



GUIDE MANUAL FOR MSP

(Meed/Morning School Program)

This manual outlines the specific guidelines and procedures for implementing the MSP (A-MRI), covering academic aspects for students at Meed (Elementary & Pre-Primary). It also covers the instructions for teachers at the end.

A) ELEMENTARY (Classes I-VII/VIII)

Our elementary programme focuses on a critical shift from foundational readiness to robust grade-level mastery, ensuring every student achieves their full potential.



Building Readiness

Transitioning from pre-primary, students have developed foundational skills and a readiness to learn.

Achieving Mastery

The goal is grade-level proficiency in core subjects, fostering strong study habits and critical thinking skills.

Targeted Support

Closing learning gaps through targeted support with the Baseline Program, ensuring continuous academic growth.

Weekly Period Allocation

English — 5 periods

(split ENG-I: Language 2, ENG-II: Literature 2) + 1 TEST

Hindi — 4 periods

(Grammar/Language 2, Literature 2)

Science / SST (CSS)

- Classes I-II: CSS1 (Science) 3, CSS2 (SST) 3
- Classes III-VII: Science 4, SST 4

Mathematics — 5 periods

(includes 1 test period per week)

Additional subjects include: Urdu / Arabic — 3 | QT — 1 | GK — 1 | Computer (Theory) — 1; Computer (Practical) — 1 (Classes I-II: theory only) | BL-PE (Baseline Program: focus on PE this term) — I-II: 4 sessions/week; III-V: 2 sessions/week | SUPW — 1 | FRE (Friday Regular Event) — as per plan

Friday's curriculum to be different. [#Follow FRE Schedule.](#)

Core Learning Goals

- **English (ENG-I/ENG-II):** reading fluency, writing mechanics, grammar usage, comprehension, composition.
- **Mathematics:** number sense & operations fluency, problem solving, measurement/geometry basics, data reading.
- **Science & SST (CSS):** observe → inquire → explain; concept understanding with simple records, maps/timelines, cause-effect.
- **Languages (Hindi; Urdu/Arabic):** script fluency, vocabulary, accurate reading & clear written/oral communication.

Abbreviations & Notations

- **PE:** Preliminary English (BL-PE = Baseline-PE session)
- **CSS:** Combined Social Science (CSS1 = Science, CSS2 = SST) Applicable for I & II
- **ENG-I / ENG-II:** Language / Literature
- **FRE:** Friday Regular Event
- **AUP:** Assessment-cum-Utility Period
- **ADP:** After-Departure Period

Code families: EM (Elementary Maths—division-wise), ESL (Elementary Sciences & Languages), EHO (Elementary Hindi & Others), EUA (Elementary Urdu/Arabic). (Pre-Primary: PGL = Pre-Primary General; PRL = Pre-Primary Regional.)

Tests, Corrections, Submission (TCS Cycle)

After every chapter in Math / CSS / ENG / Hindi / Urdu

01

Test (earliest available test slot)

02

Correction & feedback (same/following week)

03

Submission of checked copies to PT file

Test days are movable—inform PT and update the day-board.

Division Planning Inside Subjects

If a subject has internal divisions, pre-allocate days (e.g., English: Literature 2 days, Grammar 2 days).



PT (Parent Teacher) Responsibilities

PT is accountable for routine execution and student's progress (all subjects) of his/her class.

Class Open & close at PCC1 & PCC2

1. Attendance, CCD/CDD/EDD ready, QoD
2. Ask Class Monitor if all planned periods ran/hw given/check defaulters/sign diary.

Report Anomalies/Deviations

If any ADs (Anomalies/Deviations, Any Discrepancies) occurred, note in the EDD, inform COD/Principal during Departure /ADP.

Daily PT Report

At Day Close PT must confirm the daily PT report under app (coming soon) ; CCD & CDD data will be pre-populated—edit if needed.

Parent Communication

PT also maintains direct contact with parent/guardian through office cell phones; call/message for significant academic/behaviour/health updates of the student (if any).

Concept of "Leisure" (AUP Discipline) & ADP

- ❑ **There is no "Leisure" period.** The slot is AUP (Assessment & Utility Period).

AUP Doables

- copy checking (target ~90% of days)
- consolidation
- quick planning (curriculum/events)

Pre-Primary: No AUP (assessment is ongoing). **Elementary:** AUP runs as per plan

ADP (After Departure Period)

ADP (After Departure Period) is separate: used for MEETING/filing, copy checking, event rehearsal, MHCP prep, and pending ACWs (After-Class Works).

