## Introduction

Pollock’s Intelli School was established on 15th April 2016 Guided by the Governing Board, working closely with the Senior Leadership Team (SLT), the School continuously seeks to improve on its previous best and ensure that all performance indicators maintain an upward trajectory. Today’s world witness technical advancements in the spur of moments and paradigm shifts that happens overnight -essence of education is not just to make the child updated or upgraded in tandem with the dynamics, but to instill a sense of purpose of their existence in among themselves, so that they lead or be part of the mega exercise called ‘Making this earth beautiful’.

Intelli School is built on a sprawling 2.2 acres near Marikavalasa, Madhurawada. With more than 1.5 acre dedicated for outdoor sports, functional training and children play area. Designed by prominent design thinkers of India, the spaces are in sync and reflects the collaborative and experiential learning methodologies adopted by Intelli.

The school follows CBSE curriculum, but has integrated Happy-Creative-Mindful curriculum into child’s learning journey. Intelli’s learning journey is supported by a balanced mix of young and experienced co-learners who believes in the growth by mutual learning and effective collaboration.

## Vision

‘Striving for excellence to prepare students to embrace the opportunities and the challenges they may encounter tomorrow.’

## Mission

* Intelli creating and maintaining a safe, trusting and caring environment where teaching and learning are exciting and students embark on a life-long journey of learning.’
* All aspects of the School's organization, curricular, and co-curricular activities are child- centered and designed to accommodate individual learning styles so that all may experience success.
* To help students acquire the knowledge, skills and attitudes necessary to become happy, healthy, well adjusted, productive citizens of the world.

**Philosophy**

Taking forward the critical lessons of educating over 8000 students since 1966 through Pollocks School. Philosophy of Intelli School is envisioned around simple-yet-profound belief that learning should be a life time trait and if blends with happiness, creativity and mindfulness, the result is a league of ignited minds who carves their own path and make a better world.

**Principal’s Impact report**

A typical classroom learning experience for learners in our school often revolves around the ‘Why’ of a concept and seldom restricted to the ‘What’. The ground plus three quadrangle layout of our vivid campus provides the ideal learning environment, where inquiry and curiosity are nurtured with the five senses. The sight, sound, touch smell and feel of everything that is life and world around, for our learners is simulated through creative and constructive learning methodologies. The instructional activities are designed to motivate learners in ‘doing things’ so that their thinking becomes visible to the facilitators. This allows timely feedback which helps every learner construct knowledge in their own style to achieve the learning goals of the curriculum. Over years of such exposure, children grow up to love learning and challenge their own abilities lifelong.

We believe in...

## LEARNING

Learning is a lifelong process and all individuals have the ability to learn. As children learn in different ways, we provide a variety of teaching strategies, meaningful materials, and emerging technology to nurture the love of learning in every student, maximise student potential and suit individual learning styles.

## RESPECT

The dignity and self-worth of every person needs to be balanced with the needs of society. Understanding the ethical values of honesty, modesty and self-discipline, we pledge to build and inspire respect, within and towards each child, including an acceptance and appreciation of cultural diversity.

## RESPONSIBILITY

Personal responsibility builds independence and is a key to self-development. Motivating students, we monitor appropriate behaviour, building the self-sufficiency and compassion required by our students as productive citizens of the global community.

## TRUST

We are dedicated to promoting trust through the honest and free exchange of ideas and opinions, showing that differences can be resolved through communication, compromise and understanding.

**EMPOWERMENT**

In order for students to assert themselves in competitive situations, we help them build resourcefulness, to take risks and to develop leadership skills. Together with teachers, parents and administrators, students are encouraged to participate in decision making and planning.

## COLLABORATION

We stress the importance of working together and interacting in the dynamics of large and small groups, using teamwork to stimulate learning and nurture inter-personal relationships.

## COMMUNITY

We believe in building and maintaining solid bonds with parents and community and recognize them as crucial partners in the educational process. The rich blend of cultures and religions in our student and staff community are our greatest asset in building a special and wholesome learning environment.

## The Holistic Development of all Students

While a school is ultimately judged on its academic attainment, Intelli focuses on the holistic development of each student. At Intelli, we pride ourselves on creating a unique, exciting environment that embraces all types of learners and promotes growth both academically and personally. Students and families are also welcomed into a dynamic and supportive community.

Students have the opportunity to participate in a number of activities involving music, dance, drama, photography, heritage, a wide range of sports, yoga within the school as well as on a local, national and international basis.

## Professional Development and Learning

“What is the most important school-related factor in student learning? The answer is teaching” Bob Schwartz, Harvard GSE, 2010. Intelli considers itself to be the beginning of a lifelong adventure known as learning. This is a journey of learning for the SLT and teachers as well as students. With specific regards to the teachers, we consistently and continuously build capacity to improve the quality of teaching and learning in each and every classroom through an extensive and specific continuing professional development programme. Teachers have high expectations of their learners in the classroom and of themselves as learners of pedagogy and practice, seeing their own development and learning as a continuous process.

**Continuing Professional Development and Learning Policy**

1. “A Teacher must take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.”
2. Lifelong learning is actively encouraged at Intelli and staff to adopt and practice an attitude of continuing self-improvement through professional and personal learning.

