



S.B. PATIL PUBLIC SCHOOL

Survey No. 110, Gat No. 1, Ravet, Pune - 412101, Maharashtra
CBSE Affiliation Number: 1130 534 | NABET Accreditation Number: WS 2428 071 | QS I-GAUGE Diamond Rated
Email: sbppschoo@gmail.com | Website: <https://www.sbpatischool.com>



ANNUAL PEDAGOGICAL PLAN

ASSESSING THE CURRENT STATUS OF PRACTISING PEDAGOGICAL LEADERSHIP FOR LEADING LEARNING FOR A.Y 2025-26

Date: 07.06.2025

Descriptor 1: Engaging in Teachers' Professional Development

Step 1	Step 2	Step 3		Step 4	Step 5
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the timeline for implementation?	What will the impact look like?
<p>Actionable 2 - Promote reflective thinking and meta cognitive thinking Practices among teachers.</p> <p><u>Create mechanisms such as checklists, rubrics, reflective journals that encourage teachers to become self-aware of their practice.</u></p> <p>Teachers occasionally reflect on their practice, mostly informally.</p>	<ol style="list-style-type: none"> Develop and introduce easy-to-use offline and online tools (checklists, rubrics, and reflective journals). Train teachers on how to use these tools effectively to become more self-aware and reflective. Align reflective practices with lesson planning, classroom observations, and PD. 	<ol style="list-style-type: none"> Create sample tools (rubrics, checklists, journals, reflections) Pilot tools with selected teachers Train all staff on using the tools. Implement tools for all teachers. 	VP. Section coordinators, subject heads and teachers	April 2025 to March 2026	At least 95% teachers will regularly reflect on their lessons, professional practices, and overall performance.



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Descriptor 2: Initiating Innovations in School

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Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the timeline for implementation?	What will the impact look like?
<p>Actionable 2 Creating a culture of innovation.</p> <p><u>Provide intellectual stimulation by bringing together groups of students and teachers of diverse interests, subject knowledge and skill sets to work together.</u></p> <p>Collaborative activities exist in the school, but are usually within the same subject or grade level.</p> <p>students and teachers often work in silos, with few opportunities to engage beyond their core areas.</p>	<ol style="list-style-type: none"> 1. Create opportunities for students and teachers from different subjects and backgrounds to collaborate. 2. Training by trainers from the Higher Education Institutes for 20% faculty to foster creativity and innovation in all domains. 	<ol style="list-style-type: none"> 1 Create mixed-interest clubs. 2. Increase the number of cross-disciplinary projects. 3. Form teacher-mentor and student-mentee groups for Grades X and XII 4. Form students peer groups for peer learning. 5. Involve professionals to mentor or guide innovation lab projects. 6. Involve students and faculty to engage in intra and inter-school competitions, MUNs, seminars, SMC meets, etc. 7. Encouraging participation for the School Innovation Council (SIC). 	<p>Innovation Lab incharge, subject heads, and Section Coordinators</p>	<p>April 2025 to March 2026</p>	<ol style="list-style-type: none"> 1. At least 95% teachers will engage in stronger collaboration and communication across disciplines. 2. 100% students will develop critical thinking, leadership, and teamwork skills by participating in innovation lab, bagless days, experiential learning activities 3. Exposure to real-world application for at least one teacher representative through a CBSE exposure visit.



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Descriptor 3: Leading the teaching-learning process

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Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the timeline for implementation?	What will the impact look like?
<p>Actionable</p> <p>Create a conducive environment for learning.</p> <p><u>Encourage students to reflect on their learning, areas of strength and development.</u></p> <p>Students rarely reflect formally on their learning, strengths, and areas for improvement.</p>	<ol style="list-style-type: none"> 1. Introduce student reflection journals, portfolios, or digital logs. 2. Allocate dedicated time for self and peer reflection after major tasks, projects, and exams. 3. Establish a consistent culture of reflection during the school year and share with stakeholders through the Holistic Progress Cards. 4. Incorporate reflection as a component of competency based assessment. 	<ol style="list-style-type: none"> 1a. Refer to NCF guidelines to create age-appropriate templates and prompts for reflections. 1b. Add reflection tasks into all subjects and projects. 1c. Use peer reviews and self-checklists. 1d. Train teachers to lead regular reflection activities. <ol style="list-style-type: none"> 4. Question-wise analysis of students' reflection in all subjects via a Student Reflection Sheet. 	<p>HoS, VP, HM, Section Coordinators, and all teachers</p>	<p>April 2025 to March 2026</p>	<ol style="list-style-type: none"> 1. At least 85% of students will complete reflection logs after activities and assessments, showing awareness of strengths and growth areas.



