



Crossroads
Central School
Pampady

Annual Pedagogical Plan

2024-25

School Details

Name of the School	Crossroads Central School
Affiliation No.	931059
School Code	76005
Complete address with pincode	Near Vattamalappady, Pampady P O, Kottayam dist, Kerala - 686504
Principal Name	Abhilash S
School E mail ID	crossroadslynn@gmail.com
Contact details	0481 2507259, 7025846138, 8921539169
Website	Crossroads.net.in

Basic Information of the School

Crossroads Central School is a co-educational school, affiliated to the Central Board of Secondary Education and prepares students for AISSE (All India Secondary School Examination).

Located in Pampady, Kerala, CCS is the latest venture of the Kerala Christ Church Mission and is a sister concern of Crossroads Higher Secondary School, which currently has a total strength of over 2000 students.

Since its inception, CCS has sought to remain faithful to its calling to provide a quality education from a distinctly Christian perspective. We praise God for all He continues to do through our school.

By training the minds and disciplining the hearts of our students, we prepare them for excellence in their life-long pursuit of learning.

Located in Kottayam, Kerala, Crossroads is a caring school with traditional values. We pride ourselves on our happy, friendly and caring atmosphere, as well as our strong Christian ethos, which underpins all that we do. Our mission is to empower our children to achieve their greatest potential both as student, as well as members of their communities.

We understand that every child is precious – an individual blessed with their own unique set of gifts and talents and we work to encourage and support each child as they discover where their strength lie.

Imagine. Make. Believe.

Look into the eyes of a young child and see the sparkle and wonder. Develop these passions and watch the adult bloom into someone special. At crossroads, we work every day to build the foundations for amazing futures.

We believe in nurturing the whole child, by creating engaged learners encouraging honesty and guiding social and emotional development.



Inclusive Education:

Inclusive education approach is the way for full participation without any discrimination; students with and without disabilities enjoy equal opportunity in both scholastic and co-scholastic areas. Inclusive attitude is crucial for successful inclusive education. Therefore, all the members of teaching and non-teaching staff should be sensitized on the issues of inclusive education. We must organize sensitization programmes with the support of experts from respective field of disabilities. Also, School facilitate the teachers with Capacity Building Programmes on Inclusive Education organized in collaboration with the CBSE- Centre of Excellence. Crossroads Central school try to make the appointment of special educator .Also at school, counselor has been appointed to resolve and help teachers and student to improve inclusive education practices.

Teaching Styles:

The makeup of each lesson follows the guidelines and content set out in the 2020 National Curriculum. Typically lessons include thinking/introduction time, a main teaching activity and a plenary. We aim to make our lessons fun and exciting, using as many different teaching styles as possible, including visual, audio and kinesthetic methods as well as closed/open questions, discussion, debate, illustrations, labeling, ordering, identification, written work, recording observations, designing, individual/group investigations, audio/visual equipment, role play and drama. The

learning objectives and success criteria are introduced to the whole class through the use of stimulating varied starting points. Assessment for Learning is used in all classrooms as an assessment tool for teachers and for the children to take control of their learning.

Safety:

At all times the safety of the children in the class is paramount. We aim to teach and learn in as safe an environment as possible. Health and Safety guidelines are followed at all times and where necessary the relevant risk assessments completed.

- We ensure that all tasks that the children undertake are safe and identify risks in the plans.
- Educational visits are seen as an important way of enhancing the curriculum, but prior to any visit we consult the Head teacher of PE department and complete a risk assessment.
- Risk assessments are shared with both participating staff and pupils.
- Parental written permission for educational visits and all other activities is always sought.

Equal Opportunities:

All pupils have access to the curriculum regardless of their individual ability, gender, race, cultural or social background or any physical or sensory difficulty. Our aim is to encourage all children's progress in the foundation subjects through the provision of a balanced curriculum – striving to meet basic skills levels for all in Literacy and Numeracy. For every child, whatever their background or circumstances, Children learn and thrive when they are healthy, safe and engaged. In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children. We believe in 'valuing what the child brings to school' and recognize the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.

Gender:

Boys and girls have equal access to the curriculum.

Able, Gifted and Talented:

Provision is made to develop the talents of more able pupils in a variety of ways. Through increasingly complex investigative tasks, and open ended tasks which enable them to tackle more complex issues and understand more difficult concepts.

