ANNUAL PEDAGOGICAL PLAN

Kindergarten

SHAPING THE EDUCATIONAL EXPERIENCE
2025-26

EXCEL Foundation School Hootagalli

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School Name   : **EXCEL PUBLIC SCHOOL, Hootagalli, Mysuru**
Academic Year : **2025-26**
Headmistress   : **Ms. Nethravathy K P**

School's Vision Statement: Empowering young minds towards a progressive and humane society

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School's Values:

- **Pursuit of the highest standards of work, ethics and discipline**
- **Belief in the engagement principles of responsibility, integrity and respect**
- **Value for flexibility and sense of accommodation**
- **Commitment to responsible behaviour, rational thinking, creative engagement and harmonious co-existence**
- **Respect for human dignity, individual difference, intellectual freedom and multiplicity of thought**
- **Transparency and fairness in transactions with all stakeholders**

Areas of strengths:

- **Enlightened and Progressive School Management**
- **Collaborative Teaching-Learning Processes**
- **Tech-enabled Teaching-learning Facilities**
- **Happy Learning Environment**

Descriptor 1: Leading the Teaching Learning Process

Sources   : **NEP, Educational websites and Teaching experience**

Focus   : **Teaching-learning practices primarily concentrate on the methods, strategies, and techniques used by educators to facilitate learning experiences for students.**

Scope   : **They encompass a wide range of instructional approaches, including pedagogical methods, assessment strategies, classroom management techniques, and curriculum design.**

Objectives: **The main objective of teaching-learning practices is to enhance the quality of education by improving teaching effectiveness, optimizing student engagement and achievement and reaching learning outcomes.**

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?
Actionable 1: Writing lesson plans	Team Discussion: Review the current practices. Clarify objectives (good to know, Important to know) Teachers write lesson plans keeping in mind the current needs of the learners. Utilizing research-based methodologies and best practices in education	Teachers assess current need analysis: strengths, weaknesses, and improvements based on baseline assessment. Planning new interdisciplinary activities (ongoing) Refining lesson plans and applying differentiated instruction (ongoing)	Headmistress, Academic coordinators, Teachers	Throughout the academic year	Effective customized lesson plans catering to diverse learner needs. Increases Teacher Effectiveness. More engaging and meaningful classroom experiences. Enhances students' learning and outcomes.
Actionable 2: Plan and design instruction	Teachers prepare well in advance (Pear observation, Feedback on the go, section meetings)	Teachers collect the required resources. Use a bilingual approach and appropriate body language while conducting the class. Various strategies are used to convey information and facilitate learning. They can be auditory and visual aids, like videos and hands-on.		Throughout the academic year	The children will be effectively engaged and highly interactive. They explore and learn, making meaningful connections to real-life situations. It strengthens the teacher-learner's relationship.
Actionable 3: Concept/Theme-based learning	Teachers prepare a framework to organize materials and plan activities that are meaningful and purposeful.	Encourages team planning among teachers by sharing ideas and integrating subject areas. Teachers integrate different subjects around one central idea.		Throughout the academic year	Enhanced cognitive skills, improved language development, and a deeper, more meaningful understanding of concepts by connecting them across different subjects.

Actionable 4: Learning corners (indoor and outdoor)	The teacher creates learning corners with engaging activities.	Learning corners are thoughtfully designed within the classroom or outdoor area where children explore specific skills or concepts through play, discovery, and interaction.		Throughout the academic year	These spaces allow children to explore their interests, develop skills like problem-solving and fine motor control, build creativity, and learn to manage their emotions and social interactions in a structured environment.
Actionable 5: Provide Timely and Constructive Feedback	The teachers frame rubrics for assessing varied skills, focusing on holistic development.	Teachers regularly keep assessing student performance and provide feedback that is specific, timely, and, most of all, actionable. Updating the parents on the same.		Throughout the academic year.	The student will grow to appreciate feedback without fear and work on it with the help of teachers and parents.

Descriptor 2: Strengthening 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 timeline for implementation?	What will the impact look like?
Actionable 1: RIMSE (Ramakrishna Institute of Moral and Spiritual Education)	Teachers should develop self-love, prioritize tasks effectively, maintain their health, and manage stress.	Attending sessions at RIMSE and implementing the suggested practices and guidelines for self-growth.	Headmistress Academic Coordinator Teachers Principal Vice Principal Management	Throughout the academic year	Teachers model positive habits for children, promoting emotional well-being. Enhances teachers' ability to deliver lessons calmly and effectively. Supports a balanced and healthy classroom environment. Teachers are better equipped to handle challenges and remain resilient.
Actionable 2: Programs By AIISH	Team Collaboration in Problem-Solving Seeking Input from Mentors. Organize workshops by an experienced resource person.	Establish regular team meetings where teachers can discuss challenges they face in the classroom. Encourage teachers to seek guidance from experienced mentors, both within and outside the school.		Throughout the academic year	Improves teacher competency, promotes reflective teaching, and enriches learning experiences for children
Actionable 3: NCF/NEP	Teachers keep a hard copy and a soft copy of the documents. The teachers read and discuss.	Refer to the document at frequent intervals and implement activities. Ensuring equitable and inclusive education for all. Integrating technology into education. Promoting a multidisciplinary and holistic approach to learning.		Throughout the academic year	Ensures alignment of teaching-learning processes with the New Education Policy and nurtures all-around development in the children. Ensure that children attain foundational language and mathematical skills.

Actionable 4: Online courses and Webinars	Professional development webinars and course links are being suggested by the mentors.	Teachers will enroll and document the best practices and discuss with the team, implement and review.		Throughout the academic year	Help the teachers to improve their management skills, classroom delivery, planning and preparation by effective use of available materials. Shifting from rote learning to a focus on critical thinking and problem-solving.

Descriptor 3: Initiating Innovations Among Teachers and Students

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?
Actionable 1: Morning Assemblies	Teachers will conduct assemblies that include structured exercises, key concepts, and rhymes.	Encouraging children to lead the assembly, giving each child an opportunity to speak on a topic of their choice using the microphone.	Headmistress Academic coordinators Teachers	Throughout the academic year	Children develop a sense of routine, coordination, and participation. Reinforces learning of concepts in a fun and engaging way. Promotes confidence and communication skills among children.
Actionable 2: Communication building activity .	Teachers plan activities formally and informally and create opportunities for the children to speak.	The teacher ensures that the classroom environment is supportive and inclusive. Encouraging the children to express themselves without fear of judgment. Encouraging the children to choose an item, picture, or topic they are familiar with and speak.		Throughout the academic year	To develop their communication skills and confidence at speaking To help them structure their thoughts and build their vocabulary. To inspire creativity, encourage storytelling skills, and foster a love of reading and writing in young children.

Actionable 3: Cross-curricular programmes	Teachers are conducting simple games, art, music, and dance in the class to reinforce concepts.	Teachers will collaborate with the physical education teachers to create games/races, such as complete the word and puzzles.		Throughout the academic year	Promotes collaboration, problem-solving, and communication among peers while reinforcing language and cognitive skills through play.
Actionable 4: Group Quiz	Teachers pose questions, and children have equal opportunities to respond.	Teachers will make groups and set a quiz competition for the children.		Throughout the academic year	Builds confidence and motivation among children, fostering a sense of accomplishment and enthusiasm for participation. Promotes teamwork, inclusivity, and active engagement in classroom activities.
Actionable 5: Special events	Teachers plan special and meaningful events with clear, purposeful outcomes. Teachers engage children in purposeful learning experiences beyond routine lessons.	To spark imagination, teachers transform the entire classroom or block into an immersive thematic environment for selected events, such as the World of Ocean, Soil Magic, Jungle Theme, and more.		Throughout the academic year	Enhances creativity and imaginative thinking in children. Provides hands-on, experiential learning opportunities. Makes learning engaging, memorable, and meaningful. Encourages exploration, curiosity, and problem-solving skills.

Descriptor 4: Developing a Learning Culture (Self-motivated learners)

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?
Actionable 1: Listening and Speaking	Children participate eagerly may need encouragement to express ideas confidently and listen attentively to others.	Create opportunities for children to listen to stories, rhymes, and peer sharing; encourage them to speak in short sentences, retell stories, or share experiences during circle time.	Headmistress Academic coordinators Teachers	Throughout the academic year	Children listen attentively, express themselves clearly, and respect others' ideas. They develop confidence, curiosity, and begin to take initiative in their learning.
Actionable 2: Introduce high-frequency words	Teachers use flashcards, reading word charts, and word searches.	Teachers plan varied activities to help children register words effectively—such as selecting passages from newspapers or magazines, encouraging children to bring their own books to identify and circle taught words, and engaging them in visual discrimination activities.	Headmistress Academic coordinators Teachers	Throughout the academic year	Children will develop curiosity and interest in exploring new words. Their vocabulary, spelling, and comprehension skills will improve, fostering confidence in reading and communication.

Actionable 3: Library time	Teacher provides books and monitors their progress.	Teacher provides the books appropriate to the learners' level and encourage reading.		Throughout the academic year	Children will develop better comprehension, critical thinking, and problem-solving skills. They will also cultivate independence and a lifelong interest in reading
Actionable 4: Little Readers	Teachers provide books available at school and motivate the kids to read and appreciate their efforts.	Children will carry a book from home and read it at school. Teachers appreciate the child with a golden star for completing a story. Each child's level is documented to track their progress.		Throughout the academic year	Children will develop a love for reading and a sense of achievement. Regular reading will enhance their vocabulary, comprehension, and confidence. The golden star appreciation will motivate them to read more and take pride in their efforts
Actionable 5: Environmental awareness	Teachers plan effective environmental learning activities and are often interdisciplinary and holistic.	Teachers engage children in discussions about nature, animals, the environment, and pollution, followed by meaningful activities such as planting seeds, soil play, nature walks, scavenger hunts, waste segregation, and watching educational videos. Through these hands-on experiences—like gardening, exploring nature.		Throughout the academic year	Environmental awareness helps kids by developing their understanding of the world, fostering lifelong responsible habits, and improving cognitive skills. This early exposure to ecological principles through sensory, experiential, and interactive learning makes abstract concepts tangible and relatable.
Actionable 6: Key words (from a story)	Teachers choose age appropriate stories which is narrated in various methods.	Teacher choose a few key words from the stories, make a word chart and display in the class for regular reading.			Builds vocabulary and makes it easy to narrate the story with the help main key words. Boosts their language skills and confidence.

Descriptor 5: Strengthening and Evaluation Practice
(Assessment as learning, Assessment for learning and Assessment of learning)

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?
Actionable 1: Worksheets	Teachers discuss and generate ideas to prepare a well-planned question that covers the taught concepts, themes and topics beyond the textbooks. It caters to different-level learners.	Same concepts are being reinforced through different activities. It includes activities that promote visual discrimination, logical thinking. The teacher provides ongoing feedback that would help the child improve.	Headmistress Academic coordinators Teachers	Throughout the academic year	Children will develop a positive attitude toward worksheets, engaging joyfully with them. Enhanced visual appeal and collaboration will promote creativity, improve focus, and strengthen peer interaction. Worksheets will become meaningful learning tools rather than routine tasks.
Actionable 3: Formative assessment	Teachers will provide immediate feedback and guide learning. Identifying areas for improvement and adjusting instruction.	Teachers often observe students during classroom activities, playtime, and group interactions to assess their social and emotional development, language skills, and ability to follow instructions.		Throughout the academic year	Provides feedback to help children improve their skills and address weaknesses. Identifies strengths and helps children celebrate successes. Encourages children to see mistakes as part of the learning process.

Actionable 4: Summative assessment	Standardised tests to assess students' skills and knowledge in areas such as literacy, numeracy, and General awareness. Use of checklists or rubrics to evaluate students' performance in various tasks, such as reading comprehension, counting, or colours.	The teacher measures a child's foundational skills in literacy, numeracy, social-emotional, and physical development. Conducted through one-on-one performance tasks, oral activities, or sorting games, solving paper, it helps assess overall understanding, inform families, support school transitions, and guide teacher reflection.		September, December and March	The children develop logical skills, writing, fine motor development, and problem-solving. The feedback provided helps students see how far they have come.
Actionable 5: Assessment (Reading)	Teachers create rubrics and maintain reading records.	The children are assessed formally and informally.		Throughout the academic year	Tracked individual progress – improves reading, fluency and boosts confidence in children.

Descriptor 6: Building an Inclusive Culture
(Bring in diverse culture,
festivals to incorporate inclusive learning.)

