



RLC



RIVERSIDE LEARNING CENTER

JARGONS

RIVERSIDE JARGONS FOR
ALL KEY-STAGES

TERMINOLOGIES/ JARGONS	EXPLANATION/ DEFINITION	KEY STAGE [KS]
3R's (Relevance, Rigour, Relationship)	A planning framework that enables educators to build in a discipline of timetabling learning embedded in real life , incorporating inter-disciplinary approach and different languages of learning and providing an environment for co-creation, collaboration interdependence.	KS1, KS2, KS3
5 E's (Empathy, Ethics, Excellence, Elevation, Evolution)	5 Values that make up the HumanE Curriculum	KS1, KS2, KS3
Agenda Setting	'Agenda Setting' is a powerful process that uses the pedagogy of co-creation to invite the voice of the child in the design of a school day – be it with the learning expectations or experiences that are suggested by students. When the agenda is made visible and co-created, it builds a sense of ownership and well-being. The process allows for collaboration as the teachers and students plan together; and students have a choice and voice in designing the day. 'Closing the Loop' occurs at the end of every session / day / month / year. It celebrates a sense of accomplishment of all that has been done, and reflection on how and what was learned- and how to refine the experiences for the future, if needed.	KS1, KS2, KS3
AIR (Artist In Residence)	Unlike most theatre productions in schools which are often led by the adults, the 'Artist in Residence' workshop will offer the participants a way to transfer the agency to the students and co create the performance with an Artist. This process also allows children and teachers to observe and learn from experts.	KS1, KS2, KS3
aProCh (A Protagonist in every Child)	A Protagonist in every Child (www.aProCh.org) is a community outreach program started by The Riverside School with the mission to make cities more child-friendly.	KS1, KS2, KS3

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Aware, Enable, Empower	The 3 stages synonymous with keystages or more widely used Primary, Secondary and Senior sections of a school. At Riverside Aware, Enable and Empower signify the different stages of learning in the life of a student. Pre-K - Grade 2 is the stage of becoming aware of the environment around us, From Grades 3 - 7, students are Enabled with strategies to negotiate with the environment around them and finally from students for Grades 8 - 12 are Empowered to take charge and become active contributors to the environment around them.	KS1, KS2, KS3
BA (Bridge Activity)	BA is an extension of "Homework" where students at home, work not only toward practicing what they have learnt at school but also further exploring the content covered or researching for an upcoming session to ultimately bridge the gap between learning and understanding.	KS1, KS2, KS3
Beacons	Refers to different academic disciplines, namely Mathematical and Logical Thinking, Scientific Thinking, Hindi, English and other subjects to navigate the process of acquiring and learning content-knowledge along with skills and attitudes of the Human Value system.	KS1, KS2
BHMS (Bright Hearts Mind Shine)	The 'Bright Hearts and Minds' process is a time where parents witness an exhibition of learning across the subjects and grades- and witness children using 'strategies' to demonstrate not only 'what' they have learned, but also 'how' they learn.	KS2
SEE (Social Emotional Ethical) Curriculum	SEE Curriculum is designed and timetabled as part of school-wide effort to ensure the socio-emotional and ethical growth of students through discussions, building emotional vocabulary, teaching behaviour management strategies, etc.	School

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Board Protocol	The 'Board Protocol' is a powerful, yet simple process which guides the teacher to intentionally foster Relevance, Rigor and Relationships in every session that is designed. The classroom blackboard acts as a visible representation of teacher's learning goals for that teaching-session and offers shared expectations for learning with the learner. Not only does the board server as a 'conscience' for the planning, it also helps teachers build a sense of accountability and integrity in their practice.	KS1, KS2, KS3
CAR (Coffee At Riverside)	A student-led process with the purpose to augment and build relevance of academic knowledge acquired. CAR is a week long process where students invite a subject expert and assume different roles and responsibilities to organize an interaction in a talk-show format. Through this process students develop organisational skills, communication skills, interpersonal, higher order questioning skills, leadership skills as well as have an opportunity to aspire for excellence and be inspired to excel.	KS1, KS2, KS3
Checkpoint	Checkpoint is the monthly assessment of all topics covered over previous months and the current month. For Keystage 3, monthly assessment is designed in a format similar to IGCSE and CIE exams, to ensure students are exam-ready. Irrespective of the keystages, assessments are designed to check the understanding and application of concepts in life-like scenarios.	KS1, KS2, KS3
Conglom	'Conglom' is a process The Riverside School - an intentional practice to timetable for 'relationships'. It's an opportunity for students and teachers of each class to come together first thing in the morning to start the day on a positive note. This is a time for learners to share feelings, opinions and ideas. The teacher and students facilitate the interaction so that each student feels respected and valued. The atmosphere that is created is one of trust and community. Starting with the 'heart' sets the stage to learn with the mind!	KS1, KS2, KS3

