

# INDEX PAGE

1. INSTRUCTIONS FOR PLANNER WRITING
2. TEACHING METHODOLOGIES (ANX-A)

## **SECTION A**

1. INSTRUCTIONS FOR WRITING SECTION A (ANX A-1)
2. PERSONAL INFORMATION
3. FIRST TERM CLASS TIME TABLE, TEACHERS TIME TABLE AND DUTY ASSIGNED
4. FINAL TERM CLASS TIME TABLE, TEACHERS TIME TABLE AND DUTY ASSIGNED
5. SUBSTITUTE DUTIES
6. BLANK PAGE SUMMARY OF ACADEMIC CALENDAR
7. EXTRA / CO-CURRICULAR ACTIVITIES CALENDAR
8. DAYS TO REMEMBER

## **SECTION B**

1. INSTRUCTIONS FOR WRITING SECTION B (ANX A-2)
2. SAMPLE LESSON PLAN
3. DAILY LESSON PLAN FORMAT
4. SAMPLE LESSON EVALUATION
5. LESSON EVALUATION FORMAT

## **SECTION C**

1. PROFESSIONAL ACHIEVEMENTS
2. STAFF MEETING FIRST TERM
3. STAFF MEETING FINAL TERM
4. RECORD OF CLASS AWARDS
5. RECORD OF NOTIFICATIONS SERVED TO STUDENTS
6. RECORD OF LESS ABLE LEARNERS
7. RECORD OF LESS ABLE LEARNERS
8. RECORD OF INDIVIDUAL COUNSELING
9. MONTHLY RECORD OF SUBSTITUTE DUTIES

# INSTRUCTIONS FOR PLANNER WRITING

Teacher Planner in Folder Form is to be used preferably for teachers' facilitation in lesson planning. It also aligns with the concept of Rotational Planning which has been introduced to reduce workload of teachers, and to ensure equity and standardization in teaching materials and methodology for all sections of a class .

However, the school administration has the option of providing Teacher Planner either in Folders or Registers format to the academic staff for writing their lesson plans and maintaining necessary records. When Register Format will be used ,the teachers will have to hand copy the lesson plan prepared in Rotational Planning , though the stress of lesson planning will be reduced but the copying down of every lesson plan will be a continued workload.

The soft copy (modified) of both Folder and Register formats is available on the APSACS website. Separate set of instructions for Section A, B & C are given . The information for all sections will be entered in structured forms designed for this purpose. The sections are separated by colored separators. Choice of colors for these separators is left to schools.

Besides the above information, annex B has been attached in which different Teaching Methodologies are given.

## **GUIDELINES FOR FOLDER ORGANIZATION :**

Teacher Planner (Folder) will have three sections complete with instructions on what and how to fill in these sections.

Follow the given guidelines to organize your planner well. :

1. When a teacher starts using the Teacher Planner, for sake of convenience she may move the set of Instructions for Sections A & B towards the end of the folder to be referred for guidance.
2. Rest of the folder should be arranged in order given in the Index Page
3. The school may arrange a short session of teachers and School Admin/ Clerical Staff to demonstrate the correct order of Filing in the Folder.
4. **Section A** : has complete information about the teacher. It is to be systematically filed beginning with Personal Bio data and ending at Days to Remember
5. **Section B**: Put a colored separator for Section B. This section too ,should be in order given in the Index Page. However, the first lesson plan to appear after the Sample lesson plan should be the **latest** lesson plan and NOT the first lesson plan of the term. Add a separator for the Lesson Evaluations. Just like the lesson plans, the first page to appear after Sample Lesson Evaluations should be the Latest Lesson Evaluations and NOT the first Evaluation written in the beginning of the term

**NOTE:** The school may arrange a short session of teachers and School Admin/ Clerical Staff to demonstrate the correct order of Filing in the Folder.

6. **Section C** too should be filed in the order given in the Index page . Every page carries relevant instructions/information

## **Section C** will have:

The important information and records which a teacher needs and maintains as needed throughout the Academic Session.

