

**ANNUAL
PEDAGOGICAL
PLAN 2021-22**

SUBMITTED BY-

SPRINGDALE SR.SEC SCHOOL, JORHAT, ASSAM

AFFILIATION NO.: 230127

SCHOOL CODE: 35212

SCHOOL INFORMATION

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

NAME OF THE SCHOOL: **SPRINGDALE SR.SEC SCHOOL, JORHAT, ASSAM**

COMPLETE ADDRESS: **CINNAMARA, JORHAT, ASSAM, 785008**

PHONE NO:**0376-2340676** MOBILE NO.: **6000168581**

EMAIL ID: **springdaleschool.co**

WEBSITE: <https://springdaleschool.co/>

2. Name of the Principal: **ANUPAMA SHRIVASTAVA**

3. Contact No.: **9425078569** Email ID: **springdalehighschooljorhat@gmail.com**

4. School Details:

Period of Affiliation- **01/04/2016 to 31/03/2023**

Affiliation No.: **230127**

School Code: **35212**

5. Type of School:-

- Middle/Secondary/Senior Secondary – **Senior Secondary**
- Boys/Girls/Co-Education – **Co-Education**
- Day School/Day Boarding/ Residential – **Day School**
- No. of Students:
- Location Type : Urban/ Rural/ Hilly Area: **RURAL**
- Is the School a Minority School?-**NO**

6. Details of Infrastructure:-

- Total Campus Area: 8160.6 sq mtrs
- Built up Area: 5860 Sq mtrs
- Area of Playground: 2300 Sq Mtrs
- Indoor Games-Yes
- Outdoor games- Yes
- Health and Medical Check Up- Yes

ABOUT THE SCHOOL

The school was born on the 19th March 1991 initially in a small garage at the resident of Mrs. Shahnaz Ahmed and later on in a thatched hut. As years rolled by, it was well accepted the local people and it blossomed into a young, beautiful school amidst sprawling green paddy fields and lush green tea estates and a kindergarten section functioning at the Club Road premises. Very recently, Springdale has bagged the prestigious award as “The best Public School with Excellent campus in Assam. Most Effective Entrepreneurs of India, Most Promising CBSE School in India, The Stakeholders Awards, Best CBSE school providing Value Based Quality Education,” “Most Promising CBSE School in Jorhat, Best School for Innovation in North East India by International Accrediting Authority (IAA), Golden School Award, National Icon Awards 2018 – 19 for Best High School in Assam, School of the Year (East) Award 2018, The Global Teachers Award 2018, Best Innovative Practices for Academic Excellence.”

The main aim of the school is to teach Springdalities to realize and take on their dreams, that “Dream are achievable” The team of teachers along with the management is committed to making each child self reliant, humanistic, compassionate and above all, a fine human being. A strong idea in blending, traditional academic values with 21st century ambition is the new goal of SDS. It believes in shaping students for the current times. Children are prepared for life, not for passing exams.

Springdale believes in Mother’s concept of:- “to build a body beautiful in form, harmonious, in posture, supple and agile in its movements, powerful in its activities and resistant in its health and organic function”.

VISION OF THE SCHOOL

SPRINGDALE believes in a holistic learning experience. Education that will make each one self reliance, humanistic, compassionate and above all a fine human being. They are not only taught but they believe that the world is one big family of mankind.

There are many ways in which the ethos and philosophy is prompted in the school. Springdalites are encouraged to work for the good of the whole mankind and to ignore individual rivalries and one up attitude, thus making it a school with the difference. Our main aim is to teach our "Springdalites" to realize and take on their dreams, that dreams are achievable. We shall continue in our endeavor towards building a better future for our Students.

MISSION OF THE SCHOOL

“Today children are tomorrow’s future. They hold the future in their little hands. What we give them today is our tomorrow. Make sure everyone understands.”

Springdale High School will be a learning institution that promotes innovation academic excellence and intellectual curiosity. It will strive to create an environment where children will realize their potential. They will grow up to be emotionally tolerant and adaptable individuals, and prepare each one with skills of the 21st century and beyond.

5 BELIEFS OF SPRINGDALE

- Students come first.
- All families are our partners.
- Academic success starts in the classroom.
- Diversity is our strength
- Teaching, leadership and effective accountability are the key components of our success

KEY STRENGTHS OF THE SCHOOL

- Student Centric Education – A Conducive Learning Environment
- Academic Excellence
- Inclusive Education
- Environment & Ecology consciousness
- Positive approach towards Digital Information and Technology
- Skilled, Empowered and supportive faculty
- Collaboration and Team work
- Strong and collaborative leadership
- Safe Learning Environment
- Reliable Support Staff
- State of the Art Equipment and Facilities
- Achievements at National and International Sports Tournaments
- Progressive approach towards Innovation and inversion.

TEACHING METHODOLOGY

We believe in the holistic development of the students to go ahead with the concept. We focus on both scholastic and co-scholastic methods of evaluation by giving equal emphasis on them.

SCHOLASTIC AREA- We imparts education using modern technology including smart class, online classes, art integrated teaching approach, story based teaching etc. The excellent board results are the testimony that academics is our prime concern.

CO-SCHOLASTIC AREA- The school organizes a large number of co-scholastic activities for the development of overall personality of students by imparting important life skills, literary, creative skills and inventiveness.

