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Annual Pedagogical Plan submitted by Delhi Private School, Sharjah (DPS-Sharjah) vide our Letter No. DPS/GEN1/CBSE/2019/9-19/03 dated 30.09.2019

FEATURES & UNIQUENESS

DPS Sharjah believes in fostering responsible 21st century citizens. This is achieved through focused academic excellence, leadership and lifelong learning strategies, creating innovative opportunities, original and diverse teaching pedagogies and a winning learning environment.

The pillars on which these objectives are developed is highly strong and innovative @ DPSSharjah. The focus is on excellent curriculum planning, strong and innovative assessment format, integration of co-scholastic with the scholastic activities for holistic development, focus on critical thinking, innovation and deep leaning, capacity building of teachers, a safe and secure environment and collaboration with all stake holders.

Some of our unique features are in the following areas

- A fine Strategic and Action plan along with an improvement plan
- Our leadership model
- Curriculum mapping, continuation and progression
- Academic Enhancement programs
- Electives and Co-curricular programs
- Focus on quality of teaching and learning at all levels
- Unique assessment system
- Unique recruitment system
- Building capacity of teachers
- Effective communication

SNO	School Plan	Aspects of Implementation	Who is responsible for it	Resources	Timeline for Implementation			Implementation Plan @ DPSSSHARJAH	Annexure
					Start	Review	End		
	LEADERSHIP								
	Fostering Leadership	Vision and direction Building a High Performing Learning Culture Facilitates the development of a school vision.	Principal, SLT MLT MOD Teachers	Operating resources	Jan-19	Sep-19	Mar-20	DPSS fosters an inclusive workplace where diversity and individual differences are valued and leveraged to achieve the vision and mission of the CBSE and MOE in line with the country's statutory requirements through a clear strategic direction.	Vision Mission Org chart
	Educational Leadership	Plans & organizes work to accomplish school goals and promote learning. Models professionalism, collaboration and continuous learning. Sets high expectations for staff, teachers, students and community. Assesses and implements curriculum updates. Monitoring student achievement	Principal, SLT MLT, HOD Teachers	Finance CPDs	Jan-19	Sep-19	Mar-20	Educational best practices in teaching, learning and assessment. They are focused on optimising students' achievement. Collectively, they are highly effective in establishing an inclusive school with a purposeful learning culture and in achieving very high standards of students' learning and personal development. Uses data to assess and monitor improve school.	Goal setting Department action plan
	Lead, Guide and	Sets high expectations for staff, Foster partnership	SLT MLT, Teachers	Time, Finance	Jan-19	Sep-19	Mar-20	Models professionalism, collaboration and continuous learning. Shares knowledge of learning strategies appropriate for subject and child development. Facilitates positive teacher parent interactions. Works well with all.	Teaching
	Decision-Making Strategy	creating more leaders who commits to decisions. Makes decisions based on data and in a timely fashion. Governance, Staffing, facility and resources The school has an exhaustive innovation plan led by the Principal and the SLT The school has made an improvement plan and conducts internal audit	MLT, HODs	Time, Finance	Jan-19	Sep-19	Mar-20	Empowered leadership style with Teacher as a leader and MLT as the key implement or. Direct the entire focus of all school activities towards the students' learning	Operational plan Innovation plan, Internal audit sample
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	CURRICULUM								
	Curriculum design and implementation	Proportionate balance and compliance of Curriculum Continuity and progression Curricular choices Cross-curricular links review and development	Principal and SLT MLT CDC	Dedicated time Department meetings	Jan-19	Sep-19	Mar-20	Establish common purpose and direction in teaching , Develop communication among subject colleagues, Promote collaboration with subject colleagues in order to : # Share good practice # Provide mutual support # Review subject needs Decide on matters of policy and procedure for the subject (within the whole school framework) , Coordinate	Progression Electives, Subject Mapping