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Descriptor 4: Developing a Learning Culture

Step 1	Step 2	Step 3		Step 4	Step 5
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the timeline for implementation?	What will the impact look like?
<p>ACTIONABLE: Create the 'social glue' by building a culture of trust and self-improvement.</p> <p><u>Engage actively with staff and students, in a fair and transparent manner, to understand individual teachers and students.</u></p> <p>Open Door Policy for Staff and Students already exists</p>	<ol style="list-style-type: none"> Continue interactions with students and staff on a regular basis. Strengthen the Open Door Policy by setting aside fixed hours and space for confidential conversations with leadership. Form student and teacher advisory groups to involve them in planning, decision-making, and school improvement efforts. Offer parenting workshops or webinars on relevant topics — like screen time, teenage mental health, nutrition, academic stress, NEP changes, etc. 	<ol style="list-style-type: none"> Schedule <i>Sanidhya</i> interactions (student interaction with HoS) — through weekly walk-ins, class visits, and check-ins with staff and students. Assign a counsellor to sit in during conversations, ensuring a safe and supportive environment. The Student Council holds periodic meetings where students and teachers can share ideas and co-create solutions. <p>Encourage a student agency to participate in decisions related to curricular and co-curricular activities and content.</p> <ol style="list-style-type: none"> Hold <i>Sauhard</i> Sessions (Interactive sessions of parents and 	<p>HoS, VP, HM, and section coordinators.</p>	<p>April 2025 onwards</p>	<ol style="list-style-type: none"> Meeting timings with HoS: 10:00 am to 12:00 noon VP: 11:00 am to 01:00 pm HM: 11:00 am to 01:00 pm Section coordinators: 02:30 pm to 03:30 pm. <p>These timings have been conveyed for smooth communication.</p> <ol style="list-style-type: none"> At least one chapter per term will be transacted based on recommendations of the student agency. Student Council meetings will be held once in three months with actionable suggestions implemented by the end of the academic year. <i>Sauhard</i> Sessions will be conducted at least



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	<p>5. Developing parents' inventory and involvement forms.</p>	<p>school team).</p> <p>Experts and counsellors host mindful parenting sessions, address various parenting issues, current challenges faced, etc.</p> <p>5. Parents will be invited to participate in Student-led Activities, conduct career-related sessions/ workshops for faculty and students and/ or as judges for competitions and events, etc.</p>			<p>once during the academic year for each grades' parents.</p> <p>5. At least 85% parents will visit for interactions during open houses, Student-led Activities, career-related sessions/ workshops for faculty and students and/ or as judges for competitions and events, etc.</p>
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Descriptor 4: Developing a Learning Culture

Step 1	Step 2	Step 3		Step 4	Step 5
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the timeline for implementation?	What will the impact look like?
<p>ACTIONABLE: Make parents active partners in the educational journey of their child.</p> <p><u>Design innovative ways to engage parents in their child's learning journey.</u></p>	<ol style="list-style-type: none"> 1. Organise interactive, theme-based PTMs focused on learning, not just marks. 2. Collect parents' feedback/ suggestions for classroom activities, projects, programmes, reading sessions, etc. 3. Host "Parent as Mentor" sessions where parents share skills or career insights with students. 4. Organise student-led activities where students present their learning progress directly to parents. 5. Invite parents to share their observations, expectations, and give recommendations for the Holistic Progress Card for their wards. 	<ol style="list-style-type: none"> 1. Redesign PTMs to include interactive elements like student showcases, class teacher reflections, and skill-mapping. 2. Collaborate with teachers to plan parent-inclusive classroom sessions aligned with ongoing topics. 3. Identify parent volunteers with diverse professional backgrounds and schedule monthly mentor sessions. 4. Involve parents in student-led events like fun fairs, exhibitions, and project showcases, and parents participate through interaction and feedback. 	HoS. Leadership Team, Teachers, Students and Parents	April 2025 to March 2026	<ol style="list-style-type: none"> 1. At least 90% open houses will include one innovative, student-led or skill-focused element. 2. At least 90% of parents will provide feedback/ suggestions for various activities. 3. At least two sessions by parent mentors will be conducted during the academic year. 4. A minimum of one student-led event will be organised, with at least 70% parent participation and structured feedback collected. 5. 100% parents (from the Foundational, Preparatory stages, and Grade X) will share their observations, expectations, and give recommendations for the HPC for their wards.



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Descriptor 5: Building an Inclusive Culture

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Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the timeline for implementation?	What will the impact look like?
<p>ACTIONABLE: Formulate inclusive policies and structures.</p> <p><u>Build knowledge and skill to teach a diverse group of learners through continuous professional development.</u></p> <p>Mandatory 50 hours of training per teacher as per CBSE norms but we need to develop upon this.</p>	<ol style="list-style-type: none"> 1. Offer focused training on inclusive pedagogy, NCF, NEP-aligned practices, and classroom differentiation. 2. Facilitate collaboration between class teachers, counsellors, and special educators. 3. Incorporate use of assisted devices for CWSN 4. Initiate the Gifted Students' Programme in the school where students will be selected for the programme and given the benefits. 	<ol style="list-style-type: none"> 1. Design a year-long planner with expert-led sessions on inclusive pedagogy, differentiation, and classroom accommodations. 2. Establish regular co-planning meetings between teachers, counsellors, and special educators to discuss student needs and support strategies. 3. Identify needs, supply assistive devices, train staff and parents, and regularly monitor student progress. 4. Identify gifted students, offer tailored enrichment and mentorship, and monitor progress regularly. 	HoS, Leadership team, trained teachers, counsellors and special educators.	April 2025 to March 2026	<ol style="list-style-type: none"> 1. 80% of teachers complete essential inclusive pedagogy training by year-end. 2. Quarterly co-planning meetings held in all departments involving counsellors and special educators for identified students (CWSN). 3. At least spend Rs. 2.50 Cr. for supporting inclusive education (admissions under RTE Act, girls' education, assisted devices for identified CWSN, staff and parents trainings) during the academic year 2025-26 4. Implementing identification and nurturing of gifted students and documenting their measurable academic and personal growth.