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CTC (Celebrate the Child)	'Celebrate the Child' - as the name suggest ,is a process that is designed to celebrate a more wholistic story of a child. It is a meeting with parents and the child where anecdotes, stories, data and strategies are shared to make visible a more plural identity of the child - thus moving parents from being 'concerned' or 'worried' to feeling a sense of 'confidence' and 'comfort' that their child is noticed, respected and celebrated.	KS1
CTL (Closing the Loop)	Closing the Loop is a process done at the end of a session (year, term, month, week, day or a single session) with the purpose to consolidate, assess and to reflect upon the happenings and the learning of the session. Consolidation helps in revisiting and recalling. Assessment provides feedback about the level of understanding as well as what strategies and methodologies work. Finally reflection enables learners to make connections and contextualise the learning to make it relevant to them.	KS1, KS2, KS3
Data at a Glance	A comprehensive data driven exercise done quarterly, where subject-wise class averages are analysed across grades and represented pictorally to share with the educators as a community with the purpose to understand the strenghts and gaps in learning, to device strategies for both under and over achievers; and finally to re-align learning standards vertically across the grades.	KS3
Developmental Milestones	Milestones are behavioral or physical checkpoints in children's development as they grow. Awareness and knowledge about the developmental milestones enables teachers in planning for the year's learning experiences, lesson plans and assessments.	KS1, KS2, KS3
Assembly Performance	Performance which encompasses ideation, preparation and coming together to showcase skills/talents. This could be grade-wise, cross grade-wise or keystone-wise.	KS1, KS2, KS3

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DFC (Design for Change)	Design for Change is a global movement started by Riverside in 2009 and now in over 74 countries. DFC partners across the world invite children to use the design-thinking tool of FIDS to become agents of change and celebrate the nurturing of the I CAN mindset.	World
DI (Differentiated Instruction)	Differentiated Instruction is an organized, yet flexible way of proactively adjusting teaching and learning methods to accommodate each child's learning needs and preferences to achieve maximum growth as a learner.	KS1, KS2, KS3
Evidence	An assessment technique where conceptual understanding and ability of students to apply the topical knowledge and skills learned in the current month are assessed. Students may choose to display their learning individually or as a group, using a preferred method or language of learning - as an evidence to showcase their learning.	KS1, KS2, KS3
Expert Intervention	When an expert in a particular subject is invited to interact with students - sharing their expertise, experience and industry-related insights - allowing students a glimpse in real world situations through the anecdotes shared by the experts.	KS1, KS2, KS3
FIDS (Feel, Imagine, Do, Share)	Feel Imagine Do Share or FIDS is a 4-step design thinking framework for problem solving where FEEL helps identify and articulate the problem, IMAGINE considers all possibilities to solve the problem and identify the best case solution, DO involves prototyping and implementation of a preferred solution and SHARE requires to build awareness about the change-making in the larger community to inspire, affect and spread the I CAN spirit.	KS1, KS2, KS3
Key Stages	Grades divided as per developmental stages. At Riverside School, the school is divided into KS1, KS2 and KS3. KS1 is from Pre-K to Grade 2, KS2 is from Grade 3 to Grade 7, and KS3 is from Grade 8 to Grade 12.	School

