

Annual Pedagogical Plan for Leading Learning School 2024-25

School Name: Bhatnagar International School

**School Address: Sector-B, Pocket-X,
Vasant Kunj, New Delhi-110070**

Affiliation No. : 2730193

UDISE Number: 07080317102

Academic Session:2024-25

Principal's Name: Ms Shilpa Bhatnagar

Committee Members of the Annual Pedagogical Plan

Sl. No	Name of the Teacher	Designation
1.	Ms Shilpa Bhatnagar	Principal
2.	Mrs. Shubra Shukla	PGT
3.	Ms. Rachna Wadhawan	TGT
4.	Ms. Sungita Bagati	TGT
5.	Ms. Suman Kaushik	TGT
6.	Ms. Priya Chopra	PRT

BHATNAGAR INTERNATIONAL
SCHOOL
SECTOR - B, POCKET- X
VASANT KUNJ
NEW DELHI

ANNUAL PEDAGOGICAL FRAME WORK
2024-25

PREAMBLE

This Pedagogical Framework has been collaboratively developed with School community and ensures continued high-quality teaching focused on the overall development for every student. The process of collaboration has taken place via: face to face meetings (Principal, Staff, Subject heads and Coordinators) & communications through mail. The teaching staff has contributed comprehensively to the development of this holistic document after carefully reading and discussing the range of issues, materials and resources on the Pedagogy Planner as per the session requirement.

VISION STATEMENT OF THE SCHOOL

Values and Beliefs about Teaching and Learning

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

Principal Plan	Staff Plan	Student Output	Parent Role
<ul style="list-style-type: none">• Provide strong instructional Leadership• Support and guide school community members.• Ensure the main focus is on student outcomes.	<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, programmes 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 cooperate 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 proceed for learning tasks-eg assessment• Be involved and contribute to the school community

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.**

MISSION STATEMENT OF THE SCHOOL

To promote and nourish as wide a range of capacities and leadership skills, to foster critical thinking, creative ability and to develop moral and spiritual values, to become active, responsible, productive and empathetic citizens of the society.

Overview of our Frame work

Our schools frame work aligns systemic principles to our procedures by;

- **Outlining processes for professional learning and instructional leadership to support consistent whole school pedagogical practices, to monitor and check sustained impact of those practices on every student's achievement.**
- **Detailed procedures, practices and strategies-for teaching, monitoring, assessing, moderating and differentiating (special needs)-that reflect school values and support student improvement.**

Availability of Frame work

Our school Annual Pedagogical Plan will be available for all schools' community members to read. It may be accessed: -

- From school website-www.bhatnagarinternationalschool.in
- In paper form as document for school record.

Inclusion Planner for Pedagogical Plan

- School has a well-defined Academic Planner (Attached for all levels)
- Cultural Planner/Activities Planner (Attached for all levels)
- Student Progress Meet for the session (Attached for all levels)
- Curriculum Booklet (Attached for all levels)
- Teacher Development Index-Capacity Building Programmes and workshops from various Organizations (List Attached.)

Opportunities:

- Professional Upgradation is a continuous process in the school.
- Abilities of teaching faculty is strengthened through vigorous ~~plan~~
- Freedom to carry out innovative ideas are encouraged and appreciated.
- Students get opportunities to innovate.

This Document is a Frame work and is not designed to stand alone. It is supported by many other school Procedures and Policies.