						assessment practices , Manage subject resources effectively	
	Curriculum adaptation	Modification of curriculum to meet the needs of all groups of students Enhancement, enterprise and innovation Links with Global culture, Indian Society, Emirati culture and UAE society	MLT HOD CDC	Dedicated time Finance	Jan -19 Sep- 19 Mar -20 Continuous monitoring	Enhance continuity and progression in student learning through coordinated subject planning and subject development. Incorporating differentiation in teaching and learning. Create a useful and convenient forum for communication and consultation with other school personnel and structures	Innovation plan
	Curriculum Provision	Subjects, Courses, Programmes, Options structures Levels Time allocations, Provision for Students with Special Needs , Gifted and Talented Breadth and Balance Co-curricular Activities	Principal SLT MLT HOD CDC	Dedicated time Finance	Jan -19 Sep- 19 Mar -20 Continuous monitoring every term	Liaison with the Principal and other SLT, e.g. Career Guidance teachers, Exam Dept, Learning Support teachers, other subject departments, Organising subject resources, coordinate with TT incharges, use parental / Student survey and CBSE and UAE National Agenda to influence on subjects offered	Subject offered Activities KG1-12 Time table G & T, SOD Policy Activity Plan
	Curriculum Planning and Coordination	Structures for Planning Procedures for Collaboration Issues, concerns, mapping	MLT		Jan -19 Sep- 19 Mar -20 Continuous monitoring	Each subject department will be planning in the context of the prescribed syllabuses for the subject and in the specific context of the school. The teachers discuss, formulate and agree the department policy and procedures. Communicating with book companies and resource providers, Convening meetings, preparing agendas, negotiating times etc.	Department Action plan
	Curriculum Implementation: Teaching Processes	Review its current situation with regard to: the grouping of students for learning (streaming/banding/ mixed ability grouping) teaching methodologies classroom environment classroom practice, Strategies, Pedagogy	Subject Coordinators Subject teachers		Jan -19 Sep- 19 Mar -20 Continuous monitoring Jan -19 Sep- 19 Mar -20 Continuous monitoring	Team of subject teachers along with coordinator - discussion between members # Faculty grouping of similar subjects # Cluster planning with teachers of same subjects. Initially the teachers review and discuss the methodologies which they find effective. They then consider what methodologies might be introduced or emphasised to meet the subject needs in the light of the subject syllabus, the teacher guidelines, the aims and objectives agreed by the subject department, and the differentiated needs of students. A list of key learning skills and effective teaching strategies is provided to prompt this consideration.	Strategies adopted
	Curriculum	Explore the impact				The teachers outline the course	

