

Project Report

MULTIGRADE

TEACHING SUPPORT PROGRAMME

Scale-Up in Khyber Pakhtunkhwa

June 2025

BRIDGING TECHNICAL ASSISTANCE
FOR GOVERNMENTS (B-TAG)

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List of Abbreviations

ASDEOs	Assistant Subdivisional Education Officers
BTAG	Bridging Technical Assistance for Governments
COT	Classroom Observation Tool
CPD	Continuous Professional Development
DPD	Directorate of Professional Development
E&SED	Elementary and Secondary Education Department
FCDO	Foreign, Commonwealth & Development Office
FGD	Focus Group Discussions
LMT	Lead Master Trainer
MGT	Multigrade Teaching
MT	Master Trainer
PDD	Professional Development Day
PESP-II	Punjab Education Sector Programme-II
PST	Primary School Teacher
QAED	Quaid-e-Azam Academy for Educational Development
SL	School Leader
SLO	Student Learning Outcomes
ToT	Training of Trainers
HTs	Head Teachers
RPDC	Regional Professional Development Centre
STR	Student-Teacher Ratio
KESP	Khyber Pakhtunkhwa Education Sector Programme
PETF	Pakistan Education Task Force

Executive Summary

The Multigrade Teaching (MGT) support programme in Khyber Pakhtunkhwa (KP) was designed to address the persistent quality challenges in multigrade classrooms and to improve learning outcomes in public primary schools of the province. Approximately 80% of these schools operate with five or fewer teachers, making multigrade teaching a necessity rather than an exception in both rural and urban areas, where teacher shortage is a prevailing reality. However this widespread practice has often lacked teacher training, tailored learning materials and effective pedagogical tools. The Government of KP, with technical support from the Foreign, Commonwealth & Development Office (FCDO) through the Bridging Technical Assistance for Governments (B-TAG) programme, launched a province-wide scale-up of multigrade teaching support. This initiative builds on a successful pilot conducted by B-TAG in Mardan, Swabi, and Nowshera, where 1,167 primary school teachers received structured training. These trainings focused on multigrade specific pedagogies, the development of academic calendars and lesson plans, and classroom management techniques adapted to multigrade environments.

The province wide scale-up adopted a blended learning model. Between December 2024 and February 2025, 11,972 teachers completed the digital course through the Learning Management System (LMS). This was complemented by face-to-face mentoring provided by Assistant sub-divisional Education Officers (ASDEOs), School Leaders (SLs) and Professional Development Day (PDD) Facilitators. To ensure effective support 408 ASDEOs, and 1,356 School Leaders were trained in coaching, mentoring, classroom observation, and feedback using a customised Classroom Observation Tool (COT) for multigrade settings. Additionally, 933 PDD facilitators were trained on practical multigrade teaching practices including logical grade combinations, flexible classroom seating, subject-specific learning corners, and the use of tailored academic calendars, lesson plans and formative assessment tools, all integrated into the ongoing CPD programme.

From January to March 2025, ASDEOs and SLs conducted multigrade classroom observations using the specialised Multigrade COT (MG-COT) which showed a steady improvement in instructional practices and quality. The average COT score between this period increased from 1.88 to 2.07. Focus Group Discussions (FGDs) with teachers revealed that 85% of participating teachers felt more confident managing multigrade classrooms, while over 98% of headteachers observed improved adaptability among trained teachers. Similarly, more than 82% of ASDEOs expressed satisfaction with the programme, and nearly 70% reported feeling well equipped to support teachers through

observation and coaching. Suggestions for further improvement included expanding digital learning resources, providing regular refresher training, and refined observation tools.

The MGT Scale-Up in KP highlights the value of a blended learning model that combines digital training with school-based mentoring and contextualised teaching resources. Through this initiative an estimated 480,000 children including approximately 240,000 boys and 240,000 girls benefitted from improved multigrade classroom instruction and enhanced teacher capacity. The report recommends integrating multigrade teaching into

Beneficiary Snapshot:

The beneficiary breakdown clearly illustrates the wide reach and systemic nature of the MGT scale-up.

- **11,972 Primary School Teachers (PSTs):** 6,031 females (50.37%)/ 5941 males trained through the digital LMS, with blended in-person support.
- **47 Master Trainers:** 20 females/27 males, equipped to lead structured multigrade pedagogy training across districts
- **408 Assistant Sub-Divisional Education Officers (ASDEOs):** 283 females/125 males, trained to mentor, observe, and coach teachers using a customized multigrade observation tool.
- **1,356 School Leaders (SLs):** 1,041 females/315 males, served as peer mentors, supporting classroom improvement and CPD.
- **933, Professional Development Day (PDD) Facilitators:** 609 females/324 males, guided teachers in multigrade techniques, lesson planning and classroom management practices.
- **~480,000 Children Reached:** ~240,000 boys/~240,000 girls, benefitted from improved teaching multigrade instruction and better classroom practices.

all pre-service and in-service training programmes, institutionalising periodic refresher courses, incorporating COT indicators into school supervision frameworks, and promoting peer-learning communities among teachers. Together, these measures offer a scalable and sustainable approach to improving multigrade teaching practices and enhancing student learning outcomes across KP's public primary schools.

Section 1: Introduction

1.1 Multigrade Teaching (MGT) – A Global Perspective

MGT is an instructional approach wherein a single teacher is responsible for simultaneously teaching students from two or more different grade levels in the same classroom. This approach is commonly adopted in education systems facing constraints such as teacher shortages, low student enrolment, or insufficient classroom facilities.¹ In MGT settings, teachers must deliver learning content tailored to different grade level curricula while ensuring that the diverse educational needs of students are met. This requires differentiated instruction, careful classroom management, and adaptive pedagogical strategies. Although MGT poses distinct challenges, including planning across multiple curricula, managing heterogeneous groups, and sustaining learner engagement, it can also deliver substantial benefits when supported by appropriate professional development, school level planning, and teacher resources.²

International experience demonstrates that MGT can be highly effective when embedded within a supportive instructional framework. Countries like Finland, Australia, and Canada have implemented successful multigrade teaching models. These systems emphasise structured, student-centred approaches such as differentiated instruction, peer-assisted learning, and flexible grouping arrangements. MGT has led to enhanced student outcomes for instance in remote rural regions of Australia, where multigrade classrooms have shown improved student outcomes when teachers were provided adequate ongoing professional development and access to appropriate structured, context specific teaching materials.³ Beyond academic gains, MGT can contribute to enhance non-cognitive outcomes. Students in multigrade environments often develop stronger social-emotional skills, including confidence, collaboration and responsibility, through increased peer interaction and more sustained teacher attention. These settings also promote deeper conceptual reinforcement of concepts, and promote closer student-teacher relationships, contributing to an enriched educational experience.

¹ Cornish, L. (2006). *Reaching EFA through multi-grade teaching: Issues, contexts and practices*. Kardoorair Press.

² Hyry-Beihammer, E. K., & Hascher, T. (2015). Multi-grade teaching practices in Austrian and Finnish primary schools. *International Journal of Educational Research*, 74, 104-113.

³ Miller, K., Ainsworth, R., & Smith, J. (2017). *The Effectiveness of Multigrade Teaching in Remote Australian Schools*.

In Pakistan, however, the potential of multigrade teaching has been constrained by a systemic limitation. According to The Pakistan Education Task Force (PETF) report (2019), MGT in Pakistan in its current form has led to reduced student retention and lower achievement scores compared to monograde schools. The report identifies a lack of trained teachers, limited access to grade appropriate instructional materials, and the absence of pedagogical guidance as the key barriers. Nonetheless the same analysis highlights that with targeted teacher training, structured lesson planning support, and resource provision MGT has the capacity to improve learning outcomes,⁴ particularly in remote and underserved areas.

1.2 Multigrade Teaching (MGT) in KP

MGT is the dominant instructional approach in the majority of public primary schools in KP, primarily driven by systemic challenges such as chronic teacher shortage. According to data from the KP Education Management Authority (EMA) for 2022–23 approximately 80% of government primary schools in the province operate under multigrade conditions, with 79.2% of these schools staffed by five or fewer teachers. KP faces an estimated shortfall of 67,000 teachers, leaving the majority of schools with little option but to adopt multigrade teaching formats⁵. Figure 1 (based on KP EMA School Data 2023-24) illustrates the distribution of schools by the number of posted teachers. The data reinforces the prevalence of multigrade teaching, as nearly four out of every five schools fall into the category of having five or fewer teachers.

⁴ Pakistan Education Task Force (PETF). (2019). *Multigrade Teaching in Pakistan: A Review of Challenges and Opportunities*.

⁵ Multigrade Teaching Strategy, Khyber Pakhtunkhwa, December 2021

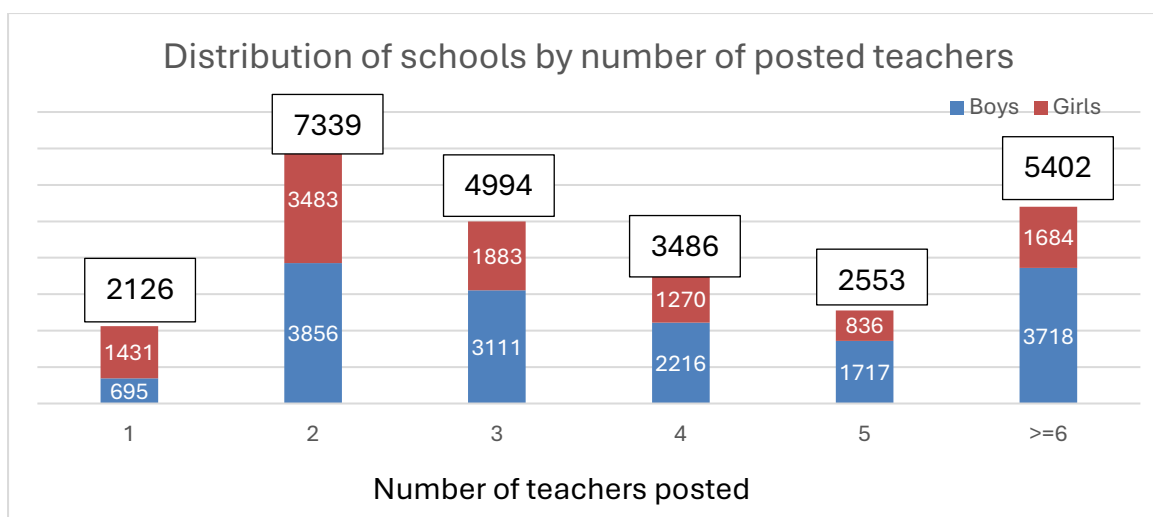


Figure 1: Distribution of Schools according to the teachers posted (as per KP EMA data 2023-24)

The prevalence of multigrade teaching is particularly pronounced in rural districts like Kohistan, Torghar, and Shangla, where a combination of low per-grade enrolment, teacher shortages, and scattered school infrastructure makes it difficult to establish separate classes for each grade. In these areas, many schools serve small number of students spread across multiple grades, often with only one or two teachers available to manage instruction. In Kohistan, for example, according to the ASC 2023-24, the primary net enrolment rate stands at just 5.78% for boys and .90% for girls. While these low enrolment rates reflect broader issues of educational access, they also mean that individual grades often have too few students to warrant dedicated classes. Combined with limited teacher deployment, this necessitates the adoption of multigrade teaching formats. The challenge is further evident in Shangla, where 2,136 primary schools are staffed by 2,016 teachers, resulting in an average of 0.94 teachers per school, effectively one teacher for every 1.06 schools. Torghar has 206 primary schools but only 500 teachers, resulting in a teacher-to-school ratio of approximately two teacher per schools. Kohistan (Lower) has 270 primary schools and 570 teachers, giving a teacher-to-school ratio of approximately two teachers per school. This severe teacher shortage compels many schools to combine multiple grade levels under a single teacher, making multigrade instruction a structural necessity rather than a pedagogical choice. Even in urban areas like Peshawar, Mardan, Swabi, and Nowshera, multigrade teaching persists, albeit for different reasons. In these districts overcrowding is a major issue. Although the overall numbers of teachers may meet staffing norms, high teacher student ratios and space constraints force schools to combine classes or grade levels, leading to multigrade arrangements.

These figures underscore the reliance on multigrade teaching in rural areas, where insufficient teachers are available to handle each grade separately, and enrolment is spread across many small schools. Similarly, urban settings, like the districts of

Peshawar, Mardan, Swabi, and Nowshera, face overcrowded classroom issues, which turn even the schools with an appropriate number of teachers into multigrade schools.

If left unaddressed, multigrade teaching can have adverse effects on both access to education and quality of learning outcomes. Evidence from the 2017 Equity Strategy analysis conducted by the KESP TA team indicates that schools operating under MGT conditions, particularly those with fewer than three teachers, experienced a statistically significant decline in student retention. Specifically, the retention rate in these schools was nearly 7 percentage points lower compared to better staffed institutions.

The negative impact of multigrade teaching also extends to students achievement. The same analysis found that students in MGT schools scored on average 5.5 percent points lower on standardised tests, compared to their peers in monograde schools,⁶ a difference that was both statistically and educationally significant.

Despite its widespread use, multigrade teaching is often perceived as a governance or public finance issue, with insufficient attention paid to its pedagogical implications. As a result, national and provincial education interventions, including teacher induction programmes and CPD initiatives remain largely unresponsive to the unique instructional demands of multigrade classrooms. This lack of tailored support leaves teachers unprepared and undermines the potential for multigrade teaching to serve as a viable and effective instructional model in constrained settings.

1.3 Multigrade Teaching – Pilot Programme in KP

Informed by findings from the B-TAG Multigrade Situation Analysis KP Report 2024 and drawing on the success of the multigrade teaching pilot in Punjab conducted under the Punjab Education Sector Programme (PESP)-II extended, B-TAG launched a targeted multigrade teaching pilot in three-teacher primary schools across Mardan, Nowshera, and Swabi districts in KP. The pilot aimed to improve multigrade instruction by reaching 1,200 PSTs across the selected districts. To build local training capacity, a six-day structured training programme was designed and delivered to 11 Lead Master Trainers (LMTs) from the Directorate of Professional Development (DPD) and the Regional Professional Development Centre (RPDC) in Peshawar. These LMTs subsequently trained 92 Master Trainers (MTs) from the selected districts, who further trained 1,165 teachers through a cascade model.

The training followed an **interactive and participatory model**, focusing on foundational aspects of multigrade teaching, including:

- Core principles of multigrade pedagogy,
- Practical classroom management strategies,
- Development of multigrade-appropriate academic calendars and lesson plans,

⁶ Evidence-based strategies to improving multigrade teaching in the primary schools of Khyber Pakhtunkhwa February 2021 – KESP-TA

- Use of subject-specific activity corners and
- Peer collaboration and feedback techniques.

To support consistent and quality training delivery, training resources were developed, including a dedicated training module and a participants' handbook. The training followed an interactive and participatory model, focusing on foundational aspects of multigrade teaching. The effectiveness of the training was assessed using both qualitative and quantitative tools. Key evaluation results include :

1. Pre- and post-training assessment showed a 30.1% average increase in teachers' self-reported understanding of MGT strategies and classroom practices.
2. Participant feedback surveys indicated a high level of satisfaction, with average score exceeding 80 %.
3. Qualitative feedback highlighted the training's strengths, such as engaging content, diverse hands-on activities, and meaningful peer interactions. Areas for improvement included logistics and resource availability.
4. A follow-up teacher perception survey, conducted one month post training, revealed reported improvements in multigrade classroom practices, these included more accurate grade combinations, implementation of MGT-specific academic calendars, lesson plans, and the creation of subject-based activity corners. One of the most critical outcomes of the pilot was the identification of sustained support mechanisms needed for effective multigrade teaching, these included:
 - Strengthening the role of SL's as instructional coaches.
 - Developing a multigrade specific COT
 - Institutionalizing refresher trainings and
 - Establishing teacher learning networks to promote ongoing professional exchange.

These pilot learnings and recommendations directly informed the design and implementation of the province-wide MGT Scale-Up in KP.

Section 2: Literature Review

MGT refers to an instructional arrangement in which a single teacher concurrently instructs students from multiple grade levels within the same classroom. The effectiveness of MGT has been widely studied across diverse global contexts, with particular focus on its inherent challenges, as well as the conditions necessary for its success. This section synthesises the key findings from several studies that explore the role of MGT in expanding educational access and enhancing learning outcomes, particularly in rural and resource-constrained settings.

Vaughan (2010) conducted a case study on multigrade classrooms in rural Malawi, highlighting the critical role of teacher training and community involvement in ensuring the effectiveness of MGT. While acknowledging the operational difficulties, such as inadequate learning resources and limited institutional support, Vaughan demonstrates that multigrade settings, when adapted to local contexts, can significantly expand access to education. The study underscores how community involvement helps fill resource gaps and promotes a supportive learning environment. Importantly Vaughan concludes that, when appropriately supported, multigrade teaching can overcome geographic and economic barriers to education,⁷ offering a viable solution for delivering quality education in underserved areas.