### INSTRUCTIONS FOR WRITING SECTION C

1. PROFESSIONAL ACHIEVEMENTS
2. STAFF MEETING FIRST TERM
3. STAFF MEETING FINAL TERM
4. RECORD OF CLASS AWARDS
5. RECORD OF NOTIFICATIONS SERVED TO STUDENTS
6. RECORD OF LESS ABLE LEARNERS
7. RECORD OF LESS ABLE LEARNERS
- 8.** RECORD OF LESS ABLE LEARNERS
- 9.** RECORD OF LESS ABLE LEARNERS
10. RECORD OF INDIVIDUAL COUNSELING SESSIONS
11. MONTHLY RECORD OF SUBSTITUTE DUTIES

## POSSIBLE METHODOLOGIES

<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Reading Information</li> <li>• Audio-Visual Presentation</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Board Practice</li> <li>• Field Trips</li> <li>• *Round Robin</li> <li>• Interviewing</li> <li>• Brainstorming</li> <li>• Mental Imagery</li> <li>• Synthesis</li> <li>• Group Discussions</li> <li>• Experimenting</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Problem-Solving Activities</li> <li>• *Buzz Sessions</li> <li>• Performance</li> <li>• Independent Practice</li> <li>• Debriefing</li> <li>• Role-Playing</li> <li>• Modelling</li> <li>• Simulations</li> <li>• Projects</li> <li>• Skill Practice</li> <li>• Guided Practice</li> <li>• Reflective Inquiry</li> </ul>
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\*1 In Round Robin setting, each student has an opportunity to share some information or ideas in a small group format. Everyone participates equally and taps into the collective wisdom of the group.

\*2 In Buzz Sessions temporary groups are formed for the purpose of discussing a specific topic. The emphasis is on either the background knowledge students bring to a learning task or a summary discussion of important points in a lesson.

### Web Sites:

[www.discoveryeducation.com](http://www.discoveryeducation.com)

phet.colorado.edu (Science)

nrich.maths.org (Maths)

www.theteachers.corner.net

[www.ncte.org](http://www.ncte.org)

[www.teachingideas.co.uk](http://www.teachingideas.co.uk)

[www.primaryresources.co.uk](http://www.primaryresources.co.uk)

www.prometheanplanet.com

*Any other found useful by teachers*

**Separator**  
(Any Colour)

# Section A

## Instructions for Section A:

*In Section A eight entries have to be made. Teachers often do not fill all of them completely. Probably they find certain pages irrelevant or superfluous. Every page is dedicated to store information for some purpose, the teachers are directed to read the instructions carefully & fill in the requisite information properly.*

### **1. PERSONAL PROFILE**

Indicated information needs to be filled. Qualifications entered must be verified by the school administration office. This page is to be filed as the FIRST PAGE OF THE RING BINDER.

### **2. IMPORTANT TELEPHONE NUMBERS**

It includes not only the administration's and colleagues' Personal / Father / Husband / Doctor numbers, but also other emergency numbers as Fire Department, local rescue services, doctors / hospitals on panel, crisis management support units etc.

### **3. CLASS & TEACHER TIME-TABLE**

Filling in Time Tables properly is a primary requirement as it clearly tells exactly where a particular teacher is, what she is teaching during a specific period and the total work load assigned to him/her.

### **4. DUTIES ASSIGNED**

Must be filled in as it reflects the tasks assigned to a teacher other than teaching i.e. In charge Assembly, SAP and CAP Program, member SIP, etc

### **5. BOOKS ISSUED**

A properly maintained record of books & supplies issued to teachers at the beginning of the session makes it easier for them and the administration to facilitate their transition at time of transfer/ change.

### **6. SUMMARY OF ACADEMIC CALENDAR**

A blank page is provided here to paste a copy of summary of Academic Calendar & Syllabus Break-up. This photocopy will be provided by the school administration. It helps her/him to plan/ prepare for the forth coming events. As each event takes place, she/ he may highlight it as completed/ accomplished.

