

# BHADRACHALAM PUBLIC SCHOOL & Jr COLLEGE

## ACADEMIC PLAN FOR 2023-24

Academic planning and its meticulous implementation by the educational institutions are an essential requirement for the attainment of learning outcomes by its students. It is more so for Bhadrachalam Public School & Jr College, as we have to achieve excellence in the demanding task of educating the children in our care. We carefully chalk out an academic plan that would consider the consequences of the limitations to the curricular transactions in the last couple of years and lead the students towards the fulfilment of aims and aspirations of NEP-2020.

### Objectives

- From 2023-24, the 10+2 structure will be replaced by 5+3+3+4... The new system will have 12 years of schooling and 3 years of pre-school.
- For BPS Students, the school examination which were conducted till last academic year will be redesigned with the appropriate changes to apply filter for promotions in higher classes for the grades 3, 5, and 8.
- The entire school assessment system is / will be continued but will be redesigned with the aim of holistic development.
- **PARAKH (Performance assessment, review, and analysis of knowledge for holistic development)** a new assessment platform will be set up as per the suggestions in NEP.
- Mathematical thinking and scientific temper coding will start from grade V onwards.
- By CBSE the curriculum in all subjects has been reduced to its core essentials.
- Through this, we can focus on critical thinking, discovery, inquiry, discussion, and teaching based on analysis and holistic learning methods for education.
- Regulator for education will be light but tight.
- Focus on E-learning (school ERP program) so that we can reduce our dependency on only textbook.

### KEY FEATURES OF EFFECTIVE ACADEMIC PLAN

The purpose of the Academic Platform is to articulate the fundamental educational practices specific to our school as we implement individual components of our **curriculum**. BPS academic planning platform is providing guardrails and guidance based on students' major expectations & requirements, future course availability, thematic connectivity and efficiency in studies.

While working of preparing an academic plan, first question, why I am preparing this academic plan? This academic plan is a student's intended course schedule for the forthcoming.

Academic action plan is bank of resources has been created to support teachers to implement competency-based education principles into their teaching and assessment. These resources should be used together. This plan, reflect on how:

- We place the student at the centre of learning
- To vary the teacher's role (e.g., as facilitator, mediator, assessor)
- To give students choice and/or autonomy
- To bring real-world problems or applications to the classroom
- To promote the use of higher order thinking skills
- To ensure all students are included in learning

We can also use this plan to develop our own learner-centred lessons that encourage students to develop their competencies and skills in your subject rather than merely accumulating knowledge.

Focused on empowering the Students to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning. Assessment is a meaningful, positive, and empowering learning experience for students that yields timely, relevant, and actionable evidence. Students' progress based on evidence of mastery. Strategies to ensure equity for all students are embedded in the culture, structure, and pedagogy of schools and education systems.

### **Main Tasks – For Academic year 2023-24 –**

- **Developing Critical Thinking,**
- **Complex Problem Solving and**
- **High-Order Reasoning skills:**
- **Measures for the high achievers**
- **To deduce the gap between high achievers & late bloomers.**

As per NEP, while dealing with competency-based education with holistic approach, we need to focus on excelling in developing critical thinking, complex problem solving and high-order reasoning. Critical thinking – the acquired skill of gathering, organizing, testing and using information – is the key to understanding and navigating today's global community. Most important thing to achieve these tasks, is to work properly on developing excellent Study Plan.

### **Steps for Creating an Annual Academic Plan –**

Step 1: Set Specific Goals. Be specific and realistic by making a list of all of the topics/themes, you will need to cover.

Step 2: Set a Specific Target Date and Time. —Create a list of the days and times you plan to get covered as per your strategy. ...

Step 3: Schedule & identify proper Steps.

Step 4: Proper planning for implementation –

- Start with a vision. What should your vision for improvement look like?
- Plan & conduct proper methodology for assessment.
- Identify goals, objectives & learning outcomes.
- Outline specific action steps to achieve the set target.
- Involve students & parents in the process.

### **Teaching Protocols –**

In BPS, every day in our classrooms, our teachers are supposed to use a system of proven as well as innovative best teaching practices to help students to reach their fullest potential. Following are the important teaching protocols which need to be focused.

### **Differentiated Learning & Instruction-**

Every child learns differently and brings his or her own unique skills, interests and knowledge to the task.

**Differentiated Instruction focuses on actively engaging students by teaching to each child's interest and**

**ability level every day and in every lesson.** Not to be confused with “tracking” or grouping by ability level, differentiation ensures that each student masters the appropriate skills and concepts before moving on. Differentiated instruction expects teachers to work with students from their lesson plans, and effective differentiators make ongoing adjustments in the areas of content, process and product to meet the needs of every student.