Various inter and intra house activities are held in school like poetry writing, debates, Ted Talk, Storytelling, Nature Photography etc to develop and nurture the hidden talents.

OUR FOCUS

Springdale school seeks to discover and nurture the special gifts each student possesses; to deepen each student's understanding of the complexities of the world; and to inspire each to his or her full potential. With a clear recognition of the needs and the capabilities of the students of differing ages and experiences, the school implements its philosophy:

- By gradually guiding a student from dependent to independent learning.
- By stressing high academic standards through a strong commitment of imparting quality education.
- By creating an environment for learning which is stimulating, innovative, tolerant and enjoyable and which encourages intellectual inquiry and curiosity.
- By accelerating academic and cognitive growth.

CO-SCHOLASTIC ACTIVITIES



ANNUAL PEDAGOGICAL PLAN COMMITTEE

| SL NO. | NAME | DESIGNATION | ROLE IN PPC |
|--------|-------------------------------|----------------------------------|---------------------|
| 1 | Shahnaz Ahmed | Chairperson | Advisor |
| 2 | Javed Ahmed | Director | Advisor |
| 3 | Zoheb Ahmed | Director | Advisor |
| 4 | Farmida Nishat Ahmed | Admin Head | Advisor |
| 5 | Anupama Shrivastava | Principal | Advisor |
| 6 | Dhiman Sarkar | Vice Principal/ Academic Head | Curriculum Planning |
| 7 | Dr. P. Nayak | Expert Advisor | Special Invitee |
| 8 | Dr. M.M.Pant | Expert Advisor | Special Invitee |
| 9 | Suresh Singh | Expert Advisor | Special Invitee |
| 10 | Novamallika Saikia | Academic I/C Primary | Advisor |
| 11 | C. Landinpuii/Harpreet Kaur | Activity I/C Primary | Advisor |
| 12 | Rina Mahanta | Academic I/C Middle | Advisor |
| 13 | Yuno Marine/Asha Chetri | Activity I/C Middle | Advisor |
| 14 | Deepti Saikia | Academic I/C Senior | Advisor |
| 15 | Rashmi Das/ Lubna Rahman | Activity I/C Senior | Advisor |
| 16 | Sani E Pathrose/Parveen Zaman | Assembly I/C | Advisor |
| 17 | Mridurani Phukan | Exam Head | Advisor |
| 18 | Pankaj Goswami | Sports Co-Ordinator | Advisor |
| 19 | Arundhati Phukan | Competition I/C | Advisor |
| 20 | Imran Hussain | HOD S.St | Advisor |
| 21 | Sani E Pathrose | HOD English | Advisor |
| 22 | Kunjalata Goswami | HOD Assamese | Advisor |
| 23 | Supriya Tripathi | HOD Hindi | Advisor |
| 24 | Saidul Islam | HOD Mathematics | Advisor |
| 25 | Nidhi Baruah | HOD Art & Craft | Advisor |
| 26 | Samima Hussain | HOD G.Science | Advisor |
| 27 | Rajesh Singh | HOD IT | Advisor |

LIST OF MEMBERS OF SCHOOL MANAGING COMMITTEE :-

| SL NO. | NAME OF THE MEMBERS | DESIGNATION | OCCUPATION |
|--------|---------------------------|------------------|---|
| 1 | Mr. Sani E. Pathrose | Member Secretary | Headmaster, Springdale High School, Jorhat, Assam |
| 2 | Mr. Raaj Brown | Member | Parent, Jorhat, Assam |
| 3 | Mrs. Kunjalata G. Saikia | Member | Parent, Jorhat, Assam |
| 4 | Ms. Agnes Marine Y | Member | Teacher, Springdale High School, Jorhat, Assam |
| 5 | Mr. Rajesh Singh | Member | Teacher, Springdale High School, Jorhat, Assam |
| 6 | Mr. Pankaj Das | Member | Principal, Modern High School, Guwahati, Assam |
| 7 | Mrs. Shabnam P. Ahmed | Member | Principal, Tots Haven School, Guwahati, Assam |
| 8 | Mr. Yusuf A. Quader | Member | Ex-Tea Planter, Jorhat, Assam |
| 9 | Mrs. Sabitri Bordoloi | Member | Social Worker, Jorhat, Assam |
| 10 | Dr. Shahnaz Sirin Ahmed | Member | Chairperson, Springdale High School, Jorhat, Assam |
| 11 | Mr. Javed Ahmed | Member | Director, Springdae High School, Jorhat, Assam |
| 12 | Mr. Zoheb Ahmed | Member | Director, Springdale High School, Jorhat, Assam |
| 13 | Mrs. Nilima Dutta | Member | Educationalist, Former Headmistress, Karanga High School, Jorhat, Assam |
| 14 | Mr. Binod Kr. Beria | Member | Advocate, Jorhat, Assam |
| 15 | Mr. Dilip Kr Somani | Member | Chartered Accountant, Jorhat, Assam |
| 16 | Mr. Gunin Saikia | Member | Rtd Asstt. Conservator of Forest, Jorhat, Assam |
| 17 | Mrs. Indira S. Buragohain | Member | Principal, KV RRL, Jorhat, Assam |
| 18 | Dr. Yasmin Saikia | Member | Prof. Arizona State University, USA |
| 19 | Mrs. Anita Goldsmith | Member | Teacher, Jorhat, Assam |
| 20 | Mrs. Kabita Rajguru | Member | Ex-Lecturer, DCB Girls College, Jorhat, Assam |

COORDINATION WITH THE STAKEHOLDERS

At Springdale School, we are committed to provide a safe, inclusive and supportive environment which promotes open communication, respect, fairness and positive relationships between all stakeholders. We aim to have clear, effective and positive communication to achieve the best possible outcomes for teachers, students and parents/guardians.

