Primary Semester One Report

Ahmad Karout

KG2-F

Dear Parents,

This semester report is an important component of our reporting cycle at GIS and offers a snapshot of your child's current achievements, areas of growth and progress in alignment with grade-level standards.

As an International Baccalaureate, Primary Years Programme School, our focus is on developing the whole child and as such, this report includes feedback on student performance in the following areas: Commitment to Learning, Unit of Inquiry (Science and Social Studies), Approaches to Learning, Core subject areas (Language, Math, Arabic) and all Specialist Subject areas.

This report card serves as just one of our communication tools, offering insights into your child's attainment compared to the expectations set for this semester. A teacher conference is held in conjunction with this written report to elaborate on successes and future goals.

Thank you for your ongoing support and partnership in your child's education.

Kind Regards,

Sarah McLean

Head of Primary



Simon Herbert
Head of School



Sarah McLean
Head of Primary

IB Learner Profile Description



Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Assessment Criteria Description

Achievement

Value	Abbreviation	Description
Applying	APL	• Shows a strong understanding of concepts and can apply them effectively in various contexts. • Demonstrates the ability to connect different aspects of their learning and draw meaningful relationships between ideas. • Transfers knowledge across different subjects and real-world scenarios, showing a high level of adaptability and insight. • Analyzes and evaluates information with confidence, showcasing a deep grasp of the subject matter.
Secure	SEC	• Demonstrates a secure understanding of concepts and can recall and describe essential information. • Recognizes key elements and concepts, with occasional gaps that are being actively addressed • Navigates most learning activities proficiently, although they may face challenges when tasks become more complex. • Starts making connections between subjects, showing early signs of the ability to transfer knowledge.
Approaching	APR	• Making progress in understanding concepts, although challenges still exist. • Identifies isolated facts or ideas, and while they struggle to connect and apply them, they are on their way to understanding more deeply. • Understanding is in development; with continued support, a more consistent and comprehensive grasp of the subject matter will be achieved. • Beginning to recognize the value of transferring knowledge, although more support is needed to do so effectively.
Beginning	BEG	• Beginning to understand fundamental concepts. • Working towards grasping basic facts and ideas related to the presented subject matter. • Receiving support to link prior understanding with new concepts, fostering initial connections between ideas.
Beginning English Course	BEC	• Student is in the initial stages of English language acquisition. • Academic concepts are being introduced through scaffolded language support. • Assessment against grade-level benchmarks is pending English language proficiency.
Insufficient Evidence	IE	Insufficient evidence could be gathered to assess the level of skill or understanding at this time.
Not Assessed	NA	The assessment of this skill or concept is not applicable at this time

Approaches to Learning

Value	Abbreviation	Description
Applying	APL	Student demonstrates skill beyond developmental expectations and applies it across different contexts.
Secure	SEC	Student consistently and independently demonstrates skill.
Approaching	APR	Student is demonstrating the skill inconsistently and with some support.
Beginning	BEG	Student is beginning to demonstrate skill with teacher and peer support.

Progress Summary for Approaches to Learning

	Approaches to Learning
Thinking Skills	APR

	Approaches to Learning
Social Skills	APR

	Approaches to Learning
Communication Skills	APR

	Approaches to Learning
Self-Management Skills	APR

	Approaches to Learning
Research Skills	APR

Commitment to Learning

Comment

Ahmad is a thoughtful member of our class. He is continually developing his social skills by learning to play alongside his peers in a fun and peaceful way. At times he still requires guidance and support to follow classroom expectations and routines. Ahmad is a strong communicator and likes to share his thoughts and opinions during class discussions. He is developing his listening skills, and at times needs encouragement to concentrate on what others are saying. Ahmad loves to design and create different creations with Lego. A next step for Ahmad will be to build his stamina for set tasks. He needs to increase the time he can spend at a set task so he can complete both group and independent activities to the best of his ability. This should encourage him to see the benefits of this hard work

Extra Curricular Activities

Comment

Ahmad participated in the KG2 ECA rotations during Semester 1.

Unit reports



Who we are
Understanding relationships helps build communities

Achievement

SEC

Lines of inquiry

1. Communities (form)
2. Relationships with others (connection)
3. Roles and responsibilities (function)

Unit Summary

Comment

Throughout our unit, 'Who We Are', Ahmad understood how different relationships help build communities. Ahmad was able to identify different roles and responsibilities he has at home and school. For example, he said 'At school I help tidy up.' He enjoyed forming questions to interview different members of our GIS community and found out about the different roles they play. Ahmad worked cooperatively with his peers to create a school community of their own. They included the library, swimming pool and classrooms. An area of development for Ahmad is for him to be able to recognise different roles and responsibilities he has in the wider community.

