of technology to enhance teaching and learning	Offer training on various educational technology tools	Limited technology integration in classrooms <i><u>Level II</u></i>	Conduct a technology needs assessment, develop training modules	Identify tools, create training materials, deliver training	PD team, tech support	August	Increased technology use in classrooms, improved student engagement
6			Establish a technology integration support team	Minimum technical support for teachers <i><u>Level II</u></i>	Create a support team, define roles and responsibilities	Recruit team members, provide training	PD team, admin	September	Increased teacher confidence in using technology
7		Shared leadership among school administrators, teachers, and staff	Create leadership development opportunities	Sub-optimal utilization of available leadership opportunities <i><u>Level II</u></i>	Strengthen leadership development programs	Identify potential leaders, design leadership programs	PD team, admin	October	Increased teacher leadership, improved school culture
Step	Layer 3	Descriptor	Actionable	Where are we now?	What do we need to do?	How will we achieve?	Who is responsible?	Timeline	Impact
9	Data-driven Instruction & Social-Emotional Learning	Using student data to inform instructional decisions.	Provide training on data analysis and interpretation	Limited use of data to inform instruction <i><u>Level II</u></i>	Develop data analysis workshops	Identify data sources, create training materials	PD team, data analyst	November	Improved teacher data literacy, data-informed instruction
10			Implement a system for regular data collection and review	Inconsistent data collection <i><u>Level I</u></i>	Develop a data collection system, establish review processes	Select data collection tools, create data dashboards	PD team, admin	January 2026	Improved data-based decision making

Descriptor 2: Initiating innovations in the school

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?
<p>Actionable A: Cultivate a proactive culture of intentional decision-making and strategic planning in career exploration, empowering students to make well-informed, confident choices for their futures</p> <p><i>CHALLENGE:</i> <i>Limited awareness, insufficient exposure, and inadequate experience in making autonomous decisions.</i></p>	<p><u><i>VISION:</i></u> To nurture 21st century innovative lifelong learners who are equipped with life skills and social values in an inclusive environment to become global citizens.</p> <p><u><i>ACTION:</i></u></p> <ul style="list-style-type: none"> ➤ To educate and support students as they explore and further understand themselves and career options, gain valuable experience and develop as entrepreneurs and professionals ➤ To inspire and encourage students to reach their full potential, considering their unique needs and backgrounds. 	<p><u><i>PROCESS:</i></u></p> <ul style="list-style-type: none"> ➤ Student-Led Career Clubs Encourage students to form interest-based career clubs where they can host guest speakers, conduct peer-to-peer learning sessions, and organize industry visits. ➤ Exploration Hub Conduct orientations that concentrate on ‘how to think out of the box in ever evolving world’. ➤ Career Pathways Continue to organize the program called ‘Journey to Self-exploration’ to enable students to uncover their aptitudes, abilities, strengths, weaknesses, preferences, and aversions through various activities. ➤ Cross-Disciplinary Projects Incorporate collaborative and innovative projects combining different fields (e.g., technology and agriculture, art and business) to help students explore hybrid career options. 	<p><u>Career Counsellor</u> Conducting one-on-one counseling sessions for personalized support, in addition to hosting workshops on Profile Building to equip students with the skills needed for career planning.</p> <p><u>SLT, MLT & Teachers</u></p> <ul style="list-style-type: none"> ➤ Incorporating hands-on projects, problem-solving challenges, and real-world simulations to cultivate a growth mindset and inspire continuous learning and adaptability. ➤ Introducing leadership workshops and think circle on ‘innovative ideas’ to empower students to think creatively, take initiative, and embrace challenges as opportunities for growth. ➤ <u>Other Stakeholders</u> (Parents, Mgt, Alumni & Community) Sharing their resources, experiences, and the best practices in the market thereby increasing the awareness and acceptance. 	<ul style="list-style-type: none"> ➤ Academic Year (April 2025 till March 2026). ➤ Reaching out to students with updated information through sessions and blogpost. ➤ Session on motivating students to experience and explore innovative project. ➤ Monthly discussions to review progress on innovative ideas presented by students. 	<ul style="list-style-type: none"> ➤ Greater awareness and confidence among the students about decision making and upcoming career options. ➤ Most (75-90%) of the stakeholders will encourage students to choose careers based on interest, ability and aptitude. ➤ A large majority (60-74%) of students will develop self-awareness, occupational awareness, learn career decision making skills ➤ All students will display confidence and growth mindset while choosing subjects and career path.

