



End-of-Term 1 2023 - 2024

International School of Gabon Ruban Vert

First Term (2023 - 2024)

Muhammad BIN QUTBUDDIN

Year	Form tutor
Year 2	Richard Haupt

Dear Parents,

Your child's report is a record of performance over the entire term. Please discuss the report positively with your child, emphasising any areas for improvement where possible.

We wish you a happy and restful break.

Chers parents,

Le bulletin de votre enfant est une compilation de ses résultats sur tout le trimestre. Veuillez discuter du bulletin de façon constructive avec votre enfant, en mettant l'accent autant que possible sur les points qu'il y a lieu d'améliorer.

Nous vous souhaitons des vacances heureuses et reposantes.

Jonathan Ferreira
Director of School

Summary of Achievement		
Social and Emotional Development Leslie OVONO OBIANG, Marielle GNAGNI, Richard Haupt, Anindya CHAKRABORTI, Judith NYANARO, Jeanne-Berthe MAVOUNGOU, Georges OMONDI Muhammad is a very positive member of our classroom. He always approaches tasks and duties with responsibility and takes full accountability for the work he produces. He works well in groups and demonstrates great leadership and collaborative qualities. When working independently, he strives to find solutions to problems he is working on, but does need encouragement to complete tasks in a timely fashion.		
Subjects		
Unit of Inquiry (UOI) 1		
Subject Description In this unit, students engaged in a comprehensive exploration of the intricate links between their own well-being, the well-being of others, and the environment. This inquiry revealed how their choices had far-reaching consequences, impacting not just themselves but also others and the environment. Throughout this journey, students gained insights into the significance of self-identity, their emotional awareness and the benefits of making healthy choices.		
	Grade	Effort
Unit of Inquiry (UOI) 1 Richard Haupt		
• Who We Are: Central Idea - People’s wellbeing can be influenced by their sense of self, and their interactions with people and the environment	C	C
• Knowledge and Concepts	C	C
• Approaches to Learning	C	C
• Learner Profile	C	C
Teacher Comments Muhammad actively participated in discussions exploring personal wellbeing, demonstrating a genuine interest in understanding the factors influencing health. Through his considerate contributions, he illuminated a mature standpoint on personal choices and engagements with environments, exposing a keen awareness of the interconnectedness between wellbeing and the surrounding world. Muhammad's engagement enriched class discussions, fostering a collaborative learning environment. His insights and reflections laid a solid foundation for our exploration of personal wellbeing, setting the stage for deeper investigations into the intricate factors shaping our health. To further enhance his understanding, he can set a goal to investigate and share information about traditional practices related to health.		
Unit of Inquiry (UOI) 2		
Subject Description In this unit, students embarked on a cultural journey, investigating the ways in which beliefs and values are communicated through celebrations and traditions. By delving into symbolic representations, exploring similarities and differences in celebrations, and embracing diverse perspectives, students cultivated a deeper understanding of global cultures. The unit not only encouraged the appreciation of cultural diversity but also inspired students to express their thoughts and creativity.		