**7. LIST OF EXTRA / CO-CURRICULAR ACTIVITIES**

A blank page is provided here to paste the list of ECAs given in the academic calendar. This photocopy will be provided by the school administration. This information helps the teacher to proactively plan / work and prepare her students for the forth coming event during the Tutorial Periods without any reminders from the Section Heads. It also provides time for planning and reflection.

**8. DAYS TO REMEMBER**

Schools celebrate days of International/ National significance through Assembly Presentations, cards, letters, essays, talks by inviting special guests etc. Teachers should enter the particular activity arranged for their class according to the days.



# PERSONAL

Name : \_\_\_\_\_

Qualification: \_\_\_\_\_

Experience: In education \_\_\_\_\_ APSACS \_\_\_\_\_

Address : \_\_\_\_\_

Tel/Mob : \_\_\_\_\_

School : \_\_\_\_\_ Tel: \_\_\_\_\_

Principal : \_\_\_\_\_ Tel/Mob: \_\_\_\_\_

Section Head : \_\_\_\_\_ Tel/Mob: \_\_\_\_\_







# PERIOD ALLOCATION

## FIRST TERM

Total Weeks: \_\_\_\_\_

No. of Teaching Weeks : \_\_\_\_\_

Subjects	Periods per Week
English (Lang)	
English (Lit)	
Urdu A	
Urdu	
Mathematics	
Science	
S. Stud	
History	
Geography	
Computer Studies	
Islamiyat	
Arts	
Values Education	

Total Weeks: \_\_\_\_\_

No. of Teaching Weeks : \_\_\_\_\_

## SECOND TERM

Subjects	Periods per Week
English (Lang)	
English (Lit)	
Urdu A	
Urdu	
Mathematics	
Science	
S. Stud	
History	
Geography	
Computer Studies	
Islamiyat	
Arts	
Values Education	

# **SUMMARY OF ACADEMIC CALENDAR**

2\_\_\_\_\_ to 2\_\_\_\_\_

A photo copy of summary of Academic Calendar

# **EXTRA / Co CURRICULAR ACTIVITIES CALENDAR**

2\_\_\_\_\_ to 2\_\_\_\_\_

A photo copy of summary of ECAs in Academic Calendar

## DAYS TO REMEMBER

Date	Day	Activities Planned by the teachers/ school
21 February	International Mother Language Day	
3 March	World Book Day	
20 March	Sharing Day	
22 March	World Water Day	
29 March	No Homework Day	
7 April	World Health Day	
22 April	Earth Day ( <a href="http://www.earthday.org">www.earthday.org</a> )	
30 April	Honesty Day	
1 May	Labour Day	
4 May	School Principal's Day	
11 May	Mother's Day	
15 May	International Day of Families	
5 June	World Environment Day	
7 August	International Friendship Day	
8 September	International Literacy Day	
11 September	Grandparents Day	
21 September	International Day of Peace	
5 October	World Teacher's Day	
16 November	International Day of Tolerance	
20 November	Universal Children's Day	
10 December	Human Rights Day	

### Any Other by School




**Separator**  
(Any Colour)

# Section B

## Instructions for Section B:

- **Rotational Planning**

Every teacher will not make Lesson Plans every week. Lesson plans will be written on **Rotational** basis by the teachers who have been assigned different sections of a class (parallel classes). **The teachers will routinely carry their Weekly Lesson Plans on Clip Boards** if they are using Folders. *This practice is redundant in case they are using registers.*

- Every week ONE teacher will be asked to develop Lesson Plans of her subject for that week and plan the required AV aids/ spot tests. ***This plan will be finalized after review and input by rest of subject teachers of same class. This activity ensures collaboration and ownership by all teachers*** .It will then be used by teachers of all the sections of that particular class. However, the **Evaluation of Lesson** will be filled **after the whole Unit/ Topic has been covered**, by every teacher based on teaching and learning experiences in the class. **Generally every Unit/ Chapter has more than one topic. The teachers will write evaluation of each topic separately. It will NOT be written after every lesson as number of periods/lessons for each topic will vary. Therefore, the format for lesson plan has been modified. The Evaluation of lessons will now be written in separate section located before the professional achievements.**