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?
Actionable 1: Celebrating diversity	Celebrating different festivals. Engaging in multicultural activities such as food, art and craft, traditional games, and traditional wear.	Decorating the corridor and dollhouse according to the festival theme. Introducing children to different festival foods/cooking without fire. Encouraging children to create art and craft related to the festival.	Headmistress Academic coordinators Teachers	Throughout the academic year	It provides opportunities for children to learn about the customs, foods, music, and clothing associated with each culture.
Actionable 2: Power of story.	Choosing stories from all walks of life. History, fables, reformers, etc.	The teachers enact stories for the children in the auditorium with a background screen and costumes as per the story. . Field trips to museums, landmarks, and cultural sites around India using online resources and educational videos.		Throughout the academic year	The children infer more about different Indian stories and characters. It helps to explore different cultures and traditions from the comfort of the classroom. It creates an inclusive learning environment that celebrates diversity, promotes cultural understanding, and enriches the educational experiences of all children.

Actionable 3: Literary and Cultural activities	Teachers identify various activities with clear objectives.	The children explore varied areas such as mono acting, craft, story narration, cooking without fire, drawing and colour, best out of waste etc. The children are given an option to narrate, sing, or speak in their mother tongue.		Throughout the academic year	Enhances public speaking, teamwork, confidence, and organizational skills.Builds creativity, critical thinking, and self-expression. Children feel a sense of pride and belonging to their culture,. expressing themselves in their mother tongue. Children develop respect and appreciation for linguistic and cultural diversity.
Message exchange	The teacher plans the activity.	Children exchange simple notes or drawings expressing feelings.		Once	Developed empathy, writing readiness, and peer bonding

Descriptor 7: Strengthening community engagement (Improving beneficiary satisfaction)

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?
Actionable 1: Regular Parent-Teacher meeting	Teachers are available every second Saturday to discuss the child's progress with the parents.	Documenting meetings with parents. Taking suggestions and addressing their concerns. Meeting parents, if necessary, apart from the designated day. Creating feedback and survey forms for parents to share their feedback.	Principal Vice – Principal Management Parents Headmistress Academic coordinator Teachers	Throughout the academic year	It encourages open communication and collaboration between teachers and parents to support the child's learning and development. It helps teachers and parents connect better.
Actionable 2: Parent involvement	Teachers identify and invite parents from diverse backgrounds to conduct sessions	The teacher coordinates and schedules a date and provides all the necessary support to the parent.		Throughout the academic year	Collaboration between parents and teachers fosters a joyful experience and is memorable while strengthening the bond between home and school
Rhythms of India	Teachers identify parents and children from the higher class who play classical instruments and classical dance forms.	Teachers will coordinate with parents and children identify a convenient date and organize the event.			Children will be exposed to our classical instruments and dance forms, providing an experience of our beautiful cultural heritage.

Actionable 3: Inviting Parents for Assemblies	Teachers put up an assembly class-wise on a special topic.	Teachers will plan class-wise assemblies on topics like Animals, Incredible India, Stories a legacy, festivals, etc		Throughout the academic year	Parents feel valued and connected to the school community. Strengthens the bond between parents, teachers, and children. Encourages children to perform confidently in front of an audience.
Actionable 4: School App	Using the school app for meaningful activities.	Teachers ideate activities taking beyond textbooks, involving parents meaningfully and making them a partner in the teaching learning process.		Throughout the academic year	Parents become active contributors to their child's learning journey. Children show greater enthusiasm and curiosity due to hands-on and real-life learning experiences.
Actionable 5: Regular Communication	Teachers check the handbook regularly and get mail updates.	Teachers attend to the messages written in the handbook and respond promptly. If the situation demands, teachers contact parents over the phone for a quick interaction.		Throughout the academic year	It promotes a collaborative approach to education between parents and teachers, ultimately leading to improved academic performance and holistic development for the children.
Actionable 6: Sharing Monthly Calendar	Teachers work on the template to create a calendar.	Teachers will share the calendar through the school app.		Throughout the academic year	Builds confidence among parents as they see structured planning.

Descriptor 8: Socio Emotional Learning

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?
Actionable 1: Welcome Time	A greetings chart is displayed, and the teacher stations herself there to personally welcome each child.	The children are encouraged to choose how they wish to be welcomed when they arrive at school	Headmistress Academic coordinator Teachers	Throughout the academic year	Fosters a sense of independence and belonging among children. Encourages decision-making and helps them begin the day with positivity and comfort.
Actionable 2: Feeling chart	The teacher displays an emotion chart in the class.	The children pick the ice cream stick with their name and drop it into the cup under the emotion they are feeling and express.		Throughout the academic year	Helps children recognize and express their emotions, fostering emotional awareness and self-regulation. Enables teachers to understand each child's emotional state and provide appropriate support.
Actionable 3: Common rules (KG)	Teachers make ground rules in compliance with the students.	The teacher reminds and reinforces common rules to help children remember and practice them consistently.		Throughout the academic year	Children understand and follow classroom rules with consistency. They develop self-discipline and a sense of responsibility. Children become more mindful of their behaviour and actions.
Actionable 4: Group activities	List of group activities: Collage making, Cooperative Games	The children work in groups to complete the tasks.		Throughout the academic year	Promotes teamwork and cooperation among children. Enhances communication, problem-solving, and social skills while fostering a sense of shared responsibility.
Actionable 5: RICER	Teachers catch children doing good deeds.	Teachers will identify and appreciate good deeds by mentioning them in the handbook.		Throughout the academic year	Children feel recognised and motivated for their good behaviour..

Actionable 6: Waste segregation	The teacher will plan an activity to introduce waste segregation (hands-on)	Children under the guidance of teachers carry waste after having their snacks and classify it into wet, dry waste. And drop into the respective bins.			Children learn to take up accountability and responsibility.

ANNUAL PEDAGOGICAL PLAN
ACADEMIC YEAR 2025-26

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ANNUAL PEDAGOGICAL PLAN

Classes 1 & 2

SHAPING THE EDUCATIONAL EXPERIENCE
2025-26

EXCEL
Foundation School
Hootagalli

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School Name : **EXCEL PUBLIC SCHOOL, Hootagalli, Mysuru**

Academic Year : **2025-26**

Headmistress : **Ms. Divya Shetty**

School's Vision Statement: Empowering young minds towards a progressive and humane society

Our Goal: To nurture holistic development and foster a love for learning among students in foundation school classes (1 and 2) by providing a supportive and engaging learning environment that promotes Socio emotional development, cognitive development, physical development, language and literacy development and Cultural and aesthetic development through a play-based approach.

Areas of strengths:

- Dedicated and Caring Teachers
- Diverse and Engaging Curriculum
- Enriching Co-Curricular Activities
- Active Parental Engagement
- Focus on Holistic Development
- Utilization of Tech-enabled Teaching-learning Facilities
- Creation of a Happy Learning Environment

Areas of improvement:

- Strengthen play-way, project-based, and hands-on learning.
- Integrate life skills into daily lessons.
- Expand teacher development through workshops and peer learning.
- Increase interactive experiences: field trips, guest sessions.
- Encourage reflective and collaborative teaching practices.

DESCRIPTOR - 1: Strengthening 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 timeline for implementation?**	**What will the impact look like?**
Actionable 1: **Providing Targeted Professional Development Opportunities** Teachers regularly engage in structured professional development programs, workshops, and training sessions, which are embedded in school practice and aligned with foundation stage needs.	• Continue to provide targeted professional development opportunities to enhance teaching effectiveness and support continuous professional growth.	• Maintain regular workshops, seminars, and training sessions focused on early childhood education principles, pedagogical approaches, and subject-specific strategies. • Collaborate with academic resource institutions such as AIISH and RIE for specialized support. • Encourage reflective practice through monthly teacher reflections and peer discussions.	• HM • Academic Co-ordinators • Subject Co-ordinators	• Ongoing throughout the academic year, with monthly reflections and periodic evaluations.	• Consistently improved teaching practices and instructional strategies. • Enhanced student engagement and learning outcomes. - Increased teacher confidence, job satisfaction, and empowerment. • Sustained culture of continuous professional growth.

Actionable 2 **Integrating UDL into Teaching Practices** Teachers seek structured support in inclusive teaching strategies.	• Build teacher capacity through UDL (Universal Design for Learning) training and collaborative planning.	• Conduct UDL workshop for all Foundation School teachers and design UDL-based lesson plans.	• HM • Academic Co-ordinators • Subject Co-ordinators.	• June 2025 to March 2026 • Conduct regular sessions throughout the year to foster collaboration and support teacher.	• Teachers confidently implement inclusive and differentiated strategies in daily lessons.
Actionable 3 **Peer collaboration and mentoring** Teachers share ideas occasionally, but collaboration is now structured and consistent across the foundation stage.	• Maintain and strengthen collaborative learning communities to ensure continuous professional growth.	• Hold regular grade-level and subject-specific meetings. • Implement Buddy Systems, Peer Feedback Sessions, and peer observations. • Document and standardize effective teaching strategies. • Encourage diverse perspectives and active participation.	• Subject coordinators will lead collaborative meetings and provide support to team members. Vice Principal, HM	• June 2025 to March 2026	• Consistent sharing of best practices and teaching resources. • Improved instructional strategies and student learning outcomes. • Strong professional community and support among foundation stage teachers.

DESCRIPTOR - 2: Initiating Innovations in Schools (Cross-curricular, Multi-Disciplinary, Project Based, ActivityBased, Art/Sports Integrated etc.)

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?
Actionable 1 **Implementing play-based approach** Play-based learning is consistently integrated across the curriculum, engaging students in hands-on and experiential activities.	• Continue strengthening and expanding play-based strategies across all subjects, ensuring consistency and alignment with the National Curriculum Framework for the foundation stage. • Maintain teacher proficiency and resource availability, and further involve parents in supporting play-based activities.	• Conduct PD workshops, provide resources, develop integrated lesson plans, and establish monitoring systems with rubrics to assess effectiveness.	• The leadership team will oversee the implementation of play-based learning initiatives. • Subject teachers will be responsible for integrating play-based strategies into their lesson plans and classroom activities.	• Start PD workshops at the beginning of the academic year. • Integrate fully into lesson plans by the end of the first semester. • Monitor and refine continuously throughout the year.	• High student engagement and motivation. • Enhanced creativity, problem-solving, and critical thinking skills. • Stronger collaboration and positive relationships among teachers, students, and parents.
Actionable 2 **Implementing Project-Based Home Tasks** • Project-based home tasks (Family Weekend Tasks) are already integrated into the curriculum, encouraging students to apply concepts across multiple subjects and fostering parental involvement.	• Continue to implement and enhance project-based home tasks that promote multidisciplinary learning, creativity, and real-world application.	• Conduct ongoing professional development workshops focused on play-based pedagogies. • Provide ample learning materials (toys, manipulatives, sensory resources). • Develop lesson plans that integrate play-based strategies and establish monitoring systems with rubrics to assess engagement and learning outcomes.	• Subject teachers design and assign tasks; Class teachers support parents in facilitating student learning at home. • HM	• Throughout the year on a monthly basis.	• Increased student autonomy and ownership of learning. - Enhanced engagement with meaningful, real-world projects. - Strengthened home-school partnerships through active parental involvement. - Consistent development of multidisciplinary skills.

DESCRIPTOR - 3: Leading the Teaching - Learning Process (Pedagogical Leadership)

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?**
Actionable 1 • **Peer Observation** Teachers are open to collaboration and learning from one another. There is potential to formalize the process with clear goals, observation tools, and timelines to ensure consistency and professional growth.	• Establish a structured peer observation program within the organization. • Define clear goals and objectives for peer observation. • Develop observation criteria and guidelines for effective peer observation. • Provide training and resources to staff on conducting and receiving peer observations. • Establish a timely assessment and feedback system for the observations.	• Form a planning committee to design the peer observation program. • Create observation schedules and pairings based on staff expertise and areas of focus. • Offer workshops or training sessions for staff on observation techniques and best practices. • Provide a continuous and constructive feedback from participants to improve the program.	• Respective teachers	• June 2025 to March 2026	• Improved teaching practices and techniques among staff. • Enhanced professional relationships and collaboration among peers. • Increased self-awareness and reflection on personal teaching methods. • Identified areas for professional growth and development.
Actionable 2 • **Empowering Teacher Leadership** Teachers collaborate and contribute actively in meetings and school initiatives. However, leadership opportunities are not yet formalized, and there is a need to	• Determine specific areas where additional support, resources, or professional development opportunities are needed to enhance teacher leadership capacity.	• Design mentorship opportunities to develop leadership skills and competencies among teachers and measure progress regularly. • Foster a supportive environment that encourages risk-	• Principal, • Vice principal and • HM's	• June 2025 to March 2026	• Improved instructional practices. • Increased Collaboration and Professional Learning • Effective School Improvement Initiatives

strengthen distributed leadership and mentorship to build teacher capacity and ownership.		taking, innovation, and continuous learning among teacher leaders. • Promote Distributed Leadership: Distribute leadership responsibilities and empower teachers to take on leadership roles within their classrooms, departments, or school community. • Upskilling and Reskilling with the necessary skillset to be normalised. Create "Skillset leaders" under which Teachers can seek guidance from.			