	Grade	Effort
Unit of Inquiry (UOI) 2 Richard Haupt		
• How We Express Ourselves: Central Idea - Cultures express their beliefs and values through celebrations and traditions	E	C
• Knowledge and Concepts	E	C
• Approaches to Learning	E	C
• Learner Profile	E	C
Teacher Comments As we delved into the exploration of symbolic representations in cultural celebrations, Muhammad emerged as a perceptive participant. His detailed observations and reflections demonstrated a nuanced understanding of diverse cultural practices. Muhammad not only identified symbolic meanings but also connected them effectively to deeper cultural significance. Through his questions and insights, Muhammad contributed to productive class discussions, creating an inclusive atmosphere where students could appreciate and learn from each other's perspectives. Muhammad's growing appreciation for global diversity became evident through his engagement with various cultural representations, fostering an atmosphere of respect and understanding within the classroom. Furthermore, Muhammad demonstrated to the rest of us how to be open-minded by exploring different cultural norms and proudly sharing similarities and differences between them and his own culture.		
 English Literacy		
Subject Description In the first unit, in reading, students delved into the exploration of how letters and digraphs (combinations of letters representing single sounds, e.g., ck, ai, oa, ie, ee, or, ng, ch, th, etc.) were linked to specific sounds. They also discovered how these sounds blended to shape words (CVC, CCVC, etc) and how words, in turn, seamlessly wove together to construct coherent and meaningful sentences. Students also had the chance to explore a reading programme introduced in the school - Raz Plus, on which they accessed various levelled books and texts, on a regular basis. In writing, students had the opportunity to improve their letter formation and pencil grip, working towards forming complete words and simple sentences with the help of visual aides. Students worked on identifying punctuation marks and their functions. They also improved their listening skills, by writing from dictation. In the second unit, in reading, students explored reading by understanding and using features of a book. They looked into recognizing and effectively utilising the specific purposes of different parts of a book through discussions and engaging activities. This emphasis on particular reading strategies not only fostered a love for reading but also enhanced their overall literacy skills. Students navigated texts with a discerning eye, discovering the joy of uncovering information in a book. In writing, students embarked on a journey of self-expression through Personal Narratives. Crafting stories with a beginning, middle, and end, students honed their narrative skills. The unit emphasised the importance of small moments and added details in creating vivid narratives. Through prewriting activities and planning, students developed a structured approach to storytelling. Their narratives not only showcased creativity but also demonstrated an understanding of storytelling conventions. Students were storytellers, weaving personal experiences into captivating narratives and developing foundations in written expression		
	Grade	Effort
English Literacy Richard Haupt		
• Listening and Speaking	C	C
• Viewing and Presenting	C	C

	Grade	Effort
• Reading	C	C
• Writing	C	C
Teacher Comments Muhammad's enthusiasm for literature was evident as we explored "Sounds." His adept blending of sounds to form words reflected a strong grasp of phonetics and an advanced ability to navigate the connections between letters and sounds. Muhammad demonstrated a keen understanding of defined conventions in reading and writing. His recognition of letter shapes, pattern organization, and command of punctuation showcased a thoughtful approach, contributing to a comprehensive literacy experience within the classroom. To further enhance his literacy skills, he can set a goal to independently explore different genres of books, broadening his reading experience. Continuing his literary journey with personal narratives in literacy, Muhammad excelled in both reading and writing. His nuanced understanding of narrative structures in reading and skilful crafting of captivating personal narratives in writing reflected an advanced level of literary comprehension and expression. Whether analysing narratives or creating his own, Muhammad consistently demonstrated an insightful approach to storytelling. His contributions enriched the literary atmosphere within the classroom, inspiring his peers to embrace the joys of reading and express themselves creatively through writing. Muhammad is a dedicated individual and takes great pride in the work he produces, although he does need additional encouragement to complete tasks in a timely fashion.		



Mathematics

	Grade	Effort
Mathematics Richard Haupt		
• Data Handling	N/A	N/A
• Measurement	N/A	N/A
• Shape and Space	N/A	N/A
• Pattern and Function	C	C
• Number	C	C
Teacher Comments In the exploration of Number Sense, Muhammad showcased a solid understanding of place value. His effective representation of numbers using ones and tens demonstrated clarity and precision. Muhammad's ability to break apart numbers larger than 10 showcased not only a strong grasp of the unit's central idea but also a strategic approach to numerical concepts. Visually expressing his thinking about numbers greater than 10, Muhammad contributed to a collaborative and supportive math community within the classroom. To advance his skills, he can independently apply place value concepts to solve a variety of problems, reinforcing his mathematical proficiency. A specific goal could involve solving real-world problems that require a nuanced understanding of place value. Transitioning seamlessly to the exploration of addition and subtraction strategies, Muhammad's enthusiasm positively influenced collaborative learning. His understanding of the relationship between addition and subtraction showcased both depth and versatility. Muhammad's ability to determine suitable strategies highlighted critical thinking skills. Whether solving problems independently or engaging in group discussions, he demonstrated a keen awareness of the mathematical principles at play. Muhammad's contributions enriched our exploration of addition and subtraction strategies, creating a dynamic and positive atmosphere for his peers to thrive in problem-solving. To develop a deeper understanding of addition and subtraction, Muhammad could challenge himself to explore 3-digit numbers and determine which strategies he would use when working with these larger numbers.		