Complimenting this perspective, Miller, Ainsworth, and Smith (2017) conducted a study on MGT instruction in remote Australian schools, further highlighting the centrality of teacher preparation and ongoing support. Their research identifies a range of pedagogical challenges, such as the difficulty of differentiated instruction across multiple grade levels. However the findings also reveal that well-structured teacher professional development programmes play a critical role in enabling educators to manage these complexities. Miller et al. advocates for targeted teachers professional development programmes as a mechanism to enhance instructional quality, noting measurable improvements in student learning outcomes, thereby enhancing student achievement in remote areas.⁸

⁷ Vaughan, M. (2010). Multigrade teaching: A case study of multigrade classrooms in rural Malawi. *International Journal of Educational Development*, 30(4), 368-375.

⁸ Miller, K., Ainsworth, R., & Smith, J. (2017). The effectiveness of multigrade teaching in remote Australian schools. *Australian Journal of Education*, 61(3), 345-359.

Smith (2012) presents a comprehensive review of MGT in developing countries, focusing on the distinct challenges faced in these regions. He identifies the lack of tailored teacher training programmes as a major barrier to effective implementation of MGT and emphasises the importance for professional development that directly addresses the demands of multigrade classrooms. According to Smith, when implemented effectively, MGT can foster peer learning and support the social-emotional development of students. These benefits are particularly relevant in resource-limited environments, where MGT provides opportunities for personalised learning and collaboration among students from different grade levels.⁹

In a more developed context, Keskitalo and Niemi (2017) examine multigrade teaching in the context of Finland, highlighting how the country's approach has contributed to advancing educational equity. Their study emphasises the role of comprehensive teacher support system, which includes mentoring, ongoing professional development, and collaborative learning among educators. This structural support enables teachers to adapt their teaching methods to effectively meet the needs of multigrade classrooms, ensuring that students continue to receive a high-quality education. Keskitalo and Niemi's findings demonstrate that the success of MGT is closely linked to the presence of strong professional support mechanisms that help teachers manage the complexity of managing multiple grade levels simultaneously in a single classroom.¹⁰

Taken together, these studies highlight that while multigrade teaching presents substantial challenges, it also holds significant potential to improve educational outcomes, particularly in rural and under-resourced areas. The effectiveness of MGT is closely tied to the availability of well-structured teacher training programmes, the use of differentiated instructional strategies, and strong support systems for teachers. When these components are in place, MGT can create a more inclusive, engaging, and personalised learning environment that benefits both students and teachers.

⁹ Smith, H. (2012). Multigrade teaching and its challenges in developing countries. *International Journal of Educational Development*, 32(4), 509-518.

¹⁰ Keskitalo, P., & Niemi, H. (2017). Multigrade classrooms: The Finnish approach to educational equity. *Education, Citizenship and Social Justice*, 12(2), 145-161.

Section 3: Multigrade Scale-up in KP

3.1 Multigrade Teaching Support Programme (MTSP) – Scale-up in KP

Building on the success of the initial multigrade teaching pilot and the recommendations, that emerged from its evaluation, the Elementary and Secondary Education Department (E&SED), KP, launched a comprehensive province wide MGT scale-up programme. The scale up adopted a blended learning model using digital platforms to expand reach and ensure uniform access to high quality training content. The programme aimed to train 12,000 primary school teachers from 4,000 schools across KP through a structured, self-paced digital MGT course. A key feature of the scale-up involved the capacity building of the ASDEOs and SLs, who were tasked with providing in school support to teachers. The responsibilities include, conducting

classroom observations, offering feedback, and ensuring fidelity in the implementation of MGT practices across schools.

The blended model integrated digital learning modules, accessible through an Learning Management System (LMS) by mobile phones, tablets, and laptops, with in person mentoring and coaching. The digital modules covered critical areas such as:

1. Effective classroom management in multigrade settings
2. Instructional strategies for managing multiple grade levels and
3. Development of lesson plans and teaching materials tailored to MGT

The digital delivery format enabled teachers to engage in self-directed, flexible learning thereby removing traditional barriers of time and geography. Teachers could access the content at their convenience, allowing for wider participation and deeper engagement. Complementing the digital modules, ASDEOs and SLs regular in person support, which included classroom observations, coaching sessions and structured feedback. The school-based mentoring served to contextualise the digital learning content, reinforce pedagogical strategies, and other personalized guidance, aligned to real classroom challenges. The reflective nature of this support encouraged teachers to evaluate and refine their practices based on continuous feedback. The blended approach has established a sustainable professional development eco-system that empowers teachers to more effectively manage multigrade classrooms

3.2 Technical Design and Evaluation Methodology

Given the innovative nature of the multigrade teaching support programme and the limited baseline evidence on multigrade teaching practices in KP, a comprehensive

evaluation framework was developed to assess the MGT programme's implementation and effectiveness. The evaluation was designed to capture both the breadth and depth of the impact, employing a mixed-methods approach that integrated both quantitative and qualitative techniques for a holistic understanding of the outcomes.

The evaluation aimed to measure, how the programme influenced teaching practices in multigrade classrooms across the province. It focused on three core components:

- Teacher engagement with the digital modules
- Trend analysis of classroom observations using the MGT Classroom Observation Tool (MG-COT) conducted by internal observers to assess the intervention's impact
- Focus Group Discussions (FGDs) with ASDEOs, SLs, headteachers (HTs) and teachers

These methods provided a robust evidence base to assess both the effectiveness of the intervention and the contextual factors shaping its outcomes, supporting iterative improvements and informing future scaleup strategies.

Data Collection Approach

To assess the impact of the MGT intervention, a mixed-method data collection strategy was employed, integrating both quantitative and qualitative approaches for a comprehensive understanding of implementation and outcomes.

Quantitative data were gathered through usage analytics from the digital modules, capturing key metrics, such as total minutes of content viewed and the number of PDF resources accessed by teachers. These indicators provided insights into the extent and nature of teacher engagement with the digital content. Qualitative data were collected through FGDs with ASDEOs, SLs, HTs, and teachers from a purposively selected sample of schools. This discussion aimed to capture stakeholders' perceptions of the intervention, implementation challenges, and changes in classroom practice. Additionally, structured classroom observations were carried out using a specialised MGT-COT. Observations were conducted by trained SLs and ASDEOs, across intervention schools to assess the adoption of key instructional practices promoted through the programme.

The MG-COT was specifically designed to reflect the unique pedagogical demands of multigrade settings. It comprised of 13 indicators that measure teacher performance across critical aspects of multigrade instruction, providing an effective tool for evaluating instructional effectiveness in complex classroom environments.

1. Logical grouping of grades

2.	Optimal use of classroom space
3.	Implementation of a multigrade calendar
4.	Use of multigrade lesson plans
5.	Clearly defined learning objectives
6.	Content aligned with stated objectives
7.	Clear and accurate delivery of content
8.	Differentiated and relevant instructional material
9.	Effective time management
10.	Flexible grouping of students
11.	Promotion of peer learning
12.	Use of formative assessments
13.	Provision of individualised feedback

Data Analysis

To assess the pilot programme's impact, a comparative analysis of classroom observation data was undertaken, focusing on shifts in teaching practices over time. This analysis drew on monthly trend data, reported by SLs and ASDEOs, who conducted structured observations using the MG-COT. Average MG-COT scores were calculated monthly to track the progression of multigrade teaching practices, following the intervention. These averages were visualised through line graphs, mapping changes in teaching quality across the 13 MGT specific indicators. This allowed for a clear representation of areas of progress as well as any stagnation in implementation, offering insights into the overall trajectory of classroom practice improvements.

The quantitative findings from the MG-COT trends were further contextualized through qualitative data collected through FGDs with ASDEOs, SLs, HTs and classroom teachers. These discussions provided valuable insights into:

- The factors that enabled or constrained the adoption of multigrade practices.
- Teachers' experiences with applying training and digital content in real classrooms and the,
- Practical challenges faced during implementation.

Together, the trend analysis and qualitative insights presented a comprehensive picture of how teaching practices evolved under the pilot, highlighting both the strengths of the intervention and areas requiring continued support.

Section 4: Development of Digital Content

4.1 MGT Digital Training Modules

The MGT digital training course comprises seven structured modules, each designed to strengthen teacher's pedagogical skills and knowledge for effectively managing multigrade classrooms. The modules cover the core competencies required to navigate the complexities of teaching multiple grade levels within a single classroom and promote student centred inclusive practices.

The modules cover the following key thematic areas:

1. **Foundations of Multigrade Teaching:** Introduces the principles, benefits and classroom dynamics unique to multigrade settings, along with the associated instructional challenges.
2. **Academic Calendar Development:** Guides teachers on how to design integrated academic calendar that reflect the learning needs of multigrade levels.
3. **Lesson Planning for Diverse Learners:** Builds teacher capacity to create adaptable and differentiated lesson plans that cater to varied learning levels within the same class.
4. **Classroom Management Techniques:** Presents practical strategies for managing multigrade classrooms effectively, including seating arrangements, routines, and behaviour management approaches.
5. **Assessment and Evaluation:** Focuses on formative assessment techniques and the use of evaluation tools to monitor student progress and inform instructional adjustments.

The complete training course was hosted on the LMS managed by the private education technology firm (Near peer). The overview and details of the modules is given below:

Module Overview:

Below we give an overview of developed modules:

Module 1:	Introduction to Multigrade Teaching
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Module 1 provides an introduction to multigrade teaching, its importance, and distinguishes it from monograde teaching. It covers the challenges educators face in multigrade settings and suggests effective solutions for successful implementation. Key aspects of effective multigrade teaching are also discussed.

Module 2: Learning Styles and Learning Environment

Module 2 focuses on understanding various learning styles and the significance of a supportive learning environment. It also explores multiple intelligences and effective classroom layouts that cater to different learning needs.

Module 3: Role of a teacher and basic principles of Multigrade Teaching

In Module 3, educators learn about the critical role of teachers in a multigrade setting and the fundamental principles of multigrade teaching. The module also emphasises student participation and engagement strategies.

Module 4: Academic Calendar

This module highlights the importance of an academic calendar specifically designed for multigrade teaching. It guides educators on developing a calendar that incorporates various themes, sub-themes, and activities suitable for a multigrade classroom.

Module 5: Effective teaching strategies for Multigrade Classrooms

Module 5 introduces educators to essential planning techniques and lesson-planning components for multigrade classrooms. It covers daily routines, group work, and different teaching strategies tailored to multigrade settings.

Module 6: Assessment strategies

Module 6 focuses on various assessment types, including formative assessments, and explores how feedback can be used to improve teaching effectiveness. Educators also learn about using a lesson plan checklist for self-assessment.

Module 7: Classroom Observation Tool

Module 7 is based on a Classroom Observation Tool specifically designed for multigrade classrooms. This tool comprises indicators across five key areas: Classroom Management, Academic Calendar & Lesson Planning, Teaching Strategies, Student Engagement & Assessment, and Feedback. Each indicator is carefully defined and measured through detailed guidelines, providing a structured framework for evaluating teaching practices. Additionally, a comprehensive rubric has been developed for each indicator, clarifying the assessment criteria.

Each module is designed to help teachers progressively build their skills and apply effective strategies in multigrade teaching. The course is structured to provide a blend of video learning, practical assessments, and interactive resources to ensure teachers can effectively implement what they've learned in their classrooms. The videos help bring the theoretical concepts to life, allowing educators to see how to manage and engage students across different grade levels. Additionally, self-paced learning assessments are included at the end of each module, enabling teachers to evaluate their understanding and progress.

Course (2)

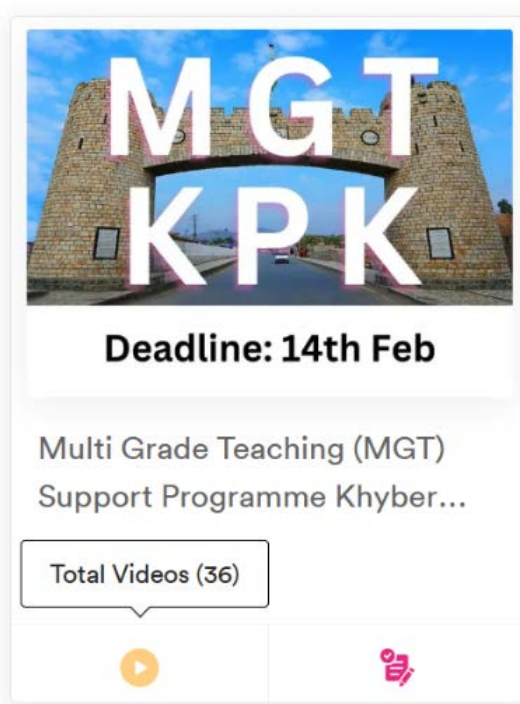


Figure 2 LMS landing page

Modules Videos and Duration of course

Sr. no.	Modules	Key Topics Covered	Total Video content	Expected time to complete the module (including videos and handouts)
1.	Module 1: Introduction to Multigrade Teaching	- o Unit 1.1: Introduction to Multigrade Teaching & its Importance - o Unit 1.3: Challenges in Multigrade Teaching and Their Solutions - o Unit 1.4: Effective Multigrade Teaching	39 minutes 36 seconds	1 hour
2.	Module 2: Learning Styles & Environment	- o Unit 2.1: Learning Styles - o Unit 2.2: Multiple Intelligence - o Unit 2.3: Learning Environment - o Unit 2.4: Multigrade Class Organisation & Layout	46 minutes 8 seconds	1 hour 10 minutes
3.	Module 3: The teacher's Role and the Basic Principles of Multigrade Classroom	- o Unit 3.1: Understanding the Importance of the Teacher's Role in a Multigrade Classroom - o Unit 3.2: Fundamental Principles of Multigrade Teaching - o Unit 3.3: Student Participation in a Multigrade Classroom	59 minutes 45 seconds	1 hour 30 minutes
4.	Module 4: Academic Calendar for Multigrade Teaching	- o Unit 4.1: Introduction and Importance of the Academic Calendar - o Unit 4.2: The need for an Academic in Multigrade Teaching - o Unit 4.3: Creating an Academic Calendar for Multigrade Teaching	34 minutes 31 seconds	2 hours
5.	Module 5: Effective Teaching and Planning Strategies for	o Unit 5.1.1: Importance of Planning	55 minutes 15 seconds	2 hours 30 minutes

	Multigrade Classrooms	- o Unit 5.1.2: Lesson Planning for Multigrades - o Unit 5.1.3: Key Aspects of Lesson Planning - o Unit 5.2: Daily Routines in a Multigrade Classroom - o Unit 5.3: Group Work		
6.	Module 6: Assessment in a Multigrade Classroom	- o Unit 6.1: Assessments in a Multigrade Classroom - o Unit 6.2: Giving Feedback - o Unit 6.3: Self-Assessing Lesson Plans	23 minutes 11 seconds	2 hours 20 minutes
7.	Module 7: Classroom Observation Tool (COT)	- o Unit 7.1: Purpose to conduct classroom observation - o Unit 7.2: Introduction to COT - o Unit 7.3: Phases of COT - o Unit 7.4: Actionable Feedback for MGT context	1 hour 57 minutes 31 seconds	2 hours 10 minutes
TOTAL			6 hours 16 minutes	12 hours 40 minutes

Table 1 Modules, Number of Videos and duration

4.2 MGT Classroom Observation Tool (MG-COT)

To support the effective monitoring and improvement of instructional practices in multigrade classrooms, a specialised Classroom Observation Tool was developed, specifically for MGT contexts. The tool comprises 13 custom designed indicators, that reflect the unique pedagogical requirements of multigrade instruction. These indicators enable a more comprehensive and nuanced evaluation of teachers' performance. In multigrade settings.

The 13 essential instructional practices assessed through the MGT specific COT include:

1. **Combining Grades Logically:** Grades are grouped based on developmental appropriateness of curriculum alignment, e.g. ECCE-Grade 1, Grades 2-3, and Grades 4-5.