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HumanE Curriculum	HumanE Curriculum is a 5E's value-based Content and Character Curriculum designed and curated at The Riverside School to graduate every child as a citizen leader. The 'E' in HumanE signifies 5E's which stand for the value system of Empathy, Ethics, Excellence, Elevation and Evolution.	School
ICP (Inclusive Campus Program)	Inclusive Campus Program includes 3 main initiatives designed to ensure that every member of the Riverside community feels valued, integrated and a sense of belonging. Social Inclusion, Special Education Needs and Well-being programs constitute the Inclusive Campus Program that ensures equality and justice for all.	School
INSANE (Inner Sanitation Experience)	'InSanE' is an acronym for 'Inner Sanitation Experience'. Every graduating batch has one final moment of self discovery and personal transformation through the Insane experience - a 2 day immersion into the community - a time for reflection, meditation and perspective! It is also called INSANE because of its timing - 2 weeks before the graduates sit for their final exam - this time offers them perspective on what role this 'insane' race for 'marks' and 'grades' makes in the overall journey of life. The lesson they graduate with is - we are not here to compete with each other, but to complete each other.	KS3
IRP (Inform, Repair, Prepare)	IRP spreadsheet is prepared twice a year (midterms and prelims) which gives question and concept wise performance for each student. It also gives at-a-glance view of concepts that require a teacher to revisit topics of difficulty and lack of understanding as revealed by the spreadsheet.	KS3
Learning Hub	A multi-age, multi-group challenge for students of a keystage to use their creative and critical thinking to make and demonstrate cross-domain connection from seemingly unconnected things/movies/concept. The culmination is usually a performance based product using creative expressions like poetry, drama, story-telling, models, etc.	School

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LMT (Logical Mathematical Thinking)	LMT is a nomenclature that replaces Math as a subject to emphasise that Mathematics is more about logical thinking, to derive a certain result rather than procedural manipulation of numbers.	KS1, KS2
LOL (Languages Of Learning)	Teaching and learning methodologies, and mediums employed by teacher to make learning accessible to students with varied learning styles.	KS1, KS2, KS3
Masterclass	A class hosted for students / teachers for an intimate interaction with a person highly distinguished in his/her discipline and has attained mastery in the field.	KS3
Mastery	Mastery is developing/enabling/empowering students with the tools to have a critical view on any undertaking in their life. Mastery is a six-eight weeks process that focuses on skills and mindsets that show a child's proficiency in a subject or something that they are passionate about.	KS3
MLV (Making Learning Visible)	The overall goal of 'Making Learning Visible' is to create and sustain powerful cultures of learning in and across classrooms and schools- that nurture and make visible individual and group learning. The multiple ways in which children demonstrate understanding through the Making Learning Visible process offers all participants - children, parents and teachers, an opportunity to build confidence and competencies.	KS1, KS2
MTV (Making Teaching Visible)	The 'Making Teaching Visible' (MTV) process is a workshop that the teachers conduct for the parent community to share the research and pedagogical rationale behind the practice, thereby helping parents build an appreciation of 'the what and how' behind the teaching experiences. MTVs result in greater trust between parents and teachers and parents looking at teachers as professionals deserving their respected.	KS1, KS2, KS3
Open House	A platform to bring students, teachers and parents together to discuss the achievements of the child along with areas of improvement, goals to aim for, and strategies to help achieve those goals.	KS1, KS2, KS3

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Persistence	'Persistence' is a process at Riverside that all our Key Stage learners (our adolescent ages - 13 to 18) go through. It was born of a realisation that while adolescents are quick to change their likes and interests - they understand that for any change to happen - it will take time. Therefore, the process is named 'Persistence'. This process is designed to 'slow down' the need for change and to really spend time in listening, in iteration and in building relationships with the people who are in need. Each student spends an average of 2 hours per week spending time with grandparents at old age homes, cooking and taking tiffins for families in the community or teaching children in care homes. Through this process, the students realise that 'being the change, changes the being'.	KS3
Prom Night	Respect for all genders by mindfully ensuring everyone feels safe in the way they express themselves when they dress up - Prom Night is an event to experience comfort and celebrate each other's individuality. Students and teachers come together for an evening of celebration and dancing.	KS3
Resource List	List of resources (online/offline) which aids the learning process, which includes videos, hands-on materials, newspaper clips, games, simulations etc. The resource list keeps	KS1, KS2, KS3
Rigour	Practice work in form of worksheets, textbook exercises which encourages extra efforts put in to understand concepts and enhance procedural fluency of applications, automaticity, and command over subject-specific skills.	KS1, KS2, KS3
POI (Program Of Inquiry)	The 'Program of Inquiry', as the name suggests, is a process designed to help children delve deeper into an area of learning. The process has a clear methodology that offers simultaneously, structure and open explorations, that enables each child to uncover, make connections, work collaboratively and finally demonstrate understanding in multiple ways.	KS1, KS2, KS3