DESCRIPTOR :3 Leading teaching and learning Process

(Curriculum Planning Scholastic)

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?
<p>ACTIONABLE 1</p> <p>Setting of School Curriculum Committee.</p> <p>Develop a shared understanding of teaching-learning.</p> <p>Nurture students' effective learning skills to enhance motivation.</p> <p>CHALLENGE: Multidisciplinary and collaborative approach is practiced occasionally.</p>	<p style="text-align: center;"><u>VISION:</u></p> <p>To implement Multidisciplinary and collaborative approach across the school.</p> <p style="text-align: center;"><u>ACTION:</u></p> <p style="text-align: center;"><u>Setting up of School curriculum Committee</u></p> <p>We need to promote a positive mindset.</p> <p>Enhance students' understanding of their learning styles and equip students with learning skills.</p> <p>Staff should be at the same mental model of learning so they can engage in conversations around curriculum for both retention and transfer collaboratively.</p>	<p>Guide and create effect lesson plans including different pedagogies for the lesson.</p> <p>Encourage the staff to share different best practices to develop good teaching and learning in the classroom.</p> <p>Evidence of various activities covering the various areas of focus will be collected and encourage the teachers from time to time for their laborious work.</p> <p>Subject Enrichment Activities will be displayed to encourage the peers with best ideas.</p>	<p>-Principal</p> <p>-Senior Leaders</p> <p>-School Curriculum Committee</p> <p>-Subject Enrichment Team</p>	<p>Academic year April 2025-March 2026</p>	<p>Most of the teachers will start sharing and collaborating the teaching learning methods so that Multidisciplinary approach in all the subjects will be implemented.</p> <p>SEA boards will impact the students after having visual effect of the new kind of representation of the activity.</p> <p>Students will show improvement in learning</p> <p>Classroom atmosphere will become joyful.</p>

<p>ACTIONABLE 2</p> <p>Implement Instructional Techniques to Enhance the Curriculum</p> <p>Create a conducive environment for learning.</p> <p>Special Emphasis on Critical thinking Approach and Problem solving Approach.</p> <p>Challenge: Student centered learning and competency-based learning is not practiced very often.</p>	<p><u>VISION:</u></p> <p>To introduce student centered learning and competency-based learning in the curriculum.</p> <p><u>ACTION:</u></p> <p>Identify specific future-ready skills for the students. Instructional Techniques in each subject will be implemented to enhance the curriculum.</p> <p>We need to focus more on critical thinking of the students so that they can solve problems easily.</p> <p>Encourage students to be more creative by achieving the outcomes.</p> <p>Explore and gather the resources to enhance competency and skills in the students.</p>	<p>Design and guide how to create competency and outcome-based lesson plans.</p> <p>Conduct Study Skill Workshops to enhance the techniques how to learn.</p> <p>Support teachers to undertake innovative and research based pedagogical practices to improve student learning and competency.</p> <p>Encourage the students to do research work and the assessments should be on real life case studies in order to develop critical thinking.</p> <p>Encourage the students to display their subject enrichment activities in the form of competitions.</p>	<p>-Principal</p> <p>-Senior Leaders</p> <p>-Middle Leaders</p> <p>-Teachers</p> <p>-School Curriculum Committee</p>	<p>Academic year April 2024-March 2025</p> <p>Special days of various subjects will be celebrated to enhance student centered and competency-based learning along the year time.</p> <p>Ongoing</p>	<p>Most of the teachers will start creating outcome-based lesson plans.</p> <p>25% of teachers will include competency based and skill-based pedagogies by the end of year 2026.</p> <p>Students will be aware of their skill of learning.</p> <p>The critical thinking and problem solving approach will help the students to develop the competencies.</p> <p>Classroom atmosphere will become student centered and conducive.</p>
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<p>ACTIONABLE 3</p> <p>Encourage teachers to become reflective practitioners.</p> <p>Challenge: Positive Learning Environment to develop self-aware learners is practiced occasionally.</p>	<p><u>VISION:</u></p> <p>To give safe and positive environment in teaching and learning.</p> <p><u>ACTION:</u></p> <p>Train and guide the teachers to establish SMART goals.</p> <p>Support the teachers to continually improve the way they work or the quality.</p> <p>Provide opportunity to collaborate with different schools to enhance constructivism.</p>	<p>Support and guide the teachers through professional development sessions to achieve their SMART goals.</p> <p>Conduct surveys on various levels to ensure and aware about the implementation of various methodologies.</p> <p>Lesson Observation Cycles with feedback to improve teaching learning process.</p>	<p>-Principal</p> <p>-Senior Leaders</p> <p>-Middle Leaders</p> <p>-Teachers</p> <p>-School Curriculum Committee</p>	<p>Academic year April 2025-March 2026</p> <p>Lesson Observation Cycles twice in a term (May25, August25, November25, January26)</p> <p>Collaboration with other schools as when invited.</p>	<p>Most of the teachers will facilitate the development of self-aware learners by fostering critical thinking in a real-world environment.</p> <p>Classroom environment will be safe ,positive and constructive.</p>
<p>ACTIONABLE 4</p> <p>Build teacher competency in using data to inform Teaching Learning Process.</p> <p>Motivate students of diverse abilities</p> <p>Challenge: Data analysis of Evidence oriented assessment and learning oriented assessment is practiced occasionally.</p>	<p><u>VISION:</u></p> <p>Interpret and analyze the assessment data to enhance teaching and learning.</p> <p><u>ACTION</u></p> <p>Focus on assessments for and as learning.</p> <p>Review and refine the curricula, quantity and quality of assignmentsand assessment</p> <p>Fine-tunesubject contents, teaching materials, homeworkandassessment.</p> <p>Provide academic enhancement programmes to strengthen students’ academic abilities</p> <p>-Remedial classes</p>	<p>Guide and assist and teachers in understanding the importance of student assessment for improving learning.</p> <p>Collect and effectively use the data of students’ assessment for designing the activities in Teaching Learning Process.</p> <p>Design Action research Program based upon the students’ performance for the improvement.</p> <p>Subject contents, teaching materials, home work policy and assessment policy are reviewed and refined</p>	<p>-Principal</p> <p>-Vice Principal</p> <p>Exam Head –</p> <p>-School Curriculum Committee-</p> <p>-Subject Enrichment Committee</p>	<p>Academic year April 2025-March 2026</p> <p>Periodic tests, Mid Term Assessment Term End Assessment</p>	<p>Teachers across the school will be competent enough to analyze and interpret the data of assessments.</p> <p>Students will show improvement in learning and their knowledge ,skill and abilities will develop for solve real life problems.</p>