Communication objectives:-

- Promote the school's vision, mission and achievements
- Provide parents/guardians and the wider community with information regarding events, results and other happening at the school
- Provide staff with information about events, results, expectations and other happening at the school
- Provide a two-way channel of communication between the school and parents/guardian for open discussion
- Provide parents/guardians with an avenue for communicating their concerns to teachers and an opportunity to take these further if necessary
- Enact a two-way channel of communication between staff for expressing their concerns and opportunities
- Provide an open channel of communication between staff and students for honest discussion and advice
- Make it as easy as possible for families of prospective students to contact the school and receive the information they need.

| STAKEHOLDERS | METHODS OF COMMUNICATION | MESSAGES TO CONVEY |
|---------------------|--|---|
| Parents | Orientation Parents-Teacher Meetings Phone Messages Circulars School Website Email Notice Board | School Calendar Activity schedule Handbook for the session Newsletter Circulars: School, CBSE Pedagogical framework Assessment performance Annual days Graduation ceremony Scheduled of meetings |
| Students | Orientation Phone Class Circulars School Websites Notice Boards Regular one to one meetings Assemblies | Learning Outcomes of lessons Term Assessment Outcomes Annual Days Graduation Ceremony Extracurricular & Co-curricular Activities Competitions |
| Teachers | Emails-specific and group Staff room notice boards Departmental meetings Circulars, Seminars | Orientation & Induction Curriculum Planning School Policies Workshops, Events & activities |

MEETINGS TO DEVELOP ANNUAL PEDAGOGICAL PLAN

| Date | Participants |
|---------------|--|
| November 2021 | Management, Principal, Vice-Principal |
| December 2021 | Teachers, Parents, Principal, Vice Principal |
| January 2021 | Principal, Vice Principal, Exam In-charge, Competition & Assembly In-charge |
| February 2021 | Management, Principal, Vice Principal, All Heads & Teachers |
| March 2021 | All Members |

OUR PEDAGOGICAL VISION

At Springdale, we adopt a 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. To make students self-reliance in future, 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. Our system is designed keeping in view Art Integrated Learning and Ek Bharat Shresth Bharat. The school is dedicated to provide quality education through qualified and dedicated faculty. It is committed to empower the teachers with best available approaches to teaching. The school has a dynamic Professional Development Programme. The teachers are provided all opportunities of PD workshops- face to face; online, in-school in association with CBSE and other agencies.

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 |
|---|--|--|---|
| <ul style="list-style-type: none"> • Provide strong instructional leadership. • Support and guide school community member • Ensure the main focus is on student's outcome. | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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, Fete, Plantation drive etc. |

SCHOOL RULES

1. Student must carry his/her almanac to school everyday. It must have his/her photo graph and identification complete and signed by parents.
2. Students should be neatly dressed. The school uniform is to be worn on all working days.
3. Boys must have crew cut.
4. Girls must tie two. Short hair should be neatly combed and pinned.
5. Students are expected to respect the property of others. This includes respect for school property. No student should damage any school furniture, write or draw anything on the walls, furniture or in any way damage things that belongs to others. Damage done, even by accident, should be reported at once to the Class Teacher or the Principal. Any damage done will be made good by the one who causes it.
6. Student should be polite wherever they go. They should always remember that the school is judged by their conduct. They should greet teachers when they meet them. Bullying or use of foul language is miserable offences.
7. The school reserves the right to suspend or take strict disciplinary action against a student whose diligence or progress in studies is constantly unsatisfactory or whose conduct is harmful to other student.
8. As far as possible, once a child has come to school, he/she should not be asked to come home on half day's leave.
9. Students should get their Report Card signed by their parents/ guardian within five days of the receipt of the Report Cards and return them to the Class Teachers. If lost, a fine will be imposed.
10. Students must attend all the periods. They will not be allowed to miss any class.
11. No students should indulge in any of the following practices:-
 - Spitting in or near the school building
 - Disfiguring or otherwise damaging any school property.
 - Smoking
 - Any form of gambling
 - Rowdy and rude behavior
 - Use of violence in any form
 - Casteism, communalism or practice untouchability.
12. Students are not allowed to wear watches & should not carry gadgets (Cell phones, Tablets, Pen drives etc)
13. Girls are not allowed to wear fashionable earrings, bracelets and other accessories.
14. If it is found that a student is carrying any of these items, immediately it will be seized & destroyed and management should not be held responsible.