DESCRIPTOR - 4: Developing a Learning Culture (Creating self-directed, self-motivated and passionate Learners)

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?
Actionable 1 **Supportive classroom environment** We have made significant progress in creating a supportive classroom environment for foundation stage students. The next step is to strengthen consistency across classes and continue nurturing students' emotional and social growth	• Cultivate a nurturing and inclusive classroom environment where students feel valued, respected, and supported in their learning journey. • Provide professional development opportunities for teachers to strengthen classroom management and positive behaviour support strategies. • Use emotional charts, co-created class rules, and circle time to promote emotional awareness, student voice, and a sense of belonging.	• Encourage collaboration and sharing of best practices among teachers through regular meetings, peer observations, and reflective discussions. • Organize professional development sessions focused on classroom management, social–emotional learning, and positive behaviour strategies. • Provide consistent mentoring and feedback from school leaders and coordinators to help teachers refine their practices. • Use classroom tools such as emotional charts, co-created class rules, and circle time to promote emotional expression and inclusion. • Monitor progress regularly through classroom observations, student feedback, and	• Class teachers will take the lead in creating and maintaining a supportive classroom environment, with support from school leadership and specialized staff as needed. • All staff members, including support staff and administrators, will play a role in modelling positive behaviour and reinforcing classroom expectations.	• Establish classroom expectations and norms at the beginning of the academic year, with ongoing reinforcement and support provided throughout the year.	• Improved student behaviour and engagement as a result of a positive and supportive classroom environment where students feel safe, respected, and valued. • Enhanced social-emotional skills and well-being among students, contributing to overall academic success and positive learning outcomes. • Strengthened relationships between teachers, students, and parents, fostering a collaborative and supportive learning community.

		reflection logs to ensure sustained impact.			
Actionable 2: **Strengthening Home–School Partnerships** Parents are invited for assemblies, events, and PTMs; some volunteer for sessions and participate in Family Weekend Tasks.	• Strengthen structured parent participation to enhance home–school connection and learning continuity.	• Invite parents as volunteers/resource persons. Conduct regular PTMs and feedback sharing. Integrate Family Weekend Tasks with parental involvement. Recognize and communicate parent contributions through newsletters or displays.	• Headmistress • Academic Coordinators, • Class Teachers	• Throughout the year	• Review parent participation and feedback in quarterly leadership meetings; adjust calendar/approach. • Expected impact: stronger home–school partnership, improved student engagement, richer classroom experiences, clearer parent understanding of learning goals.

Actionable 3 **Promoting a Love for Reading** May need to implement more targeted strategies to cultivate a love for reading among foundation stage students.	• Create a literacy-rich environment that celebrates reading and encourages students to explore and engage with a variety of texts. • Provide opportunities for students to develop phonemic awareness, vocabulary, and comprehension skills through authentic and enjoyable reading experiences.	• Establish a dedicated reading corner in each classroom, stocked with a diverse selection of age-appropriate books and resources to spark students' interest. • Implement daily independent reading sessions where students have the opportunity to choose books based on their interests and reading level. World of books theme in the month of July.	• Language teachers Librarian • Parents will be encouraged to support reading at home by providing access to Library books and engaging in shared reading activities with their children.	• Establish reading initiatives and routines at the beginning of the academic year, with ongoing support and encouragement provided throughout the year. • Monitor student reading habits and progress regularly, celebrating achievements and providing additional support as needed.	• Increased enthusiasm for reading among students, evidenced by greater engagement with books and improved reading skills. • Expanded vocabulary and comprehension skills as students explore a variety of texts. • Enhanced language development and cognitive abilities, contributing to overall academic success and a lifelong love for learning.
Actionable 4 **Strengthening Foundational Literacy Skills** Students show interest in reading but need more consistent engagement.	• Strengthen **reading, writing, phonics, spelling** through focused initiatives	• Launch Super Readers Badge Programme, Spell Bee Challenge (50-word mastery), Phonics Classes for Class 1, and 2	• Language teachers, • Librarian • Class teachers • HM	• October 2025 to March 2026 • During lunch breaks and thematic classes everyday	• Improved reading fluency, writing skills, and overall language confidence among students.

DESCRIPTOR - 5: Strengthening Assessment and Evaluation Practices (Assessment as Learning, Assessment for Learning and Assessment of Learning)

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?
Actionable 1 **Baseline assessment** Baseline assessments were conducted last year but not analyzed or tracked for progress.	• Develop a structured plan for baseline assessments across subjects. • Select suitable tools and methods.	• Conduct assessments at the start of the year. • Analyze results to identify strengths and gaps. • Use data to guide instruction. • Share results with parents and staff. • Monitor student progress and adjust teaching accordingly.	• Subject teachers	• Beginning of the academic year. • Ongoing monitoring the progress throughout the year	• Clear understanding of student readiness. • Data-driven, personalized instruction. • Improved learning outcomes. • Improved student engagement and confidence.
Actionable 2 **Holistic Reporting** • We have been implementing holistic reporting since last year, incorporating academic and co-scholastic aspects. Parent feedback are also part of the process.	• Strengthen and standardize the holistic reporting process across all classes to ensure consistency and meaningful feedback.	• Establish clear guidelines and timelines for holistic reporting. • Continue using digital tools (e.g., Google Forms) to gather parent feedback after each unit. • Encourage teachers to use self-assessment activities in class. • Use collected data to reflect and refine teaching practices throughout the year.	• Class teachers • Subject teachers • IT Dept • Parent	• Reporting and feedback to continue throughout the year, with structured reviews and a consolidated report at term-end.	• Comprehensive assessment of student performance across academic and non-academic areas. • Increased transparency between teachers and parents. • Empowered parents who actively support their child's learning journey at home.

Actionable 3 **Implementing UDL for inclusive classrooms** Instruction is mostly uniform and not fully adapted to varied student needs.	• Implement inclusive strategies through UDL principles.	• Integrate UDL lesson plans and differentiated instruction across classrooms, especially in phonics and reading sessions.	• HM, • Special Educator, • Subject Teachers	• June 2025 and 2026	• Greater inclusivity and engagement; teachers adapt lessons confidently to meet diverse needs.

DESCRIPTOR - 6: 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?
Actionable 1 **Implementing Differentiated Instruction Strategies** Differentiated instruction strategies are being consistently implemented across classes, helping address students' diverse learning needs.	• Strengthen the use of differentiated strategies by ensuring consistent application across all foundation stage subjects.	• Continue assessing students' readiness, interests, and learning styles. • Share best practices through peer observations. • Use flexible grouping and varied instructional methods. • Review differentiation strategies during team meetings.	• HM, • Special Educator, • Subject Teachers	• June 2025 – March 2026	• Consistent differentiated practices across classrooms. • Increased student engagement and motivation. • Improved learning outcomes through tailored instruction.
Actionable 2 **Promoting Inclusive Classroom Practices** Teachers demonstrate inclusive practices and empathy in classrooms; however, consistency and deeper integration can be further strengthened.	• Promote inclusive classroom practices that enhance belonging, mutual respect, and emotional well-being among students.	• Conduct workshops on inclusive teaching and classroom culture. • Encourage flexible classroom arrangements and cooperative learning. • Use emotional charts, class rules, and circle time to build empathy and respect. • Recognize and celebrate student diversity through classroom activities.	• Class Teachers, • Subject Coordinators Special Educator	• June 2025 – March 2026	• Positive classroom climate with mutual respect and belonging. • Enhanced confidence and participation among students. • Strengthened teacher–student and peer relationships.

| **Actionable 3**

Implementing UDL for inclusive classrooms

• Teachers have started exploring UDL principles, but lesson design is still evolving to fully address diverse learning needs. | • Apply Universal Design for Learning (UDL) principles in lesson planning to ensure accessibility and engagement for all students. | • Design UDL-based lesson plans that offer multiple means of engagement, representation, and expression.
• Integrate UDL in reading, phonics, and thematic lessons.
• Provide training and continuous support to teachers through peer sharing and expert sessions. | • Special Educator,
• Subject Teachers | • June 2025 and 2026 | • Increased inclusivity and student participation.
• Teachers confidently adapting lessons to suit all learners.
• Improved student engagement and overall learning experience. |

DESCRIPTOR - 7: Promote Socio Emotional Well being

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?**
Actionable 1 Implement a Happiness Curriculum • Teachers integrate elements of mindfulness informally through calm-down strategies, reflection time, and value-based stories. • There is scope to create a more structured and consistent framework that intentionally nurtures happiness, self-awareness, and emotional management.	• Introduce a mindfulness curriculum to provide students with tools and practices for understanding and managing their emotions effectively. • Promote a sense of empowerment to develop social and emotional literacy by encouraging expression, communication using effective tools.	• Create a mindfulness curriculum suited to foundation stage students. • Include mindfulness activities in daily routines and lessons. • Regularly monitor the impact on students' emotional well-being and academic performance.	• Parents • H C Teachers	• June 2025 to March 2026	• Mindfulness practices will help students develop concentration and self-regulation skills, leading to improved academic performance. • Students will learn coping strategies to deal with stress, anxiety, and other challenges they may face.

Actionable 2					
Actionable 2 **Emotion Chart- How am I feeling today?** • Not all students are expressing and managing their emotions effectively.	• Introduce a "How am I feeling today" chart to encourage students to identify and express their emotions in a supportive environment.	• Chart Creation: Create a large chart labelled with different emotions and space for students to indicate how they are feeling each day. • Allocate time each day for students to mark how they feel. • Facilitate conversations about emotions, coping strategies, and peer interactions, providing guidance as needed.	• Class teachers of the respective class.	• June 2025 to March 2026	• Students will become more aware of their emotions and learn to express them in healthy ways. • The chart will foster open communication and dialogue about emotions among students and teachers. • Students will feel supported and validated in expressing their emotions, leading to a positive classroom culture.
Actionable 3 **Promoting Health, Hygiene, and Gratitude Practices** Students have been introduced to health and hygiene concepts through classroom activities and assemblies.	• The "Healthy Me" programme promotes health, hygiene, and wellness through hands-on activities such as waste segregation, handwashing, healthy eating, and no-food-wastage drives across Classes 1 and 2. Value-based practices like thank-you notes, role plays, and the recitation of *"Annadata Sukhibhava"*	• Continue hands-on initiatives such as waste segregation, handwashing demonstrations, and healthy eating drives. • Organize theme-based days like **Barefoot Day**, **Mindful Eating Week**, and **Screen-Free Weekend**. • Include family engagement through home challenges and reflective journaling. • Use Open Mike to promote student voice in sharing healthy tips and experiences. • Celebrate and display student efforts in class	• Class Teachers, HM, Coordinators, Parents	• Throughout the academic year	• Students demonstrate responsible hygiene and eating habits. • Increased awareness of sustainability and gratitude. • Positive attitudes toward cleanliness, empathy, and appreciation for community helpers. •

		boards and school corridors.			
	encourage gratitude and mindfulness. Integrated with monthly Life Skills and EVS lessons, this annual initiative includes simple documentation and reflection formats for teachers to track progress and share outcomes, reinforcing gratitude, mindfulness, and movement in daily routines.				
Actionable 4 **Themed Special Assemblies and events** Monthly theme-based assemblies are conducted where parents are invited as audience members. These assemblies help students express ideas confidently and connect with the school community.	• Strengthen assemblies as platforms for enhancing students' confidence, emotional expression, and stage presence while promoting school–home connection.	• Plan assemblies around monthly themes linked to values and life skills. • Prepare students through guided practice to overcome stage fear and build confidence. • Involve parents as audience or volunteers to create a supportive environment. • Reflect and share key highlights through class displays or newsletters.	• Headmistress • Academic Coordinators, • Class Teachers	• Conduct one special assembly every month based on the monthly theme. • Continue through March with a final reflection on overall growth.	• Students display improved confidence, self-expression, and reduced stage fear. • Greater emotional connection and sense of belonging among students. • Parents feel valued and connected to the school community. • Assemblies reflect stronger collaboration, positivity, and joyful participation.

ANNUAL PEDAGOGICAL PLAN

ACADEMIC YEAR 2025-26

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ANNUAL PEDAGOGICAL PLAN

Classes 3, 4 & 5

SHAPING THE EDUCATIONAL EXPERIENCE
2025-26

EXCEL
public school

6

School Name   :   **EXCEL PUBLIC SCHOOL, Koorgalli, Mysuru**

Academic Year :   **2025-26**

Headmistress   :   **Ms. Maya Joby**

School's Vision Statement: Empowering young minds towards a progressive and humane society
Our Goal: To strengthen foundational learning and build essential skills through joyful, experiential, and inquiry-based education. The Preparatory Stage aims to nurture conceptual understanding**,** language proficiency, numeracy, and scientific thinking, while nurturing social-emotional well-being, creativity, and collaboration. To create a stimulating environment where learners develop curiosity, confidence, and critical thinking, laying a strong groundwork for lifelong learning and holistic growth across cognitive, physical, socio-emotional, and aesthetic domains.