CORE	PRINCIPLE	HOW DO WE DO THIS ?	ROLES & RESPONSIBILITIES
STUDENT CENTERED PLANNING	<ul style="list-style-type: none"> • Decisions based on knowledge of the students and their prior learning and attributes • Range of data used to learn pathways and target resources. • Frequent monitoring and diagnostic assessment to inform differentiation 	Enrolment-Orientation programme for new admissions. It allows the school to explain its policies and procedures. It allows the school to gather data of the child to find the best placement.	Principal, Admission Committee & Parent
		Assessment-Quarterly in a year, each teacher updates the differentiation/assessment using Student Progress Meet forum. This interaction helps indicate teaching strategies, student progress for various school-based programmes.	Teachers & Parents
		Home Work Programme-Daily homework is used as an important teaching and revision strategy. School Mobile App helps in linkage with parents. The format is followed by all teachers using School Almanac .	Teachers & Students
		Student Groupings-Students Remedial classes are conducted according to the grouping level. The curriculum programme provides the direction for clearly defined developmental levels allowing each child multiple opportunities to learning outcomes. Students with spots accolades/talent, art, music & dance are regrouped for assessment. Students with special needs are grouped and as per the requirement of student, counsellor and special educator give special training.	Teachers , Students, Counsellor & Special Educator
		Diagnostic Testing-Primary and Middle School continuous testing through Assessments Classes VIII to XII-CBSE Assessment pattern is followed. The Interactive Smart boards provide testing and Recapitulation methodology through software provided by school	Teachers, School Assessment Plan, Software

		<p>Work Sample Filing-Each Teacher maintains a Portfolio of student samples for each child. These are held in classrooms and then passed to class teacher as the student gets promoted. These also include data profiles which includes – Fathers Name, Mothers Name, Transport Data & Category of child.</p> <p>Anecdotal Record /Documentation-Each Child updates on year long conduct is documented for support appraisal.</p>	<p>Teacher, Student, Coordinator and Parent Reference.</p>
<p>HIGH EXPECTATIONS : Engaging in Teachers’ Professional Development</p>	<ul style="list-style-type: none"> • Comprehensive & Challenging learning goals for each student based on data/curriculum. • Deep Learning through high order thinking and authentic contexts. • Agreed procedures for ongoing induction, coaching, mentoring and support in teaching 	<p>Data Sets-As students move through the year levels, their goal setting and reviews of learning outcomes is assessed. These are frequently reviewed and measured against data sets. Reviews done with the help of students’ Progress Meet. Activities-A range of activities are included in each class programme to ensure development of HOT Skills. Established processes are used by Teachers to ensure suitable student standards. Activities may include : assessed talks, reading projects,AVpresentation,Inter Disciplinary linkage &ICT as the main component .</p>	<p>Teachers Students School Software Lesson Plan</p>
		<p>Induction, Mentoring & Development-All staff will be involved in instructional induction and development plans. This is subject based with Values which could be imparted to students.</p>	<p>Staff Induction Checklists</p>

	<p>&learning for all staff.</p>	<p>Professional Learning Plans- The school as per affiliation bye laws has created an Annual Pedagogical Learning Plan--- Teachers Development Index to meet the needs of the school, staff and system/Board. It is linked to the budget Implementation Plan. Staff uses the Capacity Building Programme for enhancing their professional development. These activities are further discussed with the entire faculty. The Staff Meetings create an ongoing discussion between the Principal and Faculty.</p>	<p>Principal Staff Members Organizing Agencies</p>
<p>Alignment of Curriculum, Pedagogy and Assessment</p>	<ul style="list-style-type: none"> • Pedagogy aligned with curriculum intent &Cross curriculum priorities. • Assessment standards • Lesson designing and Delivery • Monitoring and Data Collection Practices 	<p>School Programmes-The school has number of school-based documents to support the implementation of Pedagogy Framework. Activity based Learning, , Environment Olympiad, Science Talent, Student Career Counselling programmes, MUN, Atal Tinkering Laboratory, Linkage with Print Media-PACE &NIE, Cultural Activities, Annual Themes, Community Sensitization, Science Quiz, Yoga, Martial Arts,Skating,Taekwandoo,Horse riding and ICT Skills. All teachers ensure that implementation of these programmes is carried out in the classroom so that effective curriculum alignment is in school.</p>	<p>Principal Teachers Students Aides School Academic Plan</p>
	<ul style="list-style-type: none"> • Moderation Practices about Assessment Data 	<p>Assessment Plan-The school assessment plan has been designed to adhere to school based programme (for Primary &Middle) and CBSE Curriculum (for Secondary & Senior Secondary). It indicates the range of Formative, Summative and remedial processes required across all year levels. Teachers ensure that all planning meets the assessment plan expectations. Vocational and Skill subjects are also taken up for student’s welfare.</p>	<p>CURRICULUM</p>

