



GREENFINGERS GLOBAL SCHOOL, Kharghar, Navi Mumbai

Annual Curriculum and Pedagogical Plan (ACPP) — Academic Session 2026–27

CBSE • NEP 2020 • NCF-SE 2023 • Competency-Based Education • Holistic Assessment

Draft for Principal's review. Items marked [verify] come from news or secondary sources, or sources disagree. Please confirm the circular number or date on cbseacademic.nic.in before final sign-off.

1. Document Control

Particular	Details
School	Greenfingers Global School, Kharghar, Navi Mumbai
Board / Affiliation No.	CBSE / 1130181
Plan	Annual Curriculum and Pedagogical Plan (ACPP)
Academic Session	2026–27
Classes Covered	Nursery to XII
Prepared by	Principal / Pedagogical Leadership Team
Review Cycle	Monthly monitoring; quarterly review; mid-year review; annual evaluation
Core Alignment	NEP 2020; NCF-SE 2023; CBSE Curriculum 2026–27 and new Scheme of Studies for Class IX; CBSE 2025–26 circulars

2. Basis of the 2026–27 ACPP

This plan carries forward the 2025–26 ACPP and adds the largest structural changes in recent years: the three-language (R1, R2, R3) framework, the new Class IX Scheme of Studies, two-level Mathematics and Science, open-book assessments, Computational Thinking and AI, and compulsory Art, Physical and Vocational Education.

3. Vision

To nurture confident, compassionate and future-ready learners from Nursery to XII who are rooted in Indian values, equipped with knowledge, competencies, creativity, critical thinking, communication and collaboration, and prepared to participate responsibly in a global world.

4. Mission

To provide a safe, inclusive, joyful and intellectually stimulating environment in which every learner develops conceptual understanding, practical competence, character, wellbeing and lifelong learning habits through learner-centred pedagogy, experiential learning, technology, vocational exposure, arts, sports and community engagement.

5. Annual Theme 2026–27

“MANY LANGUAGES • DEEP THINKING • SKILLFUL HANDS” — under the continuing banner *Learn • Apply • Create • Contribute*.

6. What Is New in 2026–27 (Change Summary)

#	CBSE / NCERT development	Applies to	School action in 2026–27
1	Three-language formula (R1, R2, R3): at least two must be native Indian languages. R3 compulsory for Class VI from 2026–27 (CBSE circular of 29 June 2026); phased up to Class X by 2030–31. [verify]	VI	Choose R3 languages; update offerings on OASIS portal; timetable R3 periods; use CBSE/NCERT R3 materials
2	R3 for Class IX from 1 July 2026 (circular 15 May 2026; clarified 10 July 2026): no Class X Board exam in R3, but school-based assessment must be passed for the certificate; re-assessment before Class X results. Foreign language allowed only as R3 (after two Indian languages) or as additional fourth language. Current Class X students are not affected	IX	Language-teacher mapping; assessment and re-assessment plan; use shared/hybrid/retired-teacher options where needed
3	New Scheme of Studies for Class IX: Language Core; Academic Core (Maths, Science, Social Science); Cross-Curricular Areas (Vocational	IX	Revised timetable, staffing and assessment plan

#	CBSE / NCERT development	Applies to	School action in 2026–27
	Education, Arts, Physical Education, Interdisciplinary). [verify structure]		
4	Two levels in Mathematics and Science (standard and optional advanced); Basic Maths discontinued for the new Class IX cohort; first Class X Board exam on this scheme in 2028	IX	Counselling and level-selection process; advanced-level support classes
5	New NCERT Class IX textbooks (e.g., Kaveri, Ganga, Ganita Manjari, Exploration, Sharda). [verify titles; Class X/XI new books expected later]	IX	Textbook mapping and teacher orientation
6	Open-Book Assessments within the three pen-paper assessments per term in Class IX languages, Maths, Science and Social Science	IX	Develop open-book items testing analysis, not recall; student orientation
7	Class IX pattern: 80 marks written + 20 marks internal assessment; 50% competency-focused, 20% select-response, 30% constructed-response; 33% to pass [verify]	IX	Blueprint for all school papers
8	Computational Thinking and AI integrated from Class III; compulsory modules for IX–X (school-based now; formal board assessment later). [verify year]	III–X	Plan CT/AI strands per class; train teachers
9	Art Education, Physical Education and Vocational Education compulsory in IX–X; vocational education to carry a board component from 2027–28 [verify]	IX–X	Timetable periods; qualified instructors; internal assessment rubrics
10	Class X: two Board exams continue (main exam in Feb; second exam for improvement). Class X Board 2027 stays under the current two-language	X	Orientation, gap analysis, improvement classes