DISCIPLINARY MEASURES

The Observance of rules of discipline of the school and good behavior is an essential condition to a student's continuance in the school. Springdale School believes that discipline moulds a person to perfection. But it is against corporal punishment and mental abuse. So the following measures are taken to reprimand misconduct:

- Counseling
- Reflective Writing
- Verbal warning
- Written warning
- Suspension
- Expulsion

Language of Communication: The language of communication is strictly English as Springdale School is an English Medium School and speaking in English is mandatory for better benefit of the children.

ACADEMIC CURRICULUM

It is very important that children acquire adequate knowledge and skills. The school prepares students for the Indian National Curriculum- CBSE Board. The curriculum is the sum total of a planned set of educational experiences provided to a learner by a school. It encompasses general objectives of learning, courses of study, subject-wise instructional objectives and content, pedagogical practices and assessment guidelines. Visual and Performing Arts as well as Yoga are an integral part of every student's life. The curriculum envisages individualized personal learning acumen and seeks to explore the potential of students in acquiring substantial knowledge and skills through academic rigors. With greater academic orientation and research skills in core academic areas, students would evolve as discerning young adults with a sense of real self-esteem having true values and principles.

GRADES AND SUBJECTS OFFERED

| SL NO. | GRADES | ACADEMIC SUBJECTS | CO-CURRICULAR & EXTRACURRICULAR ACATIVITIES | | | |
|--------|--------------|-----------------------------------|---|--------|----------------|--------|
| 1 | Grade 1 & 2 | English | Art | | Vocal Music | |
| | | Hindi | Instrumental Music | | Dance/ Singing | |
| | | Mathematics | Computer | | Library | |
| | | GK/ Nature Study/ Value Education | HPE | | Clubs | |
| | Yoga | Sports | | | | |
| 2 | Grade 3 to 5 | English | Art | | Vocal Music | |
| | | Hindi | Instrumental Music | | Dance/ Singing | |
| | | Mathematics | Computer | | Library | |
| | | EVS/ Value Education | HPE | | Clubs | |
| | | General Knowledge | Yoga | Sports | | |
| 3 | Grade 6 to 8 | English | Art | | Vocal Music | |
| | | Hindi | Instrumental Music | | Dance/ Singing | |
| | | Assamese | Computer | | Library | |
| | | Mathematics | HPE | | Clubs | |
| | | Social Science | Yoga | Sports | | |
| | | Science | Community Service | | | |
| | | GK/ Value Education | | | | |
| 4 | Grade 9 & 10 | English | Art | | Vocal Music | |
| | | Hindi/ Assamese | Instrumental Music | | Dance/ Singing | |
| | | Mathematics | I.T | | Library | |
| | | Social Science | Clubs | | HPE | |
| | | Science | | | Yoga | Sports |
| | | GK/ Value Education | Community Service | | | |

For the students of Class XI, the school offers all three streams- Science, Commerce & Humanities.

ACADEMIC/ EVENT CALENDAR 2021-2022

| DAYS | EVENTS | DAYS | EVENTS |
|--|---|--|---|
| 1 st April 2021 | Teachers Orientation Program | 25 th August 2021 | Final Round Quiz class VI & VIII |
| 3 rd April 2021 | New Parents Orientation Program | 26 th August 2021 | Final Round Quiz class IX & X |
| 5 th April 2021 | New Session begins for Kindergarten | 4 th Sept to 16 th Sept 2021 | Mid Term Exam |
| 8 th April 2021 | New Session begins for High School (Special Assembly) | 14 th Sept 2021 | Hindi Diwas Observance |
| 12 th April 2021 | Bihu Festival Observance (Special Assembly) | 25 th Sept 2021 | PTM Results of Mid Term I to V |
| 22 nd April 2021 | Observance Earth Day- Drawing & Colouring competition (I to V), Poster Designing (VI to VIII), Tree Plantation (IX & X) | 27 th Sept 2021 | PTM Results of Mid Term VI to X |
| 26 th April 2021 | Spell Bee Competition- 1 st Round | 30 th Sept 2021 | Good Touch, Bad Touch Workshop (Class I to V) |
| 30 th April 2021 | 1 st PTM (VI to X) | 2 nd Oct 2021 | Swatch Bharat Outreach (VI to XI) |
| 7 th May 2021 | Heritage Quiz Competition 1 st Round | 12 th Oct to 18 th Oct 2021 | Puja Holidays/ Kati Bihu |
| 8 th May 2021 | 1 st PTM (I to V) | 19 th Oct 2021 | School Re-opens |
| 14 th May 2021 | Investiture Ceremony | 23 rd Oct 2021 | Art & Culture Exhibition |
| 17 th May 2021 | Story Telling Competition (I to V) | 15 th Nov 2021 | Spell Bee (Class I & II) |
| 21 st May 2021 | Debate Competition (VI to VIII) | 16 th Nov 2021 | Spell Bee (Class IX & X) |
| 22 nd May 2021 | Drama Competition (IX & X) | 17 th Nov 2021 | Spell Bee (Class VI to VIII) |
| 1 st June to 8 th June 2021 | Pre Mid Term Examination | 18 th Nov 2021 | Spell Bee (Class III to V) |
| 18 th June 2021 | Spell Bee competition- 2 nd Round | 9 th Dec to 17 th Dec 2021 | Post Mid Term Exam & 1 st Pre Board Exam (Class X) |
| 21 st June 2021 | International Yoga Day | 20 th Dec to 23 rd Dec 2021 | Sports Day |
| 26 th June 2021 | 2 nd PTM & Result (I to X) | 24 th Dec 2021 | 4 th PTM & Result I to V |
| 30 th June 2021 | Session on Healthy Eating, Avoid Junk Food | 26 th Dec 2021 | PTM & Result VI to X |
| 9 th July 2021 | Heritage Quiz 2 nd Round | 27 th & 28 th Dec 2021 | Prize Distribution |
| 10 th July 2021 | Oral Hygiene & Dental Check-up | 30 th to 2 nd Jan 2022 | Winter Break |
| 15 th July to 15 th Aug 2021 | Summer Vacation | 3 rd to 12 th Jan 2022 | 2 nd Pre Board Exam (Class X) |
| 14 th August 2021 | Teacher to Report | 8 th Feb to 16 th Feb 2022 | Final Exams for all Classes |
| 16 th August 2021 | School Re-opens | 28 th Feb 2022 | Results I to V |
| 21 st August 2021 | Beautification of Campus & competition | 2 nd March 2022 | Results VI to IX |
| 23 rd August 2021 | Final Round Quiz class I & II | 7 th March 2022 | Planning for next session |
| 24 th August 2021 | Final Round Quiz class III to V | 21 st March 2022 | Teachers Orientation |