Baseline Program (Bridging) & Banding – Elementary

Elementary runs on the main curriculum + a Baseline Program to bridge weaker learners, especially in PE (Preliminary English); later extendable to Math/Science as needed.

Banding Framework (PE)

T1 – Mastery

above level (extension tasks)

T2 – Proficient

at grade level (regular track)

T3 – Developing

below level (support group)

T4 – Foundation

well below; remedial attention

Diagnostic Areas for PE Banding (rated 5→1; yields T1–T4)

1. Handwriting / Writing Mechanics
2. Grammar & Vocabulary
3. Reading / Comprehension Fluency
4. Speaking / Oral Expression

ⓘ Implementation Guidelines: # follow released materials by COD/Principal/IS

How to Run Your Subject (Subject Delivery Workflow)

7.1 INITIATION PHASE (PRIOR TO CLASS)

Teachers should follow/keep a Tutorials → Planning Pack to operate smoothly (refer #tutorial videos):

01

Term Calendar

mark key dates: unit starts/ends, tests, FRE, AUP pushes.

02

Syllabus Plan (Term Map)

when to cover what (chapters/sections per week).

03

Week-by-Week Layout

concrete weekly targets aligned to the Term Map.

04

Inside Study Material (Teacher's Register)

your working file: Course Planner (class-wise → chapter-wise → section-wise)

For each section: Hard words / key vocabulary | Pedagogy plan (how you will teach: steps/activities) | Quiz (quick check for learning) | Homework (short, aligned task) | Test source = book exercises (end-of-chapter or section)

- ⓘ Keep this register updated; it's your evidence & continuity file for PT/Coordinator reviews.

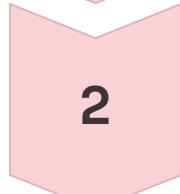
7.2 ACTING PHASE (DURING CLASS)

S.T.E.P. H – Standard Lesson Flow for Every Period (40min Period)



Start (≈1 min)

Settle class; dua/attention cue; write Objective/Today's Lesson on the board.



Trigger Recall (2–3 min)

3–5 quick questions or recap to activate prior knowledge.



Explain / Teach (Pedagogy)

Present the new concept with worked examples, board discipline, and checks-for-understanding.



Practice (Classwork/Quiz)

Guided → independent; circulate, question, correct. (3 & 4 together = ~20–25 min)



Homework (5–10 min)

Issue concise HW; ensure students note it correctly; Sign the diary; no HW checking inside class (see HW policy).

Classroom Management & Homework Policy

Classroom posture

No chair while teaching, Maintain active teaching; a chair may be used only during assessment/classwork review. Use monitors for material movement/board cleaning/diary checks.

Homework Policy (strict)

No HW checking in class

Teachers collect HW copies to their desk, check during AUP/ADP, and return the same day or next day before the next lesson.

Maths: Two HW copies per student

one kept (with teacher for rotation/records) and one released (goes home).

HW should be planned

purposeful, gradable (clear rubrics or answer keys).

Diary discipline

HW must be written in the school diary; students write their HWs in their diaries, teachers sign and PTs sign at PCC2.

7.3 TRACKING PHASE (AFTER CLASS/ASSESSMENT)

(a) Scholastic (Curriculum)

- Unit/Chapter tests using the TCS cycle (Test → Correct same week → Submit to PT).
- Mid-Term (FA) and End-Term (SA) examinations as per calendar.

(b) Co-Scholastic:

- Assessed through CDD & EDD & Student Diary & MRI Card (hostellers) (term wise).
- Any observation of the student by the PT should be noted on EDD.

(b) Baseline (Bridging/Elevating Support)

- PE Baseline Exams (diagnostic): early-term banding → mid-term recheck → end-term review.
- Bands T1-T4 via 4 diagnostics: handwriting, grammar & vocab, reading/comprehension, speaking.

7.4 REPEAT PHASE

We repeat the same cycle (We INITIATE: Open the term with academic calendar and syllabus plan, we divide the plan week wise , WE ACT: we immerse in one week-one day, open the day and open the class with PCC1, and carry forward the classes with STEPH & ISM, we assess, we "WRR") every day, every week, every term.

8) Glossary

MSP: MEED School Program • MHCP: MEED Hostel Coaching Program • AUP: Assessment & Utility Period • ADP: After Departure Period • WRR: Weekly Review & Roadmap • BL-PE: Baseline→Proficiency bands • PCC1/2: Pre/Post Class Commencement • IS: Immediate Supervisor • SFR: Student File Record • DS: Defaulter Sheet • MRN: "Me Right Now" in app • ACWs: After-Class Works.