#	CBSE / NCERT development	Applies to	School action in 2026–27
	scheme [verify subject limit for second exam]		
11	New languages in Class IX: Dogri, Maithili, Konkani, Santhali (22 scheduled languages now available) [verify]	IX	Consider student demand
12	Compliance continuing: APAAR ID before registration/LOC, 75% attendance, CCTV and safety norms, counsellor requirement, Sugar and Oil Boards	All	Compliance audit in April

7. Annual Goals

Goal	Direction	Success Evidence
Multilingual Education	Implement R1/R2/R3 in VI and IX	Language offerings, R3 timetable, assessments
New Class IX Scheme	Scheme of Studies, textbooks, two-level Maths/Science	Timetable, mapping sheets
Assessment Reform	50/20/30 blueprint; open-book items	Blueprints, paper analysis
Competency-Based Education	Competency mapping in all lesson plans	Plan audit, observations
CT and AI	Age-appropriate strands from III	Unit plans, student work
Skill, Art and PE	Compulsory areas in IX–X; skills in VI–VIII	Rubrics, activity records
Foundational Learning	Play-based literacy and numeracy	Portfolios
Class X Readiness	Two-exam support plan	Mock analysis, records
Teacher Development	50 hours CPD each	CPD log
Quality Assurance	SQAAF/SIP review	Self-assessment, minutes

8. Pedagogical Framework

Competency-based planning: each lesson plan states competency, outcome, context, pedagogy, evidence, assessment and feedback.

LOT to HOT: questioning and assessment move from recall to application, analysis, evaluation and creation. Open-book tasks need this shift.

Experiential cycle: Experience → Reflection → Analysis → Application.

Multilingual pedagogy: use home-language and translanguaging strategies, language-integrated subject teaching, story-based learning and peer support for R3 learners.

Other approaches: inquiry, project, problem-based, collaborative, differentiated, art-integrated, sports-integrated learning and gamification.

9. Stage-wise Plan

Stage	Key Actions in 2026–27
Foundational (Nursery–II)	Play-based learning; home-language mapping; observation records and portfolios
Preparatory (III–V)	CT and AI introduced through unplugged and playful tasks (Class III onward); reading and hands-on maths; art and PE integration
Middle (VI–VIII)	R3 compulsory in VI, language groups, materials and teachers; skill period; CT/AI strands; projects; career awareness
Secondary (IX–X)	IX: new Scheme of Studies, R3, two-level Maths/Science, open-book assessments, compulsory Art/PE/Vocational/CT-AI modules. X: current scheme, two-exam plan, practicals and counselling
Senior Secondary (XI–XII)	Current curriculum with no major syllabus change expected [verify] ; competency-focused papers; practicals; career counselling; attendance and registration compliance

10. Assessment and Evaluation Plan

Type	Purpose	Evidence / Action
Diagnostic	Identify gaps	Baseline, grouping
Formative	Monitor learning	Exit tickets, quizzes
Competency-based	Assess application	Case, source and data-based tasks

Type	Purpose	Evidence / Action
Open-book (IX)	Assess analysis and use of resources	Standardised open-book items, rubrics
Project / Experiential	Process and collaboration	Rubrics, reflection
Portfolio	Growth	Work samples
Summative	Achievement	Half-yearly and annual
Remedial / Enrichment	Respond to evidence	Intervention plans

Blueprint for IX–XII school papers: 50% competency-focused, 20% select-response, 30% constructed-response.

Class IX internal assessment (20 marks): periodic tests, notebook work and subject enrichment activities [**verify weightages**]. Two periodic tests, one half-yearly and one annual examination, with open-book items in each term's three pen-paper assessments.

R3 assessment: school-based; rubrics and sample papers from CBSE; mandatory pass for Class X certificate; re-assessment opportunity recorded.