### Writing the Lesson Plan (Structured Lesson Format is provided)

- a. Fill in the week number, name of lesson developer, class, subject, topic, period & date for which the lesson is scheduled.
- b. Write the **objectives**. (to be shared verbally, written on the board and explained to the students at the beginning of the lesson)
- c. Write the **skill identified** for the lesson (to be explained to the students that they will learn/practice these skills during the lesson & the teachers will focus on the development of these skills.
- d. Write down **Resources** to be used ( Audio/Visual aids, chart, flash cards, illustration, model or realia)

### Methodology (Write everything in points. For details refer to the Syllabus Breakup or maintain a personal dairy).

- a. Briefly write the **salient features** of the lesson. The contents of lesson must be according to the announced objectives. Mention the **methodology** to be used i.e. brainstorming, lecture, discussion, or a combination of different methods.(ref. annex B )

- b. Write the plan or Qs to check **previous knowledge** of the students or re-cap the last lesson to connect previous and present topics.
- c. Write down the plan to **introduce the topic**, is it by announcement / an activity / a short discussion/brainstorming
- d. If any **activity** is planned or Audio/Visual Aids are to be used, mention at what point during the lesson it will be done. When the activity is mentioned in the Syllabus break-up, just mention name of activity & write the Page no. given in the syllabus breakup.
- e. **Wherever possible, mention the skill / attitude** you aim to develop during the lesson.(it will not be shared with the students ,however the teacher will ensure that the student get adequate practice during their work.)
- f. Write down the student work, board practice/ **class work** written/oral & **home work** intended for the period. (HW must be according to the Syllabus Breakup)
- g. Discuss Success **Criteria** ( Ref. to **Syllabus Implementation Guide for Teachers**) It may be in the form of a model or important points (NOT to be written at the beginning of lesson but to be written on the board before any task is assigned).
- h. Write the **Recap plan** – summing up of the lesson by the teacher or joint class effort, or a board activity or any chart which was used as a teaching aid.
- i. **Assessment Plan** for the daily lesson has to be clearly written. This is a deliberate effort to find out IF and HOW much the intended learning has taken place. It can be done through one or a combination of following activities:  
*Oral questions, a short quiz, the degree of independent seat work/class work being done by the learners, level of participation in discussion/activities, student feedback etc. It can be a Spot Test too.* Teachers will ensure that students maintain the record of spot tests on the index page in the notebooks

### **LESSON EVALUATIONS (TOPIC WISE)**

Lesson Evaluation is an exercise of reviewing the planning / teaching and learning process. It should be brief, explicit and concise. Lesson Evaluation will be written after the completion of a topic /subtopics on the given format: (structured format is attached)

- a. **How well was/were the lesson (s) executed? Have the learning objectives been met?**
  - Did you, as teacher, need to slow down; speed up; or make any adjustment in the lesson plan taught by you?
- b. **Have the majority of the students understood the concepts/skills taught in this topic?**

Section	Remedial measure

- c. **Identify student requiring extra assistance section-wise. What remedial measures were taken for them?**

**D. State completion plan, if Incomplete.**

- *When you are unable to complete the lesson in a certain class write your complete plan. If you had problem completing the lessons in more than one section, discuss the issue in the coordination meeting too. May be the lesson was too ambitiously developed.*

*List of less able learners must be prepared so that a Remedial Program may be made in consultation with the School Heads. The Remedial classes will be held on .....*

**Some Don'ts for the Lesson Plan:**

- √ Please do not mention 2, 4, 5 minutes for every step. **That** is an exercise in time management. It is NOT Lesson Planning but Time Planning for 40 / 80 minutes period.
- √ Please do not increase your workload by turning the lesson Planner into an art /scrap book, unless it belongs to the art teacher. Do not make drawings, paste pictures, stars; add colors which is not relevant to teaching plan. Of course, illustrations, figures & artifacts which have been made for the lesson must be mentioned. Copies of such lesson specific artifacts may be put in the folder.
- √ Do not add details which are superfluous or which are NOT going to be used in the lesson. Sometimes over enthusiastic teachers write details and activities/AV aids in their Planners which they never use during the lesson.