B) PRE-PRIMARY (Nur, LKG, UKG)

Purpose (how Pre-Primary runs differently)

Pre-Primary is a developmental stage focused on building readiness for Elementary. The emphasis is on foundational understanding through structured play, routines, and gentle practice.

Core Developmental Goals (domains we grow every day)



Motor Skills

fine (pencil grip, colouring, cutting) & gross (running, balance, coordination)



Language & Communication

listening, rhymes, vocabulary, simple words, show-and-tell



Cognitive Skills

shapes, colours, numbers, sorting, matching, early patterns



Social-Emotional

sharing, turn-taking, following instructions, classroom norms



Habits & Spiritual Anchors

greetings, basic duas/salaam, lining-up, care for materials

1. Category Mapping (Use as subject "families")

- **English I:** ABC Express (Capital/Small letters)
- **English II:** Rhymes & Picture Album
- **Math:** Number / Maths Power & Artist
- **Hindi:** Akshar Adhar & Akshar Lekhan
- **Urdu:** Shagufta Urdu & BalGeet

Teacher choice: You may sequence within these categories based on class readiness and learner need.

2. Notations

M = Mother, G = Guide, L = (Not used—no "leisure" in timetable), NA = Not Applicable

Pre-Primary Assessment & Teacher Instructions

3. Assessment

- Mid-Term & Term-End Assessment + Core Developmental Goals Evaluation (5 domains).
- Continuous in-class observation: quick oral checks, simple worksheets/artifacts (EDD).
- Learner portfolio (notes) to evidence growth across all five domains (EDD).
- No AUP here — assessment is embedded in daily routines.
- EDD(s) + Term Assessments are generalized into the Core Developmental Goals Evaluation report.

Pre-Primary — Subject Delivery Instructions (All Subjects)

Teach close-up

eye-level, hand-over-hand support; circulate—don't rely on the whiteboard.

Micro lessons (5–10 min)

model → guide → release; move concrete → picture → symbol.

Multi-sensory, not worksheet-heavy

manipulatives, songs, stories, actions; touch every child each lesson with a quick 1–2 item individual check.

Assess in play

observe—note—praise; update portfolios.

Roles: M teaches; G handles copies/materials & rotates across classes.

4. Shared Guide Desk (Availability & Use)

- **Availability:** One Guide is available every period, every day for all three Pre-Primary classes (Nur, LKG, UKG).
- **Active teaching** is done by the Mother Teacher (M). The Guide (G) supports passive tasks: copy checking, worksheet collection, portfolio filing, simple oral checklist tallies, and other non-instructional assessments.
- The Guide is not fixed to any one class. After completing the task given by an M for a class, G moves to the next class that needs support.
- **How to use:** M assigns a short, clear task (materials + instructions); once done, G returns the work and shifts to the next class as needed.
- Aim for fair rotation and prioritize assessment windows (e.g., when many notebooks need checking).

C) INSTRUCTIONS TO TEACHERS

CO) Whole-School Ethos — Residential, Holistic, Data-Driven

Residential & Full-Day: MEED is not a morning-only school. It runs morning to evening as a residential ecosystem. Treat MRIs (academic rituals) and NMRIs (non-academic rituals) equally in planning and duty.

Holistic Teacher Role: Teachers are here for holistic development, not just classroom delivery—cover all three aspects: Scholastic, Co-Scholastic, Co-Curricular (plan, execute, and evidence each) across the day.

Data-Driven Mindset: We collect data, analyze data, and reassess based on it. Evidence includes: attendance & punctuality, AUP logs, TCS results, PE banding diagnostics, learner portfolios, event/participation logs, IPR/WRR scores and action items. Use these to adjust weekly plans and supports. Treat Data as a power.

One-line clarity: MEED is a holistic development school: every teacher is a day-long growth architect, not a 'period-only' instructor—teaching, training, and evaluation run in parallel at MEED.

C1) Professional Conduct & Discipline (All Teachers)

- **Attire:** Full formal dress (ID visible) is mandatory to enter class.
- **Language policy:** EM & ESL: Strictly English at all times. EHO/EU: Use the target language per syllabus.
- **Mobile phones:** No use during class/corridors/assembly. Allowed only at Tiffin or after APD/Departure, and only with IS permission for meetings.
- **Active presence:** Be punctual, prepared, circulate while teaching; maintain order; log issues and report ADs during ADP.
- **AUP use (Elementary):** Copy-checking, consolidation, short remediation; keep logs.