Descriptor 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 timeline for implementation?	What will the impact look like?
<p>Actionable A: To foster a culture of thoughtful selections and purposeful planning in career exploration, guiding students to make informed choices.</p> <p><i>CHALLENGE:</i> <i>Limited awareness, insufficient exposure, and inadequate experience in making autonomous decisions.</i></p>	<p><u>VISION:</u> To nurture 21st century innovative lifelong learners who are equipped with life skills and social values in an inclusive environment to become global citizens.</p> <p><u>ACTION:</u></p> <ul style="list-style-type: none"> ➤ To educate and support students as they explore and further understand themselves and their career options, gain valuable experience and develop as professionals. ➤ Inspire and encourage students to reach their full potential, considering their unique needs and backgrounds. 	<p><u>PROCESS:</u></p> <ul style="list-style-type: none"> ➤ Gather and disseminate information on career development, at Indian and international universities. ➤ Conduct orientations that concentrate on subject selection and career planning. ➤ Organise a program called 'Journey to Self-exploration' to enable students to uncover their aptitudes, abilities, strengths, weaknesses, preferences, and aversions through various activities. ➤ Strengthen students' career decisions by connecting them with alumni for inspiration, advice, and suggestions. 	<p><u>Career Counsellor</u> Conducting one-on-one counselling sessions for personal support, in addition to hosting workshops on Profile Building to equip students with the skills needed for career planning.</p> <p><u>SLT, MLT & Teachers</u></p> <ul style="list-style-type: none"> ➤ Incorporating activities that promote a growth mindset, fostering a culture of continuous learning and development. ➤ Improving students' employability and life skills, equipping them with the competencies needed for success in their professional and personal lives. <p><u>Other Stakeholders</u> (Parents, Mgt, Alumni & Community) Sharing their resources, and experiences, providing internship avenues, and the best practices in the job market thereby increasing awareness and acceptance.</p>	<ul style="list-style-type: none"> ➤ Academic Year (April 2025 till March 2026). <ul style="list-style-type: none"> ➤ Reaching out to students with updated information through sessions and social media platforms. □ Career Counselling Sessions by the Alumni and representatives from universities in May, Sept, Oct, and Nov 2025 ➤ Session on the application process. Aug, Sept. 2025 and Jan 2026 ➤ The Career Counselling Committee will be in action throughout the year. ➤ Monthly assessment to review progress on individual sessions. 	<ul style="list-style-type: none"> ➤ Greater awareness and confidence among the students about decision-making and upcoming career options. ➤ Most (75-90%) of the stakeholders will encourage students to choose careers based on interest, ability and aptitude. ➤ A large majority (61-74%) of students will develop self-awareness, occupational awareness, career decision-making skills, and university search skills by the end of the academic year 202i. ➤ All students will display confidence while choosing subjects and career paths.