**Samples of writing Objectives and Success Criteria**

**Unit1. Topic: Writing Instructions**

**Sample 1: Objectives for written assignment**

Students will be able to

- Write a set of clear & detailed instructions on any one of the given topics using correct imperative form of verb
- Correctly list the order of steps they have to follow

**Topic: Speaking – Giving Instructions**

**Sample 2: Objectives for Listening Comprehension:**

The students will be able to:

- evaluate the importance of clear speaking & good listening skill in order to follow any instructions properly
- follow the spoken instructions to complete the activity

### **Sample 1 of Success Criteria for Writing Instructions:**

Remember your work should include the following:

- introductory paragraph
- set of instructions
- headings with proper punctuation
- use of imperatives
- correct order of steps to be followed
- conclusion (a short paragraph)
- neat and legible writing

140 – 180 words. (Length of Paragraph on Instructions)

### **Sample 2 of Success Criteria**

#### *For Speaker:*

Remember to:

- speak clearly & not too quickly
- *use simple & clear language*
- give instructions clearly to improve the quality of the diagram

#### *For Listeners*

Remember to:

- listen carefully & draw the diagram by following the instructions being read out
- use the color pencil according to the instructions
- rate your work on the scale objectively (pg 16 Move Ahead 1)

Week:5

# DAILY LESSON PLAN Sample

Developed by: Musa

Date:13/5/17

Taught by:

<b>Class:</b> VII	<b>Subject:</b> Science
<b>Period:</b>	<b>Topic:</b> Moving Heat (1)
<b>Objective (s):</b> Students will be able to:	
<ul style="list-style-type: none"> <li>Classify the materials as good conductors and bad conductors.</li> <li>Describe the phenomenon of Conduction.</li> </ul>	
<b>Skills focussed on:</b> Observing, Identifying and Comparing	
<b>Resources:</b> Board, Textbook pg 26, Samples of insulators and conductors, Metal Strip/rod, Beaker of hot water	
A container of boiling water, a metal strip (a spoon) and a wooden stick	
<b>Methodology (selected in the subject Coordination Meeting should be used):</b>	
Demonstration, Experiential and Concept Method (classification & questioning)	
<ul style="list-style-type: none"> <li>Recap of previous knowledge will be done by asking questions like: Why does an ice cube melt quickly in summers than in winters? Why do we use a plastic spoon for drinking hot soup instead of a metal spoon? Why are plastic handles attached to a sauce pan?</li> <li>Objectives of the lesson will be shared with students.</li> <li>The terms good conductors and bad conductors will be introduced.</li> <li><b>Activity 1:</b> Insert one end of a metal strip/rod and a wooden stick, both of the same size in a beaker of boiling water. After some time students will be guided to touch both objects at the outward ends. Students will be asked: which one is hot and which one is warm? Why do you think one is hotter than the other?</li> <li>Students will be asked to name some more material which allow heat to pass through and which do not.</li> <li>Students' responses will be written on the board in a Tree Map graphic organizer.</li> <li>Kinetic theory will be related with conduction of heat by drawing the figure given in Textbook pg 26 on the board.</li> <li>'Did you know?' in the blue box will be discussed.</li> <li><b>Activity 2:</b> Mixed ability groups will be formed and students will be encouraged to discuss the questions at the end of the Textbook pg 26. Group discussion will be monitored by the teacher and ensured that it is relevant, logical and element of cooperative learning is observed . Students requiring assistance, hesitant and shy students will be encourage while doing lesson recap with them. Assign class work.</li> <li>Success Criteria will be shared.</li> <li>Students will be asked to write the answers in their notebooks independently. Monitoring will be done by Teacher and on spot guidance will be provided to the students requiring extra assistance.</li> <li><b>Activity:</b> Class demonstration, group discussion</li> </ul>	
<b>Success Criteria:</b> Remember to:	
<ul style="list-style-type: none"> <li>Observe the experiments carefully.</li> <li>List the materials through which heat travels easily and which hinder the transfer of heat.</li> <li>Answer the questions in your own words.</li> </ul>	
<b>Assessment Plan:</b> On spot Assessment while students observe, discuss and do class work.	
A couple of questions will be asked from students as a prompt to clarify the understanding of the whole class.	
Direct questioning will be used to involve some of the quieter students and assess the learning.	
<b>C.W:</b> Textbook pg 26 Q1, 2 & 4	
<b>H.W:</b> Textbook pg 26 Q3, 5	

