

ST. MARY'S SENIOR SECONDARY SCHOOL, RUDRAPUR

ACADEMIC PLAN

SESSION 2026–27

Academic priorities, implementation framework and tentative school calendar

Purpose: To provide a structured academic framework for improving learning outcomes, competency-based learning, teacher development, remedial support, sports, skills, values and the overall learning ecosystem.

A. Guiding Framework

This Academic Plan is prepared for St. Mary's Senior Secondary School, Rudrapur for Session 2026–27, adapting the thrust areas reflected in the supplied Academic Plan communication: learning outcomes, competency-based assessment, NEP 2020, multiple pedagogies, teacher development, remedial learning, accurate data, sports, fair participation, a vibrant learning ecosystem and skill education.

B. Academic Thrust Areas

1. Foundational Learning and Learning Outcomes

- Ensure that students achieve class-appropriate learning outcomes in literacy, numeracy and core subjects.
- Display and regularly review subject-wise learning outcomes and success criteria.
- Use baseline assessment, classroom observation and periodic assessment to identify learning gaps.
- Provide need-based support from the beginning of the session.

2. Competency-Based Learning and Assessment

- Design assessments that test understanding, application, analysis, reasoning and real-life problem solving.
- Use competency-based questions in class tests, periodic tests, projects and examinations.
- Analyse assessment data class-wise and subject-wise and prepare follow-up action plans.
- Provide enrichment for advanced learners and structured support for students requiring remediation.

3. NEP 2020 and Child-Centred Education

- Promote experiential, inquiry-based, activity-based and collaborative learning.
- Move beyond exclusive dependence on lecture/chalk-and-talk methods.
- Integrate storytelling, demonstrations, discussion, projects, art, sports and technology wherever appropriate.
- Create opportunities for students to communicate, think critically and learn independently.

4. Adoption of Multiple Pedagogies

- Teachers will use varied pedagogies according to age, subject and learner needs.
- Encourage hands-on activities, peer learning, group work, demonstrations, case studies and project-based learning.
- Use ICT/digital resources judiciously to strengthen meaningful classroom interaction.

- Maintain evidence of innovative classroom practices through lesson plans, student work and activity records.

5. Teacher Development and Professional Learning

- Conduct regular department meetings, peer sharing and internal professional-development sessions.
- Support new and less-experienced teachers through mentoring, observation and constructive feedback.
- Encourage teachers to update themselves on CBSE, NCERT and NEP 2020-aligned academic developments.
- Promote reflective teaching and sharing of effective classroom practices.

6. Remedial, Support and Enrichment Programme

- Identify learning gaps through baseline and periodic assessments.
- Prepare student-wise/class-wise remedial plans with measurable short-term targets.
- Provide additional practice, guided learning and parent communication for students needing support.
- Run enrichment activities, olympiad/problem-solving opportunities, projects and extension tasks for high achievers.

7. Accurate Academic Records and Data Management

- Ensure accuracy and timely updating of student, academic and assessment records on all required portals.
- Verify data before submission and maintain responsibility at department/class level.
- Use assessment records to support academic decisions and monitor progress.
- Maintain proper documentation of academic interventions.

8. Sports, Games, Health and Fitness

- Make sports and physical activity an integral part of school life.
- Encourage every student to participate regularly in at least one physical activity or game.
- Develop opportunities for inter-house, inter-school and competitive participation.
- Promote discipline, teamwork, fitness and sportsmanship.

9. Participation in School Programmes and Student Leadership

- Ensure fair, transparent and inclusive selection for school competitions and programmes.
- Give students opportunities in academics, arts, cultural activities, sports, service and leadership.
- Encourage participation for learning, confidence and character development—not merely for certificates.
- Maintain participation records and recognise sustained effort and improvement.

10. Learning Ecosystem and Values

- Build a safe, respectful, inclusive and vibrant learning environment.
- Strengthen coordination among school, teachers, students and parents.
- Integrate respect, responsibility, compassion, honesty, service and teamwork into school activities.
- Extend learning beyond classrooms through clubs, assemblies, projects, community engagement and educational activities.

11. Integration of Skill Education

- Integrate practical and life skills into academic and co-curricular learning.

- Develop communication, collaboration, creativity, problem solving, digital literacy and other age-appropriate skills.
- Use projects and practical activities to connect classroom concepts with real-life situations.
- Review skill development through student portfolios, projects and teacher observations.

C. Implementation and Monitoring

Area	Responsibility	Evidence / Record	Review Frequency
Learning outcomes & lesson planning	Principal / Coordinators / HODs / Teachers	Lesson plans, learning-outcome records, observations	Monthly
Assessment & data analysis	Exam/Assessment Committee / HODs	Result analysis, competency mapping, action plans	After each assessment
Remedial & enrichment	Class Teachers / Subject Teachers / Coordinators	Student lists, intervention records, progress evidence	Monthly
Teacher development	Principal / Academic Coordinator / HODs	Meeting minutes, peer sharing, training records	Monthly/Term-wise
Sports & co-curricular	Sports Dept. / Activity In-charges	Participation registers, event records	Monthly
Skill education & values	Teachers / Club & Activity In-charges	Projects, portfolios, activity records	Term-wise
Data and compliance	Office / Academic Team / Responsible Staff	Verified school/portal records	As required

D. Tentative Month-wise Academic Calendar 2026–27

This is a school-level working framework. Examination dates, holidays and CBSE-mandated activities should be inserted or adjusted according to the applicable official school and CBSE calendar.

Month	Major Academic Focus
APRIL 2026	Session orientation; baseline assessment; learning-outcome planning; class/subject targets; remedial groups.
MAY 2026	Academic follow-up; competency-based support; teacher collaboration; student clubs and activity planning.
JUNE 2026	Review of learning gaps; lesson-planning refinement; enrichment and support planning.
JULY 2026	Periodic assessment cycle; data analysis; remedial intervention; sports and co-curricular participation.
AUGUST 2026	Competency-based practice; projects; national/cultural activities; parent communication.
SEPTEMBER 2026	Mid-session academic review; assessment analysis; targeted remedial and enrichment.
OCTOBER 2026	Post-term academic action plan; subject enrichment; skill and activity integration.
NOVEMBER 2026	Competency-based practice and revision; practical/project work; sports and student leadership.

DECEMBER 2026	Academic progress review; intervention for identified learners; co-curricular consolidation.
JANUARY 2027	Board-class focused revision; mock/practice assessments; support for learning gaps.
FEBRUARY 2027	Final academic consolidation; examinations/revision as applicable; records and documentation.
MARCH 2027	Session-end review; result analysis; promotion/transition planning; recommendations for 2027–28.

E. Expected Outcomes by the End of Session

- Improved attainment of class-wise learning outcomes.
- Greater use of competency-based questions and assessments.
- Documented remedial support and measurable progress of identified learners.
- More varied, child-centred and experiential classroom practices.
- Continuous professional development and peer learning among teachers.
- Regular participation in sports, co-curricular activities and student leadership.
- Better integration of practical skills, values and real-life learning.
- Accurate, timely and verified academic records and data.
- A safe, inclusive and vibrant school learning ecosystem.

F. Review Mechanism

The Principal and Academic Coordination Team will review implementation periodically. Departments will submit brief progress updates, identify gaps and record corrective measures. The plan may be revised during the session in response to student performance, school requirements and applicable CBSE directions.