		<p>Standards & Moderation-The school academic assessment provide the standards required for achievement of students. There are established tests, revision sheets, rating scales for student work. Subject enrichment, portfolio, averaging for internal assessment, Work Experience and Health & Physical Education is graded. Both these strategies will form the basis of teacher decision making about student achievement.</p>	
		<p>Teacher Planning- Teachers Lesson Plans are maintained every fortnight. All units planning is linked to Unit Outline, Knowledge, Understanding & Skills, Weekly activities (Scholastic & Co-scholastic). Linkage to Sports, Art & ICT. This helps teachers to ensure all strands of each subject area are covered. Our school follows step by step learning outcomes.</p>	
		<p>Staff Networks-Our school is an Active member for Professional Networks. School has a Nodal Coordinator appointed for Professional Development. School liases with CBSE and other Government Agencies like SCERT, JAL SHAKTI MINISTRY, ENVIRONMENT MINISTRY for sensitizing and upgrading teacher's development Index. Staff participates in CBSE Capacity Building Programmes.</p>	
<p>Evidence Based Decision Making</p>	<ul style="list-style-type: none"> • Teaching and learning informed by student performance, data and validation research. 	<p>Data Profiles-The student assessment profiles are the key tools for tracking student data for each child across the school. Assessment sheet for each semester is listed in school software. The software also holds information about parent contact, overall semester results. Date of Birth, Admission number, Attendance of each child. Teacher ensures regular discussions with each child about academics and social progress. Parent too are apprised. Every subject is listed appropriate for each year level.</p>	<p>Teachers Student Data on school software</p>

	<ul style="list-style-type: none"> • Quality evidence of the agreed teaching • Agreed feedback practices for students. 		
		<p>Systemic and School Data-The school personnel ensure they understand and use systemic data, attendance, disciplinary absences, sports tournament related absenteeism and academic grading. Fee updation data too is compiled in school software. This provides a ready reckoner for a student.</p>	<p>Teachers Students Software Assistant</p>
		<p>Student Reporting—Student report is processed according to planner (Primary& Middle) and CBSE Policy (Secondary &Senior Secondary). Teachers are given time lines by the Principal to ensure that reports are prepared for each semester. Each subject area gives information on progress on all appropriate strands. Comments are included that are individual, so parents can see what may be done to assist their child. Our school encourages regular meetings with parents to discuss student progress. These meetings are tracked by coordinators. Parents have ample opportunity to meet teachers for students’ progress updates.</p>	<p>Teacher Parent Report</p>
		<p>Curriculum checks—The checks are in a variety of formats including—classroom visits, modelled teaching, appraisals (from Coordinators, Subject Heads &Peer Teachers, collection and checking of notebooks and feedback on classroom environment.</p> <p>Teachers receive prompt feedback about each check with the help of coordinators in consultation with the Principal. This is designed to improve the teacher performance and student Learning. Opportunities enabled as part of Hub Learning through collaborative schools is mentored by CBSE.</p>	<p>Principal Teachers</p>