Descriptor 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 timeline for implementation?	What will the impact look like?
<p>Actionables:</p> <p>Building an inclusive culture to create an environment of acceptance</p>	<p>VISION</p> <ul style="list-style-type: none"> •Differentiated Teaching and •Learning in an inclusive environment to support all kinds of learners. •Scrutinize existing barriers to inclusion and elicit ways of overcoming them. by involving students, teachers, parents, and the community. •Sensitize teachers, peer group, support staff and the community to the unique needs of diverse group of learners 	<ul style="list-style-type: none"> •Facilitate teacher training sessions for laying the basis for an inclusive environment throughout the school. •Organize orientations to create awareness on valuing student differences. •Motivate parents to share the learning issues of their wards with the CWSN department and other teachers. •Sensitizing students to support and accept their peer 	<ul style="list-style-type: none"> •Principal •Head of the CWSN department. •Special Educator •Student Counsellor •Teachers in the CWSN department. •SLT, MLT, CWSN •Department Teachers & •Other Teachers 	<ul style="list-style-type: none"> •Academic Session 2024-25 •Quarterly Review Sessions. •Professional Development Sessions in September '25 & March '26. •Continued support provided by CWSN Department along with the Student Counsellor throughout the year. 	<ul style="list-style-type: none"> •At least 80% of all classrooms with differentiated teaching methodology to support diverse learners. •Allow for acceptance among all stakeholders. •Empowering teacher faculty to enhance their skills by a minimum of 50% to create inclusive classrooms.
<p>Formulate inclusive policies and structures.</p>	<ul style="list-style-type: none"> •Devise an inclusive school policy to aid teaching and learning. 	<ul style="list-style-type: none"> •Incorporate inclusive policy in school diary for all stakeholders. 	<ul style="list-style-type: none"> •Principal 	<ul style="list-style-type: none"> •Academic Session 2024-25 •Quarterly Review Sessions with parents of CWSN. 	<ul style="list-style-type: none"> •Reinforce continued commitment to creating inclusive classrooms.

	<ul style="list-style-type: none"> ●Construct a Response to Intervention team to address special needs of learners. 	<ul style="list-style-type: none"> ●Create a multi-layered response to Intervention support system throughout the school to aid inclusion process. ● Monitor, track and support children who are at risk of exclusion, marginalization or underachievement. 	<ul style="list-style-type: none"> ●Head of the CWSN department. ●Student Counsellor ●Special Educator ●CWSN Department Teachers. 	<ul style="list-style-type: none"> ●Continued support provided by CWSN Department throughout the year. 	<ul style="list-style-type: none"> ●An established process of ‘Response to Intervention’ throughout the school to facilitate appropriate interventions to assist all students to progress.
Adopt inclusive teaching practices	<ul style="list-style-type: none"> ●Enhance knowledge and skill of teaching faculty through continuous professional development. ●Incorporate principles of Universal Design of Learning & Differentiated Instruction in the teaching and learning processes. ●Promote reflective teaching practices in Professional Learning Communities. 	<ul style="list-style-type: none"> ●Organize Professional Development sessions by experts to provide valuable support to teachers. ●Assimilate inclusive practices like Differentiated Instruction, Universal Design of Learning to provide greater access to curriculum and evolve innovative strategies. 	<ul style="list-style-type: none"> ●Principal ●SLT ● Special Educator ●School Teaching Staff 	<ul style="list-style-type: none"> ●Academic Session 2024-25 ●Quarterly Review Sessions. ●Continued support provided by CWSN Department throughout the year. 	<ul style="list-style-type: none"> ●IEPs to provide for necessary curriculum modifications and classroom accommodations to ensure ‘no child left behind’. ●Integrated Lesson planning by the teachers based on the UDL and DI principles to help reach out to diverse learners. ●Teacher readiness to meet the challenges of an inclusive classroom.



WHOLE SCHOOL RUBRICS

ELEMENTS		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
TEACHING AND LEARNING	Personal 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 learning is demonstrated by the majority of teachers. Most teachers have developed and implemented practices that put students at the centre 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 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 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	A needs analysis informs future developments of physical and	Some spaces have been reorganised to create physical and electronic learning	All physical and electronic learning environments have	

	limited use of ICT to support student learning.	electronic learning environments	environments that support student learning.	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 AND 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.