Moral, Social and Cultural Studies
Connections and Conflict/ UAE Civics
Society and Identity / UAE : Sociology
Government
Moral Education



Where we are in place and time
Learning about different cultures helps us develop respect and an understanding of how people live.

Achievement

SEC

Lines of inquiry

1. Family cultures (form)
2. How people from different cultures are alike and different (connection)
3. Appreciating different cultures (perspective)

Unit Summary

Comment

Ahmad has continued to develop his understanding on how to communicate while participating in our inquiries. In our unit, 'Where We Are In Place And Time', he gained the understanding of how learning about different cultures helps us develop respect for each other. He was open-minded when listening to others share information and proudly shared facts about Lebanon. Ahmad was able to identify similarities and differences between Lebanon and the UAE. A next step for Ahmad would be to learn a variety of ways to research a topic he wants to know more about.

Moral, Social and Cultural Studies
Time, Continuity, and Change/ UAE: History
Culture/ UAE Culture, Heritage and Tolerance
Moral Education

Subject Assessment

Mathematics

Julie Cranshaw

Subject Standards

	Achievement
Counting and Cardinality	APR
Operations and Algebraic Thinking	NA
Number and Operations in Base Ten	NA
Measurement and Data	APR
Geometry	SEC

Comment

Strengths:
- names and identifies 2D shapes, including square, circle, triangle, rectangle and hexagon
- counts to 50 by ones

Next steps:
- analyze and compare two and three-dimensional shapes
- represent addition and subtraction with objects, fingers, mental images, drawings, expressions or equations

English

Julie Cranshaw

Subject Standards

	Achievement
Language	APR
Reading: Foundational Skills	APR
Reading: Informational Text	NA
Reading: Literature	NA
Speaking and Listening	SEC
Writing	APR

Comment

Strengths:
- uses a combination of drawing, dictating, and writing to recount a past event
- uses prepositions like to, from, in, out, on, off, for, of, by and with verbally in conversations

Next steps:
- recognize and name all upper- and lowercase letters of the alphabet
- isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words

Art

Sue O'Keeffe

Subject Standards

	Achievement
Responding	APR
Creating	SEC

Comment

Strengths:
- is starting to gain confidence in trying new techniques with encouragement
- enjoys art lessons, showing excitement and trying new ideas with enthusiasm

Next steps:
- work on using tools like scissors and small brushes to make artwork neater and more precise
- work on staying focused to finish art projects with care

Music

Satyajeet Singh

Subject Standards

	Achievement
Creating	APR
Responding	APR

Comment

Strengths:
- Displays thorough knowledge about orchestral instrument families during games and inquiry activities
- uses vocal pitch control when singing in a group

Next Steps:

- sing and play egg shakers showing pitch, dynamics and tempi (high and low, loud and soft, and fast and slow)
- play claves and egg shakers to the steady beat

Physical Education

Ryan Flaherty

Subject Standards

	Achievement
Active Living	APR
Interactions	APR

Comment

Strengths:
- understands the difference between the movements: jumping, hopping and skipping
- follows simple instructions and rules of the games

Next steps:
- be persistent and stay engaged in the activity even when isn't successful immediately
- engage in safe behavior at all times

Early Childhood Arabic

Comment

Students in KG2 learned vocabulary related to family members and UAE culture, they actively engaged in simple conversations with partners using simple phrases. Through various learning engagements, the student learned and applied new vocabulary, recognizing the letters associated with the newly acquired words. The students practiced songs in Arabic related to the unit, which helped reinforce language skills, improve pronunciation, and enhance confidence in using Arabic. The student showed enthusiasm in participating in learning engagements and are encouraged to continue practicing through songs and interactive exercises to strengthen their learning.

Islamic

Hekmat Abdelrazek

Subject Standards

	Achievement
Divine Revelation	APR
Islamic Beliefs	APR
Islamic Values and Manners	SEC
The Prophet's Biography and Personalities	APR

Comment

Strengths:
- recites some verses from Surah Al-Fatiha
- Sensing the importance of parents

Next Steps:
- practice Surah Al-Fatiha regularly to improve recitation
- obey the parents by listening & praying for parent