

# The Term 1 (Mid Year) Report



## Understanding Your Child's Report.

*Published via Parent Portal ISAMs -  
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# Aims of the session:

- **Understanding your child's report** – attendance, punctuality, attainment effort, and targets
- **Effort and Expectations**
- **Celebrating Learning** – how we use data to recognise progress and attainment
- **Working Together** – how you can support learning at home and the opportunity to ask questions.



# What it looks like...



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This report provides a summary of your child's attainment and effort across all areas of learning for **Term 1 2025-2026**. It also outlines specific targets to support their continued progress and development.

<b>Name:</b>	<b>T</b> = Working towards year group expectations. <b>A</b> = Approaching year group expectations. <b>M</b> = Meeting year group expectations. <b>E</b> = Exceeding year group expectations.	<b>5</b> – Outstanding Effort <b>4</b> – Good Effort <b>3</b> – Satisfactory Effort <b>2</b> – Inconsistent Effort <b>1</b> – Limited Effort
<b>DOB:</b>		
<b>Class Teacher:</b> Miss Veronika Plankova - Y3 P		
<b>Attendance:</b> 97% <b>Lateness:</b> 2%		

Subjects	Key Learning	T	A	M	E	Effort
Speaking & Listening	To speak clearly and confidently in full sentences when sharing ideas, explaining thinking, or retelling events.			✓		4
	To use a growing range of vocabulary when talking about stories, topics, or personal experiences.			✓		
	To listen carefully to others, take turns when speaking, and respond with ideas or questions that link to what has been said.			✓		
<b>Target:</b> To link responses to previous speakers during group and class discussions.						
Reading	To retell stories they have read, identifying key events in the correct order.			✓		4
	To use evidence from the text to make predictions about what might happen next in a story.			✓		
	To make inferences about a character's thoughts, feelings, or actions, and explain your reasoning using clues from the text.			✓		
<b>Target:</b> To discuss texts with rich, descriptive language and imagery.						
Writing	To write grammatically accurate sentences that begin with a capital letter and end with a full stop.		✓			4
	To create stories with clear settings, characters, and a simple plot.		✓			
	To use conjunctions, adverbs, and prepositions to show time, cause, and relationships between ideas.		✓			
<b>Target:</b> To use a range of coordinating and subordinating conjunctions to clearly link ideas within sentences.						

Mathematics	To recognise the place value of each digit in a 3-digit number (100's, 10's, 1's) and represent them in different ways.				✓	5
	To add and subtract numbers with up to 3-digits, using formal written methods of column addition and subtraction.			✓		
	To solve problems, including missing number problems, involving multiplication and division.				✓	
	To develop understanding of multiplication and division by using sharing and grouping strategies, and applying these methods to solve simple problems with increasing confidence.				✓	

**Target:** Practice adding and subtracting numbers up to 3 digits, using mental and written methods, and checking answers.

IPC	Key Learning	T	M	E	Effort
Health & Wellbeing	To apply metacognitive strategies and reflect on their effectiveness in the context of their learning.	✓			4
History	To collect relevant information from primary and secondary sources.		✓		4
Geography	To use a variety of sources to identify and describe physical and human features of the rainforest.	✓			4
Art	To create an original artwork by selecting materials and techniques that effectively communicate their ideas.		✓		4
DT & Innovation	To design, plan and produce a product that meets the identified criteria.		✓		4
Science	To observe carefully, ask thoughtful questions, and show growing confidence when planning simple investigations.		✓		4
International	To identify some issues in local and global contexts.		✓		4

Computing	Key Learning	T	M	E	Effort
Computing Skills	To understand how digital devices support learning through creating and editing digital content and improving quality through revising and reviewing.		✓		4
Digital Citizenship	To say how we can contribute positively online as digital citizens.		✓		

**Target:** To continue developing confidence in using digital tools independently by following instructions carefully and applying computing skills to complete tasks successfully.