Scheme of Work:

Curriculum provides students a broad and balanced understanding of subjects including languages, Mathematics, Science, Social Science and Information technology to enable students to communicate effectively, analyse information, take informed decisions, also make them digitally sound, construct their worldview in alignment with constitutional values and move ahead in the direction of becoming productive citizens. As per board's instructions, the recent focus of our school is on the development of 21st century skills in settings where each student feels independent, safe and comfortable with their learning. To achieve this aim, it is extremely important that children acquire adequate knowledge and skills in other core areas like Health and Physical Education, Life Skills, Values Education, Art Education, Work Education and other Co-Scholastic areas.

The ACP (Annual Curriculum Plan) flows into chapter-wise pedagogical plans. The Plans are chapter-wise pedagogical plans aligned with the mandated Learning Outcomes of CBSE. They outline the student-centric teaching methodology and strategies for transacting teaching-learning experiences for each chapter of every subject. They address the full range of learning needs of individual students providing coherence, balance and continuity across all the domains. They enumerate the teaching strategies providing specifics of learning objectives, the traditional and digital tools to be employed, the teaching points for the variety of learning situations/opportunities, assessment tools and suggestions for remediation for learners. They also incorporate the interdisciplinary linkages like the new initiatives of Art integration, Health and Wellness and Life Skill education.

Curriculum discussions and brainstorming sessions are held throughout the year to improve the plans and implementation of educational processes. The school promotes innovative, responsible and ethical use of digital technologies. Teachers share resources and teaching learning material to make an effort to learn from the best practices of other schools to move away from rote learning to a more student-centric teaching-learning model of

education with a constructivist framework leading to experiential learning. Latest trends of education like deep learning, problem solving and innovation and collaborative learning are continually being incorporated for transformation of learning experiences to align them with global teaching practices.

The areas of learning at different levels are as under:

GRADE	SUBJECT
I	English, Hindi, Malayalam, Mathematics, General Knowledge, EVS, Activity, Physical & Health Education, Moral, Yoga, Reading, Writing & Drawing, STEM
II	English, Hindi, Malayalam, Mathematics, General Knowledge, EVS, Activity, Physical & Health Education, Moral, Yoga, Reading, Writing & Drawing, STEM
III	English, Hindi, Malayalam, Mathematics, General Knowledge, EVS, Activity, Physical & Health Education, Moral, IT, STEM
IV	English, Hindi, Malayalam, Mathematics, General Knowledge, Science, Social Science, Activity, Physical & Health Education, Moral, IT, STEM
V	English, Hindi, Malayalam, Mathematics, General Knowledge, Science, Social Science, Activity, Physical & Health Education, Moral, IT, STEM, Sanskrit
VI	English, Hindi, Malayalam, Mathematics, General Knowledge, Science, Social Science, Activity, Physical & Health Education, Moral, IT, STEM, Sanskrit
VII	English, Hindi, Malayalam, Mathematics, General Knowledge, Science, Social Science, Activity, Physical & Health Education, Moral, IT, STEM, Health & wellness
VIII	English, Hindi, Malayalam, Mathematics, General Knowledge, Science, Social Science, Activity, Physical & Health Education, Moral, IT, STEM, Health & wellness
IX	English, Hindi – B/ Malayalam, Mathematics, Science, Social Science, Activity, Physical & Health Education, IT
X	English, Hindi – B/ Malayalam, Mathematics, Science, Social Science, Physical & Health Education, IT

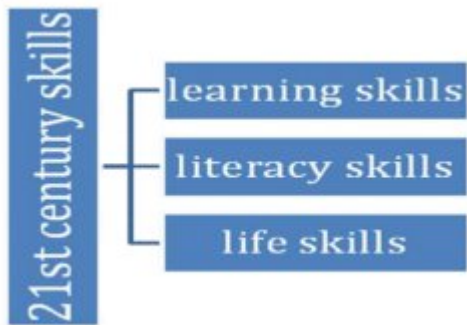
Our School and Classrooms are attractive learning environments:

Our School environment is conducive for holistic development of the students. We always focus on health and hygiene by adopting inclusive practices. The time table in the school is always taking care of proper rest and intake of healthy foods and the children learn subjects with relaxation.

- We change displays every day , to ensure that the classroom reflects the topics studied by the children.
- We ensure that all children have the opportunity to display their best work at some time during the year.
- We use interactive Numeracy and Literacy displays.
- School Library has a range of dictionaries and fiction and non-fiction , many reference books, which are attractively labeled.
- Resources and equipment stored in the classroom are readily available and attractively labeled to promote independent learning

21st Century Skills:

There is an increased awareness among the educators of the need to integrate what are called as 21st Century skills in educational systems. There are three key 21st century skills;



Learning skills include:

Critical Thinking , Creativity , Communication ,Collaboration

Literacy skills include:

- Information literacy ,Media literacy , Technology literacy

Life skills include: • Flexibility , Leadership, Initiative , Productivity ,Self-awareness The need of the hour is that schools must focus on enhancing the skills required for a successful adult life in 21st Century. It is important that the students are able to think scientifically, mathematically or artistically to face the real-life challenges in an information and technology driven world and enhance their inherent potential.

