

QUALITY STANDARD FRAMEWORK Programmes of Study

The **Quality Standards Programme** is a collaborative initiative designed by **British Council** to help institutions improve the quality of their education. The British Council has developed an **India-specific framework** which describes **quality in relation to ten standards and five developmental stages**. The **resources for teachers and learners**, the Quality Improvement Resources and the **Consultancy Service** specifically help institutions to work towards the standards described in the framework. It is a matter of immense pride that we have been awarded a **marque of excellence** for our work.

We have **restructured our programmes of study** according to the reflection on the **needs**, resources, expertise and priorities in context.

After undergoing an intensive study of the CEF, we realised the importance of **determining the language levels of our learners**. To achieve this aim, results of **entry-level tests (here, SA2 and Final exams)** were analysed and the general language level of the learners has been determined and books are prescribed in accordance. We have added **pre-intermediate level books to upper intermediate level books published by OUP for classes 6-10**. We understand that in CEFR levels we have to check our students' progress in all the five skills. These books fulfil that need as they focus on grammar, vocabulary and pronunciation with intensive practice in reading, listening and speaking.

It is also important for the **learners to gauge their own language levels and goals**. For this, **self-assessment language level tests** were conducted in each class in the first week of the session. These tests were then analysed in terms of the learners' needs. The **formal needs analysis** also gives the teachers a fair idea of how to deal with their respective classes in terms of **differentiated learning**.

Students also have the opportunity to learn at their own pace as well as assess themselves through the **OUP students' website** with learning resources, interactive exercises and games.

The **teachers' website** also has teaching resources and reference material. All teachers are acquainted with CEFR descriptors through sessions organized in workshops and test modules on Gateway to ASL prescribed by the CBSE.



Mapping against CEFR

- The syllabus for classes I - XII is designed by the CBSE according to the NCF standards. The syllabus and objectives for each class have also been mapped against CEFR.
- The learners were given entry level tests to ascertain their language levels in the month of March. Average learner levels were determined after the tests.
- As a result, it was decided that CEFR level books (New English File Upper Intermediate Students' Book) would be added to the existing programmes of study of class IX and X. Class IX learners will do units 1-4 and units 5-7 will be done by class X.

Links to Previous Levels

- Middle Section followed the similar criterion of entry level tests. The language level was gauged to be A2-B1 on an average.
- The progression in terms of CEFR standards has been determined by the New English File series.
- Books designed by CBSE are also mapped against CEFR in the syllabus plan.
- The syllabus has also been delineated week-wise in the form of weekly flows and is mailed to all parents on a weekly basis.

Learning Opportunities

- There is scope to conduct pair and group activities within class in addition to the traditional teacher-student method as there is freedom to rearrange furniture as per the methodology of the lesson.
- Every classroom of classes IX and X is enabled with audio-visual equipment to involve technology in teaching and assessment.
- The objective of group and pair activities and projects is to help the students become independent learners.
- The objectives connected to the activities are specified in the syllabus plan for the year.

Differentiated Learning

- The learners with higher order thinking skills are given various opportunities to tap into their creative and intellectual abilities by way of debates, panel discussions, MUN conferences.
- Creative writers are also given opportunities through inter and intra-school activities, the school magazine and the International Press in MUN conferences.
- Specific worksheets are utilized from the New English File Workbook for bright and slow learners. The Teachers' book and CDs also contain photocopier material for extra practice.
- Remedial students are identified with aid from the entry level and initial tests. Special remedial classes are provided to these learners on a regular basis.

Feedback

- With the beginning of the new session, the school conducted a feedback exercise to ascertain the level of the students.
- An online feedback about the programmes of study was taken from the students, parents and teachers.
- The analysis of this feedback was discussed with the teachers and parents to improve their understanding of the syllabus.
- As a result, it was decided that CEFR level books would be added to the existing programmes of study, which are based on NCF/CBSE.

Action Taken since previous review:

- More extensive feedback forms have been designed and exchanged over email (survey monkey, google forms).
- Additional effort on using differentiated learner worksheets and activities during lessons has been made.
- Teachers have attended workshops to strengthen their differentiated learning and feedback analysis practices.
- The real strength of CEF for students is that it focuses on the positive – on what students **can do**, not on what they can't do. All levels of performance from A1 upwards are valued, and students feel positive about the growing list of things that they know that they **can do**.