Implementation: Learning Processes	<p>of these aspects of school life on student learning</p> <p>Consider whether classroom processes are serving the aims and objectives of the curriculum promoting the development of students as effective and responsible learners</p>	<p>Subject teachers, Subject coordinators</p> <p>HODs</p>		<p>Jan-19 Sep-19 Mar-20</p> <p>Continuous monitoring/ Monitored every term</p>	<p>content for each year group, listing content, specifying depth and key concepts to be taught. adopt strategies for supporting students who may experience difficulty with the subject or in the classroom (through differentiation)</p> <p>Agree a strategy for liaising with the Learning Support, and counsellor (SOD) and G & T</p> <p>Agree a strategy for liaising and communicating with parents</p>	
Curriculum Outcomes: Students Progress and Attainment	<p>Review current methods of assessing student progress and attainment</p> <p>Review students levels of attainment compare with their standards of attainment on entry to the school/ or to previous attainment</p> <p>How students levels of attainment compare with national standards of attainment</p> <p>what students have actually learnt, in terms of both holistic development and academic achievement, on completing any given programme or course in the school</p>	<p>SLT, MLT</p> <p>HODs, Teachers</p>		<p>Jan-19 Sep-19 Mar-20</p> <p>Continuous monitoring, Rigorous monitoring done periodically and continuous and comprehensive checks every month</p>	<p>Students levels of attainment may be compared with their standards of attainment on entry to the school and the previous years. Results attained in CBSE examinations is used for X and XII. The percentage of students taking each level of examination considered. Where the subject is optional, the level of take-up of the subject could be reviewed. This, however, may be influenced by the composition of optional subject choices in the school. These patterns within the school may be compared with current national norms, and to consider the range of ability in the cohort of students.</p>	
Other consideration	<p>Homework Policy</p> <p>Thinking classrooms</p> <p>Multiple Intelligence based DLPs</p> <p>Effective Methodologies</p> <p>Special Needs and Learning Support</p> <p>Assessment and Reporting</p> <p>Team Development</p>	<p>SLT, MLT</p> <p>HODs, Teachers</p>		<p>Reviewed at regular intervals to check for progress</p>	<p>School Development Planning works on Group Facilitation, Team Development, Policy Writing, Methodology Development, Assessment Procedures, Parameters of operation within whole- school planning</p>	
Monitoring and Evaluation	<p>Monitoring of Attainment and progression</p> <p>School Assessment Framework</p>	<p>SLT, MLT</p>		<p>Jan-19 Sep-19 Mar-20</p> <p>Continuous monitoring</p>	<p>The subject teachers consider procedures for monitoring student attainment and progress in this subject, in the context of its aims and objectives and within a designated timeframe.</p>	
Assessments planning	<p>Internal assessment processes</p>	<p>SLT, MLT</p>		<p>Jan-19 Sep-19 Mar-20</p> <p>Continuous monitoring</p>	<p>Internal assessment processes are consistent across the school and they provide valid, reliable and comprehensive information that is used to evaluate students' progress against</p>	
	<p>External, national and international benchmarking</p>	<p>SLT, MLT</p>		<p>Jan-19 Sep-19 Mar-20</p> <p>Continuous monitoring</p>	<p>The school effectively benchmarks students' academic outcomes against appropriate external, national and international expectations. The analyses are used to identify different</p>	

									levels of
		Analysis of assessment data to monitor students' progress	SLT, MLT, Teachers, Students			Jan-19	Sep-19	Mar-20	Whole-school, Department, teacher and student goals are set, and students' performance is monitored to ensure students are meeting short, and long term targets.
		Use of assessment information to influence teaching, the curriculum and students' progress	SLT, MLT, Teachers, Students			Jan-19	Sep-19	Mar-20	Data of formative and summative assessment are used to plan lessons, to modify the curriculum and to address the learning needs of all students. Students set goals and improve on their progress
		Assessment programme or plan	Principal, SLT			Jan-19	Sep-19	Mar-20	.An annual assessment plan - having suggested formal and informal dates, developed in conjunction with school leadership and all other teaching staff. Assessment is valid, reliable and credible
		Establishing Baseline assessment	SLT, MLT, Open door, Teachers			Jan-19	Sep-19	Mar-20	At the beginning of each year Teachers conduct a baseline assessment (diagnostic test) to establish prior learning and to assist in planning of classes and differentiation (pre-learning) . Baseline assessments are conducted at the beginning of each new concept, in all core subjects to establish if students understood the concept knowledge from the previous year.
		Various formative assessments throughout the term	SLT, MLT, Open door, Teachers						The school uses a variety of assessment strategies such as written tasks, practical task and / or oral assessments to benefit the learners' different learning styles. Report and feedback to learners as quickly as possible after any assessment to assist them in improving their performance.
		Summative assessment takes place at the end of a term	SLT, MLT, Teachers						Summative assessments provides an overall view of each student's progress at a given time. These assessments include critical thinking questions and value based questions