ASSESSMENT

Purpose: Assessment and record keeping is the means by which our pupil's attainment and achievements are monitored and an appropriate progression through the curriculum is ensured. By monitoring and recording pupil's progress, teachers are able to build up a profile of individual strengths and areas for development. This is then used to inform their planning and teaching. Assessment also allows staff to identify those children whose achievements fall outside the boundaries of differentiated activities.

Methods:

Assessment is used to inform future planning and teaching and takes place in many ways: Ø

Lesson wise assessment is carried out through constructive marking, observations throughout the teaching learning process in class and verbal discussions with children.

Periodic assessment is carried out twice in every term for all subject to check their abilities in numeracy, literacy, scientific skills, IT skills etc.

Terminal summative assessments carried out twice a year.

Progress card

Progress Card will include Knowledge, Skill competencies, Attitude & values and Transformative competencies. According to the New Education Policy 2020 the progress card will be completely redesigned of all students for school-based assessment, which is communicated by schools to parents. The progress card will be a holistic, 360-degree multidimensional document which will replace the student's current report card. The progress card that reflects in great detail the progress as well as the uniqueness of each learner in the cognitive, affective, and psychomotor domains, would be issued to students under the new policy. The results of this assessment (along with teacher assessment) are used to determine if children are in the correct ability groups or no to decide the remedial actions to bring them at par.

Reporting Procedure:

Parents are invited to attend assertive mentoring meetings minimum 3 times a term, where they can discuss their child's progress with the class teacher. The child's teacher also provides a termly written report, which forms part of the annual report to parents. Also parents have the opportunity on every Friday to meet the teachers.

Students' details

Class	Total	SC	ST	OBC	OEC	GEN	CHRIST	APL	BPL
LKG	61	2	0	18	5	24	31	43	18
UKG	80	5	0	26	3	44	37	71	9
1	47	2	0	13	1	25	18	33	14
2	52	1	0	18	2	32	30	37	15
3	60	1	0	19	2	38	32	55	5
4	66	3	2	21	1	38	31	64	2
5	60	2	0	17	1	40	31	50	10
6	65	1	0	15	4	45	41	56	9
7	40	1	0	13	3	22	21	33	7
8	39	0	0	11	2	26	28	33	4
9	48	0	0	8	3	38	34	45	3
10	33	0	0	5	1	27	20	26	7

Staff's details

Sl No.	Information	Details
1	Principal	1
2	Total no. of Teachers Gents : Ladies :	
3	TGT Section	18
4	PRT Section	4
5	PET	1
6	Others	3
7	Special Educator	1
8	Non teaching staff	7

Stakeholders

- Students
- Parents
- Teaching and non-teaching staff
- School Management committee
- Core committee
- Vendors

Committees and Departments

7.1. Core Committee

The core committee consisting of the VPs, Ac Cors, Principal and Management of the school meets on a regular basis, to plan strategies for better functioning of the school, to set goals and academic expectations, to ensure that all goals are being achieved and for the process of decision making. It comprises of 12 members, with the Director at the helm. The core committee incorporates the suggestions and ideas of all stakeholders during decision making and action plans are prepared and implemented by all.

Mrs. Mary Lynn Gabriel	Manager
Mr. Ziji John	Chairman
Mr. Abhilash S	Principal

Ms. Shanti Kurian	Senior Coordinator
Ms. Jayasree P R	Middle School Coordinator
Ms. Abeena Elizabeth Korah	Primary Coordinator

Child Abuse Monitoring Committee/POCSO Committee

Mr. Abhilash S	Principal
Ms. Elizabeth Gabriel	Grievance/Complaint redressal officer
Ms. Shanti Kurian	Senior Coordinator
Ms. Lintu Peter	Female teacher
Mr. Jomon Joy	Male teacher
Ms. Reji M I	Non teaching staff
Mas. Adithya Prabhu & Ms. Jennifer	Students

Yearly Planner and Annual Goals

Consultations and discussions held for preparing the year plan

The Year Plan is prepared taking into consideration the suggestions and opinions given by the teachers based on reflections of the previous year and the directives given by CBSE with regards to assessment pattern, Art integration, learning outcomes, Ek Bharat Shreshtha Bharat and the recommendations given by NEP 2020.