Sign: Subject Coordinator \_\_\_\_\_

Week:

# DAILY LESSON PLAN

Developed by:

Date:

Taught by:

Subject:

Class:

Period:

Topic:

Objective (s):

Skills focussed on:

Resources:

Methodology (selected in the subject Coordination Meeting should be used):

Activity:

Success Criteria:

Assessment Plan:

C.W:

H.W:

Sign: Subject Coordinator \_\_\_\_\_



# **Lesson Evaluations (Topic Wise)**

# LESSON EVALUATION (TOPIC-WISE)

Sample

## Topic: Moving Heat (1, 2 & 3)

Textbook pg no:26-28

Activity/Workbook pg no: 15,16 Q2, 3

Worksheets:

Nil

### How well was/were the lesson (s) executed? Have the learning objectives been met?

On the whole the learning objectives have been met fairly well, although the class needs more practice. There was some confusion between good and bad conductors but I discussed it more with examples. The students showed a good understanding of moving heat in solids and were able to quote some real life examples. Most of the students responded well and could work independently.

### How do you gauge that the majority of the students understood the concepts/skills taught in this topic?

Yes, because I chose suitable examples and activities. After the activity, a graphic organizer for comparative study was drawn on the board with the help of students' responses. Step by step procedure made the work easy. However, in Sec B some students had difficulty in understanding and relating the topic to real life. This was resolved by on spot guidance.

### Identify students requiring extra support section-wise. What remedial measures were taken for them?

Sec A: Sajid and Sara were noisy at times, but I involved them in the class discussion and they managed to complete their work in time.

Sec B: Benish, Shazia, Rubina and Bilal had difficulty in understanding the movement of heat in solids. I gave them extra time when rest of the class was engaged in seat work. I will give an extra work sheet for the class to check their understanding.

Sec C: Having seen the problems in section A & B, I proactively changed the seats of less able learners and seated them with more able students. They managed to complete their work well in time as pairs.

### State completion plan, if Incomplete.

I need to go through this in the next Lesson again in Sec B and will ensure their understanding by giving them the extra worksheet I have prepared.

Sign: Subject Coordinator \_\_\_\_\_

Sign: Section Head \_\_\_\_\_

Topic: \_\_\_\_\_

Textbook pg no:

Activity/Workbook pg no:

Worksheets:

### How well was/were the lesson (s) executed? Have the learning objectives been met?

### How do you gauge that the majority of the students have understood the concepts/skills taught in this topic?

### Identify students requiring extra support section-wise. What remedial measures were taken for them?

### State completion plan, if Incomplete.

Sign: Subject Coordinator \_\_\_\_\_

Sign: Section Head \_\_\_\_\_

# LESSON EVALUATION (TOPIC-WISE)

Topic: \_\_\_\_\_

Textbook pg no:

Activity/Workbook pg no:

Worksheets:

How well was/were the lesson (s) executed? Have the learning objectives been met?

Have the majority of the students understood the concepts/skills taught in this topic?

Identify students requiring extra support section-wise. What remedial measures were taken for them?

State completion plan, if Incomplete.

Sign: Subject Coordinator \_\_\_\_\_

Sign: Section Head \_\_\_\_\_

Topic: \_\_\_\_\_

Textbook pg no:

Activity/Workbook pg no:

Worksheets:

How well was/were the lesson (s) executed? Have the learning objectives been met?

Have the majority of the students understood the concepts/skills taught in this topic?

Identify students requiring extra support section-wise. What remedial measures were taken for them?