### **Essential Questions (HOTS)**

We need to focus on designing the questions which will make the students to think and encourage them to consider a wide range of approaches and possible answers. Each day, essential questions for every lesson should get discussed or displayed in the classroom and serve to stimulate thoughts and focus for that day’s lesson. Conducting the activities, creating the situation & experiential approach will assist you in these areas. These high-order questions help not only to shape the lesson, but also to focus students’ minds and stimulate their thinking to achieve lifelong learning.

### **Vocabulary-**

Almost all new learning includes familiar as well as unfamiliar language or suggests alternative definitions for familiar words. For this reason, we the teachers make a habit of posting the unfamiliar words associated with the day’s lesson and plan many instructional strategies to facilitate the acquisition of new vocabulary. By writing vocabulary on the board, teachers and students are reminded of the central role that vocabulary plays in effective instruction, learning and communication. Teachers will know that new learning has taken place when students begin using the new words appropriately when framing their own questions and answers. **Avoid to dictate the notes in grades VI onwards.** Advised to focus of reading practice to improve vocabulary.

### **High Order Assessment-**

In BPS, class instruction should work towards deeper understanding in academic areas that are measured by high-order assessments. These regular assessments may be in many forms (tutorials, quizzes, short writing assignments, group projects, group discussions, oral reports & reviews etc.) and are the basis for differentiated instruction. They also help ensure that students are progressing according their lesson plan. All these type of assessments helps to demonstrate how deeply students have been able to think about the lesson’s essential content, questions and whether the teacher has been successful in building their understanding of the subject and targeted thinking skill or if changes are needed.

### **SAFAL – (Initiative by CBSE)**

NEP 2020 recommends transforming the assessment system to promote the development of students and suggests a shift from testing rote memorization to competency-based learning. To map progress throughout school years, the NEP 2020 proposes an annual school assessment for all students in Grades 3, 5, and 8. This assessment will focus on testing core concepts, application of knowledge and higher order thinking skills. SAFAL will help us to ensure progress throughout school year by providing diagnostic information about students’ learning to schools and thus, support school education to move towards competency-based education. The results of this assessment will largely be used to provide development feedback for our school and not for promotion of students to the next grade. We will participate in SAFAL in 2023-24.

### **Writing Mastery-**

Writing is a skill which, just like playing a sport or musical instrument, isn’t acquired overnight. We think in language, reading and writing are so intimately connected that it is impossible to imagine one without the other. **Writing mastery requires continual practice from an early age,** and all our students are expected to write for every class every day. Written work should be an integral part of each day’s lesson, and will continue to play a role in students’ lives.

### **Holistic development of learners-**

The key overall thrust of curriculum and pedagogy reform across all stages will be to move the education system towards real understanding and towards learning how to learn - and away from the culture of rote learning as is largely present today.

The aim of education will not only be cognitive development, but also building character and creating holistic and well-rounded individuals equipped with the key 21st century skills. Ultimately, knowledge is a deep-seated treasure and education helps in its manifestation as the perfection which is already within an individual.

### **Standards Based Learning-**

**Need to focus more on the adoption of standards-based learning and grading to raise the academic standards and measure student growth in critical-thinking and complex-problem-solving skill.** In forthcoming academic year, standards-based grading is essential to meet our teaching standards.

The great advantages of this approach for parents and students, are transparency, consistency, and honesty.

- **Transparency:** parents and students will be able to identify the skills the school promises to teach and understand what lies behind the grades the school assigns.
- **Consistency:** parents and students know that whatever teacher they get, he or she will be teaching the same skills and assessing in the same way as all other teachers at that grade level.
- **Honesty:** parents and teachers know that the assessment is not based on the student's efforts, attendance record or extra work, but **the actual ability of the student to complete specific and well-defined tasks.** Together, these advantages give families greater insight into the learning process and enable students to focus on what they need to do to improve.

### **Curriculum Mapping –**

**Curriculum mapping is a reflective process that helps teachers understand what has been taught in a class, how it has been taught and how learning outcomes were assessed.** The curriculum mapping process results in a document known as a curriculum map. Curriculum mapping is a method of writing and managing the curriculum that helps the teacher lesson-planning, identifies learning gaps and repetition in instruction, and ensures that skills and concepts are being introduced in the right order to achieve cumulative and efficient effect.

A curriculum map should not be confused with a lesson plan. A lesson plan is an outline that details what will be taught, how it will be taught, and which resources will be used to teach it. Most lesson plans cover in a single day. Curriculum maps, on the other hand, offer a long-term overview of what has already been taught. It is not unusual for a curriculum map to cover an entire school year.