Subject	Key Learning	T	M	E	Effort
Mandarin	Listening: To understand and respond to basic numbers and daily greetings in Mandarin.			✓	4
	Speaking: To use basic numbers and daily greetings in short exchanges and to take part in simple conversations.			✓	
	Reading & Writing: To recognise and read basic numbers and common greeting words using pinyin (the alphabetic script to represent Mandarin sounds), and to write basic strokes and construct simple sentences in pinyin.			✓	
<b>Target:</b> To form the ability to use complete sentences when introducing oneself or asking questions.					
Thai	การฟัง การดู และการพูด: แสดงความคิดเห็นและแลกเปลี่ยนความคิดเห็นในชั้นเรียน พร้อมทั้งตอบคำถามจากบทเรียนที่ฟังและดู			✓	5
	การอ่าน: อ่านสะกดคำที่ไม่มีตัวสะกดและคำที่มีตัวสะกด อ่านคำที่มี หน้าที่ออกเสียง อะ กิ่งเสียง อ่านคำที่มีวรรณยุกต์ อ่านข้อความและประโยคสั้น ๆ รวมถึงอ่านนิทานสำหรับเด็กตามความสนใจ			✓	
	การเขียน: เขียนคำที่มีตัวสะกดแบบตรงมาตรา เขียนคำที่มีวรรณยุกต์ เขียนข้อความและแต่งประโยคง่าย ๆ จากภาพที่กำหนดให้			✓	
	วัฒนธรรมไทยและประวัติศาสตร์ไทย: เข้าร่วมกิจกรรมวันไหว้ครูและวันลอยกระทง โดยมีส่วนร่วมในการทำวัด ไหว้ครูและทำกระทงอย่างสร้างสรรค์ รวมทั้งมีมารยาทในการฟัง การดู และการพูดได้อย่างเหมาะสม			✓	
<b>Target:</b> ควลงเสริมการนำคำศัพท์พื้นฐานในบทเรียนไปใช้แต่งประโยคสั้น ๆ ง่าย ๆ ด้วยตนเอง และฝึกอ่านหนังสือสำหรับเด็กตามวัย เพื่อเพิ่มความรู้ทางคำศัพท์ให้มากยิ่งขึ้นและสามารถนำไปใช้สำหรับการเรียนภาษาไทย รวมถึงการเขียนสร้างสรรต่อไป					

Subject	Key Learning	T	M	E	Effort
Music	Performance: To play the recorder with proper technique, sing songs with dynamics and phrasing, perform partner songs, and play a simple bordun on a xylophone.	✓			4
	Composition: To create soundscapes to represent objects or characters, select sounds to tell a story, and choreograph movements for songs.		✓		
	Listening/Appraisal: To identify melodies on the recorder, recognise instrument timbres, and distinguish tempos, pitches, and dynamics.		✓		
<b>Target:</b> To improve recorder fluency by focusing on accurate note production and consistent technique.					
PE	Tactics and Strategy: To apply simple athletics strategies, such as adjusting speed, working out a run-up, or choosing an effective throwing technique, to improve outcomes in events.		✓		4
	Personal Social Skills: To communicate ideas and feedback positively with classmates during group athletics activities and to show better emotional control during both success and challenge.			✓	
	Movement Skills: To perform basic running, jumping, and throwing skills with growing control and coordination, beginning to show more consistent technique.		✓		
<b>Target:</b> To build confidence and consistency when performing PE skills and engage positively in lessons.					
Swimming	To complete level 3 of the ASA (Amateur Swimming Association) Learn to Swim Framework.		✓		4
<b>Target:</b> To build confidence and consistency when performing PE skills and engage positively in lessons.					

#### Schoolwide Learner Outcomes



# Attendance and Lateness

This report provides a summary of your child's attainment and effort across all areas of learning for **Term 1 2025-2026**. It also outlines specific targets to support their continued progress and development.

<b>Name:</b> <input type="text"/> <b>DOB:</b> <input type="text"/> <b>Class Teacher:</b> Mr Simon Rogers - Y2 R	<b>T</b> = Working towards year group expectations. <b>A</b> = Approaching year group expectations. <b>M</b> = Meeting year group expectations. <b>E</b> = Exceeding year group expectations.	<b>5</b> – Outstanding Effort <b>4</b> – Good Effort <b>3</b> – Satisfactory Effort <b>2</b> – Inconsistent Effort <b>1</b> – Limited Effort
<b>Attendance:</b> 96% <b>Lateness:</b> 0%		

Research states a clear link between ***attendance*** and ***punctuality*** and **attainment**. The more time a student spends in school, the greater their opportunity to reach their full potential.