Goals to be achieved

Annual goals:

- To deliver curriculum efficiently
- To train teachers to plan by integrating all the elements suggested by CBSE in their lesson plans
- To develop logical and analytical skills amongst the students
- To promote Art integration and development of 21st century skills
- Experiential learning (Interdisciplinary projects, Field trips)
- To streamline the interests of the students to choose their desired profession (Career Counselling and Internships)
- Increase the innovations happening in the Innovations club

Academic Resources:

The teaching learning process is supported with text books, videos, power point presentations, Smart Boards, Unit Plans, Teaching Aids and Educational Software.

Other Learning Spaces (Experiential learning)

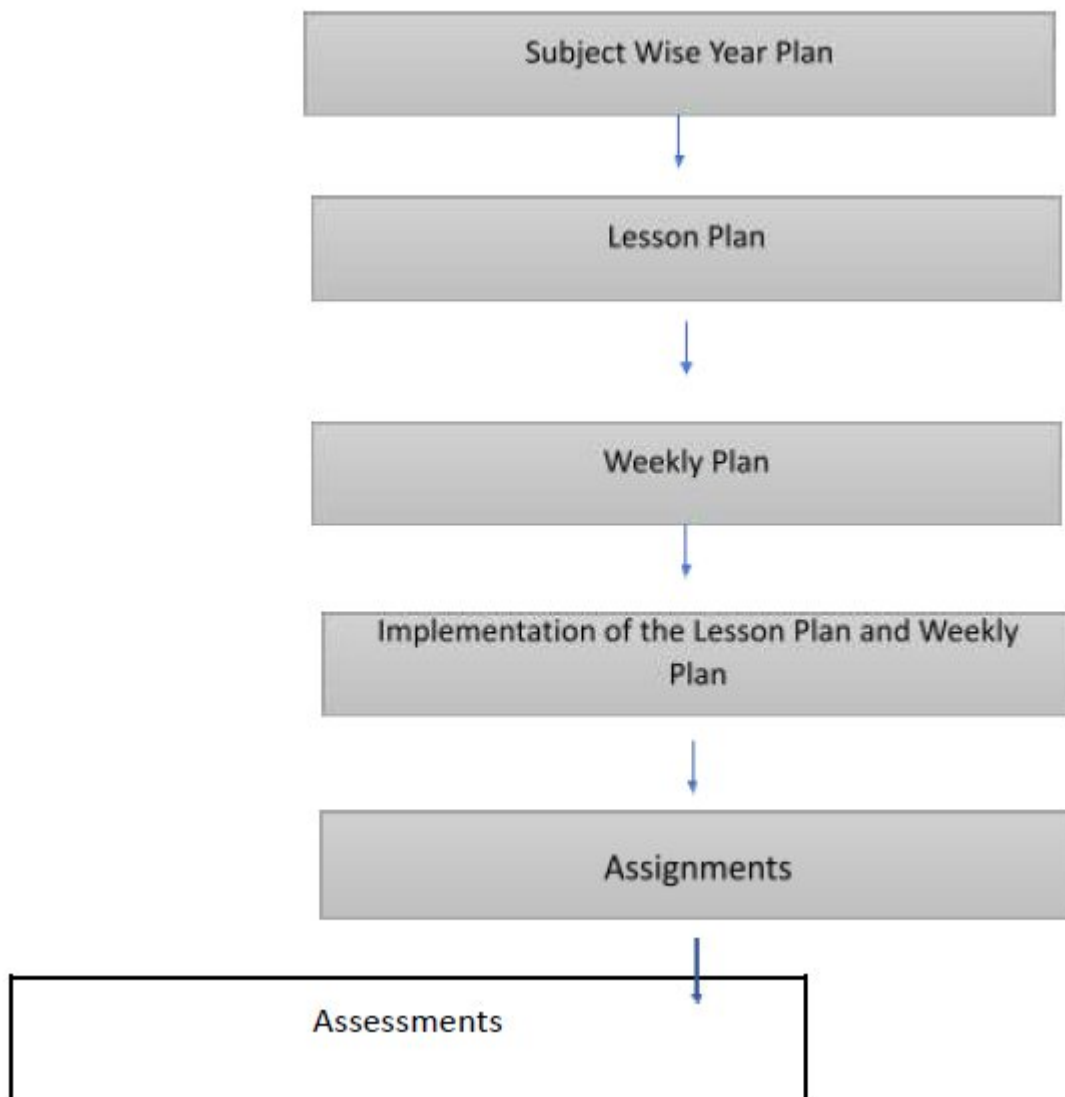
We have created STEM lab to facilitate the students' critical thinking process and to promote better collaboration, communication and interpersonal skills, through teamwork and engagement. Students are able to learn in a safe and comfortable environment.