Areas of Strengths:
 	
   • **Dedicated and Caring Teachers**
   • **Diverse and Engaging Curriculum**
   • **Enriching Co-Curricular Activities**
   • **Integration of Experiential Learning**
   • **Focus on Holistic Development**
   • **Utilisation of Tech-enabled Teaching-learning Facilities**
   • **Art Integration**
   • **Inclusion & Collaborative Lesson Planning**
   • **Assessment for Learning**

Areas of improvement:
 	
   • **Documentation of Evidence**
   • **Integration of Life Skills into curriculum.**
   • **Enrolling in diverse professional development courses to enhance skills and effectiveness in teaching.**
   • **Use interactive methods, field trips, guest speakers, multimedia resources, and community involvement.**
   • **Sports Integration**

DESCRIPTOR - 1: Strengthening 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 timeline for implementation?**	**What will the impact look like?**
Actionable 1 **Reflective Growth Mapping and Professional Goal setting.** Teachers conducted individual SWOT analysis and have set basic and professional goals	• Move towards *reflective growth mapping*, integrating SWOT with peer feedback and professional learning goals aligned to NEP 2020 competencies. • New joiners will complete the SWOT Analysis and move forward.	• Create updated short-term and long-term goals focused on 21st-century skills and digital pedagogy. • Conduct peer reflection sessions once a term. • Maintain a personal professional growth tracker.	• HM • Individual Teachers	• May 2025-March 2026	• Teachers develop self-awareness and sustained growth plans. • Data-driven identification of professional needs. • Culture of continuous improvement and reflective practice. • Improved classroom strategies benefiting diverse learners.
Actionable 2 ***Strengthen the process of Professional Development of Teachers (PDP)*** A structured PDP schedule is in place based on leadership observations and subject needs. Teachers have been participating in periodic workshops and reflective sessions.	• Evolve the PDP framework into a continuous, collaborative, and data-driven model focusing on innovation, digital fluency, and pedagogical leadership.	• Introduce peer learning communities for subjects and interdisciplinary collaboration. • Integrate micro-learning modules and action research projects into the PDP. • Document reflections and evidence of classroom application through digital portfolios. • Facilitate peer presentations and cross-grade sharing sessions.	• HM • AC's • Subject Coordinators • Teachers	• April 2025- March 2026	• Teachers demonstrate higher-order professional competencies. • Culture of collaborative professional growth is strengthened. • Tangible evidence of training translated into classroom practice. • Improved student engagement and instructional quality through innovative methodologies.

Actionable 3 **Reflective Reading for Professional growth and Classroom innovation** Teachers have been initiating the reading activities including the Teachers' Plus magazine and documents shared internally.	Deepen the reading initiative into a Reflective Reading connecting professional reading to classroom innovation and collaborative inquiry.	• Continue a focus on educational research articles, NEP-aligned pedagogies, and emerging trends in education. • Encourage reading exchanges for broader perspectives.	• HM • AC's • Subject Coordinators • Teachers	• April 2025 to Jan 2026	• Teachers become reflective practitioners with enriched pedagogical vocabulary. • Increased collaboration and peer mentorship through shared learning. • Improved instructional strategies and evidence-based classroom practices.
Actionable 4 **Weekly Meetings conducted by SCs** SCs conduct a weekly meeting to ensure and revisit the planned activities	Strengthen the effectiveness of these meetings by making them more data-driven and outcome-oriented. Incorporate reflection, evidence-based discussions, and follow-up on previous action points.	• Introduce a standard agenda and meeting template. • Maintain minutes with actionable points and timelines. • Conduct monthly review meetings with HMs to ensure accountability.	• Subject Coordinators • HMs • Academic Coordinators	• June 2025 - March 2026	• Timely completion of planned activities. • Enhanced teacher accountability and follow-through.

DESCRIPTOR - 2: Initiating Innovations in Schools (Cross-curricular, Multi-Disciplinary, Project Based, Activity-Based, Art/Sports Integrated etc.)

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?
Actionable 1 **A Flavour and Tactile Lab** The Flavour and Tactile Lab was set up in the corridors, with sensory exploration stations that focused on touch, smell, and taste through hands-on activities.	Broaden the concept into a Multi-Sensory Corner, integrating Math, EVS and language in the language room.	• Upgrade two dedicated rooms into a Language Lounge (Eng, Kan & Hin) and an exploration station (across all the subjects through gaming) • Introduce daily challenges, especially during the breaks. • Link the activities to real-world learning outcomes across subjects. • Ensure that safety and age-appropriate learning materials are used.	• HM • SCs • All teachers	June 2025- March 2026	• Promotes experiential, inquiry-based learning across subjects. • Strengthens sensory engagement and cognitive curiosity. • Encourages creativity and observation. • Builds cross-curricular connections and enhances collaborative learning culture. • Improves student articulation through real-life application of concepts.
Actionable 2 **Class Assembly** Class Assemblies Grade 3- Panchatantra Stories Grade 4- Historical Heroes Grade 5- Indian Authors	Presentations of assemblies on authors, stories, diverse cultures, values and nature in the preparatory stage	• Performances that will include music, dance and skits	• HM • Class teachers • Students	• June 2025 to March 2026	• Creativity, Collaboration and Innovation in teaching and learning. • Development and appreciation of knowledge through aesthetic sense

Actionable 3					
Art and Sports Integration Teachers and students engage in art and sports-integrated projects with structured activities such as thematic displays during events like Sports Day, CCA competitions (literary, cultural and art & craft) and Open Day Integrating Arts in our annual plan and documenting the same	• Strengthen art-integrated learning by embedding interdisciplinary project cycles throughout the academic year, connecting curricular and co-curricular domains.	• Design interdisciplinary projects that integrate visual and performing arts with core subjects. • Facilitate exhibitions to showcase learning outcomes. • Document student reflections and learning artefacts digitally and publish the same in the School Newsletter. • Align activities with school-wide events like Open Day, Sports Day, and cultural events.	• HM • Art teachers • Sports teachers • Subject co-ordinators	• Sports Day • Open Day • CCA Competitions • June 2025 to Feb 2026	• Promotes creative and critical thinking. • Nurtures aesthetic appreciation and physical well-being. • Strengthens collaboration between departments. • Holistic student development and joy of learning.
Actionable 4 **CCA Competitions- Sharing of the Rubrics** Competition is conducted at different levels (Level1 and Final Round)	The Rubrics will be shared with the parents on the App to motivate the students' performance.	The demo sessions for various CCA competitions will be conducted within the classrooms by respective teachers.	• CCA Team • ACs • Teachers	• June 2025- February 2026	• Parents will have transparency of the rubrics and both the parents and teachers will have the access to the Rubrics for focused participation.

| Actionable 5 **Waste management Initiative** Cleanliness and waste management practices are in place. | Students have shown increasing awareness of responsible waste segregation and classroom upkeep through guided discussions and visual reminders. Reinforce *responsible waste disposal and segregation* as part of daily routines. | A **"Green Patrol" team** has been introduced in each class, with members rotated weekly to ensure inclusivity and shared responsibility. **Labeled segregation bins** (for paper, plastic, and wet waste) will be placed in all classrooms. | • HT
• EVS Teachers
• Class Teachers | • Throughout the year | • Students develop a *sense of responsibility, environmental awareness,* and *discipline.*

• Noticeable improvement in classroom and corridor cleanliness.

• Strengthened teamwork and integration of *eco-friendly practices* into daily school life. |

DESCRIPTOR - 3: Leading the Teaching-Learning Process (Pedagogical Leadership)

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?
Actionable 1 **Comprehensive Annual Year Plan** Current plans integrate Bloom's Taxonomy, Multiple Intelligences (MI), and Constructivist pedagogy, but implementation varies across subjects.	• Strengthen differentiated pedagogy across all classes. • Integrate art, sports, and experiential learning systematically. • Establish a culture of reflective teaching and ongoing innovation.	• Redesign lesson plans using Bloom's Taxonomy and MI for deeper conceptual understanding. • Implement flexible grouping, subject corners, and hands-on learning experiences. • Conduct Subject Meetings and document innovative practices. • Use differentiated assessments through projects, presentations, and group discussions	• HM • Subject Co-ordinators • Teachers	• June 2025 to March 2026	• Improved teacher competence and confidence. • Enhanced student engagement and learning outcomes.
Actionable 2 **Peer observation & Collaborative Feedback** Peer observation exists, but feedback is documented	• Promote a structured peer observation culture. • Ensure constructive feedback drives professional growth. • Encourage reflective practice and sharing of best practices.	• Establish a formal peer observation schedule across sections and subjects. • Document the feedbacks for actionable improvements.	• HM • Subject Co-ordinators • Academic Coordinators • Teachers	• June 2025 to March 2026	• Professional growth through shared learning. • Enhanced teaching strategies impacting student performance. • Increased collaboration and teacher accountability.
Actionable 3 **Technology-Enhanced Pedagogy (New for 25–26)** Digital tools are being used in; integration of technology into lesson	• Use EdTech tools to enhance engagement and personalised learning. • Train teachers in innovative, digital-first pedagogy.	• Conduct EdTech workshops for teachers. • Integrate technology in lesson plans, assessments, and projects. • Track usage and learning outcomes	• HM • Subject coordinators • Teachers	• June 2025 to MArch 2026	• Increased student engagement and interactive learning. • Teachers equipped with digital teaching skills. • Strengthened school readiness for blended/hybrid learning environments.

planning (Teacher Assist, Chat GPT)		through monthly reviews.			

DESCRIPTOR - 4: Developing a Learning Culture (Creating self-directed, self-motivated and passionate Learners)

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?**
Actionable 1 **Promote Reading Culture** Vocabulary enrichment programmes (DEAR, CCA, Quizzards, external exams, library) exist.	• Make reading a central value across the school. • Encourage self-directed and peer-supported reading. • Develop biliteracy and curiosity-driven learning.	• Theme-based reading (author, historical heroes) monthly. • Use classroom activities, CCA, DEAR and library corners to discuss topics. • Reward curious and continuous learners.	• HM • Teachers • Students	• Throughout the year	• Collaboration and knowledge sharing among students. • Literary appreciation. • Enhanced communication skills and vocabulary enrichment
Actionable 2 **Buddy support** Some ad-hoc peer support exists	• Develop structured peer mentoring to support academic and social growth. • Encourage interpersonal and leadership skills through collaborative learning.	• Identify "blooming" students and pair them with "blossomed" peers. • Use flexible grouping in classes for ongoing support and project work.	• HM • Subject Teachers • Blooming & Blossomed Students	• Throughout the year	• Stronger peer relationships. • Improved academic and social outcomes. • Development of leadership and collaborative skills.
Actionable 3 **Talent Shows** Students showcase talent fortnightly	• Provide structured opportunities for expression in multiple domains. • Build confidence and peer-leadership skills.	• Organise one generic and one multilingual talent show monthly. • Maintain a report template tracked by student leaders (Secretary, President). • Encourage student-led planning and execution.	• HM • English Teachers • Class Teachers • Students	• June 2025 to February 2026	• Enhanced self-esteem and confidence. • Peer leadership skills honed. • Recognition of diverse talents.

Actionable 4 **Traditional Games and Cultural Learning** Students engage in games informally; integration with learning is limited.	• Promote physical, mental, social, and affective well-being. • Preserve cultural values while fostering creativity and innovation.	• Incorporate traditional games into learning activities. • Guide understanding, encourage creativity, and adapt play to corridors/paths with board game-style markings. • Engage students during rainy months (June–July) with indoor adaptations	• In-charge teachers • Selected student leaders	• Throughout the year	• Self-directed, motivated, and socially adept learners. • Stronger social skills and team collaboration. • Appreciation of cultural heritage.
Actionable 5 **Promoting RICER Values (Respect, Integrity, Compassion, Excellence, and Responsibility)** The school has initiated discussions around values and behaviour during class interactions and assemblies.	• Encourage students to consistently practice RICER values in everyday school life and recognise these behaviours through reinforcement in class assemblies and QCT periods. • Badging Framework: Badges are introduced to encourage and appreciate the students.	• Teachers will connect real-life situations and classroom incidents to RICER values through discussions and storytelling. • Class and school assemblies will focus on RICER themes to create awareness and reinforce moral and social development. • Encourage student reflection and peer appreciation for demonstrating RICER values. Students can write in their notebooks.	• HM • Class Teachers • AC • Subject Teachers	• October 2025-March 2026	• Students internalise and demonstrate core values in their daily actions. • A positive, empathetic, and responsible school culture is strengthened. • Teachers and students develop a shared moral language and understanding aligned with the school's vision.