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	TEACHING Enhance the quality of teaching	Use of technology Cross curricular strategies Inquiry based learning			Jan-19 Sep-19 Mar-20 Continuous monitoring	Implementation of Innovative and technology based strategies to encourage enquiry based learning. Plan and implement innovative teaching strategies to further develop cross curricular links, digital learning, and inquiry based learning with hands on activities.	
	Catering to all learning styles, HA and Low performers	Use of differentiation techniques Activities for LA and HA	SLT, MLT, Teachers		Jan-19 Sep-19 Mar-20 Continuous monitoring	Embed differentiation in class room learning To train teachers to use differentiation effectively for G & T and students who lag behind. Provide variety and student choice in most tasks, projects and worksheets	Special classes
	Monitor Teaching in	Collaborative strategies					

class	Learning walks Planning student centric approach	SLT, MLT, Teachers			More structured approach to more student centric approach collaborative strategies to reduce teacher talk and to engage all students effectively in learning	Learning walks
Encourage Student responsibility	Goal setting of teachers and students Targets set for students Creating learning challenges	SLT, MLT, Teachers		Jan-19 Sep-19 Mar-20 Continuous monitoring	Ensure students achieve targeted reading expectation. Encourage an independent learning approach. To promote the use of innovate practices.	
Monitoring teaching Strategies in class	Teaching techniques, training teachers to effectively use innovative techniques Questioning techniques Planned approach to teaching Data analysis	SLT, MLT, Teachers		Jan-19 Sep-19 Mar-20 Continuous monitoring	Use of data analysis for improved lesson planning and learning. Improve questioning techniques with a focus on critical thinking, problem solving, reasoning skills, analysis and evaluation. Preparation of writing lesson objectives / lesson planning pitched at a higher level of learning. Flipped classroom, co-teaching, peer planning, modelling and evaluation to be implemented consistently across the school.	Lesson plans
High Quality Teachers	Recruitment plan of the school Induction plan of the school CPD Plans Teacher tracker	SLT, MLT, Teachers		Jan-19 Sep-19 Mar-20 Continuous monitoring	A robust multi-level recruitment program developed to appoint teachers supported with appropriate Ministry Approvals A strong induction program to scaffold new appointees and initiate them into the school culture. A 360 degree Teacher Tracker system to evaluate teacher performance throughout the year. Subject	Recruitment procedure CPD plans

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	LEARNING								
	Review and modify curriculum to adapt new learning aspects	Adding component for broadening scope for creativity and innovation Implementation of Innovative and technology based strategies to encourage enquiry based learning.	SLT, MLT, Teachers		Jan-19 Sep-19 Mar-20 Continuous monitoring		SLT will monitor the implementation of new programs through planning and observation, monitoring, reviewing, reporting, and use the feedback to improve the working of the program (Inter Class, Interhouse, Interschool)	Questioning techniques	
	Improve quality of learning	Embed differentiation effectively in classroom learning. Use collaborative work in classroom Use good questioning technique Home resources	SLT, MLT, Teachers		Jan-19 Sep-19 Mar-20 Continuous monitoring		Suggested DLP will serve as a resource bank along with R & R departments inputs which will enable better learning. SLT will monitor the implementation of new programs through planning and observation, monitoring, reviewing, reporting, and use the feedback to improve the working of the program	Resource bank	
	Raise the level of attainment and improve progress for	Improve Assessment modules Use results for			Jan Sep- Mar-		SLT will monitor the implementation of Assessment modules and will regularly check the process in classroom through observations. *Individual one to one discussion	Learning	

	all students	improvement in teaching and learning Analyze results and use the data for improving teaching and learning Encourage an independent learning approach Improved Diagnostic tests Awards and Incentives	SLT, MLT, Teachers		-19 19 20	Continuous monitoring	*Strong and weak examples *Providing checklists *Enabling self –corrections/evaluation By OPENDOOR tests for learning and relearning reinforcement	plan
	Improve enhancement programs	Provide adequate support to low achievers Provide stimulus to G and T Ensure students achieve targeted reading expectation. Improve on the EMP program Student Leadership opportunities	SLT, MLT, Teachers		Jan -19 Sep-19 Mar-20	Continuous monitoring	To carry forward the PTP/ PMP/ Sunrise / IEP /for students with better adopted strategies in the delivery of the classes, assignment given and in the follow up	Enhancement PGMs
	Planned attention to SEND		SLT, Counsellor and Special Educator		Jan -19 Sep-19 Mar-20	Continuous monitoring	Review the policy for adaptation and modification of the curriculum. Planned Workshop for all teachers to assist in identification and intervention of students with Special needs. Provisions from CBSE: *Exemptions for 1 or more subjects- Grade 9 Extra time, Enlarged print, Amanuensis (Writer) and Reader- Grade 10 and 12	