Textbooks Resources

GRADE	PUBLICATIONS
KG	MACMILAN
1 & 2	FLASH - RATNA SAGAR
3 - 5	STAR LIGHT - Orient Blackswan
6 - 10	NCERT

Pedagogical Solutions Planning

All facilitators plan and execute the teaching learning process in a uniform manner. Every teacher prepares the Year Plan keeping in mind the learning outcomes and the objectives given by CBSE. Blooms Taxonomy is included in the lesson plans. The teacher plans her/ his lessons based on the expected learning outcomes. A template of the Annual plan, Lesson plan & Weekly plan is given to all the teachers.



Assessment tools

Subject	Grades	Assessment tool
English	I – X	LSRW- Role play, dictation, projects, oral presentations, language games, puzzles, debates and discussions, recitation, pen paper tests, listening activities, reading comprehension
Hindi	I – X	LSRW- Role play, dictation, projects, oral presentations, language games, puzzles, debates and discussions, recitation, pen paper tests, listening activities, reading comprehension

Malayalam	I – X	LSRW- Role play, dictation, projects, oral presentations, language games, puzzles, debates and discussions, recitation, pen paper tests, listening activities, reading comprehension
Math	I – X	Enrichment activities, Mental Math, Math lab activities, Mapping skills, Mixed bag worksheets, pen paper tests
EVS/Science	I – X	Research & presentation, quizzes, lab activities, pen paper tests
Social Science	III – X	Maps, Projects, Role play, Debates, pen paper tests, Quizzes, peer assessment

Subject Enrichment Activities Assessment

Subject	Name of the activity	Parameters for Assessment
English & Hindi	Reading Fluency	<ol style="list-style-type: none"> 1. Clarity 2. Volume 3. Fluency 4. Voice Modulation 5. Overall Presentation
	Recitation	<ol style="list-style-type: none"> 1. Clarity 2. Pausing and Pacing 3. Voice Modulation 4. Expression 5. Overall Presentation
	Project	<ol style="list-style-type: none"> 1. Content and Organization 2. Text Structure (Coherence & Fluency) 3. Accuracy (Spelling & grammar)
	Role Play	<ol style="list-style-type: none"> 1. Content 2. Creativity 3. Confidence 4. Coordination 5. Expression and Voice Modulation
	Debate	<ol style="list-style-type: none"> 1. Respect for the opposing team 2. Clarity and Organization 3. Use of Arguments 4. Use of examples and facts 5. Overall Presentation (Tone, confidence, clarity of speech, Voice modulation, fluency, expression, eye contact)
	Book Review	<ol style="list-style-type: none"> 1. Opening sentence/sentences 2. Content and organization 3. Opinion and recommendation 4. Mechanics 5. Closure
	Creative Writing	<ol style="list-style-type: none"> 1. Content and Ideas 2. Conventions 3. Sentence Fluency 4. Creativity
	Story Telling	<ol style="list-style-type: none"> 1. Creativity 2. Confidence

		3. Clarity 4. Content
	Extempore Speech	1. Presentation 2. Voice Inflections 3. Eye Contact 4. Preparedness
	General Conversation	1. Comprehension 2. Clarity of Speech 3. Clarity of Ideas
Math	Lab activity Mental math	1. Handling of material 2. Accuracy 3. Presentation 4. Conceptual understanding 10 questions (1mark each)
EVS/Science	Project work Practical's	1. Creativity 2. Presentation 3. Observation 4. Inference & conclusion Observation Apparatus handling Conclusion
Social Sciences	Map Work	1. Neatness 2. Accuracy 3. Labelling 4. Elements of Map
	Time Line	1. Dates 2. Content/Facts 3. Number of Events 4. Presentation
	Project (Individual & Group)	1. Research Design and Data Collection 2. Originality and Creativity of the Content 3. Collaboration/Effort put into Project 4. Presentation
	Mind Map	1. Colour 2. Content 3. Radiance 4. Illustrations 5. Neatness
	Just a Minute	1. Introduction/Eye contact 2. Use of Language 3. Confidence 4. Clarity 5. Conclusion

Exams :

Periodic test 1	July 9 - 12	Class 1 to 10
Periodic test 2	September 9 - 12	Class 1 to 10
Term 1 Exams	October 3 - 14	Class 1 to 10
Periodic test 3	December 16 - 19	Class 1 to 10