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SEN (Special Education Needs) Program	SEN Program is offered to students with special learning needs - ensuring that the academic achievement gaps between students is bridged through learning designed to the needs of students with special needs.	School
Session Plan	The flow of the session (intention to action) usually documented in a PPT or document form, comprising of: walk-in, agenda, reconnect, main content of the session, CTL, Shout-Outs and BA.	KS1, KS2, KS3
Surplus	'Surplus' is a simple mindful process through which children, teachers and all support team members add value to the ecosystem. There are multiple opportunities in each day (the bus ride, the lunch time, the bathrooms, the time between sessions etc) to leave the world a little bit more just, a little bit more beautiful and a little bit more kind - and the SURPLUS process is designed to help all stakeholders be more observant and more intentional.	KS1, KS2
SLMLV (Student Led Making Learning Visible)	Process led and driven by students to showcase their learning to parents. The multiple ways in which children demonstrate understanding through the Making Learning Visible process which offers all participants - children, parents and teachers an opportunity to build confidence and competencies, alike.	KS1, KS2
Sparkplug	'Spark Plugs' are opportunities created for children to take agency and build leadership qualities through sharing their talents and passion with their peers. It rests on the belief that 'Age has nothing to do with competency' and that when we action our skills - we learn both - about our talents and ourselves. Participants will learn simple strategies to help all children become 'Spark Plugs'.	KS1, KS2
Student-led Conglom	Student driven session invested to come together to build relationships, conversations, to elevate each other and start the day with a hug and a spark.	KS1, KS2

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UG (Understanding Goal)	Typically articulated as a one-liner, Understanding Goal brings focus of any teaching-learning interaction towards the main learning of the session - it is the driving force of any learning interaction.	KS1
Walk-in	Carefully crafted 5 mins before each session to energize and set the tone for the class, can be cross-domain, physical, cognitive or socio-emotional. It is both teacher driven as well as student-driven.	KS1, KS2, KS3
YAG (Year-at-a-Glance)	Document which threads the content and the character, gives a birds eye view of the year's curriculum, along with learning objectives and relevance for each concept.	KS1, KS2, KS3
Zero Period	A culmination of all the learning, LOLs and reflection throughout a period of time/ for a concept, usually visualized on a mindmap or an online visualization tool.	KS1, KS2, KS3
FAFM (Fresh Air, Fresh Minds)	Fresh Air Fresh Mind is a post COVID strategy to unlock our minds and refresh our hearts by coming together physically in safe environs of the school.	KS1, KS2, KS3
SLC (Student Led Conference)	As the name suggests, the 'Student Led Conference' in Key Stage 1 and 2, is a portfolio of work that a student compiles to make visible their personal journey of growth. It consists of work that shows evidence of what they might have enjoyed, been challenged with, can teach someone and are personally proud of. The children spend time each month to curate the work that will finally make it in the portfolio, and are supported in this process by their buddies and teachers. They then have a peer scrutiny and use the feedback to refine their final presentation, which is then shared with their parents. All of this is towards building confidence and self awareness in children on strategies that they have used for their personal growth.	KS1

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POU (Performance of Understanding)	Performance of Understanding (POU) is an assessment methodology where students make their learning visible and exhibit their understanding through out-of-domain connections/analogies/examples/dramatisation/etc.	KS1, KS2, KS3
Citizen Leadership	Citizenship is an integral part of the Content and Character Curriculum (The HumanE Curriculum) at the Riverside School. The journey starts with Think Throughs in Key Stage 1 where students build awareness and sensitivity toward 'Disparity being a Reality'. Citizenship Program in Keystage 2 offers multiple opportunities to children to take them through a journey of empathy and compassion by adopting and working with one NGO every year. Finally in Key Stage 3, as part of the Persistence Program, students take full ownership to persist with one cause and one organisation to impact a sustainable change fully embodying the 5E's - empathy, ethics, excellence, elevation and evolution to finally graduate as Citizen Leaders from The Riverside School.	KS1, KS2, KS3
FUNderstanding	As the name suggests, 'FUNderstanding' is a powerful process that is designed to offer all children an opportunity to share with their parents and peers the 'how' of 'what' they have learned. It is a personal decision that a child makes on choosing the subject, process or skill that they are most confident about and also choosing the 'strategy' by which they will demonstrate this to the public. Reflection and feedback are the ingredients that make this process complete so that all children have the time to hone and refine their presentation for maximum impact.	KS1



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