As education has become more standards-based, there has been an increased interest in curriculum mapping. A completed curriculum map allows teachers to analyse or communicate instruction that has already been implemented by themselves or someone else. **Curriculum maps can also be used as a planning tool to inform future instruction.**

### **Curriculum Mapping Tips –**

The following tips will help us through the process of creating a curriculum map for the courses you teach:

- Only include authentic data. All of the information in a curriculum map should reflect what is actually happening in a classroom, **not** what should be happening or what you wish was happening.
- Provide information on a macro level. You do not need to include detailed or specific info about daily lesson plans.
- Make sure that learning outcomes are precise, measurable, and clearly identified.
- Explain how learning outcomes were achieved by the students and assessed.

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## SAMPLE CURRICULUM MAP FOR SCIENCE

### Big Ideas/Key Concepts:

### Periodic Table of Elements

Standards	Student Performance Indicators	Student Friendly "I can" Statements	Resources	Academic Vocabulary
<b>Periodic Table of Elements</b>			Parts of an Atom	Atom, Atomic mass, Atomic number, Electron, Element, Neutron, Proton etc.
<b>1</b>				
Understand that all matter is made up of atoms.	Recognize that all matter consists of atoms	I can identify atoms as the fundamental particles that make up matter	Elements and Atoms Video, Digital contents	
<b>2</b>				
Explain that matter has properties that are determined by the structure and arrangement of its atoms.	Use the periodic table to determine the properties of an element.	I can create a model of the atom with basic subatomic particles (protons, neutrons and electrons).	Interactive Periodic Table	
<b>3</b>				
Use of the periodic table to determine the characteristics of an element.		I can create a periodic table differentiating metals, non-metal and metalloids based on their properties and location		
		I can describe the general properties of the families/groups of elements		

### Individual Growth Assessment –

Individual Growth Assessment is an objective measure of a student's growth over the course of a year. For this purpose, it's essential to test critical thinking and problem-solving skills developed with the students. We are committed to seeing that all of our students score above their average in all subjects.

### **Student Portfolios and Personal Learning Plans-**

The Personal Learning Plan is an individually tailored plan focused on achieving unsurpassed student learning and personal growth. Based on objective testing results and teacher observations, PLPs contain focused and specific learning goals accompanied by plans to achieve them. Learning plan not only addresses skills needing improvement, but also offers challenges in areas of student strength and interest.

### **Regular Parent-Teacher interactions-**

Regular interactions with parents and student to review the child's progress.

These all are some key features for preparing an effective academic plan which will be helpful for 360 Degree development of a child.

## **Remedial Action Plan for improvement in performance with slow bloomers**

Remedial Teaching Action Plan is to provide Remedial Teaching or Supplementary Teaching for the challenging students and to enhance the achievement levels of students who are lagging behind in their Academic Standards related to their class-specific age. Remedial Teaching can be a whole academic year programme. Following strategies will be definitely helpful for the improvement in performances of the slow bloomers.

### **A) IDENTIFICATION OF STUDENTS AND THEIR WEAK AND STRONG AREAS:**

1. Identification of slow bloomers/weak performers and High achievers as well on the basis of their performance in all types of assessments. Refer the data available with SPAC. Discuss with the class-teachers.
2. Identification of their weak areas in concerning subjects –the particular part of the question paper in which the students are not able to write at desired level.

### **B) MEETING WITH PARENTS AND STUDENT:**

1. Discussion of the detected weak areas of the students' performance with them individually and with their parents as well to trace out their difficulties for further working out their solutions.
2. Observe and discuss with the parents the general health and the attendance of the child in school/class and his/her attitude and discipline and the routine of the child at home. Suggest the parents to counsel their child in a friendly way. Work out solutions of the same in the discussion.
3. Highlight the strong points of the child before the parents and class to build the confidence level of child and motivate him/her to do well in examination.
4. Trace out their general problems at classroom level or school level or family level and work out their possible solutions.
5. Ask the aim of the child in his/her life and the aim of the parents for the particular child. Guide and counsel students and their parents to boost the morale of the students with the co-operation of their parents to achieve their goal.
6. Ask the parents and the child to Prepare his/her time-table of studies/activities at home level to ensure it whether he/she is devoting time to studies subject at home.
7. Realise them the importance of Education as this is the back bone of their future. It has much importance in present scenario for students to get success in life.

### **C) RECOMMENDATION OF STUDY MATERIAL AND PRACTICE:**

1. Suggest and recommend the study material and reference books to prepare for the weak areas of their performance.
2. Motivate them to do sufficient practice of the question paper by writing their answers within the time period allowed for it in the examination. They are advised to divide their time question-wise and increase their stamina to sit and write for 3 hours minimum and 4 hours maximum.
3. Suggest the students –how to attempt their question paper 100% within the word limit to avoid unnecessary writing. Even tell them write their answers section wise from easy to difficult order in a particular section. Tell him/her the easy and scoring areas of the question paper.
4. Ensure the slow bloomers are doing their class work/home work/tutorials regularly as the pending of home work causes hindrance in preparing for examinations. Parents co-operation can be sought in this regard.
5. The regularity in written work will empower their knowledge and improve their writing speed in legible handwriting.