2. **Utilising Classroom Space Effectively:** Flexible seating arrangements and subject-specific learning corners are used to optimise space and support interaction across grade levels.
3. **Developing a Specialised Academic Calendar:** An academic calendar is created that integrates overlapping content across the combined grades.
4. **Designing Multigrade-Specific Lesson Plans:** Lesson plans are tailored to meet the needs of both grade levels for each subject, incorporating differentiation aligned with the academic calendar.
5. **Articulating Lesson Objectives Clearly:** The teacher explicitly communicates learning objectives for each grade level being taught.
6. **Providing Clear and Correct Content Explanations:** Instruction is delivered accurately and in age-appropriate, easily understandable manner.
7. **Time Management:** Instructional time is effectively distributed to ensure both grades receive adequate attention.
8. **Aligning Content with Objectives:** Lesson content is directly aligned with the stated objectives for each grade.
9. **Ensuring Appropriate Content for Each Grade:** Content is differentiated and appropriate for the different grade group.
10. **Implementing Flexible Grouping Strategies:** Students are organised into mixed or same grade groups based on learning needs and abilities.
11. **Encouraging Peer Learning:** Older students support younger peers, fostering collaboration and reinforcing understanding.
12. **Monitoring Student Progress Continuously:** Ongoing formative assessments are conducted to track progress across grade levels.
13. **Providing Individualised Feedback:** Feedback is tailored according to both grade level and individual student needs.

To ensure consistency and clarity in observation, each indicator is supported by a detailed rubric defining three performance levels: Emerging (needs improvement) (1), Developing (satisfactory) (2), and (3) Proficient (excellent). The rubric provides concrete descriptors for each level allowing observers and teachers to clearly understand expectations and track progress overtime. This structured approach not only facilitates

objective observation but also serves as a developmental tool for continuous improvement in multigrade teaching practices.

4.3 MGT Content Review

The developed content including the training modules, instructional videos, and the MG-COT underwent a formal review by a panel of nine subject experts from DPD. The review took place from 5-7 December 2024 at I-SAPS B-TAG office. Panel members assessed the content for its relevance, pedagogical soundness and aligned with classroom realities of teachers managing students from multiple grade levels simultaneously. The reviewers found the materials to be largely appropriate and contextually aligned. They commended the video demonstrations for their clarity and instructional value but also provided specific recommendations for improvement, including editing refinements. These suggestions were subsequently incorporated by the B-TAG's content development team.

In addition, reviewers recommended several enhancements to strengthen the modules by:

- Incorporation of more localised examples and practical teaching strategies tailored to the provincial context.
- Inclusion of bilingual content, particularly in Urdu, to improve broader accessibility for teachers across districts.
- Integration of interactive elements, such as quizzes and reflective exercises, to improve teacher engagement and reinforce learning.
- Emphasis on the importance of post training support, including follow-up mentoring, and in-school coaching support, to ensure effective classroom implementation.

All recommendations were addressed by the content development team, and the revised materials were formally approved by the DPD for field level roll out.

Section 5: Capacity Building of SLs, ASDEOs and PDD Facilitators

A key component of MTSP is the provision of on-the-job support to teachers through structured classroom observation and feedback, delivered by ASDEOs and SLs. This support is specifically tailored to the unique pedagogical demands of multigrade teaching. To strengthen the capacity of ASDEOs and SLs to effectively carry out mentoring, coaching and MGT specific classroom observation and feedback a 2-day training programme was designed and delivered across the province using a cascade model. In parallel, PDD facilitators were trained to integrate MGT specific sessions into the regular PDD cycle under the CPD primary framework in KP. This will ensure sustainability of the intervention and provision of ongoing support for multigrade teachers beyond the formal training period.

The training was cascaded through two tiers, starting from ToTs at the provincial level and subsequent rollout to ASDEOs, SLs and PDD facilitators at the district and sub district tiers.

5.1 Training of the Trainers (ToT)

To ensure the effective rollout of the two-day training for SLs and ASDEOs, a one-day orientation was conducted for Master Trainers (MTs) on 28 December 2024, at DPD Peshawar. These MTs were selected by the DPD based on a developed criteria reflecting their knowledge of MGT and training skills. A total of 47 MTs (20 female and 27 male) participated in the orientation. The sessions, jointly delivered by B-TAG and DPD facilitators, served as a critical preparatory step, equipping MTs with the knowledge, skills, and resources needed to deliver the training programme across KP. The training focused on familiarising MTs with the MGT digital modules designed for teachers, the MG-COT, and core mentoring and coaching principles. Sessions included hands-on practices, interactive activities, and a detailed walkthrough of the training content to ensure that MTs were fully equipped to conduct the sessions for SLs and ASDEOs effectively.



Figure 3: TOT at DPD Peshawar

5.2 Feedback on ToT

At the conclusion of the one-day training for MTs, a structured feedback survey was conducted to assess participants' perceptions regarding the quality, relevance, and utility of the training. The results provide valuable insights into both the strengths of the session and areas that may require further improvement. The following key trends emerged from the survey data:

Relevance:

The training was widely regarded as highly relevant to the professional responsibilities of the participants. A combined 100% of respondents either strongly agreed (48.72%) or agreed (51.28%) that the training content was well aligned with their job roles. This indicates a strong correlation between training objectives and the practical needs of Master Trainers operating in the field.

Availability of Resources:

Overall, participants expressed satisfaction with the availability of training resources. 71.8 % respondents either strongly agreed (23.08 %) or agreed (48.72%) that the necessary materials were accessible during the session. While 23.08% remained neutral, only 2.56% disagreed and an additional 2.56% strongly disagreed, suggesting good resource provision.

Knowledge and Insights:

Participants unanimously reported that the training contributed meaningfully to their professional learning. A combined 100% of respondents confirmed that they gained new knowledge, with 30.77% strongly agreeing and 69.23% agreeing. No respondent expressed disagreement, indicating a high degree of effectiveness in knowledge transfer and content delivery.

Content Depth:

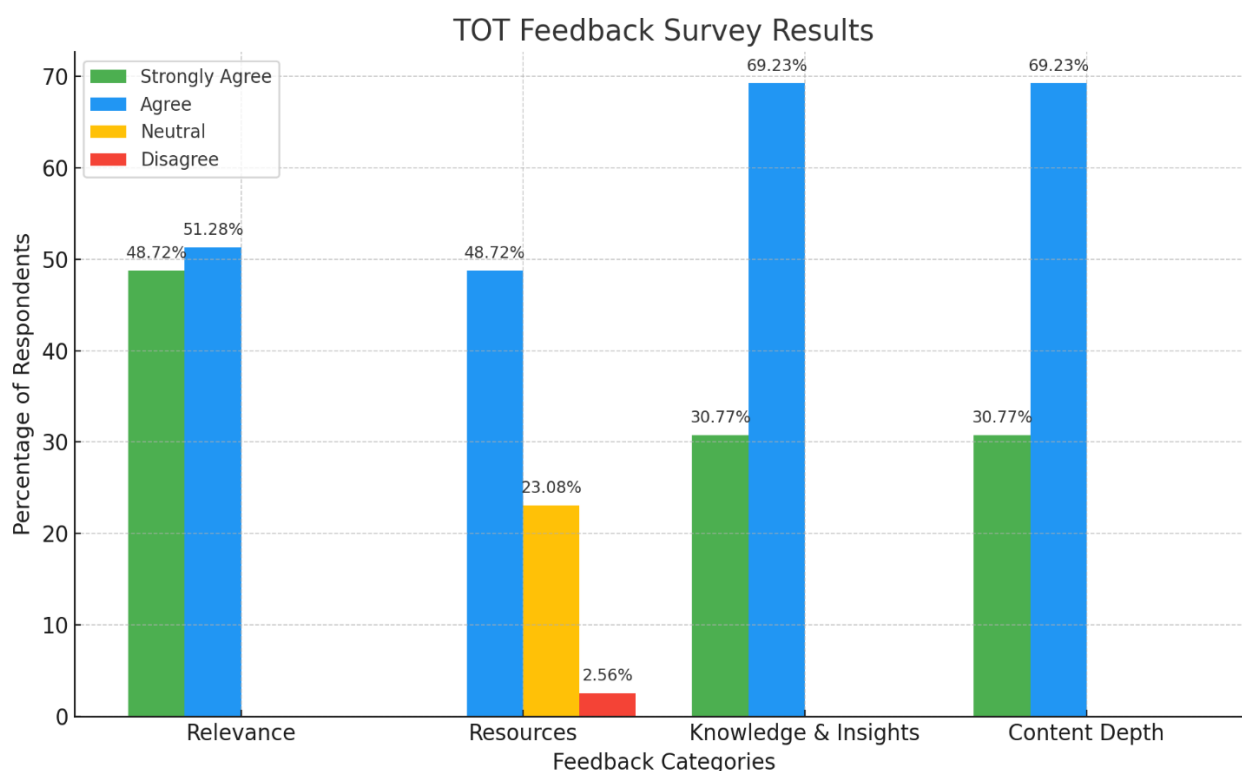
69.23% of respondents agreed that the depth of the training content was appropriate for the target audience, with 30.77% indicating strong agreement.

Clarity of Digital Modules:

66.67% of Master Trainers reported that the training, along with the digital modules enhanced their understanding of multigrade teaching concepts, 30.77% expressed this through strong agreement, indicating that the modules were clear and accessible.

Confidence in Using MG-COT:

71.79% of Master Trainers stated that they feel confident in using the MG-COT to evaluate the multi grade classroom practices. Respondents agreed that they would be able to apply the tool effectively in assessing multigrade teaching practices during classroom observations.



5.3 Training of ASDEOs & SLs

The two-day training programme on Multigrade Teaching was conducted for SLs and ASDEOs across KP between January 3 and 10, 2025 (in batches). This province wide training initiative followed a cascade training model, and was delivered by MTs who had been trained on December 28, 2024. The training was designed to build participants understanding of the digital modules on multigrade teaching and to enhance their ability

to use the MG-COT. With a strong practical focus, the sessions emphasised mentoring and coaching techniques to enable SLs and ASDEOs to effectively support teachers in applying multigrade teaching practices in classrooms.

Female Participation			Male Participation			Grand Total
SLs	ASDEOs	Total	SLs	ASDEOs	Total	
315	125	440	1,041	283	1,324	1,764

Table 2 Number of ASDEOs & SL Trained

5.4 Training of Professional Development Day (PDD) Facilitators

In March 2025, a total of 933 PDD facilitators (324 female & 609 male) were trained through the cascade training model by previously trained MTs. The training focused on effective multigrade teaching strategies and classroom practices tailored to the realities of multigrade settings. It also aimed to build the capacity of PDD facilitators to deliver targeted sessions during monthly PDDs days as part of CPD framework for primary-level teachers in KP.

5.5 Feedback on training

At the end of the two-day training sessions for ASDEOs, SLs and PDD facilitators, a structured feedback survey was conducted to evaluate participants' perceptions of the training's quality, relevance, and utility. The feedback provided valuable insights into the effectiveness of the training and highlighted areas for potential improvement.

Feedback on Training Content:

Participants expressed a high level of satisfaction with the training content.

- **Effectiveness:** 98.9% of respondents either strongly agreed or agreed that the training content on multigrade teaching was effective.
 - **Knowledge Gain:** 97.9% reported that the training provided new insights and enhanced their knowledge and understanding of multigrade teaching.
 - **Content Depth:** 92.7% felt the depth of the training content was appropriate and well aligned with their professional needs.
 - **Learning Activities:** 96.8% found the discussions and activities helpful in clarifying key concepts.
- Blended Model Clarity:** 91.9% reported a clear understanding of the blended approach and the digital module.
- **MG-COT Usefulness:** 95.9% of participants confirmed that the MG-COT was clear and practically useful for classroom application.

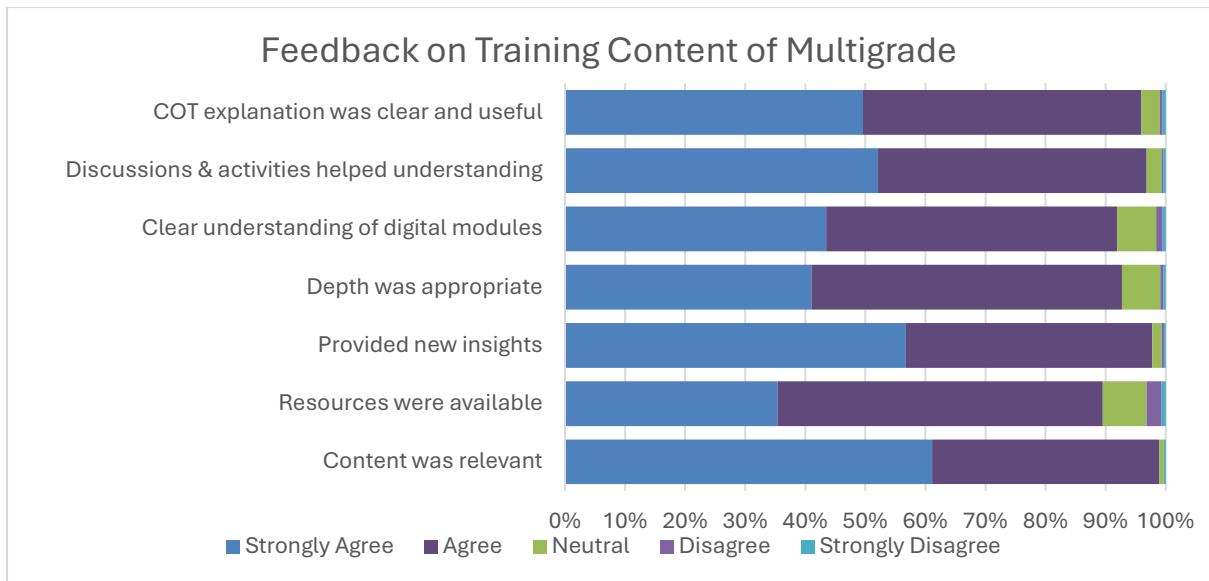


Figure 4 Feedback on Training Content of Multigrade

Feedback on Master Trainers:

Participants provided highly positive feedback of the performance of the Master Trainers. More than 90% of respondents either agreed or strongly agreed that trainers were well-prepared, demonstrated strong subject knowledge, and effectively used a variety of engagement techniques. The trainer's ability to create a positive and inclusive learning environment was highlighted by 97.9% of participants, while 93.5% appreciated the use of relevant context based examples. Additionally, 95.5% rated the trainers positively on time management, and 96.4% noted strong participant engagement throughout the sessions. Overall, the feedback indicates a high level of confidence in the trainers' professionalism, delivery style, and their ability to connect with the trainees.

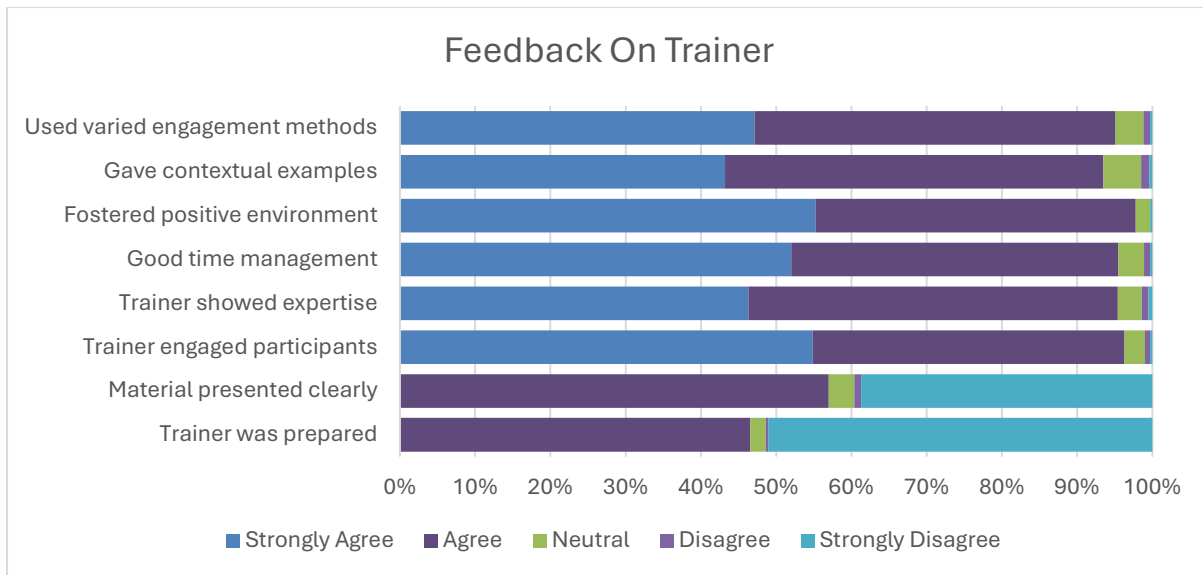


Figure 5 Feedback On trainer

Feedback on Training in terms of Professional Development

The training contributed meaningfully to participants' professional growth. Over 98% of the respondents strongly agreed or agreed that the sessions enhanced their professional development, increased their overall productivity, and deepened their understanding of multigrade teaching practices. Additionally, 95.3% of participants expressed confidence in using the MG-COT within their school settings. These results underscore the training's dual impact; it not only delivered relevant theoretical knowledge but also strengthened participants' practical skills and confidence to apply multigrade teaching strategies effectively in real-world classroom environments.