Class X two-exam plan:

Step	Action
Before Feb 2027	Revision; parent orientation; APAAR and LOC data check
After Feb results	Gap analysis; counselling on the second exam
Improvement exam	Targeted classes for eligible students

11. Transition and Textbook Plan

Area	Action	Evidence
Orientation	Department-wise sessions on the 2026–27 curriculum (April)	Minutes
Textbook mapping	New Class IX books; R3 materials for VI and IX	Mapping sheet
Language staffing	Identify R3 teachers; shared or hybrid arrangements; Sahodaya cluster options	Staffing plan
Assessment	Open-book and level-wise item banks	Question bank

Area	Action	Evidence
Support	Peer sharing, demonstration lessons	PLC records

12. Skill Education, Bagless Days and Career Guidance

Ten Bagless Days continue. Skill/Kaushal Bodh periods in VI–VIII **[verify]**; compulsory Vocational Education, Art and PE in IX–X; skill subjects at XI–XII as approved; career fair and counselling for IX–XII.

13. Technology, Digital Literacy, CT and AI

CT and AI strands from Class III; digital citizenship and cyber safety (involve parents and students); responsible and ethical AI use; coding at middle and secondary levels; teacher training in technology-enabled assessment.

14. Reading and Language Development

Whole-school reading culture with library periods, read-alouds and book talks; CBSE Reading Challenge and Storytelling initiatives where announced; multilingual libraries; R3 reading corners; home-language support in foundational classes.

15. Health, Life Skills, Wellbeing and Inclusion

Domain	School Action
Nutrition	Sugar and Oil Boards maintained and updated; healthy tiffin guidance
Physical education	PE as compulsory area in IX–X; daily activity; CBSE Games
Mental health	Counsellor-led sessions; exam-stress support; referral system
Inclusion	Differentiated instruction; CWSN register; accessible resources and assessments
Safety	CCTV and safe-school audit; gender sensitivity

16. Art, Sports and Experiential Integration

Each department plans at least one art-, music-, theatre- or sports-integrated learning experience per term. Art Education is a compulsory area in IX–X.

17. Teacher Capacity Building

50 hours of annual CPD per teacher and head: multilingual and R3 pedagogy; new Class IX curriculum and textbooks; open-book and competency-based item design; teaching two-level Maths and Science; CT and AI; art-integrated and vocational teaching; inclusive pedagogy; wellbeing; reflective practice.

18. Teaching Proficiency and Improvement Cycle

PLAN → TEACH → OBSERVE/ASSESS → REFLECT → IMPROVE. The purpose is professional growth, not punitive appraisal.

19. Student Support System

Group	Strategy
Needing support	Small-group reteaching, scaffolds, parent communication
On-level	Practice, application, collaboration
Advanced	Enrichment; advanced-level Maths/Science (IX); independent inquiry
R3 learners	Peer and teacher support; bridge materials
Class X improvement candidates	Targeted classes before the second exam

20. Student Leadership and Voice

Student councils, clubs and houses; student-led assemblies; peer mentoring; language, eco, media, career and community initiatives.

21. Monitoring Indicators

Indicator	Target 2026–27	Evidence	Frequency
R3 implementation (VI and IX)	Offered, staffed, assessed	Timetable, assessment records	Term-wise
Class IX scheme readiness	All areas timetabled	Timetable audit	Quarterly
Competency-based lesson plans	100% departments	Plan audit	Monthly
papers (IX–XII)	All school papers	Paper analysis	Term-wise
Open-book items (IX)	In each term's assessments	Item bank	Term-wise
CT/AI strands (III–X)	Documented per class	Unit plans	Term-wise
Teacher CPD	50 hours	CPD log	Quarterly
Experiential learning	One project per subject per term	Project files	Term-wise

Indicator	Target 2026–27	Evidence	Frequency
Student support	Documented interventions	Records	Monthly

22. Roles and Responsibilities

Role	Responsibility
Principal	Pedagogical leadership, approval, CPD, SQAAF/SIP, communication
Coordinators	Implementation, assessment monitoring, evidence review
HODs / Subject Leads	Competency mapping, assessment quality
Language Coordinator	R1/R2/R3 planning, staffing and assessment
Teachers	Planning, teaching, assessment, feedback, reflection
Counsellor / Support Team	Wellbeing, inclusion, referrals
Librarian / Resource Team	Reading culture, resources
Students and Parents	Participation, attendance, reading, partnership

23. Review and Approval

Reviewed periodically by the Principal and Academic Leadership Team. Amendments follow new CBSE, NCERT or State directions; all revisions are dated and recorded.

Signature of Principal: _____