Periodic test 4	February 3 – 6	Class 1 – 9
Term 2 Exams	March 14 – 28	Class 1 – 9
Model Exam 1	November 27 – December 9	Class 10
Model Exam 2	January 15 – 25	Class 10

ASSESSMENT CRITERIA : TERM 1 & TERM 2

	TERM 1					TOTAL (100)
	PT (5)	MSA (5)	SEA (5)	PORTFOLIO (5)	EXAM (80)	
ENGLISH	25 % of (Average of Periodic Test 1 + Periodic Test 2)	Seminars, recitation, role play, project, book review, creative writing, story telling, extempore, speech	LSRW			
HINDI	25 % of (Average of Periodic Test 1 + Periodic Test 2)	Seminars, recitation, role play, project, book review, creative writing, story telling, extempore, speech	LSRW			
MALAYALAM	25 % of (Average of Periodic Test 1 + Periodic Test 2)	Seminars, recitation, role play, project, book review, creative writing, story telling, extempore, speech	LSRW			
MATH	25 % of (Average of Periodic Test 1 + Periodic Test 2)	Lab work, Project, Quiz, presentation, Interaction	Lab activities, Art integrated project			
SCIENCE	25 % of (Average of Periodic Test 1 + Periodic Test 2)	Quiz, experiments, seminars, debates, presentations, interactions	Practicals and project works			
SOCIAL SCIENCE	25 % of					

	(Average of Periodic Test 1 + Periodic Test 2	Quiz, experiments, seminars, debates, presentations, interactions	Map work, Project works			
IT	25 % of (Average of Periodic Test 1 + Periodic Test 2	Quiz, experiments, seminars, debates, presentations, interactions	LAB			

Grading Scale for Scholastic Areas (School will award grades as per the following Grading scale)	
MARKS RANGE	GRADE
91 – 100	A1
81 – 90	A2
71 – 80	B1
61 – 70	B2
51 – 60	C1
41 – 50	C2
33 – 40	D
32 & below	E – Essential Repeat

Area	Product	Process
Health and Physical Education- Sports/Martial Arts/Yoga	Overall fitness	Participation, team-spirit, commitment and honest effort.
Work Education- SUPW		
Art Education- Visual & Performing Arts	Expression, creativity and Aesthetic appeal	Participation, Creative process, material use, appreciation, reflection, effort, craftsmanship and completion

Assessment for grade 9 & 10

Grades IX and X	TERM 1					TERM 2				
	Subject	Pen Paper Test (5 Marks)	Multiple Strategy Assessment (5 Marks)	Subject Enrichment Activity (5 Marks)	Portfolio (5 Marks)	Term End Exam (80 Marks)	Pen Paper Test (5 Marks)	Multiple Strategy Assessment (5 Marks)	Subject Enrichment Activity (5 Marks)	Portfolio (5 Marks)
English	Average of Periodic Test 1 + Periodic Test 2 Marks: 25	Two assessments of 10 marks each	Speaking and listening skills of 10 marks each	Worksheets given as a part of Interdisciplinary Project, Art Integration etc. to be	Half Yearly Exam Marks: 80	Average of Periodic Test 1+Periodic Test 2 +Half yearly	Two assessments of 10 marks each	Speaking and listening skills of 10 marks each	Worksheets given as a part of MATA, Art Integration, Ek Bharat Shrestha	Preboard - II Marks: 80

English	Average of Periodic Test 1 + Periodic Test 2 Marks: 25	Two assessments of 10 marks each	Speaking and listening skills of 10 marks each	Worksheets given as a part of Interdisciplinary Project, Art Integration etc. to be considered	Half Yearly Exam Marks: 80	Average of Periodic Test 1+Periodic Test 2 +Half yearly Examination +Periodic Test 3 +Periodic Test -4	Two assessments of 10 marks each	Speaking and listening skills of 10 marks each	Worksheets given as a part of MATA, Art Integration, Ek Bharat Shrestha Bharat etc. to be considered	Preboard - II Marks: 80
Hindi/ Sanskrit			Speaking and listening skills of 10 marks each					Speaking and listening skills of 10 marks each		
Mathematics			Lab Activities of 10 marks each (any two to be considered)					Lab Activities of 10 marks each (any two to be considered)		
Science			Lab Activities of 10 marks each (any					Lab Activities of 10 marks each (any		

			two to be considered)					considered)	
Social Science			Map work and one Project of 10 marks each					Map work and one Project of 10 marks each	
Introduction To Financial Markets/ Artificial Intelligence	Internal Assessment Periodic Tests			Term End Exam	Internal Assessment Periodic Tests			Term End Exam	
	Practical work (Done throughout the Term) Marks: 50			Half Yearly Exam Marks: 50	Practical work (Done throughout the Term) Marks: 50			Annual Exam Marks: 50	