*Children with good attendance generally achieve more and are happier at school.*

*Good attendance increases a child's academic success and improves their chances in life opportunities.*



# LOST MINUTES = LOST LEARNING!

**3**  
days lost

**5**

minutes late

**6.5**  
days lost

**10**

minutes late

**10**  
days lost

**15**

minutes late

**13**  
days lost

**20**

minutes late

**19**  
days lost

**30**

minutes late

# How do we report attainment? (in class performance)

**Aligned attainment grade - T, A, M, E** (standardised parameters for accuracy)

- **(M) Meeting Expectations** - students are achieving the **END OF THE YEAR** learning goals set out in the English National Curriculum for their age group.
- **(A) Approaching Expectations** - they are very close to 'meeting' and will almost certainly have the requirement by the end of the year.
- **(E) Exceeding Expectations** - they are working above their age level.
- **(T) Working Towards Expectations** - they are not yet meeting the **END OF YEAR** expectations. The school will provide extra support, and you can help by encouraging small steps at home.



# Effort is Important

There is no luck, you work hard and study things intently. If you do that for long and hard enough you're successful.

Jason Calacanis

PICTUREQUOTES.COM



5	<b>Outstanding Effort</b> - Consistently puts exemplary effort into all learning tasks, shows enthusiasm, perseverance, and goes above expectations.
4	<b>Good Effort</b> - Consistently puts good effort into learning, actively participates, and completes tasks with care and diligence.
3	<b>Satisfactory Effort</b> - Mainly puts effort into learning and stays engaged with occasional reminders.
2	<b>Inconsistent Effort</b> - Needs frequent encouragement to focus and remain on task.
1	<b>Limited Effort</b> - Rarely engages in learning and shows little motivation. Needs regular prompting to focus and remain on task.

Consistency is key!

# Attainment Versus Effort - the back story

A

Subjects	Key Learning	T	A	M	E	Effort
Maths	To develop an understanding of place value, working confidently with numbers up to 10,000,000, including ordering, comparing, rounding and negative numbers.	✓				5

B

Subjects	Key Learning	T	A	M	E	Effort
Maths	To develop an understanding of place value, working confidently with numbers up to 10,000,000, including ordering, comparing, rounding and negative numbers.			✓		1

C

Subjects	Key Learning	T	A	M	E	Effort
Maths	To develop an understanding of place value, working confidently with numbers up to 10,000,000, including ordering, comparing, rounding and negative numbers.				✓	2



# Maths: Attainment, Effort, Target

Subjects	Key Learning	T	A	M	E	Effort
Mathematics	To develop an understanding of place value, working confidently with numbers up to 10,000,000, including ordering, comparing, rounding and negative numbers.				✓	5
	To strengthen skills in addition, subtraction, multiplication and division, learning the written methods and applying these operations to solve multi-step problems with accuracy and efficiency.			✓		
	To explore fractions, focusing on equivalent fractions, simplifying, comparing and ordering, and adding and subtracting fractions and mixed numbers with increasing efficiency.				✓	
	To develop a secure understanding of metric measurements, confidently using and converting between units of length, mass and volume (including kilometres to metres, grams to kilograms and millilitres to litres).			✓		
<b>Target:</b> To independently choose and engage with mastery and challenge activities more frequently throughout the week, demonstrating increased confidence and readiness for deeper problem-solving.						

# How do we assess Maths?

T

A

M

E

Less than 45%

45-50%

50-84%

85% plus

- 3 units of learning in Term 1
- Pre and post assessments
- Ongoing teacher assessments and observations (daily retrieval practice)
- Importance of Teacher Judgement



# English - Reading: Attainment, Effort, Target

Subjects	Key Learning	T	A	M	E	Effort
Reading	To use growing phonics knowledge to recognise and read words with known graphemes, including some alternative spellings for sounds.		✓			4
	To discuss and explore the meaning of new words, linking them to words they already know.		✓			
	To read aloud accurately using blending and segmenting skills, showing increasing confidence and fluency.			✓		
<b>Target:</b> To continue applying taught phonics skills to read age-appropriate words and simple texts fluently, showing growing understanding of what is read.						