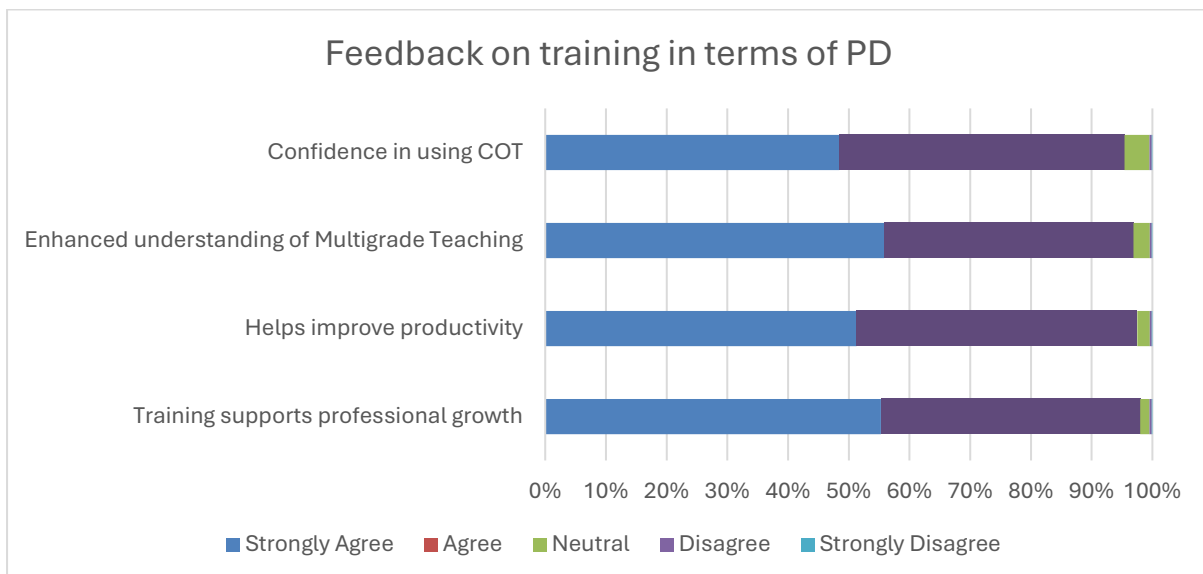


Figure 6 Feedback on Professional Development

Suggestions for Enhancing Future Training Programmes:

To build on the positive outcomes of the multigrade teacher training and enhance its long-term impact, participants put forward several recommendations to deepen learning, strengthen the practical application of tools and strategies, and establish sustainable support mechanisms that extend beyond the initial training period.

- **Extending the Training Duration:** While the two-day training served as a strong foundation, participants recommended extending the training to three days. This additional time would allow for deeper engagement with the MG-COT, including simulations and hands on practice. A longer duration would also enable more structured sessions on navigating and applying the digital modules, allowing participants to explore their features thoroughly and reflect on their pedagogical application in multigrade settings.
- **Incorporation of Real Classroom Observations:** A recurring suggestion was to include opportunities for participants to conduct live observations in functioning multigrade classrooms. By witnessing actual teaching and student teacher interactions, SLs and ASDEOs could more effectively calibrate their understanding of multigrade instruction and refine their use of the MG-COT through a real-world experience. This experiential component could also boost their confidence in providing constructive feedback and mentoring to teachers.
- **Establishing an Ongoing Community of Practice (CoP):** To maintain momentum and encourage continued professional growth, participants recommended establishing a structured Community of Practice for SLs, ASDEOs and PDD facilitators. Such a platform could serve as collaborative space for sharing experiences, exchanging practical resources, and discussing challenges encountered during the implementation of multigrade strategies. Regular virtual check-ins, WhatsApp groups, and quarterly webinars could be used to sustain engagement. This ongoing peer interaction would support a culture of continuous improvement and reduce the isolation faced in remote and underserved areas.
- **Integration with Existing Supervision and Support Systems:** Finally, participants emphasised the importance of embedding MG-COT and associated coaching methodologies into existing school supervision and support structures. Formalizing this integration would promote consistency, ensure alignment with

current educational accountability systems and enhance sustainability of the training outcomes.

Section 6: Evaluation of the Scale-up

This section summarizes key findings from the analysis of both quantitative and qualitative data collected during the evaluation. It begins with a high level overview of the major trends and outcomes observed across the intervention, followed by a detailed analysis of monthly progress data from classroom observations conducted by HTs, focusing on shifts in specific multigrade teaching practices over time. This section concludes with insights drawn from FGDs, offering further context to the quantitative results.

6.1 High Level Summary

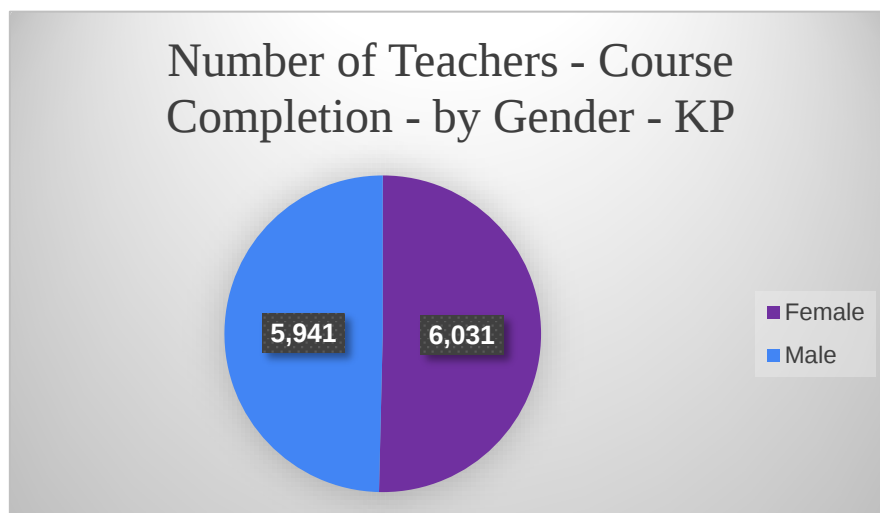
- **Training Outreach and Gender Balance:** A total of 11,972 teachers across Khyber Pakhtunkhwa successfully completed the MGT training, with near gender parity: 50.38% female and 49.62% male participation.
- **Improvement in Classroom Practices:** Classroom observations carried out by SLs and ASDEOs between January 2025 to March 2025, revealed a steady improvement in MGT implementation. Average observation scores rose **from 1.88 in January to 2.07** in March across 13 core teaching practices. Although the overall trend was positive, the pace of improvement varied by individual practice.
- **SLs and ASDEOs Feedback:**
 - 82% expressed satisfaction with the MGT training experience.
 - 70% felt well prepared to conduct classroom observations, and 98% considered the training modules relevant to their jobs.
 - 67% rated the blended digital model, combining digital content with SL and ASDEO facilitation as effective.
 - Key suggestions for improvement included, enhanced observation tools (17%), more digital resources (36%), and periodic refresher trainings (38%).
- **Headteachers Perspectives:**
 - 83% found the training contributed to improved teaching practices.
 - 66% observed clear positive changes in classroom instruction
 - 98% reported improved teacher adaptability in multigrade settings.
 - Main challenges included high student-teacher ratios (36%), inadequate resources (32%), limited time for planning and instruction (19%), and difficulty managing multiple classes (13%).

▪ **Teachers Reflections:**

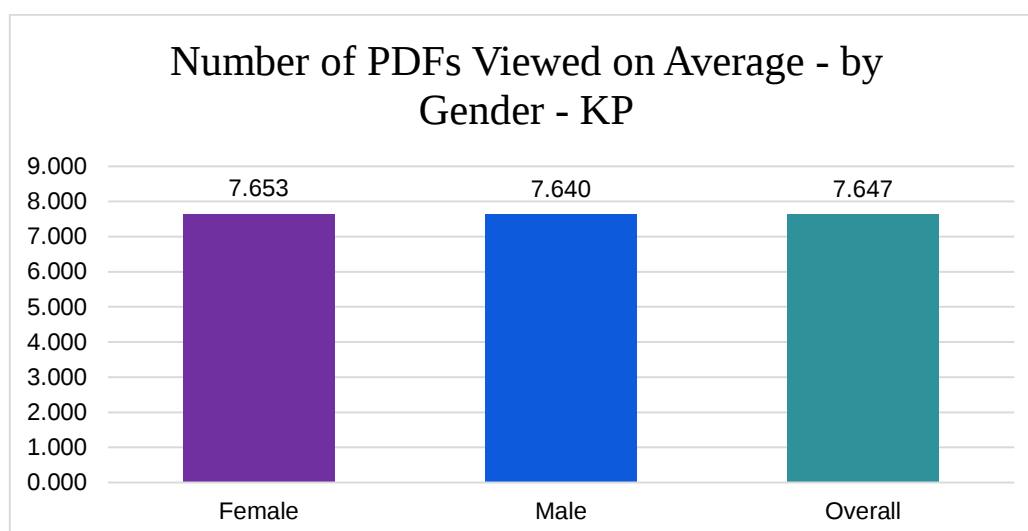
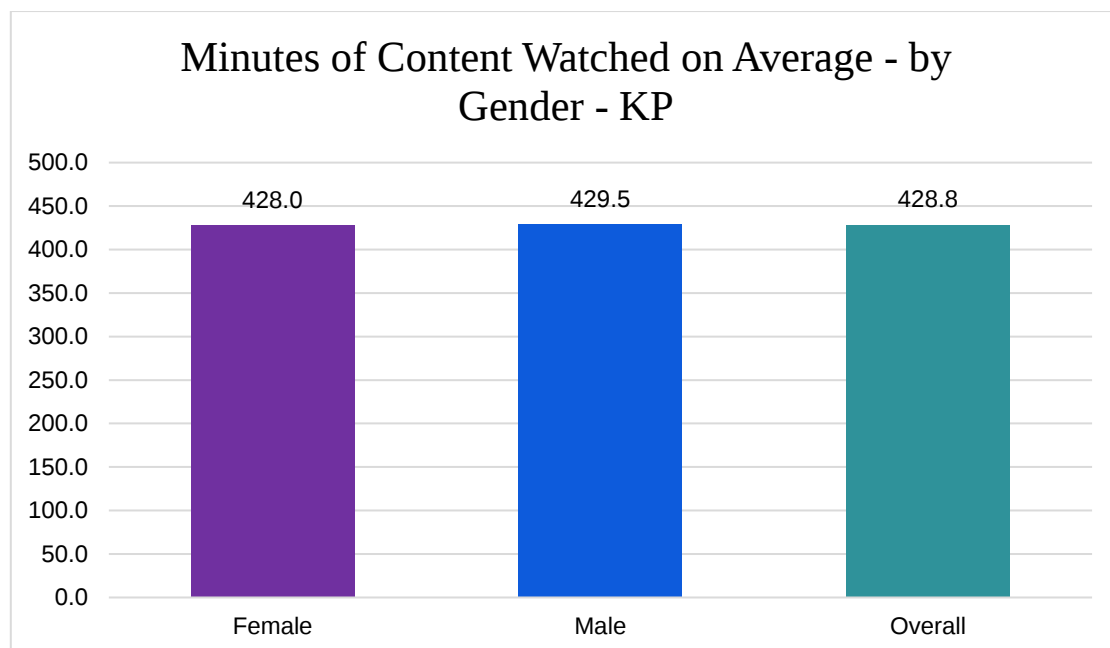
- o 72% rated the training as either 'good' or 'excellent'; only 2.7% viewed it negatively.
- o 42% found the training challenging, while 58% found it easy.
- o 57% appreciated the balance between theoretical knowledge and practical skills.
- o 85% reported increased confidence in handling multigrade classrooms effectively.

6.2 Online Course Completion

A total of 11,972 teachers across KP successfully completed MGT trainings, with a nearly equal distribution of participants by gender: 50.38% female and 49.62% male.



The online learning platform enabled real-time monitoring of user engagement, allowing the programme team to track the extent to which content was being accessed. On average, each teacher viewed approximately 428.8 minutes of online content and read between 7 to 8 PDF resources, with minimal variation observed between male and female participants.

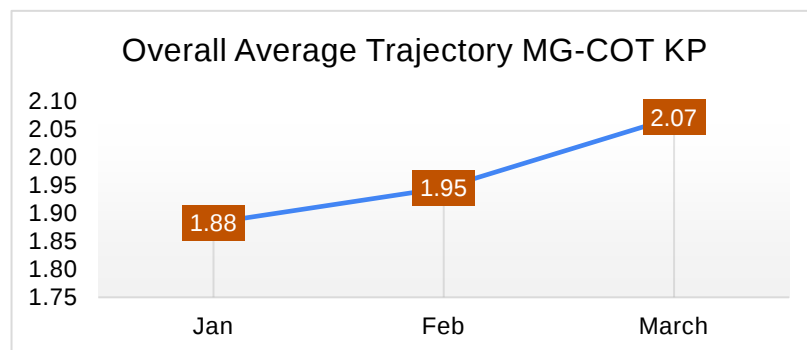


To ensure smooth access and continuous learning, the B-TAG team developed an online complaint and registration system. Majority of the reported issues were related to login difficulties, incorrect passwords, restricted course access, videos failing to load, unrecorded progress, and internet connectivity problems. In response the team provided ongoing technical support, including tailored video tutorials to address specific challenges reported by teachers. This proactive support mechanism played a critical role in ensuring that teachers remained engaged with digital content throughout the course.

6.3 Classroom Observations

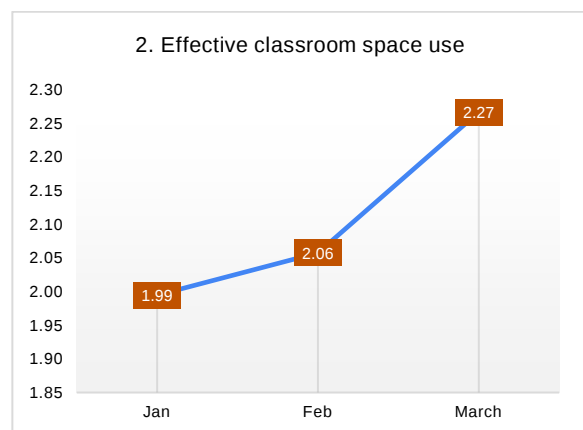
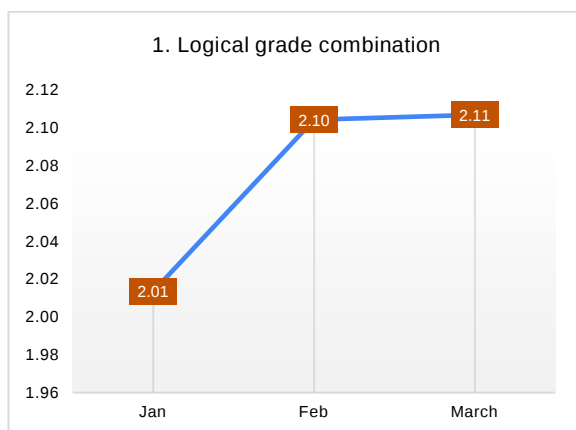
Overall Scores – Trend Analysis