 French for Beginners Subject Description During the first term, the students explored the fundamental notions of the French language, including the letters of the alphabet, some basic sounds and their pronunciation to give them phonological awareness of the sounds of French and thus activate the comprehension and competence of reading words. Overall, in vocabulary, they also inquired into counting from 0 to 31, the days of the week, the months of the year, colours, family, class instructions, classroom objects, school subjects, time and daily routine, holidays and celebrations in France and Gabon. They investigated finding their way in time using language functions to talk daily about days and months, talk about their age and important events such as their birthdays or those of their loved ones, greet and exchange greetings, introduce themselves, respect and carry out class instructions. They sang songs : « L'alphabet », « Les jours de la semaine », « Les mois de l'année ».		
	Grade	Effort
French for Beginners Jeanne-Berthe MAVOUNGOU		
• Oral language - listening and speaking	D	C
• Visual language - viewing and presenting	D	C
• Written language - reading	D	C
• Written language - writing	D	I
Teacher Comments Muhammad is an active participant in learning activities. He has a very positive attitude within the class group, both in interactions with the teacher and with his classmates. His efforts are remarkable both in the acquisition of vocabulary and activities of oral and written expression. He gets involved voluntarily and does not hesitate to share his knowledge and help his classmates. He is currently able to situate himself in time, to count from 0 to 50, to introduce himself, to talk about family members and objects in his classroom environment. However, Muhammad is encouraged to improve his calligraphy in order to optimise his written expression.		
 Art Subject Description This term, students explored the beauty of cultural celebrations using the magic of colours. They made 3-dimensional artworks like maps, masks, and shields to represent their own cultures and cultures from around the world. Through these creations, they have had an opportunity to explore how different colours are used in celebrations and discovered the fascinating traditions of various cultures.		
Judith NYANARO		
Teacher Comments Muhammad showcases a high level of creativity, attentiveness, and dedication to his tasks. His ability to follow instructions and focus on his work is commendable. In the recent art project, he successfully created artworks that authentically depicted his culture. Furthermore, Muhammad's openness to feedback is a valuable trait that contributes to his artistic growth. To further enhance his skills, he is encouraged to invest time and effort in building upon his drawing abilities, ensuring a continued advancement in his artistic journey.		

 Music**Subject Description**

The term started with the unit, Elements of Music. In this unit, students explored the first two elements of music, rhythm and melody. They explored beats and patterns by playing glockenspiel and creating patterns in a fixed tempo. They also investigated the names of the natural notes as well as to play and sing melodic phrases. In the second unit, they learnt to sing an English folk song in an ensemble and prepared to perform in the December Show.

Anindya CHAKRABORTI

Teacher Comments

Muhammad showcased considerable collaborative prowess in the ensemble performance, exerting significant effort to execute the assigned role effectively. While he demonstrated good musical abilities with the potential for improvement, he often needed support to enhance accuracy. Although his engagement in class was adequate, a higher level of commitment would enhance the learning experience. To improve, Muhammad is advised to maintain focus during class activities and practice sessions, as well as invest more effort in strengthening the necessary skills.

 Physical Education**Subject Description**

During this term, the students performed fundamental movements. They did activities such as running, jumping, hopping on one leg, skipping, catching and throwing a ball. They also worked on movement composition. They developed balance, agility and motor coordination by performing a series of contrasting movements and balances while executing gymnastic movements and contrasting balances by jumping and rolling in different ways.

Marielle GNAGNI

Teacher Comments

Muhammad demonstrates excellent qualities in PE. He makes quick runs while respecting the running zones, he also manages to dribble in basketball and easily sets up baskets. Muhammad is able to maintain a balanced position for a set length of time because his motor coordination is stable. He performs gymnastic movements and contracted balances with agility, jumping and rolling in different ways.



Learner Profile

**Balanced**

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

**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.

**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.

**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.

**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.

**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.

**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.

**Risk-takers (Courageous)**

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.