ACADEMIC RESOURCES AVAILABLE

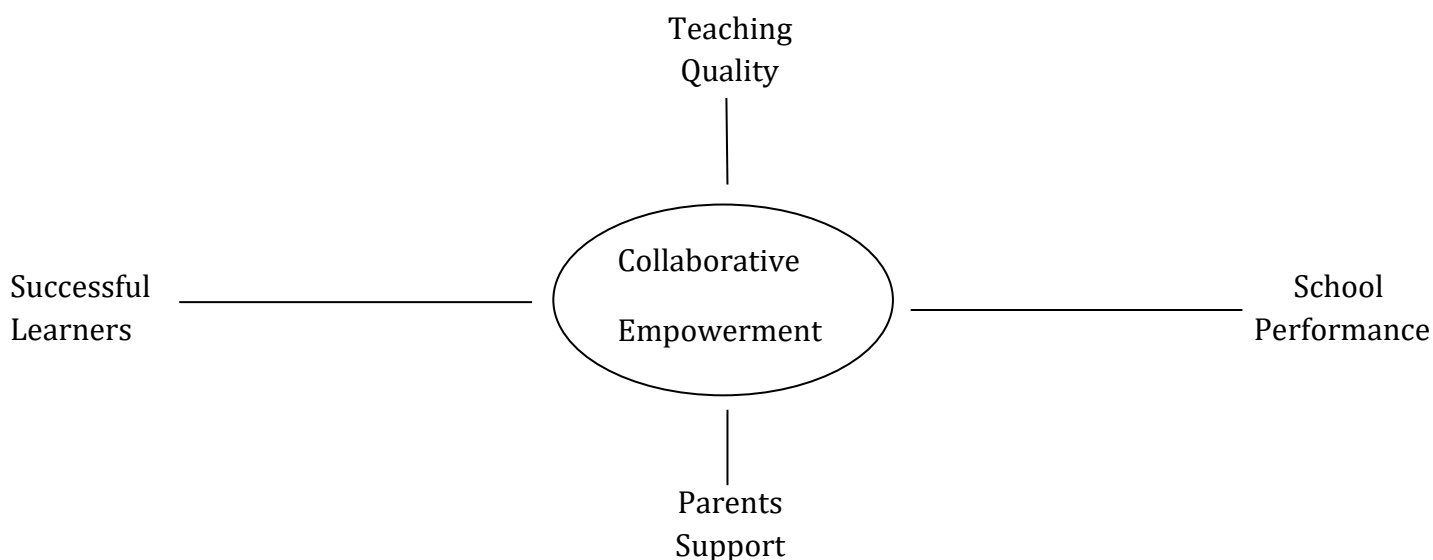
| NAME OF RESOURCE/S | SEGMENT PRIMARY/SEC/SR.SEC | USEFULNESS |
|---------------------------|-------------------------------|--|
| Smart Class | All three segments | Primary, Secondary & Senior secondary students learn everything easily with the help of smart classes |
| Mathematics Lab | All three segments | Resources used in mathematics lab is helpful in effective teaching and learning process |
| Science Lab | All three segments | Enhances mastery of science subject matter, develops scientific reasoning abilities, develops practical skills, develops understanding of nature of science, cultivate interest in science |
| IT Lab | All three segments | It helps students to develop the knowledge about the current technology |
| Reference Books (Library) | Secondary & Senior Secondary | Students acquire knowledge from reference books |
| Library | All levels | To develop reading habits of the students |
| Activity Room | Primary & Secondary | Various activities undertaken in the activity room to teach them life-skills through related objects. It also instills social skills and respect for all helpers. |
| Outdoor sports area | All levels | Students gain strength, coordination and dexterity through various outdoor games. Values like game spirit, waiting for one's turn, self-discipline are also instilled through play. |
| Yoga | All Levels | Yoga promotes healing from the inside rather than looking good on the outside. To improve attention and memory and alleviate academic stress |
| Conference room | Secondary & Senior Secondary | Workshops, seminars and training for students are held to help them learn new things and gain confidence. |
| Indoor Sports Room | All Levels | Students play indoor games and learn to be competitive. |