### **D) SEATING ARRANGEMENT AND CO-OPERATION OF HIGH ACHIEVERS:**

1. A unique seating arrangement should be prepared to accommodate the slow bloomers along with the high achievers. But attention must be given to the high achievers it may have adverse effect on his/her performance and general behaviour.
2. The High Achievers should be motivated to adopt and help the slow bloomers in improve their performance in examination.

### **E) REMEDIAL CLASS AND MONITORING OF PERFORMANCE:**

1. Remedial classes to be arranged in free periods(after regular classes) to give practice in the identified weak areas of students' performance.
2. The effect of the remedial steps should be observed conducting small test in particular areas. A monitoring sheet can be prepared to see graph of his/her performance.
3. Remedial teaching. Discussion of FAQs and probable questions. Revision of the text and writing section using simple language. Practice of the same. Group study. Worksheets for grammar practice and reading comprehension questions. Encouragement, motivation and parental support.
4. **Conducting regular open book tests so that every student goes thoroughly through the text books or notes.**

## **Action plan for high achievers**

The high achievers' students are to be advised to do practice in high order thinking skill questions to improve their level of grades to achieve.

Formation of peer study groups and revision of HOTS questions. Appointing these students as leaders of heterogeneous groups for reinforcement of content and practice. Practice of questions of higher difficulty level. Tips for better presentation and time management skills- time limit for various question types. Discussion and writing of sample question papers. Encouragement, motivation and parental support. Encourage the bright students for foundation classes, engage them with more assignments based on critical thinking skills.



### **What Is a High Achiever Like?**

- A strong need to set and accomplish challenging goals.
- Taking calculated risks to accomplish their goal.
- Enjoying regular feedback on their progress and achievements.
- General preference to work alone.
- Consistent in achieving excellence in all the areas of curriculum.

In BPS we have to create powerful learning experiences that challenge students to explore interests, discover new perspectives and visualize their success beyond the classrooms. Like to focus on writing, exploring STEM careers, participating in academic competitions or problem-solving through creative/critical thinking. Students at BPS must get unique opportunities to engage in hands-on activities with teachers and fellow students. Each of BPS's platforms must make it possible for students to discover and explore new talents, passions, and possibilities for their future.

### **For this we have planned-**

1. To assess high-ability student work against achievement progressions, rather than against other students.
2. To engage students in tasks that need higher order thinking.
3. To use more complex texts or resources.
4. To set tasks that are based on complex real-world problems.
5. To embrace honest failure and create an environment where high achievers won't be afraid to try out new ideas and put new skills to the test.
6. To provide regular feedback, so that the students will know how to improve their performance.
7. To take care to balance constructive criticism with praise and thanks for their hard work.

### **Suggested Pedagogical Processes in an Inclusive Setup –**

The curriculum in a classroom is same for everyone. This means all students can actively participate in the classroom. There can be some students who may face learning difficulties including language, visual-spatial, or mixed processing problems. They may require additional teaching support and some adaptation in the curriculum. By considering the specific requirements of children with special needs, a few pedagogical processes for the teachers are suggested:

- Use multisensory approach for integrating information from auditory as well as visual sources.
- Provide learning experiences through touching objects, materials, organisms, models, etc., to experience size, shape, texture, pattern, and changes.
- Give opportunities to work with peers during experiments. Rotating partners for the entire class would be a good strategy.
- Label the pictures within the text, whenever possible. This can be done by the students as an activity.
- Relate the projects and experiments to real life experiences.
- Encourage group task and peer assistance for project and experiment work.
- Give the project and experiment in fewer steps and sequence the steps through visual cues.



Display the examples of completed projects and experiments in classroom or laboratory for better understanding.

- Consider alternative or less difficult activities and exercises for the students, with same or similar learning objectives.
- Write all homework or assignments, on the board.
- Give the student time to finish a step in an experiment and wait until the student indicates that she/he is ready for further work.
- Topics can be taught through class projects, experiments, examples, etc. Activities can be conducted through multisensory modes before explaining any theory and concept.
- Highlight and underline the key concepts.
- Provide extra time to complete an experiment and understand a concept.
- Always provide proper guidelines to arrange the task in a planned way. Make use of visual aids, graphic organisers and explain the steps of experiments and assignment repetitively till the child learns.
- Sequence maps with visual clips can be provided to the students to understand the sequence of events.

In addition to the above points, in order to achieve the outcomes each Department is also been permitted to add some more points for effective implementation and monitoring of curricular transactions.

*All the best!*

For-

Bhadrachalam Public School & Jr College

Date- 01/03/2023

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