C2) IPR — Individual Performance Report (Teacher Scorecard)

5 parameters × 10 marks each = 50/week:

1. Punctuality
2. Academics
3. Obedience & Discipline
4. Language & Personality
5. Will-Skill Level

Deductions (examples): ADs, attire/language breaches, phone misuse, TCS non-compliance, weak AUP logs, late starts.

Evidence: attendance/timetable checks, Inside Study Material, AUP logs, TCS records, walkthrough notes.

Roll-up: Weekly /50 stored; term IPR is the average of weekly scores

C3) WRR — Weekly Review & Roadmap (Saturday)

When/Who: Every Saturday, all teachers attend WRR (led by IS/COD/Principal).

Bring: Inside Study Material, PT file/SFR, EDD/CDD/CCD, test/TCS records, duty notes.

What happens: IPR score release (last Saturday to Friday) for the week (50 marks across 5 parameters). Deductions recorded (ADs, policy breaches, delays). Action items set (support/remediation or enrichment), owners & due dates fixed. Highlights shared (good practices, top performers).

Link to Term IPR: Weekly scores aggregate to the term report of the teacher.

C4) TEACHERS RITUALS

#Follow different attachment for detailed rituals. For the checklist version, find below.

Teacher Daily Rituals Checklist (tick ✓; IS signs weekly)

At Home (night-before / morning)

- Review tomorrow's tasks
- Fixed wake time
- Breakfast+ Water Bottle
- Dress/ID ready

Before Assembly

- QR attendance (Meedian-AI Flow)
- Enter "MSP" MRN
- Check Teachers' Notice Board
- Collect CCD/CDD/EDD & place correctly
- Submission time (relevants → IS)
- Review today's Lesson Plan/PT File/Handbook
- Prep assembly role (if any)

During Assembly

- Class row straight; diaries present
- TACs done (if assigned)
- Assembly regulations noted (EDD)

After Assembly / Before First Period

- Guide class in queue
- One-touch from IS (if any)
- Submit phone to office/locker switched off.
- Go to Parent-Class with handbook/PT File.

PCC1 (first 10 min)/BLITZ

- Greet; Word & QoD on board (students note in diary)
- Announcements (from one-touch)
- Attendance; send absentees list to Principal/COD
- CCD & CDD formatted
- Begin Subject Demonstration (STEPH)

During Classes

- Follow SOP (Course Design, Lesson Plan, Subject Demo, HW release) & STEPH.
- Note any ADs/consults in EDD
- Handle circulating registers/notices

AUP (Assessment & Utility Period)

- Substitutions completed
- ACWs done (curriculum/events/MHCP)
- No phone scrolling; no idle chit-chat

Tiffin

- Dine in hall (preferred)
- Quick check phone allowed
- Refresh, reboot, restart

After Tiffin

- Continue with your classes (STEPH).

PCC2 (post-class, bell)/BLITZ

- To TWR 1–2 min quickies (to collect DS list of any info from IS) & Back to Parent Class
- Announce notices in class
- Sign diaries on HW pages
- Fill today's EDD (monitors ready)
- DS list informed for Departure Assembly

Departure Assembly & ADP

- Class queue; stand-at-ease
- Follow departure curriculum (duas)
- ADP: assessments, update SFR (at least one file for whole class); complete ACWs; prep Friday house events; check MHCP/enrolment works; meetings if any

MHCP (Residential/Semi-residential)

- Enter MHCP-1/MHCP-2 MRN
- Take log-book/DSR file
- Run "HW Urgencies" then "Beyond Potential/Second School" per SOP
- Fill logs; remove MRN when duty ends; help close day assembly

DayClose & Exit

- Confirm PT Report & DayClose in app at Open Desk (main office); wait for "approved" message from supervisor. Take back your CDDs & CCDs to your TIDesks.
- Check left-outs/plans for tomorrow; materials ready.
- Dream with smile, Teach with joy; you carry the hopes of many homes.

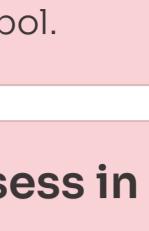
Dream With Smile

Inspire Hope



Teach With Joy

Support Families



Cultivate Resilience



Need Support?

- Just raise a ticket in the App (myaccount>raise a ticket). Meed cares for you! 😊

Open MyAccount

Go to the MyAccount section in the App.

Raise a Ticket

Select Raise a Ticket and submit your issue.

Meed Cares

Our team will respond and support you promptly.

REMEMBER OUR PRINCIPLES

Vision

Think Big: The central guiding principle.

Depth

Understanding and thoroughness in approach.

Perseverance

Commitment to overcoming challenges.

Sincerity & Objectivity

Core values of fairness and integrity.

Rituals

Chase Disciplines, not results.

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