DESCRIPTOR - 5: Strengthening Assessment and Evaluation Practices (Assessment as Learning, Assessment for Learning and Assessment of Learning)

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?
Actionable 1 **Assessing the listening and speaking skills.** Students are being assessed, but comprehension and oral expression need strengthening.	• Enhance listening comprehension and speaking fluency. • Expand multilingual vocabulary. • Encourage confident verbal expression across subjects.	• Design structured listening and speaking tasks. • Use comprehension exercises aligned with content delivery. • Conduct regular oral assessments and group discussions. • Encourage peer feedback and reflective practice.	• HM • Teachers • Students	• Throughout the year.	• Improved communication and comprehension skills. • Enriched multilingual vocabulary. • Confident and articulate learners.
Actionable 2 **Assessment Tools** Class tests, worksheets, quizzes, and prior knowledge checks are in place; data interpretation and differentiated learning need improvement.	• Use assessment data to inform teaching and learning strategies. • Provide differentiated worksheets to address individual learning gaps. • Develop reflective teaching practices.	• Analyse individual answers to identify misconceptions and gaps. • Implement targeted interventions and remedial strategies. • Review student performance quarterly and adjust teaching accordingly. • Encourage teachers to reflect and innovate based on assessment insights.	• HM • Coordinators • Special Educators	• July 2025-March 2026 (with the review after every quarter)	• Teachers become reflective practitioners. • Improved student learning outcomes. • Targeted educational interventions enhance overall academic progression.

| Actionable 3
Holistic Performance Tracking

Prior knowledge checks, worksheets, class tests, Home fun, and question banks exist, but tracking is not fully systematic. | • Establish a structured system for tracking student performance across levels.
• Ensure assessments support both formative and summative evaluation. | • Maintain a level-based question bank to ensure consistency.
• Record and track performance after each unit.
• Use performance data to guide personalised learning plans.
• Integrate student self-reflection and peer-assessment where possible. | • HM
• Subject Coordinators
• Parents | • July 2025-March 2026 (with the review after every unit) | • Comprehensive understanding of each student's growth.
• Supports holistic development academically, socially, and emotionally.
• Continuous feedback loop enhances the teaching-learning cycle. |

DESCRIPTOR - 6: 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?
Actionable 1 **Supportive & Responsive Learning Environment** Inclusion is acknowledged, but a systematic approach to embracing diversity is evolving.	• Foster an inclusive culture where every student feels valued. • Encourage respect for individual differences and diversity. • Promote student well-being and sense of belonging.	• Conduct workshops and awareness programs on diversity and inclusion. • Nurture a classroom culture that celebrates differences. • Encourage peer mentoring and collaborative group activities.	• HM • Special Educators • Teachers	• Throughout the year.	• Inclusive, empathetic, and supportive school community. • Students develop social-emotional skills and cultural sensitivity. • Enhanced student engagement and belonging.
Actionable 2 **Anecdotal Records and Learning Gap Analysis** Student data and anecdotal records exist, and consistent interventions IEP GLAD Test	• Identify learning gaps and provide timely, structured support. • Ensure differentiated instruction meets diverse learning needs. • Strengthen continuous and comprehensive evaluation (CCE) practices.	• Maintain anecdotal records and learning profiles. • Design differentiated worksheets and lesson plans. • Conduct remedial sessions and targeted interventions based on analysis. • Review of the plan and its impact with special educators and subject coordinators.	• HM • Special Educators • Subject Coordinators • Teachers	• June 2025- March 2026	• Students develop age-appropriate skills, knowledge, and confidence. • Reduced learning gaps and improved academic performance. • Empowered learners capable of achieving holistic growth.

DESCRIPTOR - 7: Strengthening Community Engagement (Improving Beneficiary Satisfaction)

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?
Actionable 1 **Strengthening Home-School Partnerships** Parental participation has increased throughout the year; however, involvement in learning experiences can be deepened.	• Strengthen home-school partnerships through active parental involvement. • Develop empathy and appreciation for educators.	• Include parents as co-facilitators in selected learning activities and events.	• HM • Academic Coordinators	• Throughout the academic year	• Stronger parent-school collaboration. • Empathy, respect, and community spirit. • Shared responsibility for learning between home and school.
Actionable 2 **Annual PTM addressed by Sir** Annual PTMs are conducted; however, stakeholder orientation and academic awareness is getting expanded due to the Parent Volunteer programmes	• Empower parents with knowledge of pedagogical practices and assessment methods. • Build a shared understanding of holistic learning goals.	• Organise periodic parent orientation. • Share student learning progress, strategies, and achievements.	• Principal • Vice Principal • Subject coordinators with their team	• Yearly once	• Empowered, informed, and confident stakeholders. • Improved alignment between home and school learning goals. • Strengthened transparency and trust.

| Actionable 3 **Community Building Activities** School Spirit Days and Events. | • Build civic responsibility and community building with parents and ensure deeper connection and ownership. | • Plan and execute field trips to visit old-age homes, animal shelters.

• Involve students, parents, and teachers collaboratively.

• Set clear objectives, collect feedback, and celebrate outcomes.

• Integrate reflections in classroom discussions and displays. | • Stakeholders
• Principal
• Parents
• Teachers
• Students | • Throughout the academic year | • Enhanced social responsibility and empathy.

• Strengthened student-parent-teacher relationships.

• Improved classroom dynamics and students develop a sense of belonging, respect, and civic consciousness. |

ANNUAL PEDAGOGICAL PLAN
ACADEMIC YEAR 2024-25

ANNUAL PEDAGOGICAL PLAN

Classes 6 & 8

School Name : **EXCEL PUBLIC SCHOOL, Koorgalli, Mysuru**

Academic Year : **2024-25**

Headmistress : **Mr. Ganesh Bhat**

School's Vision Statement: Empowering young minds towards a progressive and humane society

Our Goal: To nurture holistic development and foster a love for learning among students in foundation school classes (1 and 2) by providing a supportive and engaging learning environment that promotes Socio emotional development, cognitive development, physical development, language and literacy development and Cultural and aesthetic development through a play-based approach.

Areas of strengths:

- **Dedicated and Caring Teachers**
- **Diverse and Engaging Curriculum**
- **Enriching Co-Curricular Activities**
- **Active Parental Engagement**
- **Focus on Holistic Development**
- **Utilization of Tech-enabled Teaching-learning Facilities**
- **Creation of a Happy Learning Environment**

Areas of improvement:

- **Emphasize play-way approach and project-based learning.**
- **Integration of Life Skills into curriculum.**
- **Enrolling in diverse professional development courses to enhance skills and effectiveness in teaching.**
- **Use interactive methods, field trips, guest speakers, multimedia resources, and community involvement.**

DESCRIPTOR - 1: Strengthening Teachers' Professional Development

Step 1	Step 2	Step 3	Who is responsible?	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?
Actionable 1 • teachers attend PDPs but documentation and sharing of learnings are inconsistent.	• Discussion and sharing with the respective subject and section group	• Identifying the portals and subject-specific courses and sharing them with peer groups	• All the stakeholders	• May 25 to March 26	• Including the learnings to enhance the teaching-learning activities through Lesson Plans
Actionable 2 • Teachers are aware of peer strengths informally, but there is no structured record of skills.	• Creating a teacher skill repository to train/help teacher peers to up-skill/any activities	• Data collection through Google form and use of the skill repository effectively	• HMs	• Latest by the first week of July	• Maximum utilisation of teachers' skills and competencies
Actionable 3 • Teachers communicate well, but vocabulary, scientific terms, and grammar usage need strengthening for middle school learners.	• Language skill(vocabulary, scientific terms and grammar) • Transparency in communication without any holdbacks	• Workshops, (reading books, listening to the news) • Regular interactions with pears	• HM • SC • AC • Teachers	• 6-10 months	• Art of communication for well-being will be achieved.
Actionable 4 • Effective use of available resources (Labs, Library etc.)	• Technical proficiency • (uploading LMS with metadata) • Mapping to the curriculum (Subject/Chapter)	• Collaboratively working (IT lab, collecting data, correction and creating metadata) • Exploring library materials.	• Subject Teachers • Subject coordinators • Librarian • Lab In-charge	• 3-5 months	• Improved technical knowledge, and enhanced usage of digital tools
Actionable 5 • Teachers manage classes effectively, but differentiated strategies for mixed-ability learners are not fully in place.	• Having a well-planned discussion. • Developing rubrics • Taking PDP certification courses related to subject and pedagogy.	• Energizers • Effective planning /Activities • Intentional planning • Online Courses (Swayam, Diksha)	• H M • A C • Teachers	• July 25 – March 26	• Developing rapport between teachers and students. • Active and attentive learning habits. (on students) • Bridging concrete to abstract.

DESCRIPTOR - 2: Initiating Innovations in Schools (Cross-curricular, Multi-Disciplinary, Project Based, Activity Based, Art/Sports Integrated etc.)

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?**
Actionable 1 • Projects are happening occasionally, but not systematically across all sections of Classes 6–8.	• Plan for one inter-disciplinary project per term (2/year) • Planning and enhancing the implementation of a multi disciplinary project	• All subject teachers to plan collaboratively before the commencement of the academic year • Freeze on the number of projects. Decide on the collaboration.	• Class-wise Subject teachers and HM	• July 25 – Dec 25 (Both the projects)	• Inter-subject meaningful connectivity in a broader sense • Holistic participation of students. • Enhance the perception of the concepts.
Actionable 2 • Making a variety of board games available during break times	• Creating micro modules for suitable chapters catering to various MIs	• Planning and creating modules with clear objectives	• Subject teachers	• Chapter level	• Better clarity, understanding, long-term retention and better scope for self-learning, creating interest in the subject
Actionable 3 • Teachers plan well, but follow-up and tracking of innovative projects need improvement.	• Following up (tracking) • Regular communication	• Collaboration • Setting deadline • Breakdown structures.	• H M • A C • Teachers	• June 2025- Feb 2026	• Output is achieved without any errors.

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DESCRIPTOR - 3: Leading the Teaching-Learning Process (Pedagogical Leadership)

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?**
Actionable 1 • Encouraging students to take down running notes	• Train them on the skill of note-taking	• Conduct class-wise sessions on the skill of taking running notes	• Identified resource person and follow-up by all the teachers	• June 25 – January 26	• Meaningful notes, better writing skills
Actionable 2 • Comprehension - Reading and conversation	• Reading between lines, deliberate connections with past and present scenarios, text-to-context and local-to-global	• Driving questions, brainstorming topics of the chapters, storytelling and case studies	• Subject teachers	• Ongoing wherever feasible	• Rational thinking, clear communication
Actionable 3 • Lesson plans address auditory and reading learners, but visual and kinesthetic strategies are underused.	• Make lesson plans more inclusive	• Lesson plan inclusive of multiple intelligence	• Teacher	• 2-5 months	• All kinds of learners can understand and do well
Actionable 4 • Usage of Class Teacher Time (10 minutes in the morning)	• Planning the monthly themes for the class teacher time.	• Finalising the topics class-wise	• Class teacher • HM • Students	• June – Dec	• Enhanced Expressing ability in students.
Actionable 5 • Remedial support exists, but it often starts late and is not systematically tracked.	• Contact the previous year's teacher and get feedback about the students	• Worksheets • Peer teaching • Peer Assessment	• Teachers • A C	• June 2025- March 2026	• Improve academic performance and Boost confidence

DESCRIPTOR - 4: Developing a Learning Culture (Creating self-directed, self-motivated and passionate Learners)

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?
Actionable 1 • Teachers include projects, but self-learning and flipped lessons are not consistently embedded.	• Planned self- learning activities(identifying part(s) of each lesson where students can learn by self	• In the lesson plans, include the self-learning activities followed by formative assessments • Performance and feedback to be shared with the students to promote accountability	• Subject teachers	• Each lesson plan / wherever possible	• Self-motivated, self-directed, passionate learners
Actionable 2 • Students are guided on time use, but structured practice and peer mentoring are limited.	• Train learners on effective time management skills	• Allocate time and peer mentors to practise time management with suitable guidance	• Subject teachers	• Ongoing	• Better utilisation of time, accountability of learning and self-management
Actionable 3 • Some students excel in public speaking, but many lack confidence and intrinsic motivation.	• Improve their confidence, motivation(intrinsic) Discovery based approach • Encourage to reflect, Allowing them to take ownership of their learning	• Public speaking, presentation, debate, elocution Dramas, and role plays offer choices, fostering intrinsic motivation	• Teachers • Students • Parents	• 5 months	• Stretch imagination to express ideas and emotions in all aspects of life • Discover connections among various art disciplines and respect every art forms