##  Aims

* 1. To develop staff in ways which will help to maintain and improve the overall effectiveness of the School in meeting its vision and the success criteria identified in the Development Plan.
	2. To improve the standards and quality of teaching and learning, by ensuring that the teachers have the necessary knowledge, skills and understanding to fulfill and excel in their role.
	3. To create a greater capacity in the School for continuous self-improvement.
	4. To support Teachers’ Performance Management and the requirement of staff to take responsibility for their own professional development.
	5. To improve the quality of the educational experience for all students in the School and to develop an enthusiasm for lifelong learning by seeing staff involved in regular learning.
	6. To encourage staff satisfaction, personal achievement, individual and team effort, and thus provide for personal advancement within the School or within the broader education sector.

##  Practice

* 1. CPDL planning will be linked and integrated with the School’s Development Plan and will be based on a range of information:

The needs of the whole School, each Wing and individual staff Issues identified through monitoring, review and evaluation National and local priorities

Performance management ongoing assessment of teaching practice on the predetermined parameters Feedback from staff.

* 1. The School will participate in initiatives and projects that can be shown to have a positive impact on staff development represent good value for money and can be accommodated within the constraints of the School.
	2. In order to meet the needs of staff and to maximize the impact on teaching and learning within the School a range of approaches to CPD will be used, including:

Attendance at a course or conference.

In School training using the expertise available within the School

School based work through accessing an external consultant or relevant expert

School visits to observe or participate in good and successful practice.

Distance learning Practical opportunities e.g. contribute to a training programme, co-coordinating or supporting a learning forum or network, involvement in local or national networks, external examination coordination and or marking.

Job enrichment/enlargement e.g. acting roles, shadowing, job sharing

Coaching and mentoring Producing documentation or resources such as teaching materials, an assessment package, ICT or recording.

* 1. All members of the School community will have opportunities through performance management and other mechanisms to discuss their professional development needs.

## Professional Development into Practice

Examples include:

1. CPDL takes place throughout the year and is based on the Development Plan, whole school, wing, team and individual needs and is ongoing throughout the year. This is an example of the Training record from 2021 – 2022.
2. For a two-week period in May each year prior to the Summer break CPDL takes place according to the needs of the school, wing, team and individual needs. This is led by the SLT or Wing Heads of those leading an initiative.

CBSE courses especially oriented towards course implementation, new assessment policies and Board examinations.

1. Saturdays may be used for micro-teaching and coaching/mentoring, while opportunities present themselves throughout the week for collaborative planning, peer observation, feedback on lesson observations and reflection.

## Intelli’s Development Plan – Context matters! Where are we now?

**Scanning the global horizon had become important. COVID-19 was around and cases were being** reported in an increasing number of countries. As this data shows, localized closure of schools and countrywide closure was beginning in parts of the world from 21st February 2020:

In the context of ‘planning for the worst’, i.e. closure of Intelli the next two questions, firstly, ‘Where do we need to be?’ and secondly, ‘How are we going to get there?’ needed to be answered.

Readiness to Deliver Online Learning during Lockdown

5. Student Readiness

4. Parent Readiness

3. Curriculum Readiness

2. Faculty Readiness

1. Hardware/ Software Readiness

1. Hardware/Software Readiness:
	1. The Technology team became skilled in the use of chosen online learning platforms and therefore able provide continuous support.
	2. All teachers’ laptops were serviced and fully readied for online teaching.
	3. As time progressed and teaching online started, different tech. tools and apps were piloted and integrated into teaching and learning, where they enhanced student engagement in learning as well as the learning outcomes of the students.
2. Faculty Readiness:
	1. Communication, Communication, Communication, with a clear plan and message, that we are all in this together, we need your support and you have our full support. We are a community of learners, (whose job has changed quite dramatically), we will make mistakes, but ultimately, we will get it right.
	2. Different timetable models were put in place for different wings of the school and built up over time with synchronous leaning, some asynchronous learning and offline learning set for the students’ self-study:
* For example, in the secondary wing it was 40-minute synchronous lessons with breaks between were given.
	1. A training and ongoing support planwas agreed and put in place to build capacity and confidence to:
* Use the online learning platforms.
* Plan and deliver online learning not only to deliver content, but also to engage the students in active learning strategies and develop higher order thinking skills as well as using assessment for learning strategies.
* share best practice, reflect and share.
* Practice lesson delivery if there were some challenges aligned with technology and lesson delivery or if new tech. tools were being used,
* Provide feedback to each other and one-to-one support as appropriate.
	1. However, more important than all of that, and always the starting point for one-to one, small or larger group interactions has been teacher health and well-being, with support being provided as appropriate.
	2. Intelli adapts and initiates inclusive Extended Learning Program for it’s i-kids as an integral part of school life that promotes in contributing to student progress and attainment. In this aspect we are sharing with you the i-kit which plays a key role in extending the knowledge, understanding the skills that are required for a student to consolidate, enrich and extend their learning. Our Colearners have used their expertise in consolidating integrated material helpful to your child during this pandemic time to facilitate Home based learning.
1. Curriculum Readiness:
	1. In order to be ‘curriculum ready’ a number of questions were asked and answered, including:
2. How much of the Annual Curriculum Plan was it feasible to deliver (taking account of each year group’s needs?
3. Which was the best model of delivery to use to provide the best learning experience for the students, where progress could be maintained and learning outcomes achieved?
4. What had to be delivered?
5. While assessment for learning will be integral to every class, how can assessment of learning are carried out?

**Intelli Future Plans**

Whenever Intelli identifies topics for the CPDL programme, it considers:

* + The School Development Plan and priorities.
	+ Whole staff development needs.
	+ Individual staff needs.
	+ The ongoing training plan to meet the staff's developmental needs for school improvement.
	+ Allocating resources.
	+ Monitoring progress.
	+ Assessing impact, evaluating and identifying what more needs to be done, leading to the next phase of the planning cycle.