EXAMINATION COMMITTEE

| SL NO. | DESIGNATION | NO. OF APPOINTEES | NAME OF THE TEACHER |
|--------|----------------------------|-------------------|---|
| 1 | Centre Superintendent | 1 | Mrs. Anupama Shrivastava |
| 2 | Examination Controller | 1 | Mr. Saidul Islam |
| 3 | Assistant Exam. Controller | 1 | Mr. Rajesh Singh |
| 4 | Observer | 2 | Mrs. Mridu Rani Phukan Ms. Gitanjali Gogoi |
| 5 | Coordinator | 2 | Mr. Sani E Pathrose Mrs. Yuno Agnes Marine |
| 6 | Mark Entry Incharge | 1 | Mrs. Nazia Hannan |
| 7 | Support Staff | 2 | Mr. Farhan Hussain Mr. Raja Barmoch |

SCHOOL PEDAGOGICAL FRAMEWORK

School leaders actively support teacher's professional development around Explicit Instruction. In order to deliver high quality Pedagogical, feedback process operates under the guidance of the Head of Curriculum.

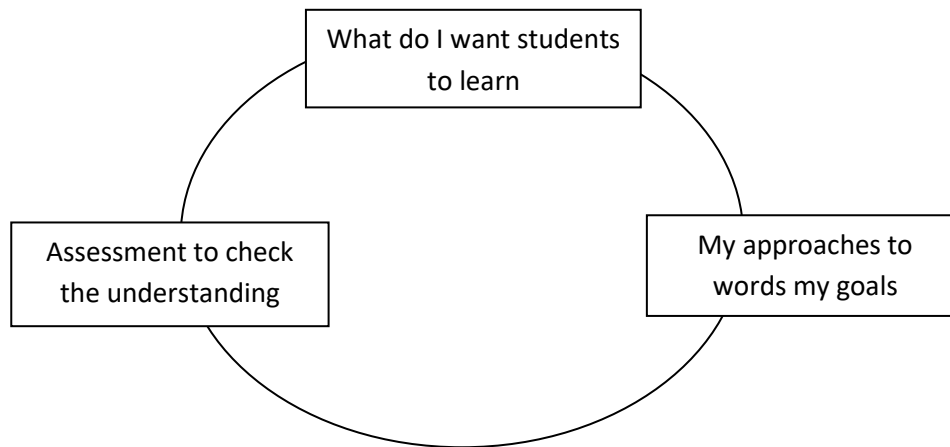


LESSON PLANS

Lesson Planning : 5E Model

The 5E Model consists of Engage, Explore, Explain, Elaborate and Evaluate

- Engage : Triggering of students interest in need to get them personally involved in the lesson.
- Explore : Here students are involved in the topic and build own understanding.
- Explain : These they communicate what they have learnt so far and figure out what it means.
- Elaborate : Here students continue to explore the implication by using their new knowledge.
- Evaluate : This is both for teacher and students to determine how much learning and understanding has taken place.