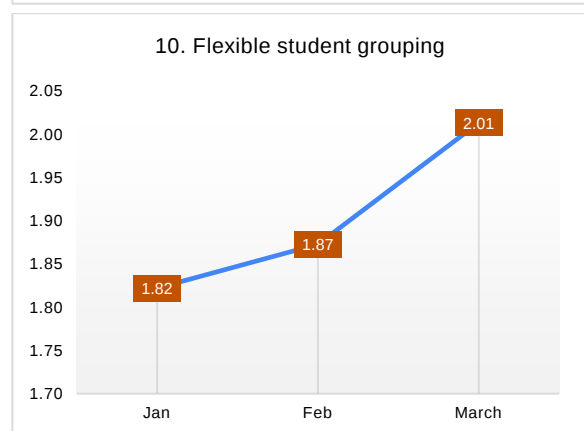
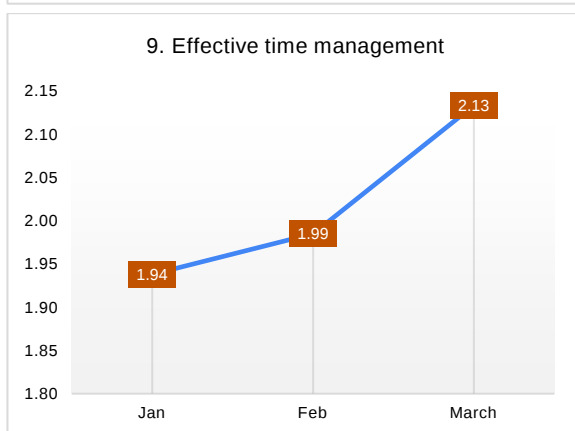
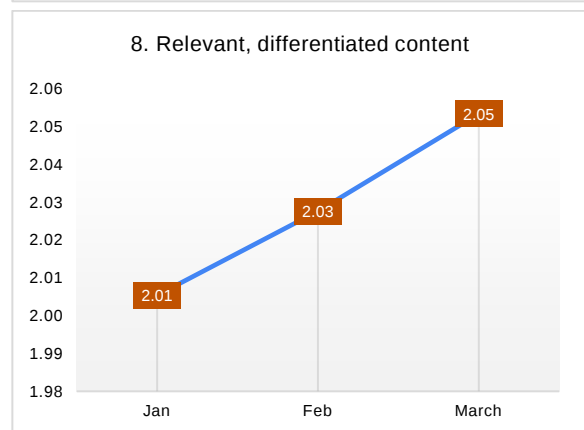
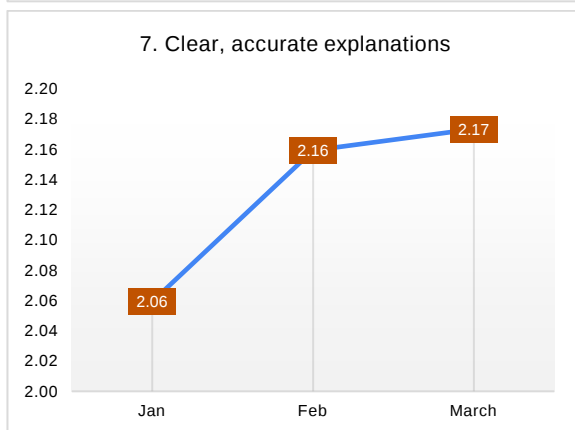
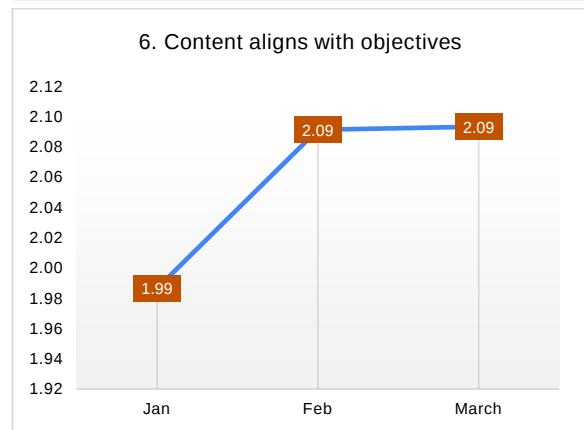
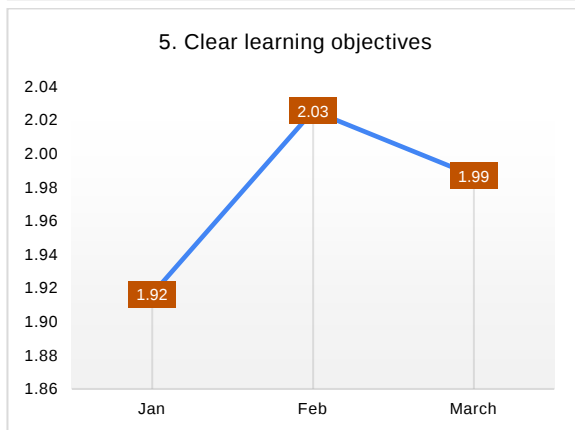
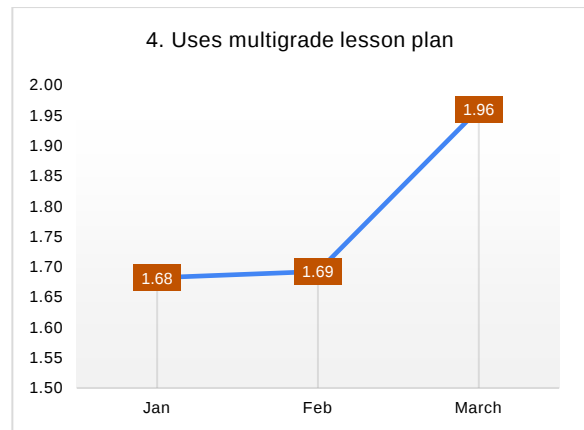
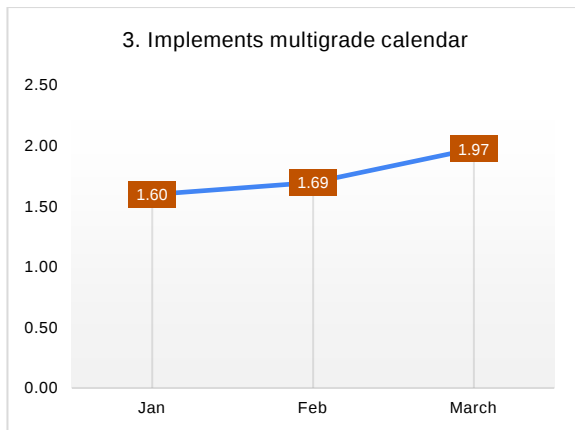
Classroom observations conducted by between January 2025 to March 2025, indicate a steady improvement in MGT practices. The average composite score across 13 observed teaching practices rose from 1.88 in January 2025 to 2.07 by March 2025, reflecting incremental progress over the three months period.

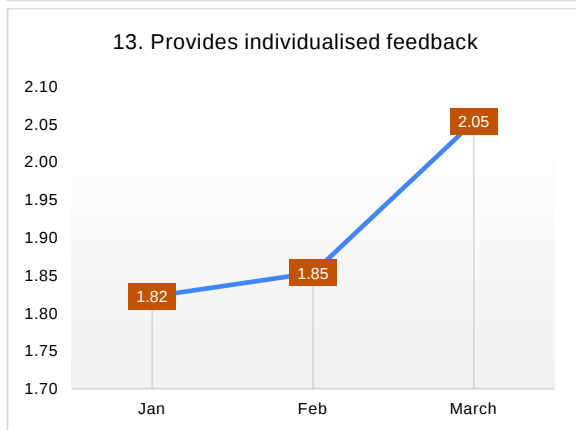
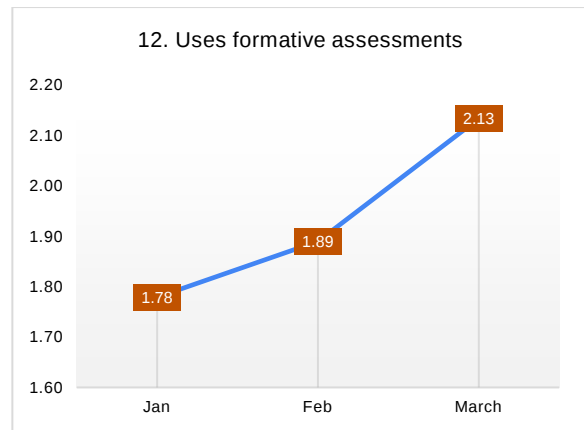
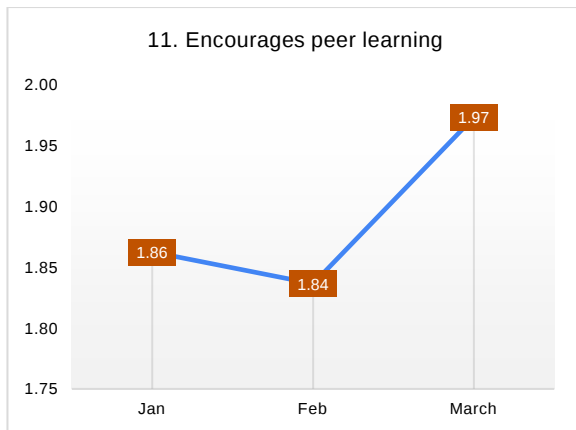


Scores by Practice – Trend Analysis

While overall improvement was evident, the pace of progress varied across specific teaching practices. Most practices showed positive upward trends, suggesting that teachers were gradually internalizing and applying MGT strategies, although some areas progressed faster than others, depending upon the complexity of the practice and contextual classroom challenges.







Scores by Practice – Combined Graph

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Case Study

Teacher Name: Shamshad Begum

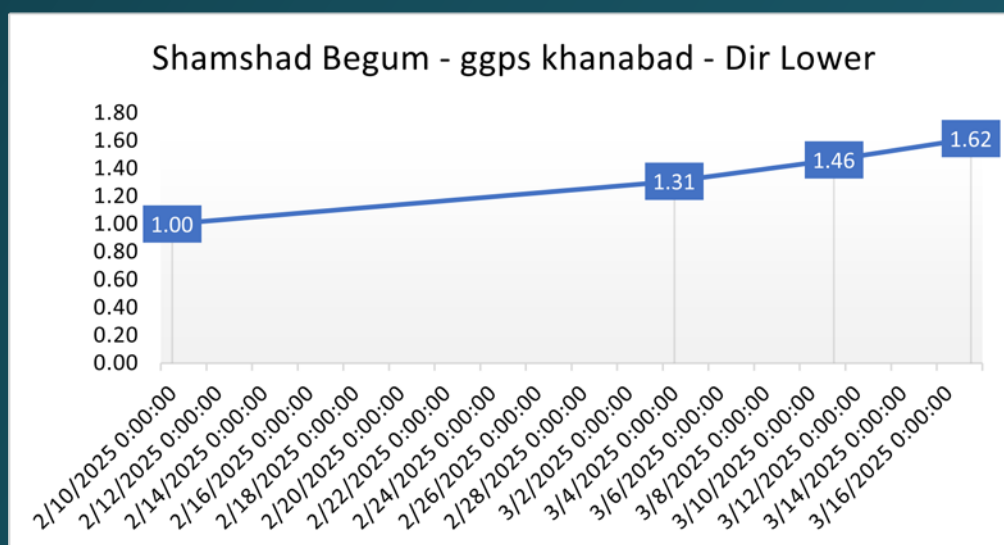
School: Government Girls Primary School (GGPS) Khanabad

District: Dir Lower

Shamshad Begum, a Primary School Teacher at GGPS Khanabad in Dir Lower, teaches two combined grades in a multigrade setting. As part of DPD and B-TAG's MTSP Programme, she completed the digital training modules accessed through LMS and received continuous classroom-based support from her School Leader through multigrade specific classroom observations and feedback. In February 2025, her initial score on the MG-COT as assessed by her SL, was 1.00 out of 3, indicating a critical need for improvement in multigrade instructional practices. In response she engaged with the self-paced MTSP digital modules to strengthen her teaching skills and pedagogical strategies.

Over the next two months, she received sustained individualized support from her SL, through repeated classroom observations and targeted feedback sessions. Her progress was tracked using the MG-COT at four different points during the intervention, showing consistent improvement, with her score rising to 1.62 by mid-March 2025.

While her growth reflects meaningful progress, her multigrade teaching practices continue to exhibit gaps. This highlights the significance of sustained mentoring, ongoing coaching and periodic refresher training to fully embed effective MGT practices in classrooms like hers.

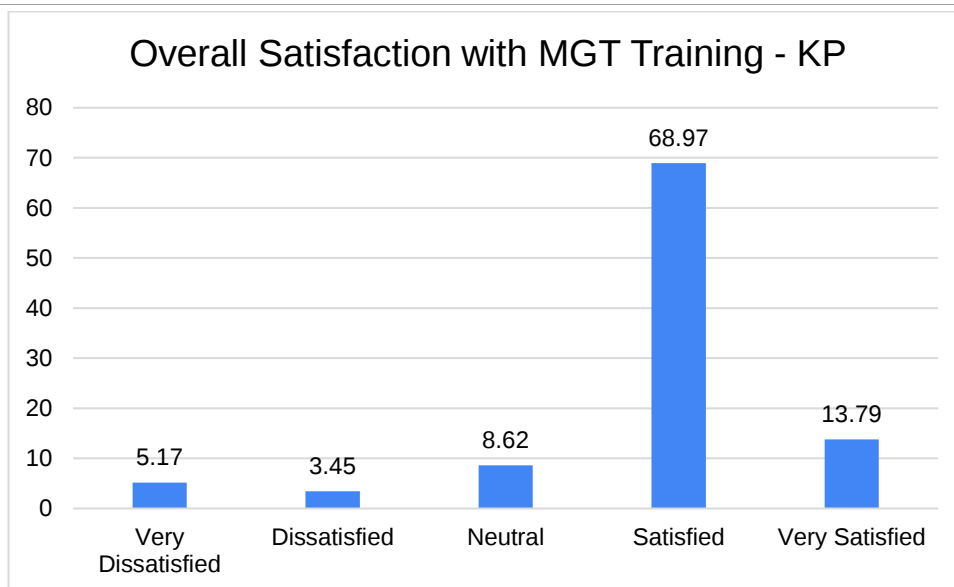


Findings from Focus Group Discussions (FGDs)

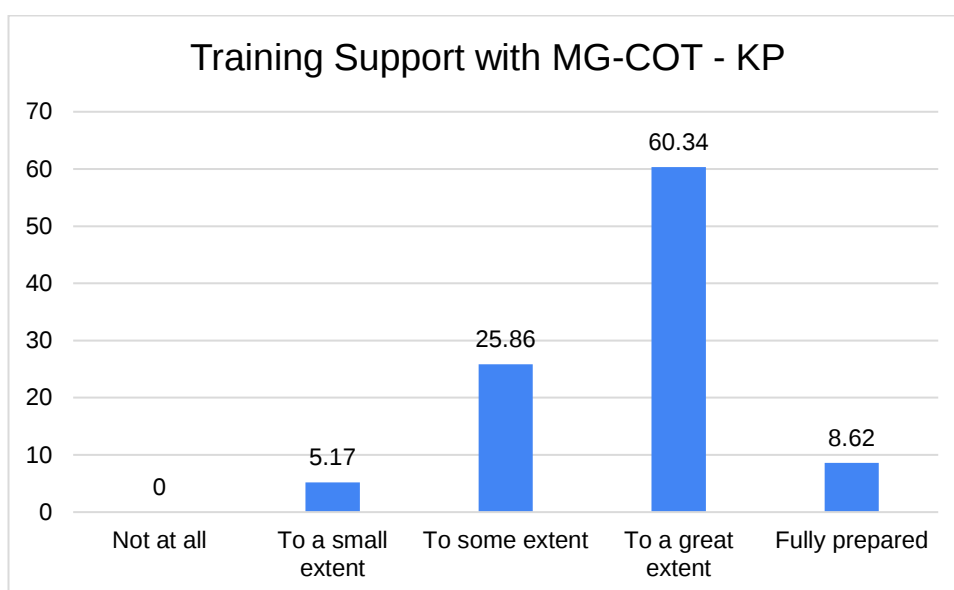
Insights from focus group discussions with SLs, ASDEOs, headteachers, and teachers provided deeper understanding of the multigrade training's practical relevance, implementation challenges, and perceived impact.

SLs and ASDEOs

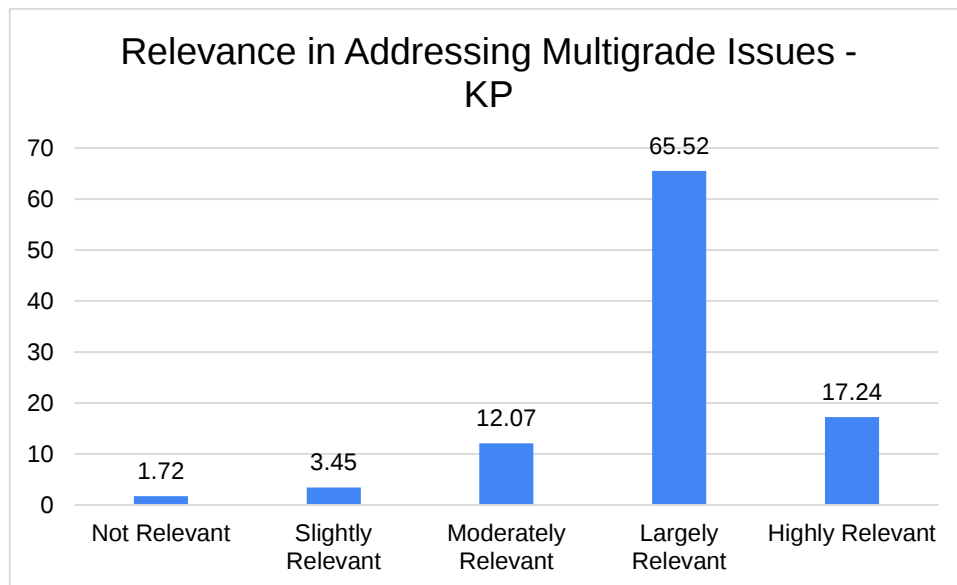
- Over 82.76% of SLs and ASDEOs expressed satisfaction with the MGT training.