State completion plan, if Incomplete.

Sign: Subject Coordinator \_\_\_\_\_

Sign: Section Head \_\_\_\_\_

Separator  
(Any Colour)

# Section C

















## CLASS AWARDS (MOTIVATION)

The objective of Class Awards is to acknowledge and validate the students for their accomplishments, improvements & good practices routinely in order to motivate and encourage desirable behaviors and learning practices. These awards must be given in the classes as and when students show excellence/ improvement in their studies as well as in their behaviors.

The class awards for encouragement should provide immediate gratification and motivation, therefore must be awarded in the classes on routine basis as and when a desirable behavior is seen. The teachers should not withhold these class awards till end of term They should not be given so generously that their impact and significance is lost, neither should they be so rarely awarded that students lose motivation. When a teacher has maintained a record of class awards which are given to students during the term, she/he can simply refer to the Planner to get the students' names and awards given to them so that they can be mentioned in the report cards.

\*School Heads will provide several assorted class awards to teachers every month so that she can acknowledge any achievement as and when she sees it . Although the samples are provided in the Academic Package , the schools are free to design their own .

<b>Suggested by APSACS Secretariat</b>		
*Good spoken English	Excellent recitation Quranic Verses	Well Mannered and Polite
*Handwriting Award	Shown Most Improvement	Art Work
*Creative Writing Award	Map drawing	Neat Notebooks
* Fluent Reader	Star Performer	Discipline
Good Listener	Job Done Well (Project)	Neat Uniform
Neat Work Award	Perfect Attendance	Good Team member
A1 – Speller	Act of Kindness	Science Diagrams
Regular HW Assignments	Honesty	Sports (name of sport may be specified)
Neat Work Presentation	Independent Learners	Project work
Helpful and Cooperative	Has Read most books in the class	Class Champion
* These may be designed for both Urdu and English separately		
<b>Any Other by School</b>		
<i>PS: If any other accomplishment /any Value.. cooperation, sharing , truthfulness, patriotism etc is identified by teachers, they may design an award accordingly.</i>		



# RECORD OF NOTIFICATIONS SERVED TO STUDENTS

Sometimes the school needs to issue **Formal** written notices to the students as an intervention. These may be of academic nature or due to behavior problems. Such written notifications should be very **infrequent**, and served only after sufficient verbal counseling to concerned student has already been given. Prior to issuance of written warning, the parents should be informed of the corrective measures taken by the school. The teachers will maintain a record of informal advisory/counseling sessions with the student in her planner; in case they are needed for reference for future course of action.

Notification does **NOT** include the informal communication which a teacher has with the parent through student diary. Its a written warning /intimation sent by the Section head or the Principal to the parent of a persistent problem.

*No notification should be served to the student without prior verbal counseling/ Student Diary (Info to parents) and information to the Section Head. Its objective should never be punitive, it should be corrective in nature.*

## **SAMPLE :**

Nature of Notification	Any Other by School
Homework not done persistently over a period of time	
Disciplinary Action ( offense grave in Nature ie. Truancy, Fee defaulters, using mobile phone/ other electronic devices)	
Absenteeism (going beyond two weeks)	
Lack of Punctuality (often )	
Improper Uniform (often )	
Acts Of Vandalism (fighting, bullying, use of abusive , language, damaging school property , wall chalking)	
Subversive activities leading to Political/sectarian divide in the school	
Cheating in Assessments/Check Points	















# MONTHLY RECORD OF SUBSTITUTE DUTIES

All teachers have to take substitution periods during the session. A well maintained record of substitution duties reflects the work load given to a teacher during the session

Month	Periods	Classes/subjects
March		
April		
May		
June		
July		
Aug		
Sept		

Notes: \_\_\_\_\_

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# MONTHLY RECORD OF SUBSTITUTE DUTIES

All teachers have to take substitution periods during the session. A well maintained record of substitution duties reflects the work load given to a teacher during the session

Month	Periods	Classes/subjects
Oct		
Nov		
Dec		
Jan		
Feb		
Mar		

Notes: \_\_\_\_\_

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