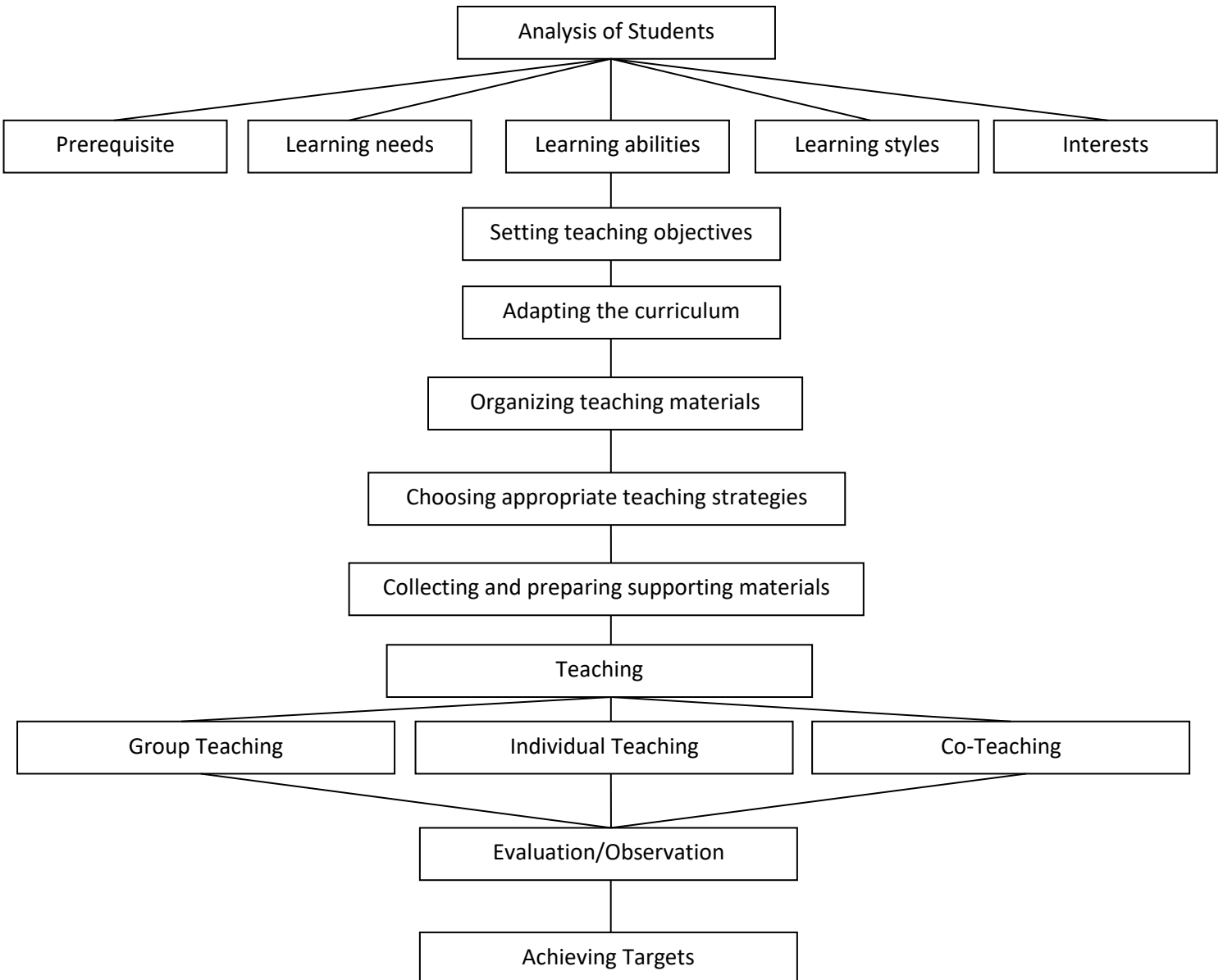


REMEDIAL CLASS

Each pupil is different in terms of learning ability, academic standards, classroom learning and academic performance and each has his own process in learning. The aim of the remedial class is to provide learning support to pupils who lag far behind their counterparts in school-performance. By adapting school curricular 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 of 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:



SCHOOL RUBICS

Descriptor 1: Developing a Learning Culture

| STEP 1 | STEP 2 | 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? |
| Create the 'social glue' by building a culture of trust and self improvement. | Establishing an open door policy and transparent communication among the learners. | Proper training to know how to teach according to critical thinking. | Principal, Vice Principal & Coordinator | Throughout the year | A visible shift in culture will be observed by conducting a survey. |
| Providing a psychologically safe environment where failures are perceived as learning opportunities | Research work by the teachers to give competency based learning. | Content sharing in the teachers' diary on daily lesson plan can be a resource. | Teachers Principal School | For every lesson this process must be utilized so that an interest is created for learning. | Increase in classroom discipline will be the first remarkable change for that class. |
| Setting high expectations for students and communicate these effectively is frequently practiced during the process of teaching and learning. | Teachers' hard work on beyond the text is very essential to see the present day world. | Engaging the parents to collaborate and participate in school activities and hold workshops & seminars on parenting and other relevant topics. | Teachers Parents Principal Vice-Principal | Teaching learning process is a gradual process and it is successful only when parents-teachers-student-school get involved. | It will develop students' ability to reflect on their strengths and areas of development across subjects. |

Descriptor 2: Building an Inclusive Culture

| STEP 1 | STEP 2 | 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? |
| Creating an environment of acceptance | Providing opportunities to work in teams, share ideas and reflect on best practices. | Optimum utilization of material and human resources. | Teachers, Principal, Co-coordinator | Daily observations on our own actions | The learning outcome will be assessed based on the rubrics. |
| Promoting social interactions among students and with teachers. | To improve teachers' knowledge and skills in supporting students with special needs in the teaching-learning process | Teachers have to build knowledge and skills to teach a diverse group of learners through continuous professional development. | Teachers, Management | Throughout the year | Identifying gaps, plan for early intervention and individualize learning. |
| Encourage buddy support or peer learning and child to child co-operation. | Create awareness that all are students in the school. Avoid favoritism among teachers towards certain students. | Creating classrooms to inculcate the habit of helping fellow mates instead of following the 'blindfold competition' with each other. | Teachers, School Counselors | Weekly Evaluation | There will be the real understanding of the concept of 'Healthy Competition' |

Descriptor 3: Engaging in Teachers' Professional Development

| STEP 1 | STEP 2 | 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? |
| CBSE has provided with various online teacher training courses which has helped in practicing in teaching learning process. | Enlarging the knowledge and understanding for the upliftment and betterment of the students. | Creating opportunities and modifying the assessment based on the learning. | Teachers Principal | Implementation of the rubrics in short intervals and its impact will be assessed quarterly. | To determine the attainment of the learning outcomes, the teacher will use rubrics and encourage the students to practice in their learning processes. |
| Ascertain the needs for professional development through collaborative practices. | Setting 'SMART' goals for professional development. S- Specific M- Measurable A- Achievable R- Realistic T- Timely | After knowing the steps for professional development, those have to achieve by being a responsible teacher by enrolling for courses, seminars, workshops. | Teachers | Everyday | The teaching-learning process will improve which in turn will contribute to the 'future ready' students. |
| Teachers' engagement in developing the skill on Project based learning for teaching both online and offline. | Introducing new pedagogical method in support of student's learning and developing critical thinking. | Providing adequate space for implementing a new pedagogical plan according to NEP. | Principal Vice-Principal Teacher | Starting right after every subject the project based learning in accordance with the learning outcomes. | Almost all teachers will materialize their knowledge with support of digital learning through classroom practice. |