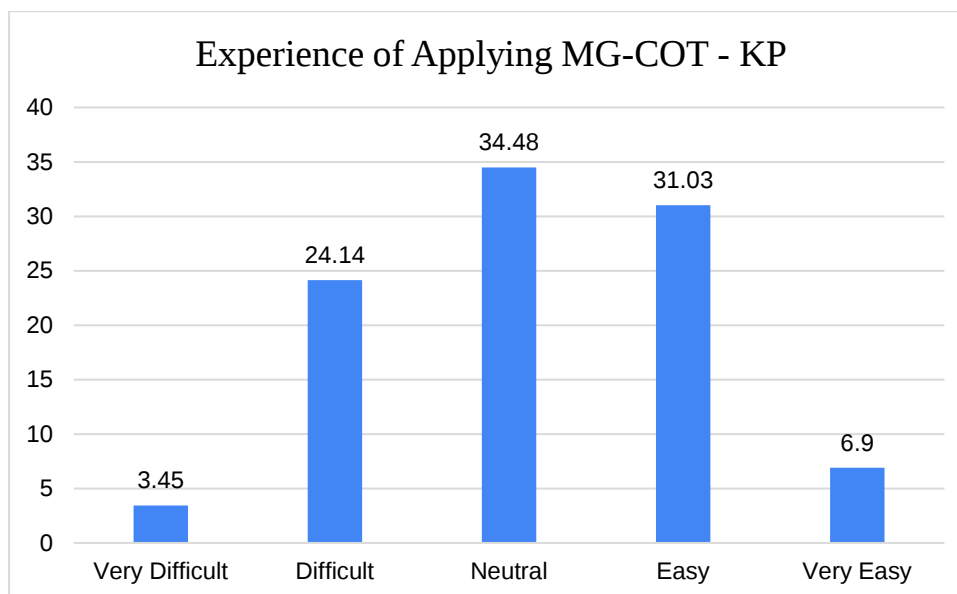
- Approximately 68.96% felt either fully prepared or prepared to a great extent to conduct classroom observations using the MG-COT, another 25% found it somewhat helpful, while a small portion reported only limited use.



- More than 98% considered the training modules relevant to address the challenges of multigrade teaching, with over 80% specifically rating the content as either largely or highly relevant.

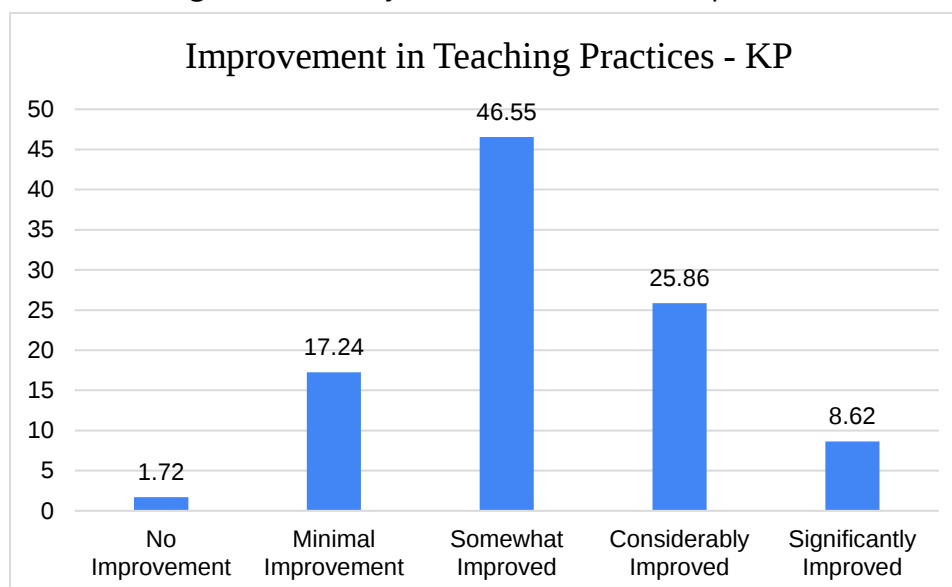


- Experiences with applying the MGT-COT in the classroom were mixed. 27 % found it very difficult or difficult, 38% found it easy or very easy, and 34.48% remained neutral.

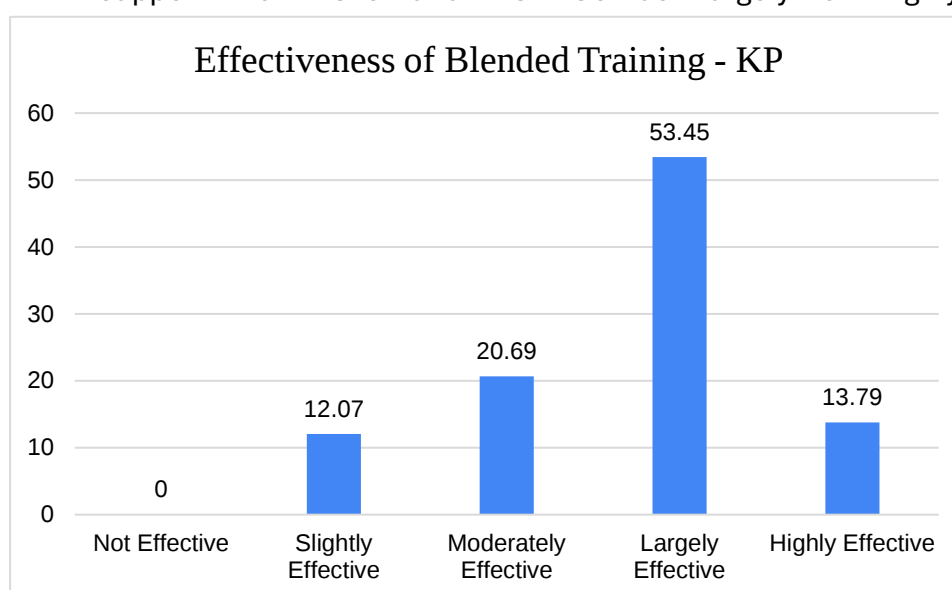


- Encouragingly, over 98% of SLs and ASDEOs observed some improvement (from minimal to significantly large improvement) in teaching practices following the

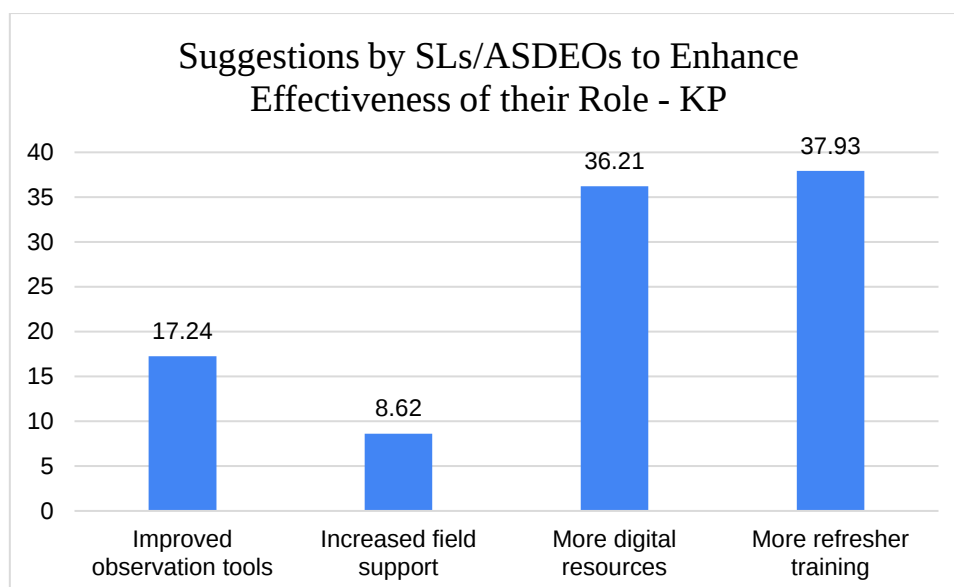
MGT training, while only 1.72% ASDEOs reported no visible change.



- A majority (67%) viewed the blended training approach, digital content combined with support from SLs and ASDEOs as largely or highly effective.



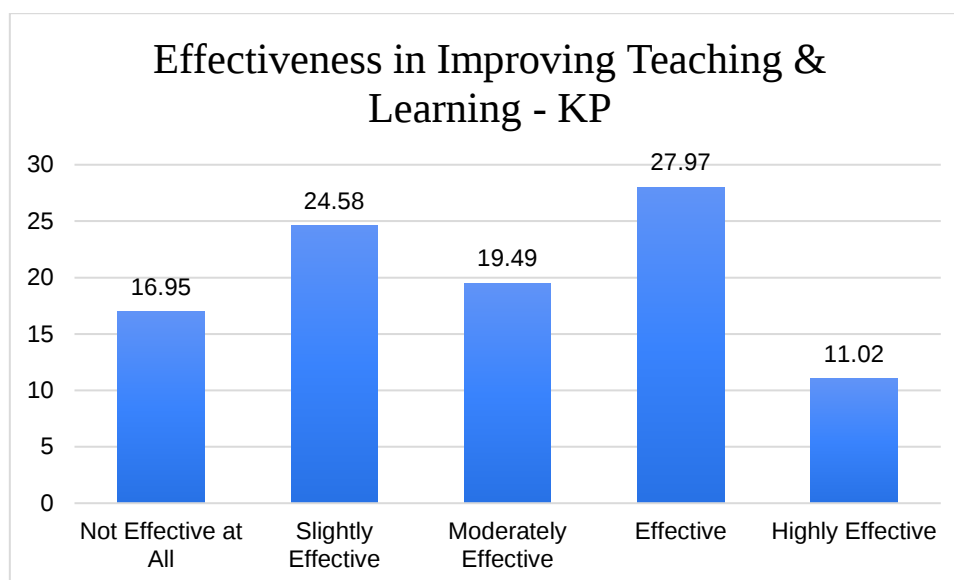
- Suggestions for strengthening the role of SLs and ASDEs included.
 - o 17.24% suggested improving observation tools
 - o 8.62% recommended greater administrative and implementation support at the field level
 - o 36.21% suggested additional digital resources for observers and ASDEOs
 - o 37.93% suggested regular refresher trainings



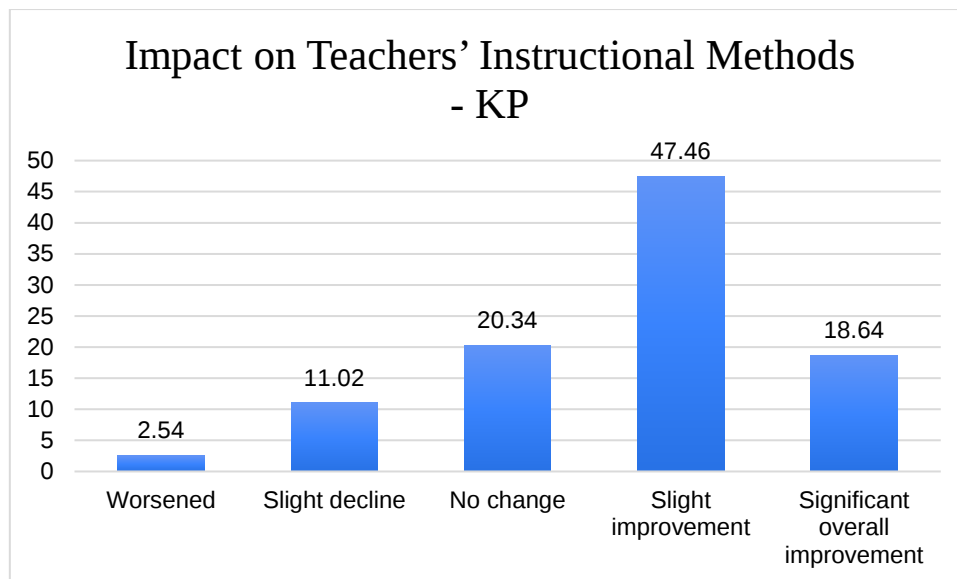
Headteachers

Focus Group Discussions were also conducted with headteachers from schools where teachers had received MGT training.

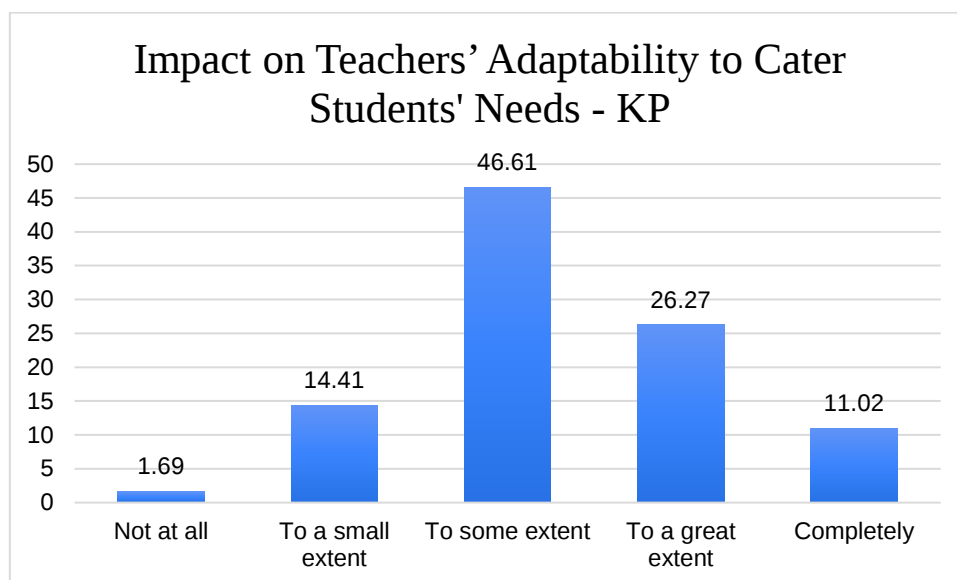
- 83% reported that the training positively impacted teaching practices to varying degrees.



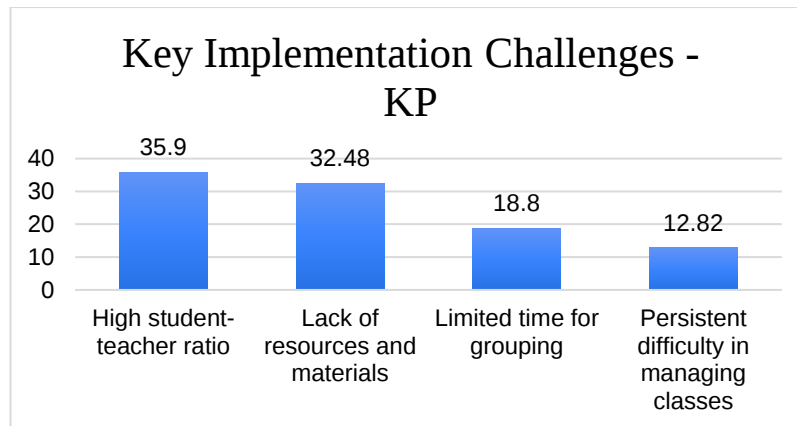
- More than 66% observed a clear improvements in instructional approaches following the training.



- 98% observed that teachers demonstrated increased adaptability, adjusting their teaching more effectively based on students' diverse needs.