DESCRIPTOR - 5: Strengthening Assessment and Evaluation Practices
(Assessment as Learning, Assessment for Learning and Assessment of Learning)

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?**
Actionable 1 • Summative data is recorded, but formative assessments are not systematically documented.	• Incorporate rubrics for assessing all the learning activities • Base-lining the learners • Topic-based or unit-based assessment with rubrics	• Designing assessments in line with the planned objectives • Collect, interpret, and analyse the data and come up with an action plan to bridge the learning gaps followed by constructive feedback and remedial • Consider involving students in the rubrics creation process.	• Class-wise Subject teachers and HM	• June 25 to March 26	• Assessment transparency, analysis of data, bridging of learning gaps, data-driven decisions, evidence of accomplishments of the learning objectives
Actionable 2 • practical and applied assessments are less frequent.	• Practical assessment	• Conduct experiments (understand concepts and use scientific methods) • Express subject knowledge using various ways.	• Teachers and students	• 3-10 months	Students can apply knowledge to real-life situations
Actionable 3 • Teachers prepare questions individually, but no organized taxonomy-based repository exists.	• Create unit based Question Bank (Level wise and Taxonomy)	• Based on difficulty level and Bloom's Taxonomy	• Subject Teachers • A.C and S. C	• June- Jan	• Smooth preparation of question paper • Assessment on the go
Actionable 4 • Short tests are conducted occasionally, but not planned intentionally for all levels of learners.	• Intentional Planning of tests for different levels of students	• Using the question bank repository	• Subject Teachers	• June- Jan	• Continuous evaluation

DESCRIPTOR - 6: 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?**
Actionable 1 • Guest lectures are arranged occasionally, but not systematically or with parent involvement.	• Create a resource pool that includes in-house teachers and parent community	• By creating a Google form and sharing it with the parent community for their skill/ expertise and willingness to be a resource person	• HMs	• Before the end of 25	• Active involvement of parent community
Actionable 2 • Lesson plans include activities, but differentiation for gifted and slow learners is limited.	• Lesson plans to deliberately cater to a variety of MIs/learning styles and mapped with specifications mentioned • gifted and slow learner inclusion	• Utilising the resource pool • Separate worksheets and questions for gifted and slow learner inclusion	• Subject teachers	• June25 To March26	• Inclusive learning environment • Engaged and balanced classrooms
Actionable 3 • Remedial support is reactive, not proactive from the start of the year.	• Remedial on the go • (from the beginning of the academic year) • Get to know students (background interests, learning styles)	• By altering the level of personal assistance	• Subject teachers • Students • HM	• Throughout the year	• Slow learners are empowered
Actionable 4 • Assemblies are conducted	• Establish thematic class assemblies as a platform for creative expression and reinforcing study skills.	• Select themes relevant to adolescent challenges (digital safety, resilience, teamwork). Use assemblies for role plays, debates, and student-led reflections.	• Class Teachers, AC, HM	• Throughout the academic year	• Assemblies become a medium for building confidence, motivation, and collaborative learning culture.

DESCRIPTOR - 7: Strengthening Community Engagement (Improving Beneficiary Satisfaction)

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?**
Actionable 1 • Some outreach activities are done, but not consistently across all middle school classes.	• Social outreach program	• Collaborate with govt. schools, orphanages, old-age homes etc.	• Teachers, students and school	• Throughout the year	• Students become empathetic and socially responsible
Actionable 2 • Awareness drives happen occasionally, but frequency and student-led initiatives are limited.	• Awareness program	• Rallies, posters, cleaning of surroundings(Swatch Bharath)	• Teachers, students and school	• Throughout the year	• Socially responsible civilised citizens
Actionable 3 A few external speakers are invited, but not regularly or from diverse fields.	• Invite resource persons from the parent community or general public	• Talks or sessions by resource person	• Subject Teachers, subject coordinator, school	• Throughout the year	• Listening skills, students reflect on what they learnt.

DESCRIPTOR - 8: Social-Emotional Learning (SEL)

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?
Actionable 1 • Circle time happens informally, but not structured with prompts for Classes 6–8.	• Plan structured circle time that builds self-esteem, encourages sharing, and fosters peer bonding.	• Use age-appropriate prompts and activities that promote empathy, listening, and respectful dialogue. Integrate RICER values (Respect, Integrity, Courage, Empathy, Responsibility).	• Class Teachers	• Once a month (can be aligned with Life Skills periods)	• Builds a caring classroom culture where students feel safe, heard, and supported. Strengthens peer relationships and emotional resilience.
Actionable 2 • Silent time is practiced, but sometimes becomes routine without meaningful guidance.	• Help students develop self-regulation and calm focus.	• This practice is already in place across classes. Class teachers are encouraged to ensure that the silent time is conducted meaningfully.	• Teachers, students and	• Throughout the year	• Improves attention, reduces anxiety, and helps students center themselves. Encourages present-moment awareness and emotional balance.
Actionable 3 • Students appreciate peers informally, but structured appreciation circles are not in place.	• Foster kindness and positive peer recognition.	• Once a month, students write appreciation notes to classmates	• Class Teachers / Life Skills Facilitators	• Throughout the year - Monthly	• Boosts self-esteem, encourages empathy, and strengthens peer relationships.
Actionable 3 • Skill development programmes are happening in 11 areas weekly once, and students are showing high enthusiasm and participation.	• Strengthen and diversify the programme to ensure deeper learning outcomes and real-life application.	• Introduce reflection journals for students to record their learning. • Showcase skills in exhibitions.	• HM, ACs, Skill Area Teachers	• Throughout the academic year	• Students gain confidence, practical exposure, and holistic growth beyond academics.

ANNUAL PEDAGOGICAL PLAN
ACADEMIC YEAR 2025-26

EXCEL
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ANNUAL PEDAGOGICAL PLAN
Classes 9 & 10

EXCEL public school

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School Name: **EXCEL PUBLIC SCHOOL, Koorgalli, Mysuru**

Academic Year: **2025-26**

Headmistress: **Ms. Jyoti Joseph**

School's Vision Statement: Empowering young minds towards a progressive and humane society

Our Goal: To empower the learners to become independent thinkers, empathetic individuals, and responsible citizens who pursue excellence through curiosity, collaboration, and critical inquiry. We aim to equip our students with the intellectual agility, collaborative spirit, and civic consciousness required to make informed choices, pursue lifelong learning, and contribute meaningfully to a dynamic and interconnected world.

Areas of strengths:

- **Dedicated and reflective teachers who create meaningful learning experiences suited to adolescent learners.**
- **Competency- based and concept-driven instruction that fosters deep understanding rather than rote learning.**
- **Strong focus on 21st - century skills such as problem-solving, creativity, communication, and collaboration.**
- **Integration of technology and AI - assisted tools to support personalized and engaging learning experiences.**
- **Supportive school culture that promotes socio - emotional well-being, resilience, and self - discipline.**

Areas of improvement:

- **Strengthen career guidance and exposure to diverse higher education and vocational pathways.**
- **Enhance student ownership of learning through self - assessment, reflection, and goal setting.**
- **Expand peer learning and mentorship programmes to nurture leadership and accountability.**
- **Provide targeted academic support and differentiated instruction to address varied learning paces and styles.**

DESCRIPTOR - 1: Strengthening 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 timeline for implementation?	What will the impact look like?
Actionable 1 Conduct of PDP, Virtual workshops and webinars by CBSE CoE and DIKSHA.	• Subject-specific training focused exclusively on advanced pedagogy and assessment for Classes 9 & 10.	• Subject Meetings where there is exchange of microteaching which includes discussion on the pedagogy. • Attending online training sessions conducted by CBSE	• HM • AC • Subject Coordinators • All subject teachers	• Throughout the academic year	• Improved teacher proficiency in implementing the latest board curriculum and assessment patterns
Actionable 2 Use AI-assisted tools to co-generate, review and adapt lesson plans.	• Design lessons using the AI assist, that define high-quality lesson plans which aligns with learning outcomes, differentiation, engagement strategies, assessments.	• Facilitate peer-sharing sessions where early-adopter teachers demonstrate how they used an AI tool in planning • Each teacher uses an AI-planning tool to generate a draft lesson plans.	• All subject teachers	• Throughout the academic year	• Planning time is significantly reduced teachers can focus more on tailoring instruction, adapting in-class, and giving feedback. • Lessons, assessments, and ways of teaching will be better linked and more clearly based on what students need.

| Actionable 3 Data-Driven Instructional Reflection & Improvement Cycles | • Embed a cycle where teachers of Grades 9 & 10 regularly analyse student learning data, reflect on instructional effectiveness, set targeted improvement goals, implement strategies, and then review outcomes — thereby making PDP deeply connected to classroom practice and student outcomes. | • Teachers collect baseline data (assessment scores, formative results) for Grades 9 & 10.
• Teacher groups review data, identify student/topic challenges, select one instructional strategy to try for the next 4-6 weeks.
• After implementation: Teachers collect follow-up data (formative checks, student feedback, observations), reflect on what changed and why, then refine the strategy.
• Teachers write a data-reflection summary (context → strategy → outcomes → next steps) | • All subject teachers
• Subject Coordinators
• HM
• AC | • Throughout the academic year | • Teachers deepen their professional learning by linking PDP strategies directly to observable outcomes.
• The school develops a culture of continuous improvement: reflection → action → review becomes embedded rather than optional. |

DESCRIPTOR - 2: Initiating Innovations in Schools (Cross-curricular, Multi-Disciplinary, Project Based, Activity Based, Art/Sports Integrated etc.)

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?
Actionable 1 Action Research	• Identifying a specific problem or area for improvement.	• Develop a plan to address the identified problem. The planned interventions are implemented. This could involve changes in practices, policies, or behaviours.	• HMs • Subject teachers	• Throughout the academic year	• More effective teaching practices and better student outcomes.
Actionable 2 Project Based Learning	• Integrate multiple subjects or disciplines into the project to provide a holistic learning experience.	• Design the project by outlining the scope, timeline, resources, and assessment criteria.	• HMs • ACs • Subject teachers	• June to December	• Through project-based learning, students are challenged to think critically as they learn to analyse information from various sources, evaluate different perspectives, and make informed decisions.
Actionable 3 Case Based Study Analysis	• Students struggle to connect concepts learned in different subjects to real life.	• Implement mandatory, short-term Case Study Analyses in Classes 9 & 10. These case studies must involve structured analysis to a real-world scenario that requires Empathy and Courage.(RICER)	• All Subject Teachers	• Throughout the academic year	• Enhance the ability to connect the abstract concepts to real world problems and improved critical and creative thinking.

DESCRIPTOR -3: Leading the Teaching-Learning Process (Pedagogical Leadership)

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?
Actionable 1 Competency-based learning	• Equipping teachers to focus on the attainment of the ELOs than rote memorisation	• Create learning progressions or pathways that outline the steps students must take to demonstrate mastery of each competency. Encourage Courage to face challenging concepts. (RICER) • Use data to identify areas of strength and areas for improvement, and make informed decisions about instructional practices and interventions.	• HMs • ACs • Subject teachers	• Throughout the year	• A competency-based learning environment that empowers students to achieve mastery of essential knowledge and skills
Actionable 2 Concept maps and graphic organisers	• Use graphic organizers and concept maps with students to enhance their understanding and retention of complex concepts	• Make use of various organizers such as Venn diagrams, flowcharts, cause- and-effect charts, and concept maps to accommodate different learning styles and preferences.	• Subject teachers	• Throughout the year	• It will provide students with valuable tools for organizing information, making connections, and deepening their understanding of complex concepts across various subjects

DESCRIPTOR - 4: Developing a Learning Culture (Creating self-directed, self-motivated and passionate Learners)

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?
Actionable 1 Peer Learning & Mentoring	• Establish a peer mentoring culture in school that promotes academic success, social-emotional well-being, and leadership development among students	• Match mentors with mentees based on compatibility, interests, and needs. • Create opportunities for peer learning and collaboration, explicitly training mentors on Empathy and Respect. (RICER)	• Class teachers and subject teachers	• Throughout the year	• This will foster relationships, build skills, and provide support structures that empower students to learn from and support each other
Actionable 2 Feedback and Feedforward	• Create a feedback-friendly environment. Students need immediate and appropriate feedback to benefit from classroom processes and improve their learning	• Provide specific feedback that highlights students' strengths and areas for improvement regularly • Train students to give and receive feedback with Courage and Respect. (RICER)	• All the stakeholders	• Throughout the year	• We create a supportive learning environment where students receive valuable feedback, set goals for improvement, and take ownership of their learning journey.
Actionable 3 Questioning	• Create an environment where students are encouraged to think, ask questions, investigate, and construct their understanding of concepts	• Encouraging questioning — questions to and from the Teacher help students think through a particular subject in depth while responding and every question is met with Respect.(RICER)	• Class teacher • Subject teachers	• Throughout the year	• Students develop a sense of intervention and responsibility for their learning, which can lead to increased motivation and self-directed learning behaviours.