Maximum marks per subject	100
Type of Assessment	<ul style="list-style-type: none"> ● Internal Assessment <ul style="list-style-type: none"> □ Periodic Tests □ Subject Enrichment Activities □ Multiple Strategy Assessments □ Portfolio ● Graded Assessment for Co-Scholastic Areas ● Term End Exam <ul style="list-style-type: none"> □ Half Yearly Examination □ Annual Examination/ Board Examination
Marks/ Grade Distribution	<ul style="list-style-type: none"> ● Internal Assessment: 20 marks ● Term End Exam/ Board Exam: 80 marks ● Assessment of Co-Scholastic Areas: On a 5-point Grading Scale
Components of Internal Assessment	<ul style="list-style-type: none"> □ Periodic Test: 5 marks
	<ul style="list-style-type: none"> □ Multiple Assessment: 5 marks (oral tests, class discussion, field-work, concept maps, graphic organizers, visual representation, quizzes, project-work, self and peer assessment, collaborative projects, experiments, classroom demonstrations etc.) □ Portfolio: 5 marks (presentations, classwork and homework assignments, reflections, art integrated learning etc.) □ Subject Enrichment Activity: 5 marks (listening and speaking skills in Languages, practical work in Science, lab work in Math and project work in Social Science)
Components of Graded Assessment for Co-Scholastic Areas	<ul style="list-style-type: none"> ● Health and Physical Education including Work Experience (participation, team-spirit, commitment and honest effort) ● Art Education (participation, creative process, material use, appreciation, reflection, effort, craftsmanship and completion)

Remediation Plan (Academics)

Academic Support

Requirement of academic support and remedial classes

Academic support is provided to students, based on their performance in each term. Grades I & II have their support classes during school hours and Grades III-X stay back for academic support on Wednesdays and Fridays. The teachers prepare an action plan with the help of the coordinators and the

subject heads, taking into consideration the need of each child.

14.2. After School Activities

Sports activities teach students to set realistic goals and build their confidence. The after-school sports activities are, Badminton and Kho Kho.

Staff Capacity Building

Assessment training needs of teachers and staff at all level Identification of training needs:

We ensure that all staff have access to learning, development and training opportunities which enable them to be suitably knowledgeable and skilled to carry out their role within the School.

The responsibility for identifying training and development needs and carrying out agreed training and development activities, lies with the Principal, School mentor, AcCors and VP.

AcCors/VP provide support and guidance in relation to the training and development of those reporting to them, particularly in relation to the identification of training and development needs. STNC makes sure that appropriate and timely action is taken.

- An all-inclusive training and Capacity Building calendar of the school to achieve improved learning outcomes by students is designed and implemented.
- Individual teachers' progress is assessed and reviewed and liaising with COE happens to ensure that effective solutions are jointly provided as per need.
- In addition to the above, the school gets their teachers trained by other expert teacher training institutions.
- Each and every staff member is reviewed annually during the appraisals and the management has a one to one discussion with them to provide a timely and effective feedback for enhancing their performance.

The well-being of our students

We prioritise the safety of our students in school. We have taken all the precautions and required measurements to ensure that our students and staff are safe in school. We have CCTV cameras in all locations in the school. Our attendants are vigilant and stationed outside all the bathrooms, and attendants in the bus to and from school.

Guidelines for students' safety:

- The students have the ID card
- No minor student is left alone. There will always be an attendant, or teacher with him/her.
- Cameras are installed facing all entry and exit points of the school, corridors, computer lab, auditorium, ground and library.
- In any emergency situation, the parent is called to school immediately.
- All classes, whether in the activity classes, playground, classrooms, are diligently monitored.
- Floor duty and dispersal duty are given to the teachers to monitor the students.
- We have positive reinforcement protocols that we follow in school, and corporal punishment is not tolerated at Crossroads.
- We have the Parent Executive group that conveys all-important decisions to the other parents.

Supporting Activities

Co-Curricular Activities

We aim at helping students think creatively, and improve their physical, mental and imaginative skills. Keeping this in mind, we have the CCA Creative classes for which, a one-hour slot is given in the time table, for students to develop their artistic and creative talents. The options they can choose from are:

1. Classical dance
2. Instrumental music
3. Vocal music
4. Art and craft
5. Drawing
6. Drums
7. Chess
8. Skating
9. Karate

Clubs

We have various clubs which are conducted every month. Students get to choose the club of their preference, from the following:

1. Language club
2. Math club
3. Science club
4. Quiz club
5. Eco club
6. Health club
7. Yuva tourism club

Co-Scholastic Activities

A] Sports & Physical Education:

Playing various sports is very important for students to learn life skills such as teamwork, patience, leadership and self-confidence. Besides academics, sports are crucial for the overall development of a child. The school offers Athletic, Badminton, football, and kho kho.