**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.

Attendance**88.24**

% Present

8

Absent

25Present in
School**35**

Late in School

0

Present Online



Assessment Explanation

HOW THE STUDENT AND THE WORK ARE ASSESSED

The prime objective of assessment in the PYP is to provide feedback on the learning process. Teachers select assessment strategies and design assessment instruments to reflect clearly the particular learning outcomes on which they intend to report. They employ a range of strategies for assessing student work that takes into account the diverse, complicated and sophisticated ways that individual students use to understand their experiences.

Additionally, the PYP stresses the importance of both student and teacher self-assessment and reflection. Students and teachers should be actively engaged in assessing the students' progress as part of the development of their wider critical-thinking and self-assessment skills.

The assessment component in the school's curriculum can itself be subdivided into three closely related areas.

- Assessing—how we discover what the students know and have learned.
- Recording—how we choose to collect and analyse data.
- Reporting—how we choose to communicate information.

Assessment in the classroom may include:

- using representative examples of students' work or performance to provide information about student learning
- collecting evidence of students' understanding and thinking
- documenting learning processes of groups and individuals
- engaging students in reflecting on their learning
- students assessing work produced by themselves and by others
- developing clear rubrics
- identifying exemplar student work
- keeping records of test/task results.

Assessment Descriptors

Grades		
B	Beginning	The student has not yet demonstrated their understanding, knowledge, or use of skill.
D	Developing	The student is developing basic understanding, knowledge, and use of skill.
C	Consolidating	The student has a secure understanding and is able to use knowledge and skills to communicate their understanding of concepts within context.
E	Extending	The student has a secure understanding and is able to transfer knowledge and skills to communicate and build upon their understanding of concepts and contexts.
N/A	Not Applicable	Not applicable at this time

Effort

R	Rarely	The student rarely puts in effort despite encouragement. Is often a distraction, work is often incomplete.
I	Inconsistent	The student puts in a sufficient effort some of the time. Work is mostly complete.
C	Consistent	The student puts in a strong effort and work is generally complete to a sufficient level.
N/A	Not Applicable	Not applicable at this time

Notation

B	Beginning (Débutant)	L'élève n'a pas encore démontré sa compréhension, ses connaissances ou l'utilisation d'une aptitude.
D	Developing (Développement)	L'élève développe une compréhension, une connaissance et une utilisation de base de son savoir-faire.
C	Consolidating (Consolidation)	L'élève maîtrise sa compréhension des concepts et est capable d'utiliser ses connaissances et ses compétences pour communiquer sa perception des concepts dans un contexte donné.
E	Extending (Expansion)	L'élève a une bonne compréhension du sujet et est capable de transférer ses connaissances et ses compétences pour communiquer et mettre à profit sa compréhension des concepts et des contextes.
N/A	N/A Not Applicable (Non applicable)	Non applicable pour le moment

Effort

R	Rarely (Rarement)	L'élève ne fait que rarement des efforts malgré les encouragements. Est souvent une source de distraction, le travail est souvent incomplet.
I	Inconsistent (Inconséquent)	L'élève fournit un effort suffisant de temps en temps. Le travail est en grande partie terminé.
C	Consistent (Cohérent)	L'élève fournit un effort important et le travail est généralement achevé à un niveau suffisant.
N/A	Not Applicable (Non applicable)	Non applicable pour le moment.



IB Primary Years Programme



The International Baccalaureate (IB) Primary Years Programme (PYP) is a curriculum framework designed for students aged 3 to 12. The PYP is a transdisciplinary framework that focuses on the development of the whole child as an inquirer, both at school and beyond. The PYP is underpinned by six transdisciplinary themes around which learning is planned.

The transdisciplinary themes above are selected for their relevance to the real world and focus on issues that go across subject areas.



Who we are



Where we are in place and time



How we express ourselves



How the world works



How we organize ourselves



Sharing the planet

Also embedded within the PYP curriculum framework are the Approaches to Learning (ATL). These are a range of skills relevant to all subject areas that are valuable in any learning experience and in life beyond school. The ATLs are:



Communication Skills



Social Skills



Thinking Skills



Research Skills



Self-management Skills