DESCRIPTOR - 5: Strengthening Assessment and Evaluation Practices (Assessment as Learning, Assessment for Learning, and Assessment of Learning)

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?
Actionable 1 Competency-Based Assessment (CBA) Integration	• While some higher-order questions exist, there's a need for a systematic shift to align all assessments with competency-based learning outcomes as required for board classes.	• Integrate a minimum of 40% competency-based questions (Case Study, Assertion-Reason, Source-Based, Critical Analysis) into all periodic assessments for Classes 9 & 10.	• All the teachers	• Throughout the year	• Students develop critical thinking and application skills essential for board exams and competitive tests.
Actionable 2 Question Bank	• Create unit based Question Bank (Level wise)	• Based on Bloom's taxonomy. Question banks and practice questions appropriate for different levels of learners	• All the subject teachers	• Throughout the year	• Access to question bank for practice across levels and access to it would be helpful to students to do independent practice.
Actionable 3 Data Analysis & Personalised Feedback/Remedial Programme	• Data is collected, but the analysis of the data is not effectively used to plan the remediation	• After the assessment, identifying the learners who need help and one to one attention to help the learner with his/her specific needs.	• All the subject teachers	• Throughout the year	• Students receive specific, evidence-based feedback on exact areas needing improvement, leading to a clearer understanding of their learning path.

DESCRIPTOR - 6: 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?
Actionable 1 Differentiated instructional strategies	• Implement differentiated instructional strategies for students that involve acknowledging and addressing the diverse learning needs, preferences, and abilities within a classroom	• Use a variety of instructional methods to cater to different learning styles and preferences • Provide students with choices in how they learn and demonstrate their knowledge.	• HMs • ACs • Subject teachers • Subject coordinators	• Throughout the year	• Create a more inclusive and effective learning environment that addresses the unique needs of each student, enhancing their ability to succeed and achieve their potential.
Actionable 2 Programme for Gifted Students	• Provide opportunities for advanced academic engagement and extension activities for identified gifted learners..	• Subject-Specific Experiential Session learning goes beyond textbooks. Sessions will focus on complex problem-solving, research, and independent project work.	• HMs • ACs • Teachers	• From June to December	• Gifted learners are intellectually challenged and provided with pathways to pursue excellence through curiosity and critical inquiry, supporting the school's goal
Actionable 3 Class Assembly	• Establish Thematic Class Assemblies as a core platform for creative expression and reinforcing skills for deep work and learning.	• The themes selected will help students to find effective methods for tackling complex concepts, personal motivation for focused study, and collaborative pathways for shared learning.	• Class Teacher • AC • HM	• Throughout the academic year	• Assemblies serve as a consistent medium to model effective study habits and boost student motivation, contributing to a culture of academic excellence and collaborative learning.

| Actionable 4 Cleanliness and Hygiene | • Foster collective responsibility towards cleanliness and hygiene, integrating it into daily routines and school culture. | • Incorporate "Cleanliness Ambassadors" in each class.
• Integrate messages on hygiene and sustainability through assemblies and class discussions.
• Collaborate with the housekeeping team to educate students on waste segregation and recycling. | • Class Teachers
• Student Council
• HM
• AC | • Throughout the academic year | • Cleaner, well-maintained school environment.
• Students internalise the values of respect, responsibility, and sustainability. (RICER)
• Development of civic sense and pride in shared spaces. |

DESCRIPTOR - 7: Strengthening Community Engagement (Improving Beneficiary Satisfaction)

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?
Actionable 1 Strengthen parent volunteer programme	• Create a database of parents who can be utilized for this initiative • Invite suggestions and ideas from the parent community to design innovative practices in the school.	• Optimize the utilization of the Parent Resource Pool to conduct sessions on various topics • Plan and organise outdoor learning activities involving parent community	• Principal • HMs • ACs • Subject Teachers	• Throughout the year	• Better and improved engagement with the parent community • Strengthen the trust and sense of ownership among all stakeholders
Actionable 2 Subject Experts, and career professionals	• Inviting subject experts, and career professionals to share their expertise and experiences	• Invite experts from various fields to give talks and conduct workshops. • Organize career days where professionals from diverse industries come to speak about their careers, the education needed, and the day-to-day aspects of their jobs	• Principal • HMs • ACs • Subject teachers	• Once in a month	• Increased student engagement • Increased sense of community belonging • Stronger community partnership
Actionable 3 Joining teaching communities	• Join learning communities and subject-specific groups outside of school as it greatly benefits the professional development	• Professional learning communities provide platforms for teachers to build connections with educators from various backgrounds and levels of expertise. • Participation in broader educational communities.	• HMs • ACs • All teachers	• Throughout the year	• Engaging with passionate educators and subject enthusiasts will reignite a teacher's passion for their profession and contribute to a more dynamic and positive learning environment.

DESCRIPTOR - 8: Social-Emotional Learning (SEL)

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?
Actionable 1 Quality Circle Time	• We need to plan the circle time that contributes to raising self-esteem in students, inculcating positive behaviour besides focusing on collaboration, cooperation, and building strong relationships in classrooms	• Encourage a culture of empathy and understanding where all students feel valued and heard. (RICER)	• Class teachers	• Once in a month	• An Eco systemic that nurtures a school culture that is positive and caring towards all stakeholders.
Actionable 2 Journaling prompts/Self-expression corner	• We need to provide a platform to our students where they can freely express themselves.	• Students will maintain an ongoing personal journal to express themselves freely without the fear of being judged demonstrating the value of courage (RICER)	• Subject Teachers • Class Teacher	• Throughout the year	• Journaling/self-expression corner promotes students' self-awareness, as responding to the prompts allows them to recognize and assess their own emotions.
Actionable 3 Silent Time/ Mindfulness Minute	• We need to help students develop their self- management skills.	• Setting aside three to five minutes before class starts for students to take a moment of mindfulness.	• Class Teachers	• Throughout the year	• Students will learn to regulate their emotions and thoughts while they focus attention on the present without worrying about the future or dwelling on the past

ANNUAL PEDAGOGICAL PLAN
ACADEMIC YEAR 2025-26

ANNUAL PEDAGOGICAL PLAN
Classes 11 & 12

EXCEL
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School Name: **EXCEL PUBLIC SCHOOL, Koorgalli, Mysore**

Academic Year: **2025-26**

Headmistress: **Ms. K Pavithra Somayya**

School's Vision Statement: Empowering young minds towards a progressive and humane society

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Our Goal: To empower senior secondary students to become confident, compassionate, and responsible individuals by fostering critical thinking, creativity, and leadership. The programme integrates rigorous academics with real-world experiences through internships, research, and community engagement, preparing learners for higher education and future careers while upholding the RICER values.

Areas of strengths:

- Robust academic and internship programme promoting experiential and career-focused learning.

- Integration of Inspiring Interactions for holistic growth across intellectual, social, and emotional domains.

- Strong mentorship and guidance framework through Excelerate Club and teacher mentors.

- Interdisciplinary approach connecting science, commerce, design, and humanities.

- Active student participation in leadership, social innovation, and entrepreneurship initiatives.

- Emphasis on technology integration, research, and 21st-century skill development.

- Commitment to RICER values fostering ethical, empathetic, and community-minded citizens.

Areas of improvement:

- Strengthen cross-disciplinary project work that links curriculum to real-world challenges.

- Enhance data-driven student progress tracking for personalized learning.

- Integrate deeper reflection and metacognitive practices into learning routines.

- Increase student engagement in global citizenship and sustainability projects.

- Broaden exposure to higher education pathways and research opportunities.

- Strengthen RICER-based leadership through structured value-infused activities and assessments.

DESCRIPTOR - 1: Strengthening 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 timeline for implementation?**	**What will the impact look like?**
Actionable 1 Conduct of PDP We organise offline Professional Development Programme for 15 days at the beginning of the academic year. Virtual workshops and webinars by CoE and DIKSHA amounting to 50 hours yearly.	• Section wise training specific to senior secondary to be included. • Subject-wise staff training. • Provide reading material to teachers.	• Attend online and offline PDP sessions. • Sharing the learning with the team members. • Brainstorming sessions among the team. • Put learning into practice.	• Management • Principal • Vice Principal • HM, AC • All Teachers	• Academic year	• Clarity over pedagogical approaches. • Effective implementation of the academic programmes. • Enhanced skills among teachers. • Better learning outcomes among the students.
Actionable 2 Technical Skill development.	• Technical skill development training. • Standardizing of the processes among the team.	• By Conducting training sessions from the experts in the respective domain. • Collaborate and exchange of ideas.	• Management • Principal • Vice Principal • HM, AC • All Teachers	• 6 months	• Achieving improvised skills.
Actionable 3 Utilization of Resource	• Review and reflect on all the available resources. • Strategic planning on using the resources.	• Campus tour: knowing available resources and its applications (IC lab, library etc). • Training or awareness sessions on usage of resources by the respective in-charge person.	• Resource in-charge person. • Teachers.	• Academic year	• Improved Teaching Quality • Innovation and Adaptation. • Sustainable use of resource.

Actionable 4					
Actionable 4 Teachers engage in regular PDPs and training programmes, but RICER values and Inspiring Interactions principles are not yet systematically embedded.	• Integrate RICER values (Respect, Integrity, Compassion, Empathy, Responsibility) into all teacher development and evaluation frameworks. Link PDP goals to outcomes such as *Reflective Practice* and *Collaborative Growth*.	• Introduce reflection templates that align professional goals with RICER values. • Include a module on integrating values into pedagogy. • Conduct workshops on teacher-student interactions guided by the Inspiring Interactions model. • Encourage sharing of classroom practices showcasing value-based engagement.	• Principal, Vice Principal, HM, Academic Coordinators, Teacher Leaders.	• Academic year	• Teachers demonstrate RICER values through classroom practices. • Stronger professional community rooted in compassion and respect. • Improved quality of teaching-learning interactions and reflective culture.

DESCRIPTOR - 2: Initiating Innovations in Schools (Cross-curricular, Multi-Disciplinary, Project Based, Activity Based, Art/Sports Integrated etc.)

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?
Actionable 1 Cross-curricular approach.	• Collaboration between different subjects/departments. • Incorporate arts like Storytelling, physical activities, or games.	• Brainstorm and develop integrated lesson plans to incorporate elements of multiple disciplines. • Brainstorm and look into curriculum check for topics that can be converted into sports activities or taught through stories.	• Subject teachers. • HM	• Academic year	• Increased Student Engagement. • Students get a broader perspective and connection between the subjects.
Actionable 2 Project based learning	• Subject-wise projects. • Inter-disciplinary projects. • Involve more students in the STEAM Fest at school.	• Students will select one project from the given list of Projects or flexibility to choose the topics to be provided. • Students will be exposed to explore, investigate and respond to complex questions or real world challenges. • Students will be asked to evaluate peer's presentation or project which provides training in objectivity and	• Subject Teachers • HM (constant evaluation and feedback)	Term 1	• Improved critical thinking, problem-solving. • Reinforce conceptual understanding and attainment of competency.
Actionable 3 Internships Internship programme has become an integral part of our senior secondary programme. About 60% of the students undergo internship in diverse interest areas, during their summer vacation. Internships are provided to the students through the school.	• Provide internship opportunities to the students.	• Provide internships in the interested fields. • Assessment could be in the form of reflective note or presentation at the end of internships.	• Teachers • HM • Management	Academic year	• It enables students to experience the workplace environment. • Student would be able to explore and decide whether he/she would like to take up the related vocation to further study.

Actionable 4					
Current cross-curricular and project-based learning practices are active but need stronger connection to real-world responsible action.	• Align projects to themes - e.g., Interdisciplinary Inquiry, Responsible Action.	• Design projects that demonstrate *Integrity* in research, *Compassion* in outcomes, and *Responsibility* in implementation.	• Subject teachers and coordinators lead innovation clusters.	Academic year	• Students display creativity grounded in empathy and ethical awareness.