ANNUAL SCHOOL PLAN

Vision to Implementation

| Core systemic | Goals | Strategies | Methods of Evaluation | Time scale | Success Criteria | People-in-charge |
|----------------------------------|---|--|--|-------------------|---|---|
| Student centered planning | Nurture students effective learning skills to enhance motivation | <ul style="list-style-type: none"> -Enhance students understanding of their learning styles and equip students with learning skills. -Incorporate learning skills into individual subjects -Decisions based on knowledge of the students and their prior learning | <ul style="list-style-type: none"> - Evaluation meetings - Establishing clear critical or rubrics for assessment before “a Piece of Work” is begun - Students performance in learning and assessments - Weekly home work and revision sheets | Whole school year | <ul style="list-style-type: none"> - Positive feedback from teachers & students - Students are able to apply different skills their learning - Improvement in weekly grades | Grade level supervisors Subject teachers & class teacher |
| High expectations | <p>For teachers- Strengthen teachers professional development to engage students in active learning</p> <p>For Students- Comprehensive and challenging learning goals for each student based on well crafted lesson plans</p> | <ul style="list-style-type: none"> -Optimize teachers profession sharing culture for promoting effective pedagogies and refining curriculum - All staff will be involved in structured induction and development plans | <ul style="list-style-type: none"> -Evaluation meetings for teachers - Record of staff professional Development Team -In school training conducted by various subjects departments -Weekly departmental meetings | Whole school year | <ul style="list-style-type: none"> -Teachers are able to apply and draft student centered lesson plans for the students -Improvement in teacher capacity -Effective team work between subject departments -Well thought, researched, neat assignments by students -Improved grades | Principal, Vice-Principal, Grade level Supervisors |

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| <p>Alignment of curriculum pedagogy and assessment</p> | <ul style="list-style-type: none"> • Pedagogy aligned with curriculum intent and demands of the learning area/ subject, general capabilities and cross-curriculum priorities • Assessment with explicit criteria and standards, planned up front aligned with teaching | <ul style="list-style-type: none"> • Adopting a rigorous and consistent school approach to monitoring and data collecting to measure the effect of teaching on student progression • Adopt a range of pedagogical practices and tools that reflect the content of the curriculum • Class swap for enriching learning | <ul style="list-style-type: none"> • Using data gathered from a variety of Formative and summative assessment to inform teaching and learning that is ongoing regular and scheduled | <p>Whole school year</p> | <ul style="list-style-type: none"> • Students show progress in all fields academic & co-scholastic • Students and teachers look at academic as an enjoyable activity with inter-disciplinary approach • Students empowered to discuss their own learning • Improvement in student engagement | <p>Grade level supervisors, subject teacher & class teacher</p> |
| <p>Evidence based decision making</p> | <ul style="list-style-type: none"> • Teaching and learning informed by student performance data and validated research • Agreed feedback practices for staff, parents and students | <ul style="list-style-type: none"> • Student data profiles are the key tool for tracking student data for each child across the school • Lists of all the assessment data per child must be maintained each week by class teachers | <ul style="list-style-type: none"> • Curriculum checks will be made on a regular basis by the Principal. These checks may be in a variety of formats including, classroom visits, collection of data profiles, modeled teaching episodes, collection of workbooks etc. | <p>Whole school year</p> | <ul style="list-style-type: none"> • Better documentation of meetings with students, parents, teachers • Mapping of each child's progress through the whole school years | <p>Principal, Teachers, parents</p> |

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| <p>Targeted and support instruction</p> | <ul style="list-style-type: none"> • To develop comprehensive range of agrees contemporary teaching strategies that support curriculum intent, engage students and exploit available technology • Differentiated and support teaching based on identified needs of students | <ul style="list-style-type: none"> • Select suitable tasks that match curriculum goals, course learning objectives and students needs • The teacher gives students a simplified version of a lesson, assignment, or reading, and then gradually increases the complexity, difficulty or sophistication over time | <ul style="list-style-type: none"> • Use of multiple methods, to enhance all students learning and affectivity of teaching • Students supplement their independent learning by using tools like mind maps | <p>Whole school year</p> | <ul style="list-style-type: none"> • Student becomes independent thinking students • Students start questioning without fear of authority | <p>Grade level supervisors, teachers</p> |
| <p>Safe, supportive, connected and inclusive learning environment</p> | <ul style="list-style-type: none"> • Whole school approaches to classroom and behavior management, recognition of difference, student well-being and development of student | <ul style="list-style-type: none"> • Fostering trust, care and respect through valuing individuals differences • Establishing and explicitly teaching consistent behavior expectations | <ul style="list-style-type: none"> • Positive feedback • Increase in student activities held and club services • Records of extra-curricular activities and sewa services by the students (community services) | <p>Whole school year</p> | <ul style="list-style-type: none"> • Parent and student feedback • Increase in student activities • Effective and prompt decision making through the whole school • Increased involvement in after school activities | <p>Teachers, Counseling team, Activity team</p> |