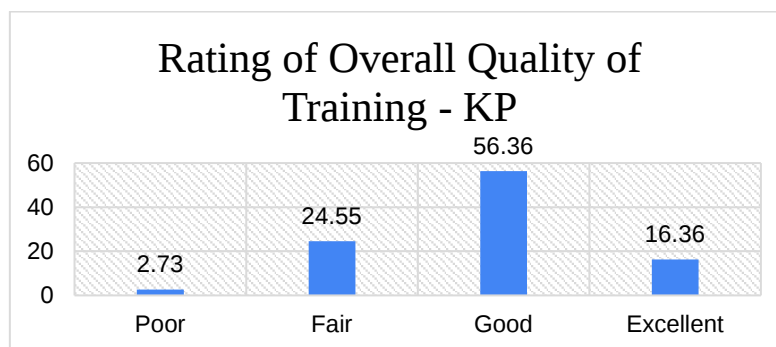
- implementation challenges reported included:
 - o High student-teacher ratios (35.9%)
 - o lack of adequate resources and teaching materials (32.48%)
 - o Limited time to plan and organise effective students grouping (18.85)
 - o Continued difficulties in managing multiple classes simultaneously (12.82%)



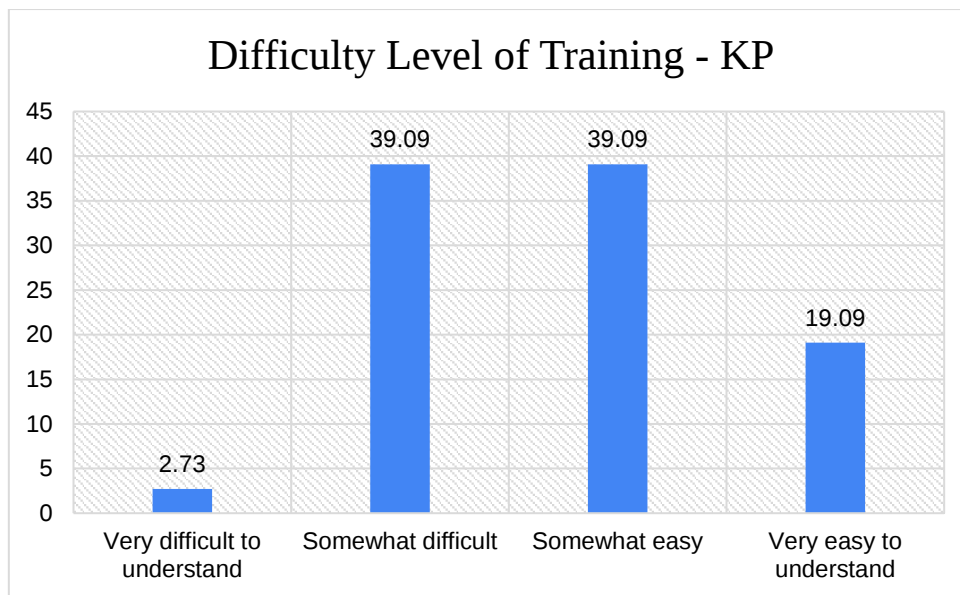
Teachers

Focus group discussions with teachers provided good insights into their perceptions of the training's quality, relevance, and impact on classroom practice.

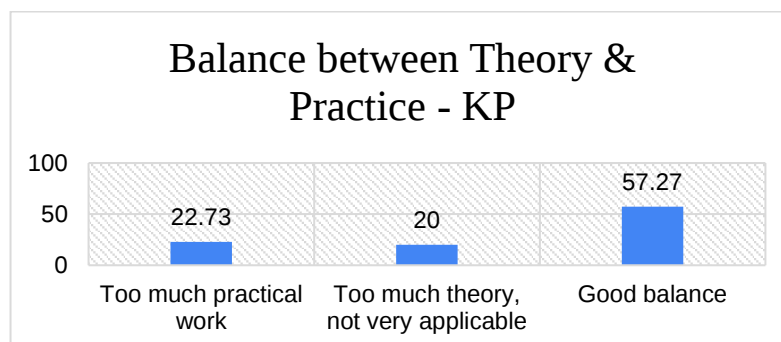
- Over 72% of teachers rated the overall quality of the MGT training as either 'good' or 'excellent'. While only 2.73% considered it below standard.



- Responses varied regarding the difficulty level of the training.
 - o 41.82% found the training to be challenging
 - o 58.18% reported it as manageable or easy to follow



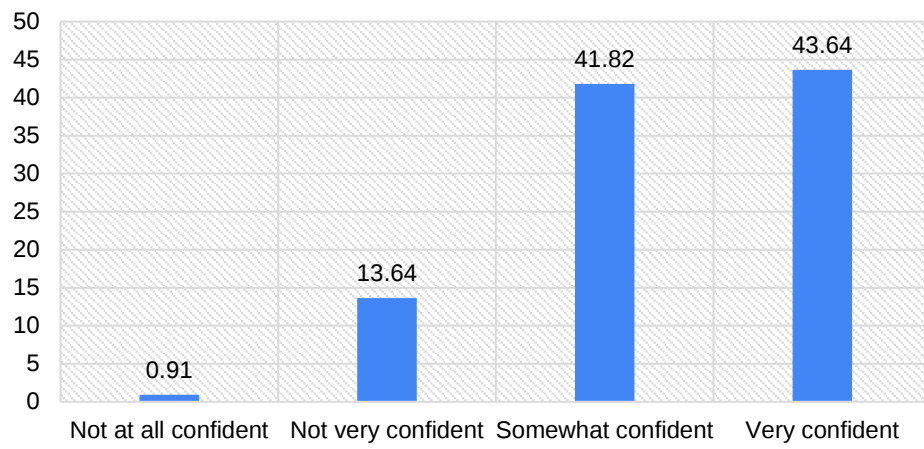
- A majority (57.27% appreciated the training's balance between theoretical content and practical classroom examples, finding the integration of both aspects helpful for real world application.



- 85% of teachers reported a significant increase in their confidence to manage multigrade classrooms effectively after participation in the training.

These findings indicate that the training was generally well-received and positively influenced teacher preparedness and confidence, while also suggesting the need to further tailor training content to accommodate varying levels of prior experience and comfort with multigrade teaching.

Impact on Confidence to Manage Multigrade Classes - KP



Section 7: Findings and Recommendations

Building on the successful scale-up of the MGT intervention in KP, the following recommendations are proposed to enhance its effectiveness and long-term sustainability.

1. Refinement of MGT Digital Content by December 2025

In order to ensure continued relevance and effectiveness of Multigrade Digital Content, it is recommended that the DPD and DCTE with support from the B-TAG technical assistance team, undertake a structured review and revision of the MGT digital content. This process should be backed up by systematic feedback collected from teachers, SLs and ASDEOs to evaluate the clarity, relevance, and content gaps based on classroom realities. The revised content should be finalized and made available by December 2025 to support future training cohorts and enhance classroom level impact.

2. Integration of Multigrade Training into KP's CPD Primary Framework by September 2025

To ensure sustained capacity building and institutionalization of multigrade teaching practices, it is recommended that MGT training be formally integrated within KP's existing CPD framework for primary education. Currently the CPD system in KP, includes a monthly Professional Development Day for all primary school teachers, with sessions led by trained PDD facilitators, focusing on subject-specific pedagogy. Under the MGT scale-up initiative, B-TAG successfully trained these PDD facilitators in effective multigrade teaching approaches, equipping them to deliver relevant MGT specific sessions during PDDs. The DPD should ensure that MGT specific sessions are formally integrated into the PDDs curriculum by September 2025 and are delivered consistently. This will provide teachers with regular face-to-face guidance on MGT specific teaching practices and a platform to discuss implementation challenges and share solutions related to multigrade teaching.

Additionally, the revised MGT digital course should be hosted on a user friendly, accessible platform and deployed across KP using a blended learning model. To support continuous improvement, a strong Monitoring, Evaluation and Learning (MEL) framework should be developed to track implementation progress, monitor outcomes, and inform future adjustments to both content and delivery methods.

3. Integration of Multigrade Teaching into Pre-Service and In-Service Teacher Education by March 2026

The E&SED should formally embed multigrade-specific pedagogy, into both pre-service and in-service teacher education programmes. This includes incorporating instructional

strategies for managing multigrade classrooms, effective content sequencing, and classroom organization techniques tailored to multigrade settings.

This integration should be completed by March 2026, to ensure that newly recruited teachers enter the classroom with the knowledge and skills required to effectively manage multigrade classroom environments. The expected outcome is the revision and standardization of teacher training curricula, thereby institutionalising MGT pedagogy across teacher education institutions in KP.

4. Institutionalization of the MG-COT by December 2025

As part of the MTSP implemented in KP, a specialised MG-COT was developed to capture the unique instructional dynamics of multigrade classrooms. To ensure consistent quality monitoring and pedagogical support, it is now essential to institutionalise MG-COT as a standard observation instrument in all schools practicing multigrade teaching. The E&SED with support from technical assistance partners, should develop a digital version of the MG-COT by September 2025. This should include a user-friendly application interface for field use. In parallel, a data visualisation dashboard should be created to enable real time monitoring of teacher and student level performance, as well as coaching indicators such as frequency and quality of feedback provided by the SLs and ASDEOs.

5. Structured Refresher Trainings for ASDEOs, SLs and PDD facilitators by March 2026

To sustain gains achieved through the MGT training initiative, the DPD, in collaboration with district education teams and technical assistance partners, should design and deliver structured refresher trainings for all ASDEOs, SLs and PDD facilitators who were previously trained in MGT. These refresher trainings should be evidence based, drawing directly from the trends and gaps identified through MG-COT data. They should be conducted on a regular basis and tailored to address specific weaknesses in instructional practice, thus reinforcing effective multigrade teaching and observation strategies.

6. Establishment of Peer-Learning and Support Networks by March 2026

District education authorities in coordination with SLs, should establish peer-learning networks at the local level to promote collaborative learning and professional support among multigrade teachers. These networks should be operational by January 2026. The goal is to create school-based functional peer support structures that promote reflective practice, facilitate knowledge sharing, and provide a safe space for teachers to discuss challenges and solutions related to multigrade classroom management. These communities of practice will serve as an important mechanism for continuous professional development through mutual learning.



Section 8: Conclusion

The MGT Scale-Up in Khyber Pakhtunkhwa has demonstrated that, with the right blend of digital learning tools, structured in-person support, and context appropriate instructional strategies, multigrade teaching can be transformed from a challenge into an opportunity for quality instruction. The programme's rollout, built on the foundation of a successful pilot, enabled the training of nearly 12,000 teachers across KP. This showcases the viability of large-scale blended delivery models even in diverse and resource-constrained contexts.

Evidence from the classroom reinforces this shift, Multigrade classroom observation scores rose from an average of 1.88 in January 2025 to 2.07 in March 2025, reflecting measurable improvements in teaching practices. These gains were further supported by strong qualitative feedback:

- 85% of teachers reported increased confidence in managing multigrade classrooms,
- 98% of headteachers observed improvements in instructional adaptability, and
- 82% of SLs and ASDEOs expressed satisfaction with the Programme's training and support components.

Key enablers of this progress included, the development of multigrade-specific teaching resources, refinement of the Classroom Observation Tool, and the effective use of digital platforms for both training and monitoring have laid the groundwork for long-term institutionalisation. Together these components have laid a strong foundation for the institutionalisation of multigrade teaching practices in KP.

To sustain and deepen this progress, it is important to pursue the next phase of recommendations with urgency and policy commitment. This includes:

1. Integrating multigrade pedagogies into pre-service and in-service teacher education programmes
2. Embedding the MG-COT within routine school supervision and support structures, and
3. Establishing regular peer learning and support networks among teachers.

With continued investment and system-wide commitment, multigrade teaching can transition from an improvised necessity to a scalable, inclusive and adaptive model of education in KP.

Annexures

Annexure I: Official Training Notification by KPK SED



Directorate of Professional Development, Khyber Pakhtunkhwa
Charsadda Road Peshawar

Phone & Fax No. 091-9224783

Email: directorpdkp@gmail.com

No. **8144** /Multigrade teaching /2024-25 Dated Peshawar, the January 1st, 2025.

The All District Education Officers (M&F)
in Khyber Pakhtunkhwa.

Subject: TRAINING OF ASDEOS AND SCHOOL LEADERS ON MULTIGRADE TEACHING

Memo:

I am directed to refer to the letter of this Directorate No: 8111/Multigrade teaching/2025, Dated Dec 23, 2024 on the subject cited above and to state that as per the approved work plan of B-TAG/I-SAPS by the Elementary & Secondary Education Department Khyber Pakhtunkhwa, training on **"Multigrade Teaching Activities"** will be arranged for all ASDEOs and School Leaders across Khyber Pakhtunkhwa. The training aims to enhance the capacity of Assistant Sub-Divisional Education Officers (ASDEOs) and School Leaders in the province concerning multigrade teaching methodologies. In this connection, Trainers of Trainers (ToT) for the training of ASDEOs/School Leaders was arranged at DPD on December 28, 2024.

2. For the training of remaining ASDEOs and School Leaders in the districts, this Directorate has planned district wise two days training as per the attached schedule.

3. You are therefore, requested to notify and ensure the attendance of ASDEOs and School Leaders from your respective districts for the scheduled training.

Encl: Schedule of Training

Additional Director (Acad)



**DIRECTORATE OF ELEMENTARY & SECONDARY EDUCATION
KHYBER PAKHTUNKHWA**

☎ 091-9331763

✉ boardtrainingdese@gmail.com

No. File No. DPD/B&T/2023-24

Endst No: **4611-88** Dated: 02/01/2025

Copy for information to the:

1. All the District Education Officers (Male/Female), Khyber Pakhtunkhwa, with the request to notify and directed the ASDEOs and School Leaders to ensure attendance in the scheduled training.
2. Additional Director (Academic), Directorate of Professional Development, Khyber Pakhtunkhwa Peshawar.
3. P.A to Director E&SE Khyber Pakhtunkhwa.
4. Office File.

ASSISTANT DIRECTOR (B&T)
**ELEMENTARY & SECONDARY EDUCATION KHYBER
PAKHTUNKHWA**

Annexure II: MGT Classroom Observation Tool (COT)

Part A: General Information				
School name		MIS code		
Teacher name		CNIC		
Name of observer		Observation Date		
Observer designation (circle one)	School leaders	ASDEO	Headteacher	
About the lesson you observe				
Grades Combined		Number of children in class today		
Subject				
Topic				
Main SLO				

Part B: MGT CLASSROOM OBSERVATION TOOL

No.	Indicator	Score			Observation
		Emerging (1)	Developing (2)	Proficient (3)	
Multigrade Classroom Management					
1.	The teacher combines grades logically (e.g., ECCE-G1, G2-G3, and G4-G5).				
2.	The teacher uses classroom space effectively to accommodate both grades and encourage interaction (e.g., flexible seating, subject-specific corners).				
Academic Calendar & Lesson Planning					
3.	The teacher implements multigrade academic calendar.				
4.	The teacher uses a multigrade lesson plan.				
Instructional Strategies					
5.	The teacher explicitly articulates the learning objectives for each grade level.				
6.	The teacher’s explanation of the content aligns with the stated learning objectives for each grade level.				
7.	The teacher’s explanation of the content is clear and accurate catering to students of both grades.				

8.	The content presented in the lesson is appropriate, relevant, and differentiated for each grade level.				
9.	The teacher manages time effectively to balance instructional attention between grades.				
Student Engagement					
10.	The teacher uses flexible grouping strategies to enable students from both grades to collaborate based on their needs and abilities.				
11.	The teacher promotes peer learning by encouraging students to actively support each other, creating a collaborative learning environment.				
Assessment & Feedback					
12.	The teacher uses a variety of formative assessment techniques, including peer and self-assessment, to monitor and support student progress across both grades.				
13.	The teacher provides individualised feedback to students, tailored to their grade level and specific needs.				

Scoring Rubric for the Classroom Observation Tool with Examples

The rubric describes the practice at three levels, low, medium and high. Note that the rating scale in the classroom observation tool allows observers to rate the practice from 1(low), 2 (medium), and 3 (high).