		Principal allocates learning Support Resources-Resources to support the learning of students during the session. There are weekly and monthly provision year-round in consultation with staff. Such resources include: Teacher aide time (stay back) and Remedial time (during summer & winter break) and working aide time during certain Saturdays. All the resource time is in consultation with staff.	Principal Teacher
Targeted Instruction	<ul style="list-style-type: none"> • Comprehensive range of agreed teaching strategies. • Differentiated teaching based on identified needs of students. 	School Processes: - Teachers, students and parents need to follow the clearly established processes for revision. This applies in scholastic areas. Teacher ensures that students read and understand processes outlined. Syllabus booklet with Assessment Plan is given in print to each child. The processes are followed in each classroom to maintain school approach.	Principal Teachers, Students, Parents, Aides,
		Learning Support Programme: - Teachers ensure that they meet regularly – Class coordinators conduct meetings. Staff meeting is a regular process of meeting Principal with staff. Progress updates are shared.	Principal Teachers Counsellors
		Available Technology: - The school is well resourced with the latest digital technology resources, (Laptops, Projectors, Wireless network). Teacher and students ensure they exploit these resources to the maximum potential. The classroom planning indicates how they engage with ICTs as part of General capabilities.	Principal Teachers, Students, Gigabyte
		Einstein's- Library Frame work – School inculcates the habit of reading and E- Library is an output resource used by students. This includes Journals, Periodicals & Reference books.	Principal Teachers, Librarian, Einsteins

CORE	PRINCIPLES	HOW WE CONDUCT THIS?	ROLE & RESPONSIBILITIES
<p>Safe supportive, connected & Inclusive Learning Environments</p>	<ul style="list-style-type: none"> • Consistent, whole school approaches to classroom behaviour management. • Student wellbeing. • Innovative, responsible & ethical use of digital technologies. 	<p>Learning & Well Being Frame Work – The documents show how we have addressed the key areas of learning environment, curriculum pedagogy, policies & procedures; the website gives an overall view.</p>	<p>Principal Teachers, Staff, Software Website</p>
		<p>Responsible Behaviour Plan – The school has consulted with all stakeholders for responsible Behaviour Plan. The safety of students as part of appropriate measures are followed; committees like POCSO, sexual Harassment are constituted for a well-oiled system for social emphasising for students. School Management Committee & Parent Teacher Association are certain procedures & policies followed as per Affiliation Bye Laws.</p>	<p>Principal Committee, PTA, SMC</p>
		<p>Attendance Data – Teachers carefully monitor attendance rates. The school supports parents by outlining expectations as per CBSE guidelines. Regular Day to day attendance is sent home (including percentage) through information board (mobile App).The Principal follows procedures to follow up on any attendance issues as per CBSE guidelines.</p>	<p>Principal Teachers, Parents, Staff, School Information Assistance</p>
		<p>Student Performance Recognition – Daily school assembly are held to reinforce the behavioural expectations of the school. Positive recognition of students is made with the presentation of certificates. To promote a sense of gamily / team, school celebrates important days. Talent of students is shad in this form. Pledges for saving environment. Information about students achievements and improvement is also published in newsletters – Glimpses.</p>	<p>Principal Teachers, Student.</p>

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		<p>Communication – All members of the school community is the key strategy in building correct culture of the school. The school uses channel to work with parents by using email, mobile app, daily attendance, homework daily, SMSs. School ensures safety of each child by using RFID cards. GPS tracking of school transport used by students is shared with parents for safe commute and pick up by parents .</p>	<p>Principal Teachers,</p>
		<p>Open Door Policy for Parents- We encourage parents to be highly involved in our school. Parent / teacher interaction are formal designed dates or as expected which suits parents & teachers throughout the year. This is encouraged for student welfare.</p>	<p>Principal Teachers, Parents.</p>
		<p>Use of Digital Technologies – The designed ICT skills and foundation Education in Information Technology (FEIT) is and unpatrolled programme run by school. The standard required for year is included in assessment plan. Students participate in opportunities to show case their technology skill in activities.</p>	<p>Principal Teachers, Students.</p>
		<p>Website – The school website is a wholesome preview of school with both scholastic & co-Scholastic areas. The assignments, worksheets are uploaded.</p>	