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	Holistic Development	co curricular activities extra curricular activities intra class competitions interclass competitions annual events before/after school activities	teachers MLT SLT		Jan'19	Sept'19	March '20	Define Activity calendar for the year. Incorporate in curriculum, monitor the implementation	Activity ca
	Culture of school	Attitude Behaviour and Student Relationships Attendance and punctuality Health and Fitness Respect for Indian, local and world culture	teachers MLT SLT		Jan'19	Sept'19	March '20	Make students responsible for their own learning behaviour and attitude towards school. school has a comprehensive attendance policy and maintains attendance and punctuality records. A robust health and fitness program is in place and students show a commitment to a safe and healthy lifestyle. Respect for Indian UAE and world cultures is incorporated in all curricular and extra	Fitness program
	Community outreach	Environment consciousness Social Responsibility Innovation Enterprise and Entrepreneurship	teachers MLT SLT		Jan'19	Sept'19	March '20	Environment consciousness has been incorporated in the curriculum across the school. School makes an Environment plan which has monthly activities. School has a comprehensive CSR program whereby students make positive contributions to the school and wider communities. The curriculum has provisions to encourage	CSR Parent communication

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STUDENT WELL BEING							
Care, welfare and safeguarding of students	Policies of school connected to safety and security of school Child protection committee	Counsellor, SLT, Child protection officer		Jan-19 Sep-19 Mar-20 Continuous monitoring	The school has rigorous procedures for the safeguarding of students including child protection. Policies are drafted that ensures child protection	Policy list	
Arrangements to ensure health, safety and security	CCTV, Biometric RFID Continuous monitoring of campus Safety in School Transport Fire drills Maintaining of central register in school	Principal, SLT, Estate Manager, MLT		Jan-19 Sep-19 Mar-20 Continuous monitoring	The school provides a very safe, hygienic and secure environment for students and staff. Safety checks are frequent and monitored thoroughly.	Internal audit - Safety Schedule	
Suitability of premises and facilities	Estate maintenance Internal audits Special facilities for SOD	Governors Manager, SLT		Jan-19 Sep-19 Mar-20 Continuous monitoring	The school's premises and facilities are planned to provide an excellent physical environment, which meets the learning needs of all.	Labs, clinics, STEM, Libraries	
Provision for, and promotion of, safe and healthy lifestyles	Physical fitness program Mental fitness program	SLT, MLT		Jan-19 Sep-19 Mar-20 Continuous monitoring	Conscious efforts and consistent measures to promote safe, fitness and healthy life choices are embedded in the macro plan of the school.	Fitness program	
Well being of SOD and G	Buddy Policy Differentiated lesson plans CHILD department for SODS Awards and recognitions for G and T	SLT, MLT Special Educators		Jan-19 Sep-19 Mar-20 Continuous monitoring	IEP records and special timetable for classes are created(Extra Mile/ EMP) Teachers scaffolds and extends instructions allowing students to set his pace of learning Modified assessment papers as well as multi structured opportunities to practice in classroom settings. IEP developed and implemented for the gifted and talented, evaluated and modified by the G& T Coordinator every term	Policy Department plan	
Guidance and support for all students	Effective communication procedures Special guidance for transitional classes Placement programs Survey of students, parents	SLT, MLT, Special Educators		Jan-19 Sep-19 Mar-20 Continuous monitoring	School has a well-maintained database system of records of all students including students with special medical needs which is maintained by professional health care and safety teams. Special care is given to students in transitional classes and for senior students who aspire to move to Colleges.	Clinic records	