No.	Indicator	Score		
		Low (1)	Medium (2)	High (3)
Multigrade Classroom Management				
1.	The teacher combines grades logically (e.g., ECCE-G1, G2-G3, and G4-G5).	The teacher does not combine grades logically, leading to confusion and frustration. <i>Example: The teacher combines ECCE and Grade 2 students for the same literacy activity. ECCE students struggle with basic letter recognition, while Grade 2 students find the material too easy and unchallenging. This misalignment results in both groups feeling disengaged and confused.</i>	The teacher combines grades logically but does not fully consider the different learning needs, leading to partial effectiveness. <i>Example: The teacher combines Grade 2 and Grade 3 students for a literacy lesson. While both groups read the same passage, Grade 3 students require more advanced comprehension tasks, while Grade 2 students find the content too challenging. This leads to uneven progress and engagement.</i>	The teacher consistently combines grades logically, addressing the learning needs of each group and ensuring differentiated instruction. <i>Example: The teacher combines ECCE and Grade 1 students for a literacy lesson. ECCE students work on letter recognition, while Grade 1 students focus on forming simple sentences. The teacher provides tasks appropriate to each grade level, ensuring an organised and engaging learning environment for all students.</i>
2.	The teacher uses classroom space effectively to	The teacher does not use classroom space effectively to	The teacher makes some effort to use the classroom space, but it	The teacher organises classroom space effectively,

	accommodate both grades and encourage interaction (e.g., flexible seating, subject-specific corners).	accommodate both grades and encourage interaction. <i>Example: The teacher arranges desks in rows without creating flexible seating or subject-specific corners for Grade 2 and Grade 3 students. There is no space for collaborative work, and students from both grades struggle to engage with the lesson, leading to confusion and lack of interaction.</i>	does not fully accommodate both grades and encourage effective interaction. <i>Example: The classroom includes a reading corner and some flexible seating, but it is not well-suited to both Grade 2 and Grade 3 needs. While Grade 3 students use the space for independent work, Grade 2 students are less engaged, and interaction between the grades is limited.</i>	accommodating both grades and encouraging smooth interaction. <i>Example: The teacher designs subject-specific corners, such as a phonics area for Grade 2 and a maths station for Grade 3, while shared spaces like a collaborative project table allow for interaction. Flexible seating options encourage movement between independent work and group activities, fostering an organised and interactive environment for both grades.</i>
Academic Calendar & Lesson Planning				
3.	The teacher implements multigrade academic calendar.	The teacher implements a monograde academic calendar, resulting in confusion and misalignment for the combined grades. <i>Example: The teacher follows a Grade 3 academic calendar without adjustments for Grade 2 students. Both grades are given the same</i>	The teacher partially implements the multigrade academic calendar. Some activities do not fully integrate overlapping content or align with the term-wise plan. <i>Example: The academic calendar schedules "Measurement" for both Grade 2 and Grade 3 in the first term. The teacher plans</i>	The teacher consistently implements the multigrade academic calendar, effectively integrating overlapping content and following the term-wise plan. <i>Example: The academic calendar schedules "Measurement" for both Grade 2 and Grade 3 during the first term. The teacher plans</i>

		<i>"Measurement" tasks, which are too advanced for Grade 2 students, leaving them confused and unable to keep up, while Grade 3 students proceed without difficulty. This leads to disorganised lessons and gaps in learning for the younger students.</i>	<i>lessons where Grade 2 students measure objects using rulers, while Grade 3 students calculate area and perimeter. However, the teacher sometimes introduces unrelated topics like "Time," which disrupts the flow and causes confusion for the students.</i>	<i>lessons where Grade 2 students measure objects with non-standard units (e.g., paperclips), while Grade 3 students work on calculating area and perimeter. Both grades collaborate, with Grade 3 students helping Grade 2 students, ensuring every lesson follows the academic calendar and creating a structured and engaging learning experience.</i>
4.	The teacher uses a multigrade lesson plan.	The teacher uses two separate monograde lesson plans, resulting in a lack of integration and alignment across the combined grades. <i>Example: The teacher prepares one lesson plan for Grade 2 focused on "Addition" with basic two-digit problems (e.g., $25 + 13$) and another for Grade 3 with more advanced three-digit subtraction problems (e.g., $456 - 123$). Because these plans are not</i>	The teacher uses a multigrade lesson plan aligned with the academic calendar but with partial differentiation between grades, resulting in inconsistencies. <i>Example: The teacher plans a lesson on "Addition and Subtraction" for both Grade 2 and Grade 3. Grade 2 students work on two-digit problems without regrouping (e.g., $34 + 12$), while Grade 3 students solve three-digit problems with regrouping (e.g.,</i>	The teacher prepares and implements a well-structured multigrade lesson plan that is fully differentiated for each grade and aligned with the academic calendar. <i>Example: The teacher plans a lesson on "Addition and Subtraction" where Grade 2 students practise two-digit problems without regrouping (e.g., $48 + 21$), while Grade 3 students tackle multi-digit problems with regrouping (e.g.,</i>

		<i>aligned, there is no opportunity for collaboration or shared learning between the grades. As a result, both grades work on different topics simultaneously, creating confusion and making it difficult for the teacher to manage the class effectively.</i>	<i>235 + 178). However, when they work together on mixed problems, the younger students get confused by the more advanced material. The lesson somewhat follows the academic calendar, but the lack of clear differentiation causes confusion during group work.</i>	<i>235 + 178) and real-world applications. During group work, Grade 3 students assist Grade 2 students in understanding regrouping. The lesson is perfectly aligned with the academic calendar, ensuring both grades are appropriately challenged and engaged.</i>
Instructional Strategies				
5.	The teacher explicitly articulates the learning objectives for each grade level.	The teacher does not state the learning objectives for both grades, and the activities do not clarify the objectives. <i>Example: The teacher begins the lesson by having both Grade 4 and Grade 5 students read a story but fails to explain the learning objectives. Grade 4 students focus on identifying key details, and Grade 5 students are tasked with writing a summary. Since the teacher does not clarify the</i>	The teacher states a general objective for both grades but does not clearly differentiate or explain the specific objectives for each grade. <i>Example: The teacher says, "Today we are working on reading comprehension," but does not specify distinct objectives for Grade 4 and Grade 5. While Grade 4 students work on identifying details and Grade 5 students write a summary, the teacher does not clearly explain the specific goals</i>	The teacher clearly articulates the differentiated learning objectives for each grade, and the activities align with these objectives. <i>Example: The teacher begins the lesson by saying, "Grade 4 will focus on identifying key details from the text, while Grade 5 will work on summarising the story." The teacher explains how the activities are designed to meet these objectives, ensuring that Grade 4 students concentrate on</i>

		<i>purpose behind these tasks or connect them to the learning objectives, students are left confused about the lesson's focus.</i>	<i>for each grade, leading to some confusion about the lesson's expectations.</i>	<i>details and Grade 5 students focus on writing summaries, with both tasks clearly aligned to their respective learning objectives.</i>
6.	The teacher's explanation of the content aligns with the stated learning objectives for each grade level.	The teacher's explanation does not align with the stated lesson objectives, and the content does not support the learning goals for either grade. <i>Example: The stated objective is for ECCE students to listen to letter sounds and for Grade 1 students to practise saying the letters. However, the teacher spends the lesson talking about animal names and showing pictures of animals. This has nothing to do with the alphabet sounds, and students are left confused, without practising their listening or speaking skills.</i>	The teacher's explanation partially aligns with the stated learning objectives, but there are significant distractions or gaps. <i>Example: The teacher's objective is for ECCE students to listen to the alphabet sounds and for Grade 1 students to practise saying the letters. The teacher starts by introducing some letter sounds, but then spends too much time playing unrelated phonics games. While students are exposed to some relevant content, they don't spend enough time focusing on the actual objectives, reducing the lesson's effectiveness.</i>	The teacher's explanation fully aligns with the stated learning objectives, and the content clearly supports the goals for each grade. <i>Example: The teacher clearly explains that ECCE students will listen to the alphabet sounds, and Grade 1 students will practise saying the letters. The teacher uses a song to help ECCE students hear the letter sounds, then asks Grade 1 students to say each sound aloud. The activities are well-matched to the objectives, and both groups are focused on learning their specific skills.</i>

7.	The teacher's explanation of the content is clear and accurate catering to students of both grades.	The teacher's explanation is unclear or incorrect, leaving students confused or with misconceptions. <i>Example: The teacher attempts to explain multiplication to both Grade 4 and Grade 5 but inaccurately describes it as "adding numbers together." This confuses both grades, and when the teacher incorrectly states that multiplying by "zero" is the same as multiplying by "one," it leads to further misconceptions. As a result, neither grade understands multiplication properly, causing frustration among students.</i>	The teacher's explanation is mostly correct but unclear or too simple for one or both grades. <i>Example: The teacher gives a correct explanation of multiplication but only addresses basic two-digit multiplication. This explanation proves too challenging for some Grade 4 students and too simplistic for students, who are ready for more advanced concepts. Although the explanation is accurate, it does not adequately cater to the varying levels of both grades, leading to only partial understanding.</i>	The teacher provides a clear and correct explanation for both grades, adjusting the explanation to each grade's level. <i>Example: The teacher explains multiplication clearly for both Grade 4 and Grade 5. For Grade 4, the teacher uses simple examples like "3 groups of 4" and draws arrays to show basic multiplication. For Grade 5, the teacher explains more complex multiplication, like three-digit by two-digit problems, and introduces regrouping. Each grade receives a tailored explanation that helps them understand the concept fully.</i>
8.	The teacher's explanation of the content aligns with the stated learning	The teacher's explanation does not align with the stated lesson objectives, and the	The teacher's explanation partially aligns with the stated learning objectives, but there are significant distractions or gaps.	The teacher's explanation fully aligns with the stated learning objectives, and the content

	objectives for each grade level.	content does not support the learning goals for either grade. <i>Example: The stated objective is for ECCE students to listen to letter sounds and for Grade 1 students to practise saying the letters. However, the teacher spends the lesson talking about animal names and showing pictures of animals. This has nothing to do with the alphabet sounds, and students are left confused, without practising their listening or speaking skills.</i>	<i>Example: The teacher's objective is for ECCE students to listen to the alphabet sounds and for Grade 1 students to practise saying the letters. The teacher starts by introducing some letter sounds, but then spends too much time playing unrelated phonics games. While students are exposed to some relevant content, they don't spend enough time focusing on the actual objectives, reducing the lesson's effectiveness.</i>	clearly supports the goals for each grade. <i>Example: The teacher clearly explains that ECCE students will listen to the alphabet sounds, and Grade 1 students will practise saying the letters. The teacher uses a song to help ECCE students hear the letter sounds, then asks Grade 1 students to say each sound aloud. The activities are well-matched to the objectives, and both groups are focused on learning their specific skills.</i>
9.	The content presented in the lesson is appropriate, relevant, and differentiated for each grade level.	The content is not appropriate for the grade level(s), either too advanced or too simple, and does not support students' learning needs. <i>Example: The teacher presents both Grade 2 and Grade 3 students with difficult words like "unbelievable" and "complicated" without first</i>	The content is somewhat appropriate but lacks sufficient differentiation for each grade, limiting its effectiveness. <i>Example: The teacher introduces "cat" for Grade 2 and "elephant" for Grade 3, but then asks both groups to practise with "butterfly." While "butterfly" is a good word for Grade 3, it is a bit difficult for</i>	The content is fully appropriate and well-differentiated for each grade, supporting the learning objectives effectively. <i>Example: The teacher presents Grade 2 students with words like "rabbit" and "sunset" (two-syllable words) and gives Grade 3 students more complex words like "elephant" and "butterfly"</i>

		<i>teaching simpler words. This is too hard for Grade 2 students, who are still learning basic words, and does not challenge Grade 3 students appropriately. The lack of differentiation confuses and disengages both groups.</i>	<i>Grade 2 students, who need simpler words. The content is partially relevant, but the lack of differentiation causes some students to struggle and others to be under-challenged.</i>	<i>(three-syllable words). Each grade works on their level, with Grade 2 mastering basic syllables and Grade 3 tackling more challenging words. The content is well-matched to each grade, engaging all students appropriately.</i>
10.	The teacher manages time effectively to balance instructional attention between grades.	The teacher does not manage time effectively, causing disorganisation and loss of instructional flow. <i>Example: During a math lesson, the teacher spends too long on direct instruction for Grade 2, leaving little time for Grade 3 students to complete their tasks. As a result, the lesson runs overtime, and neither grade finishes the planned activities.</i>	The teacher manages time somewhat effectively but struggles to maintain a smooth instructional pace. <i>Example: The teacher alternates between helping Grade 2 students with basic subtraction and Grade 3 students with more advanced problems. However, the teacher spends too much time with Grade 2, causing Grade 3 students to wait and run out of time to complete their tasks, resulting in a rushed and uneven lesson.</i>	The teacher manages time effectively, ensuring smooth transitions and lesson flow for both grades. <i>Example: The teacher starts with a focused explanation for Grade 2 students and sets them up with an independent task while providing more complex instruction to Grade 3. The teacher tracks the time carefully, ensuring that both grades have sufficient time to work on their assignments and complete the activities before transitioning to the next part of the lesson.</i>
Student Engagement				

11.	The teacher uses flexible grouping strategies that enables students to collaborate with peers from both their own or other grades, based on needs and abilities.	The teacher does not use flexible grouping strategies, and students are grouped strictly by grade or randomly, without considering their needs or abilities. <i>Example: The teacher puts all Grade 2 students in one group and all Grade 3 students in another for a reading comprehension activity. There is no attention to different reading levels or specific needs. As a result, stronger students are underchallenged, and struggling students are not supported. There is no collaboration between the grades, and the groups don't reflect students' abilities, leading to limited engagement.</i>	The teacher uses some flexible grouping strategies, considering either grade level or abilities, but not both. Some collaboration occurs across grades, but grouping is not fully based on individual needs. <i>Example: The teacher allows a few strong Grade 2 readers to work with Grade 3 students who need support during a reading activity. However, most students remain in grade-based groups. While some cross-grade collaboration occurs, the teacher doesn't consistently use abilities to form groups, leading to mixed results, where only some students benefit from the collaboration.</i>	The teacher effectively uses flexible grouping strategies that allow collaboration across grades, based on students' needs and abilities. Groups are dynamic and change during the lesson to maximise learning. <i>Example: The teacher groups students for reading based on their skills, not grade. A strong Grade 2 reader is paired with a Grade 3 student to read a more advanced text, while a struggling Grade 3 student joins Grade 2 students to work on simpler texts. As the lesson progresses, the teacher adjusts the groups to meet changing needs, ensuring all students are challenged and supported through peer collaboration, enhancing learning for everyone.</i>
12.	The teacher promotes peer learning by encouraging students to actively support	The teacher does not encourage peer learning or collaboration between older	The teacher occasionally encourages peer learning, but the collaboration between older and	The teacher actively promotes and structures peer learning, with older students consistently

	each other, creating a collaborative learning environment.	and younger students. Each grade works independently. <i>Example: The teacher separates Grade 2 and Grade 3 students into different groups and teaches them separately. There is no interaction or collaboration between the two grades, and older Grade 3 students do not help the younger Grade 2 students. This isolation limits opportunities for peer learning and collaboration.</i>	younger students is limited. Older students may help younger students, but it is informal and lacks structure. <i>Example: The teacher allows Grade 3 students to help Grade 2 students if they finish their work early, but this happens without structure. While some Grade 3 students assist their younger peers, it is not planned, and the support is inconsistent. Peer learning happens randomly, and younger students don't always get the help they need.</i>	supporting younger students in a collaborative environment. <i>Example: The teacher pairs Grade 3 students with Grade 2 students during a reading activity. Grade 3 students are given clear roles to help their younger peers understand the reading and answer questions. The teacher structures the tasks so that Grade 3 students explain the material, reinforcing their own learning while supporting Grade 2 students. This approach is consistently used to create a collaborative learning environment.</i>
Assessment & Feedback				
13.	The teacher uses a variety of formative assessment techniques, including peer and self-assessment, to monitor and support student progress across both grades.	The teacher does not use a variety of formative assessment techniques or incorporate peer or self-assessment, resulting in missed opportunities for monitoring progress.	The teacher uses some formative assessment techniques but does not fully incorporate peer or self-assessment, leading to uneven monitoring of student progress. <i>Example: During a subtraction lesson, the teacher uses</i>	The teacher consistently uses a variety of formative assessment techniques, including peer and self-assessment, to monitor progress across both grades. <i>Example: During the subtraction lesson, the teacher uses tailored</i>

		<i>Example: The teacher gives both Grade 2 and Grade 3 students the same worksheet on subtraction without adapting it to their level. There are no opportunities for peer or self-assessment, and students complete the task independently. The teacher does not know how well students from either grade are progressing.</i>	<i>questioning to assess Grade 3 students but does not provide sufficient assessment for Grade 2 students. The teacher briefly mentions peer-assessment but does not structure it properly. As a result, Grade 2 students do not have a clear understanding of their progress, and peer-assessment is inconsistent.</i>	<i>worksheets: Grade 2 students practice basic subtraction while Grade 3 students solve more complex problems. The teacher integrates peer-assessment by having Grade 3 students review the work of Grade 2 students, and Grade 2 students use a self-assessment checklist to reflect on their performance. These varied assessment techniques allow the teacher to effectively monitor the progress of both grades.</i>
14.	The teacher provides individualised feedback to students, tailored to their grade level and specific needs.	The teacher provides generic or minimal feedback that does not address individual grade levels or student needs. <i>Example: After a writing assignment, the teacher tells both Grade 4 and Grade 5 students general comments like "Good effort" or "Try harder next time," without pointing out specific strengths or areas for improvement. The</i>	The teacher provides some individualized feedback, but it is not fully tailored to both grade level and individual student needs. <i>Example: After a reading comprehension activity, the teacher gives feedback focused on main ideas for both Grade 4 and Grade 5 students. While this feedback is relevant for Grade 4 students, Grade 5 students, who</i>	The teacher provides individualized feedback consistently, tailored to both grade level and specific student needs. <i>Example: After a creative writing activity, the teacher gives Grade 4 students feedback on sentence structure and descriptive language, while Grade 5 students receive feedback on organizing paragraphs and</i>

		<i>feedback does not help students understand what they did well or what they need to work on, leaving them without clear guidance.</i>	<i>need more advanced feedback on analysing themes, only receive general comments. As a result, some students benefit, but others do not get the specific feedback they need for their grade level.</i>	<i>developing stronger arguments. Additionally, individual needs are considered: a Grade 4 student struggling with grammar gets tips on improving punctuation, while a high-achieving Grade 5 student is encouraged to use more advanced vocabulary. This feedback helps each student improve according to their grade level and abilities.</i>
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