DESCRIPTORS

DESCRIPTOR 1: Engaging in Teachers' Professional Development					
STEP 1	STEP 2	STEP 3		STEP 4	STEP 5
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the time line for implementation?	What will the impact look like?
<p>Actionable 1: Organization of virtual and offline trainings, workshops and webinars based on identified schools needs in collaboration with CBSE</p> <p>Actionable 2: Engage in a dialogue with individual teachers to identify needs and the way ahead.</p> <p>Actionable 3: Establish subject- wise committees of teachers for feedback on current knowledge and skills. Also identify specific needs of teachers.</p> <p>Actionable 4: The teacher attending the workshops to share the inputs with the rest of the teaching faculty</p>	To encourage teachers to enroll for online/offline workshops to improve day to day ways of working that involves professional learning and constructivist pedagogy.	<p>Teachers will be encouraged to learn new digital techniques.</p> <p>Teachers will be encouraged to prepare rubrics for the assessment.</p> <p>Teachers will be encouraged to attend the CBSE course regularly to know more about NEP2020.</p> <p>Modify rubrics based on usage and need.</p>	Principal Co-ordinators	On going during the session	Teachers will be able to implement NEP2020 effectively. All teachers will use rubrics to determine the attainment of learning outcomes.

DESCRIPTOR 2: Initiating Innovations in schools.					
STEP 1	STEP 2	STEP 3		STEP 4	STEP 5
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the time line for implementation?	What will the impact look like?
<p>Actionable 1: Our fully equipped ATAL Tinkering Lab has a full time ATL Incharge coordinator. We also have a mentor appointed from NITI AYO</p> <p>Actionable 2: Ensure that it is working efficiently and have regular mentor –teacher meetings.</p> <p>Actionable 3: Provide opportunities for students to work on projects dealing with real world problems through design thinking for innovation in the Atal Lab.</p> <p>Actionable 4: To go on field trip to understand the local problems and take it as a theme for their upcoming projects.</p>	<p>We need to promote a positive mindset where failure is seen as a stepping stone to success.</p> <p>We need to develop a professional learning community for sharing ideas and innovations.</p>	<p>Challenge teachers to try innovative pedagogies and provide opportunities to reflect on their experience. Showcase the innovations in the websites, local newspaper, other mass media sources.</p> <p>Encourage parents to appreciate and co-operate with their children and school. To provide incentives and show appreciation by giving away certificates, cash prize etc.</p> <p>Providing opportunities like genius hour, coding hour, STEM lab etc.</p> <p>Encourage and support teachers to try out new ideas.</p> <p>To provide students and teachers a platform by conducting seminars, workshops, exhibitions etc.</p>	<p>School head Subject teachers Mentors Concerned Education Officer Lab Coordinator.</p>	<p>To be completed half yearly 1st Sep 2024 for review, reflection and modification .</p> <p>Final draft 1st Sep to 30th Sept 2024.</p> <p>Implementation : October 1st 2024.</p>	<p>The ATAL tinkering Lab will function 90% to articulate the problems that have been in the society. It will inspire students to develop new ideas for the projects .</p> <p>A minimum of 5 innovative ideas to be sent for each of the competitions organized by District, State, Regional, National levels.</p>

DESCRIPTOR 3: Leading the teaching – Learning process					
STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the time line for implementation?	What will the impact look like?
<p>Actionable 1: Create a common understanding that the purpose of teaching learning is to make students future ready.</p> <p>Actionable 2: Encourage teachers to have a better understanding of what is an effective teaching learning process in the classroom post Covid challenges.</p> <p>Actionable 3: To share the good academic practices of the school with the faculty of the school for overall improvement of the teaching learning process post Covid</p> <p>Actionable 4: Co-construct mechanisms with teachers that would help evaluate classroom practices.</p>	<p>1. We have planned to support teachers to undertake innovative and research based pedagogical practices to improve student learning.</p> <p>2. We have planned to work in for mental wellbeing of each child requirement.</p> <p>3. We have planned to sensitize health and wellness of students through training of each teacher .</p>	<p>Guide teachers on how to establish their goals. To have exchange programs with schools.</p>	Principal Coordinator	<p>Final draft March 2024 .Implementation: 1 April 2024.</p>	<p>New shared methods of pedagogy will bring a total positive change</p>