DESCRIPTOR -3: Leading the Teaching - Learning Process (Pedagogical Leadership)

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?
Actionable 1 Experiential learning	• Organise, subject and topic-oriented field trips. • Talks by experts. • Virtual labs	• Identify the topics of industrial and research applications. • Collaborate with different industries/ research centres for visits and sharing knowledge. • Exposure to open source tools and adapting them to the context. • Simulations and case studies to engage students in complex problem-solving.	• Subject Teachers • Subject Coordinators • HM	• Academic year at regular intervals.	• Understanding the subject through practical means, better knowledge on how science can be commercialized and brought to human use. • Repeatability and flexibility in performing the activities. • Equitable access to scarce resources. • Independent research papers strengthen research, writing, and critical thinking skills.
Actionable 2 Experimental learning	• Recognise the topics which can be explained through experiments.	• Content that demands an experimental approach is chosen and encouraged for experimentation.	• Subject Teachers • HM	• Academic year at regular intervals	• Evidence based understanding of the concepts. • Practical visualisation of the graphs/concepts/ reactions that are theoretically studied.
Actionable 3 RICER-infused Practices. Learning is experiential and experimental; reflective integration of values is emerging.	• Embed RICER-infused discussions and reflections in lesson planning.	• Model Respectful communication, Compassionate feedback, and Integrity in research.	• Subject teachers and mentors monitor implementation.	• Academic year at regular intervals	• Students become self-directed learners demonstrating curiosity and ethical conduct.
Actionable 4 The senior secondary programme already promotes inquiry, research, and experiential learning	• Strengthen teaching-learning strategies that explicitly promote Deep Learning and Critical Thinking. Integrate reflective and analytical practices in all subjects.	• - Introduce **Inquiry-Based Learning cycles** in science, and commerce, subjects (question, investigate, analyze, present). • Incorporate **case studies,**	• Subject Teachers, Academic Coordinators, Mentors, and HM.	• Academic Year	• Students demonstrate the ability to reason, hypothesize, analyze, and evaluate rather than recall facts. • Improved participation in debates, research papers, and innovation fairs. • Evidence of reflective and critical

through subject projects, internships, and the Excelerate initiative. Students engage in cross-curricular activities that encourage exploration beyond textbooks. Teachers design open-ended questions and discussions that foster analysis and interpretation. However, deeper evidence-based documentation and structured reflection of critical and creative thinking need strengthening.	Encourage decision-making and problem-solving through authentic, real-world contexts — research, social impact projects, and entrepreneurship initiatives.	**simulations, and problem-based learning (PBL)** modules. • Encourage **student-led discussions and Socratic questioning** to evaluate multiple perspectives. • Use **reflective journals** and **learning portfolios** to record reasoning and decision-making processes. • Include **design-thinking projects** and **social enterprise challenges** where students identify a community issue, ideate solutions, and present their findings. • Teachers use **Bloom's Taxonomy-aligned questioning** to promote higher-order thinking.			thought in written work, discussions, and presentations. • Students display responsible decision-making and innovative problem-solving in real-world tasks and internships.

DESCRIPTOR - 4: Developing a Learning Culture (Creating self-directed, self-motivated and passionate Learners)

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?
Actionable 1 Reflection	• Create reflective journals. • Metacognition: Help students develop metacognition skills by encouraging them to reflect on their learning process, strengths, and areas for improvement.	• Chapter wise reflection forms based on ELO's will be created and shared with students.	• Teacher • Student	• Academic year	• Teachers will have an evidence of learning that can provide rich information about where students are and how they can supported.
Actionable 2 Mentorship	• Align students to the respective mentors.	• Identifying mentors from different sectors. • Connect the students to their respective mentors based on their requirement.	• Mentor • Students • HM • AC • SC	• Academic year	• Clarity and awareness on career, time management, learning strategies, culture of work and factors affecting the functioning.
Actionable 3 Building ownership	• Formation of students committees and forums under the aegis of the Excelerate Club of the school.	• Encourage the students to choose the committees and forums according to their interest. • Provide opportunities for students to develop effective communication skills.	• Teacher and Student	• Academic year	• Students develop a sense of accountability, co-operation, taking initiatives, responsibility, leadership and conflict resolutions.
Actionable 4 Mentorship and reflective journals are in place but not value-mapped.	• Link mentorship outcomes to Empathy and Responsibility.	• Include reflection sheets focusing on self-awareness and social impact.	• Mentor • Students • HM • AC • SC	• Academic year	• Learners evolve as responsible, empathetic, and self-motivated individuals.

Actionable 5					
Value-based Class Assemblies

Class assemblies are a regular feature at Excel Public School, conducted every Monday morning in the amphitheatre. Each class presents a thematic assembly exploring human values, emotions, ethics, and social awareness. Students creatively express themselves through skits, reflections, music, and discussions. The sessions set the tone for the week, reinforcing school values and providing a platform for public speaking, collaboration, and self-expression. | • Strengthen the connection between class assembly themes and the school's RICER values — Respect, Integrity, Courage, Empathy, and Responsibility. Align themes with the framework to deepen students' reflective understanding of self, community, and society. Encourage student-led planning, research, and reflection to promote ownership and leadership. | • Develop an annual **Assembly Calendar** ensuring each class addresses one value
• . Guide students in theme selection and creative presentation formats (skits, reflections, panel discussions, poetry, etc.).
• Incorporate a **Reflection Segment** after each assembly for students to connect the message to personal and school life.
• Document assemblies through photographs, summaries, and reflection notes for the school portfolio.
• Encourage student emcees and anchors to summarise "key takeaways" for the audience. | • Class Teachers, Academic Coordinator, HM, and Students of Grades 11 & 12. | • June 2025 to August 2025 | •Students demonstrate empathy, ethical thinking, and responsible behaviour in daily school life.
• Strengthened student voice and confidence through public expression.
•Greater awareness of RICER values and emotional intelligence.
•Development of a reflective, compassionate, and value-driven school culture that nurtures both personal growth and community spirit. |

DESCRIPTOR - 5: Strengthening Assessment and Evaluation Practices (Assessment as Learning, Assessment for Learning and Assessment of Learning)

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?
Actionable 1 Periodic assessments	• Formal and explicit (Meaningful and challenging assessments aligning to ELO) • Standardized question papers	• Students will be given opportunities to engage with higher order capabilities of analysis and synthesis. • Questions will be testing the facts, core capabilities and competencies. • Open book – Project based examinations	• Subject teachers. • SC • AC • HM	• Academic year	• More regular, formative, competency based assessment promoting learning and development for our students by testing them with higher order skills. • Regularly assessing student progress in various skills areas allows teachers to identify gaps and personalise instruction. • Continuously revising teaching-learning process. • Errorless question papers
Actionable 2 Assessment awareness (Board exams)	• Counselling • Emotional well-being of students.	• Counselling by Principal and Vice-Principal for both students and parents. • Making the students face all kind of challenges with hand in hand support from the subject expert.	• Principal • Vice-Principal • HM • Subject teachers	Academic year	• Emotionally balanced students, equipped themselves for the challenges given during the assessments. • Students undergoing the assessments without anxiety.
Actionable 3 Data analysis	• Identify the rubrics for measuring student progress in individual chapter. • Data Collection according to the rubrics. • Systematic approach of analysis.	• Develop a rubric based on individual chapters. • Item-wise collection of data. • Statistical reports are generated for each child in every chapter. • Technical skill development program for teachers. • Automated analysis of the reports (using AI tools).	• Subject teachers • AC • HM	Academic year	• Detailed observation report and individual student's portfolio. • Data driven insights that helps us to improve the instructional strategies. • A clear understanding of student's strength and weakness chapter wise. • Increased collaboration and communication among teachers.

Actionable 4 Competency-based assessments are in practice.	• Introduce RICER indicators into rubrics and self-assessment tools.	• Include reflective portfolios connecting learning progress with value demonstration.	• Subject teachers and assessment committee.	Academic year	• Balanced assessment that evaluates both knowledge and character.

DESCRIPTOR - 6: 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?
Actionable 1 Peer Learning	• Think-Pair –Share: Divide students into pairs to discuss topics before sharing with the class. This allows quieter students to develop their ideas before speaking in front of a larger group. • Wait-Time: Allow ample time for students to formulate their thoughts before calling on them. • Safe Space for Mistakes: Create an environment where making mistakes is seen as a learning opportunity, not a punishment.	• Identifying peers among learners based on their strengths and weaknesses. • Guiding the learners to help their peer.	• Teachers	• Academic year	• Improved attitudes and more personalised engaging learning experience. • Collaboration between the peers and exchange of ideas.
Actionable 2 Tailor-made worksheets.	• Identify students in each level (beginner, intermediate and master). • Support and Enrich Programme.	• Create level based worksheets, which helps students to learn in their own pace. • Supporting the slow learners by providing customised worksheets. • Providing HOTS worksheets for gifted learners.	• Teachers	• Academic year	• Engages students with varying interests and capabilities meaningfully and encourages better learning.
Actionable 3 Multiple modes of Assessment	• Identify the topics. • Discuss the modes of presentation. • Create rubrics for each mode.	• Providing flexibility to students to choose the mode of presentation and will be assessed accordingly with the relevant rubrics.	• Teachers	• Academic year	• Accommodating student's diversities. • Freedom to choose the method of presenting.

Actionable 4 Differentiated instruction practices exist; empathy and respect can be deepened.	• Integrate Compassion and Respect as explicit learning outcomes.	• Implement value-based peer learning strategies (Think–Pair–Share, empathy circles).	• Teachers, mentors.	• Academic year	• Inclusive classrooms reflecting caring communities.

DESCRIPTOR - 7: Strengthening Community Engagement (Improving Beneficiary Satisfaction)

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?
Actionable 1 Partnering with local organizations	• Identify organisations that we could partner with. • Offer students meaningful opportunities to engage with community.	• Internships where students work with NGOs, government agencies. • Collaborations on community service initiatives.	• HM • AC • Teachers • Students • Parents	• June to December 2025	• Attainment of the vision of our school.
Actionable 2 Community based research	• To engage in research projects that address local issues. • Student-led initiatives.	• Conducting surveys to assess community needs. • Studying the impact of a local policy change.	• Teachers • Students • AC & SC • HM	• June to December 2025	• Develops research skills and critical thinking. • Develop sensitivity towards the society we live in.
Actionable 3 Students participate in community projects through internships and partnerships.	• Align each initiative with Responsible Citizenship and Integrity.	• Encourage student-led projects addressing real community needs through ethical engagement.	• Teachers, Excelerate Club leads, NGO partners.	• June to December 2025	• Enhanced student social consciousness and leadership grounded in RICER values.

DESCRIPTOR - 8: Promote Socio-Emotional Well-being

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?**
Actionable 1 Counselling Services	• Continuously gather feedback from students to understand their needs and refine programmes accordingly. • Pair students with mentors-teachers, alumni to provide guidance and support.	• Provide students with access to trained counsellors for individual and group sessions. • Establish regular check-ins to discuss academic and personal concerns. • Introduce mindfulness practices such as meditation, yoga, deep breathing exercises, and maintain journals for self-reflection and emotional expression. • Engage parents to support their children's well-being at home.	• All the Stakeholders	• Academic year	• Develop better focus, self-discipline, which can contribute to improved academic performance. • Develop deeper understanding of strengths, weaknesses, values, and goals, fostering a strong sense of self. • Helps in making informed decisions and set realistic personal and academic goals.
Actionable 2 Integrate SEL into the existing curriculum	• Train teachers to recognise socio-emotional needs of learners and respond appropriately. • Integrate activities like discussions, role-plays, and interactive activities to provide opportunities to collaborate and express.	• Help students recognise and understand their own and others' emotions. • Provide strategies for making thoughtful decisions and resolving conflicts. • Share the principles of RULER and encourage students to practice them.	• All the Stakeholders	• Academic year	• A positive learning environment, increasing student engagement and participation. • Students learn to identify, understand, and manage their emotions, reducing feelings of anxiety. • Develops resilience, enabling students to bounce back from setbacks and persevere through challenges.
Actionable 3 Inclusive and Supportive Environment	• Platforms for students to express their opinions and participate in the decision-making process. (e.g., student council, Excelerate club) • Participation in sports, arts, and other extracurricular activities. • Classrooms to foster empathy and compassion.	• Encourage students to keep Gratitude Journals and regularly reflect on positive experiences. • Teachers to build their own SEL skills to implement SEL in the classroom and raise emotionally resilient students.	• All the Stakeholders	• Academic year	• Students become more adept at evaluating the consequences of their actions and considering the well-being of others. • Better relationship with peers, teachers and family members. • Develop stronger interpersonal skills, including empathy, active listening, and effective communication.

Actionable 4 SEL and counselling programmes are active.	• Integrate RICER values into all SEL modules and mentoring sessions.	• Use reflection templates during SEL activities.	• Counsellors, Class teachers, mentors.	• Academic year	• Emotionally resilient students demonstrating empathy, gratitude, and self-awareness.

Embedding Higher-Order Thinking and Deep Learning in the Senior Secondary Curriculum

At Excel Public School, teaching-learning practices are intentionally designed to go beyond surface-level understanding. Through project-based learning, reflective practices, and real-world application tasks, students are encouraged to question, connect, and construct new knowledge. Activities such as internships, research projects, entrepreneurship challenges, and social innovation events cultivate decision-making, problem-solving, and critical reflection - nurturing learners who think deeply, act ethically, and lead responsibly.