SEWA projects at Crossroads

We aim at instilling values in our students. We teach them the importance of giving back to society. They are encouraged to compulsorily carry out 12 hours of age-appropriate tasks, which help them give back or reflect on how to support the environment, people and animals. Some of these activities include the following:

- Cleanliness drive
- Plantation drive
- Gardening
- Donation drive
- Counselling sessions
- Awareness campaign

Important events at Crossroads :

Date	Event
5 June 2024	World Environmental day
20 th June 2024	School Election
24 th June 2024	Musical Monday
26 th June 2024	Arts fest Offstage
27 th & 28 th	Arts fest Onstage
3 rd July 2024	Investiture ceremony
9 th - 12 th July	PT1
17 th July 2024	World day for International justice
19 th July 2024	Malayalam hand writing competition
20 th July 2024	Open house
22 nd July	Pi approximation day
29 th - 31 st July	Monthly test for grade 10
5 th - 9 th August	Olympics week
13 th August	World organ donation day
27 th August	Sports day
9 th - 12 th September	PT2
14 th - 22 nd September	Onam Vacation
3 rd - 14 th October	Term 1 exams
16 th October	Sahodaya offstage competitions
18 th October	Art fest for grade 1 & 2
22 nd & 23 rd October	Sahodaya onstage competitions
24 th October	UN day - debate
25 th October	Arts fest for KG

1 st November	Kerala Piravi and Chhattisgarh day
14 th November	Children's day
21 st November	Educational trip for secondary students
22 ND November	KG animal kingdom day
27 th November	Model exam 1 for grade 10 begins
7 th December	Training for Foundational stage teachers
9 th December	Model exam 1 for grade 10 ends
December 16 th - 19 th	Monthly test for grade1 - 9
20 th December	Christmas celebration
December 21 -29	Christmas holidays
December 30	School reopening after Christmas vacation
January 10	Annual Day
January 15 - 24	Model exam 2 for Grade 10
January 27	Republic day assembly
February 4 - 7	PT4 for grade 1 - 9
February 10	Revision for Annual exams begin
February 15	Board Exam starts
March 13	Term 2 exams for grade 1 - 9 begins
March 28	Open house and School closes for summer vacation

Field visit

KG	-	Mahalakshmi poultry farm, Fire station Pampady, Muncipal park, Kottayam
1	-	Mahalakshmi poultry farm, Fire station Pampady, Hangout play world
2	-	Mahalakshmi poultry farm, Fire station Pampady, Hangout play world
3	-	Mahalakshmi poultry farm, Fire station Pampady, Hangout play world
4	-	Mahalakshmi poultry farm, Fire station Pampady, Hangout play world, Spinning mill
5	-	Mahalakshmi poultry farm, Fire station Pampady, Hangout play world, Spinning mill
6	-	Mahalakshmi poultry farm, Fire station Pampady, Hangout play world, Spinning mill
7	-	Spinning mill, Poultry farm, Rose garden, Naval base
8	-	Spinning mill, Poultry farm, Rose garden, Naval base
9	-	Spinning mill, Poultry farm, Rose garden, Naval base
10	-	Spinning mill, Poultry farm, Rose garden, Naval base, Munnar

Remediation: The way forward to help students with:

- ✓ Having difficulty with academics
- ✓ Finding strategies to help them overcome that challenge
- ✓ To feel confident about learning

Through:

Development of monthly Individualised Education Plans (IEPs).

- ✓ Remedial Support: 2- 4 times a week
- ✓ Differential instructions and inclusive practices
- ✓ Skill Development and 'Bridging the Gap'
- ✓ IEP Orientation & Monthly follow-up with Parents
- ✓ Progress Review Remedial Assessments [twice a year]

Counselling: We help students, in a non-judgmental, objective environment to:

- ✓ Identify goals and help with potential solutions
- ✓ Improve communication and coping skills
- ✓ Strengthen self-esteem

- ✓ Promote behaviour change and optimal mental health
- ✓ We have workshops on many important topics to help the students navigate their journey through school and to help them on their individual growth story as well.
- ✓ We engage parents with different workshops to, so that we can come together as a community for the holistic development and welfare of the students.
- ✓ We have orientations for the parent to understand the school process and requirements.