DESCRIPTOR4: 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 be the impact look like?
<p>Actionable 1: We create opportunities for staff and students wellbeing.</p> <p>Actionable 2: We establish an open door policy and transparent communication amongst stakeholders.</p> <p>Actionable 3: Efforts are taken to develop pre- vocational, vocational skills and physical education through an integrated curriculum.</p> <p>Actionable 4: To invite speakers on talks related to joyful learning, managing stress and on creating an atmosphere of 'No Anger' to improve the quality of learning.</p>	<p>1. We need to provide challenging opportunities for students to imbibe knowledge through experiential, innovative and collaborative methods.</p> <p>2. Listen actively to and support suggestions, ideas and comments provided by teachers and students.</p> <p>3. Guide teachers to utilize data for effective planning and instructional plans..</p>	<p>1. Encourage inclusive and competency-based learning.</p> <p>2. Educationists and experts may be called to develop the learning skills and habits.</p> <p>3. Implementation of 21st century skills of learning along with the NEP 2020.</p> <p>4. Practical learning should be encouraged. So proper time table should be prepared for full utilization of labs.</p> <p>5. Celebrate success stories with the larger school community</p> <p>6. Set high expectations for students and communicate these effectively.</p>	<p>Principal Coaches Teachers Parents Mentor</p>	<p>April 2024</p> <p>Review, Reflection and modification: 02nd November to 30th November 2024</p> <p>Implementation : April 2024</p>	<p>1. Quality of learning will be improved and at the same time quantitative result will also improve.</p> <p>2. School average will also go at a high level if learning is more joyful and stress free.</p> <p>3. Design innovative ways to engage parents in their child's learning journey.</p>

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>Actionable 1: Formulate inclusive policies and structures.</p> <p>Sensitize teachers, peer group, support staff and the community to the unique needs of diverse group of learners.</p> <p>Actionable 2: Teachers are trained to formulate a school improvement plan with short-term and long-term goals.</p>	<p>Improve teachers knowledge and skills in supporting students with special needs in the teaching learning process.</p> <p>Focus on children facing learning difficulties and utilizing data from learning outcomes of each child to build a student profile. It can support the learning needs of the students to make learning personalized within the classroom.</p> <p>Improve teachers knowledge using DIKSHA, NISHTHA app.</p> <p>Complete</p>	<p>Provide teachers opportunity to work in teams, share ideas & reflect on best practices.</p> <p>Identify suitable resource persons.</p> <p>Use ICT digital resources and assistive technology to provide experiences to children.</p> <p>It could be effectively employed to make every student learn as per NEP 2020.</p> <p>Use positive behavior and support strategies to address behavioral issues.</p> <p>Teachers regularly review the learning outcomes, instruction</p>	<p>Principal, teachers, stakeholders, Special Educator, mentors & Coordinators</p>	<p>Implementation: April 2024.</p>	<p>All teachers will be trained in inclusive practices. All teachers get ample opportunities to upgrade their skills and are responsive to the needs of learners.</p> <p>All teachers will be able to identify and experience learning difficulties and how the changes will impact student learning.</p> <p>Enhance engagement and value the achievement of all learners.</p> <p>Teachers will learn to become a conceptual artist who moulds knowledge, feelings, thoughts, sensation and</p>

<p>Actionable 3: To identify the slow learners and give them academic support for better performance and to boost their confidence. It will be focused on the special educational needs of each category of students and teaching strategies to be adopted to accommodate them.</p>	<p>competency based education and art integrated teaching.</p>	<p>to support curricular goals of students.All the teachers in the school undergo training from CBSE to learn behavior and emotional problems of the children which helps to focus on educational needs. Maintain a profile of each student . Case study of each child helps child in additional learning and designing activities to increase participation in class.</p>			<p>experience into an active and activating educational process.</p>
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SUMMARIZATION
Annual Pedagogical Plan
2024-25