# How do we assess reading in Key Stage 1?



**T**

**Y1:**  
Phonics Phase 1-2  
Book Band 1-2

**Y2:**  
Phonics Phase 2  
Book Band 1-3  
NGRT - SAS below  
90%

**A**

**Y1:**  
Phonics Phase 2-3  
Book Band 2-3

**Y2:**  
Phonics Phase 3-4  
Book Band 4-6  
NGRT - SAS  
90-94%

**M**

**Y1:**  
Phonics Phase 3-4  
Book Band 3-4

**Y2:**  
Phonics Phase 5  
Book Band 7-8  
NGRT - SAS  
95-110%

**E**

**Y1:**  
Phonics Phase 5+  
Book Band 5+

**Y2:**  
Phonics Phase 6  
Book Band 9-12  
NGRT - SAS 110%  
plus



# How do we assess reading in KS2?



**T**

**Below 90%**

**A**

**90-94%**

**M**

**95-110%**

**E**

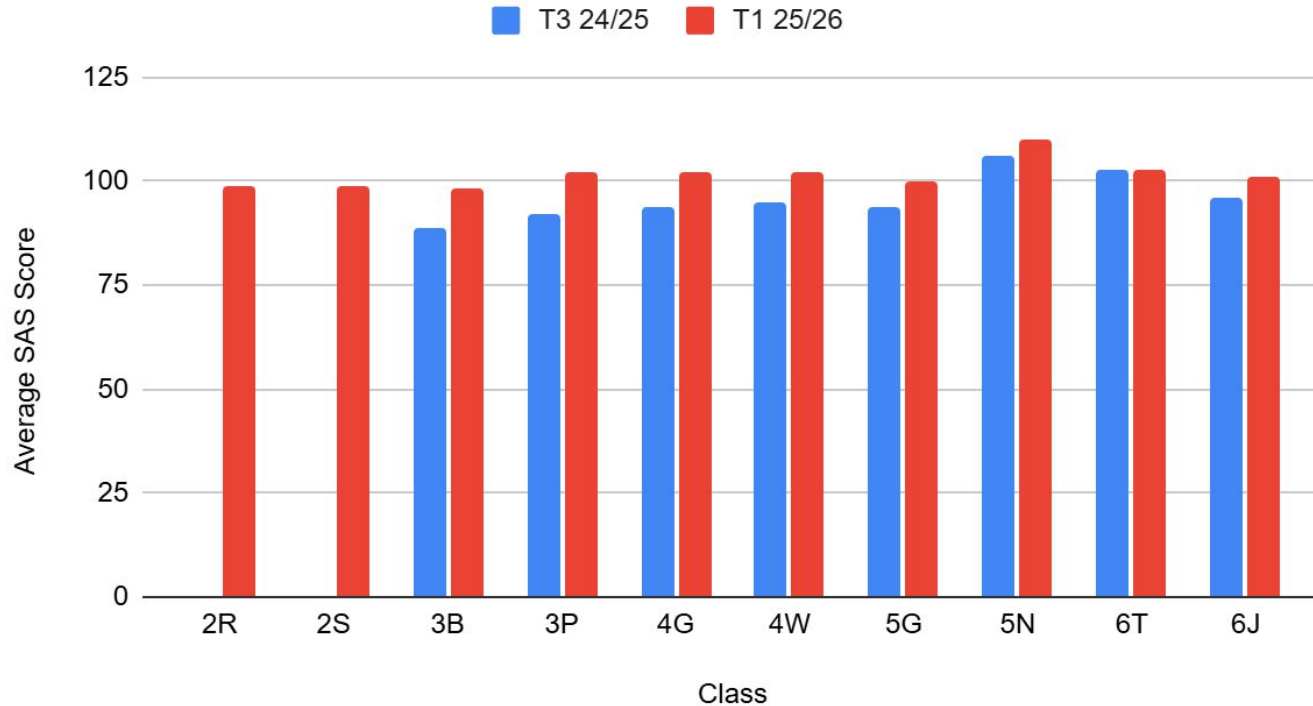
**111% plus**

- NGRT - standardised assessments
- Comparison with thousands of UK and British International Primary Schools
- Standardised Assessment Score (SAS)
- Teacher Assessment
- Attitude to Reading
- Whole Class Reading



## Across Primary, NGRT data shows strong movement upward from last year.

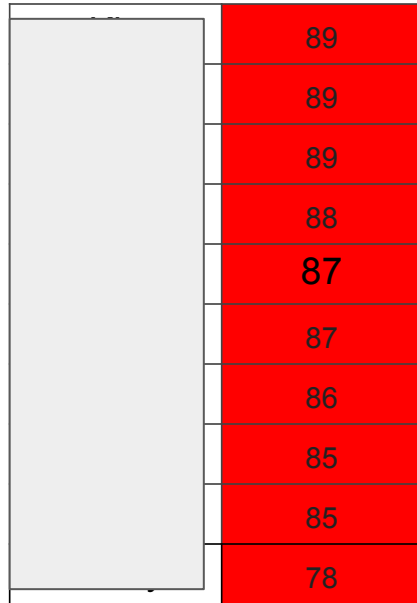
Class SAS Averages T3 24/25 - T1 25/26



**SAS** - It accounts for **age differences within a year group** (e.g. September-born vs July-born).



## Celebrating Reading Growth: Shifts in Attainment Bands



**Year 3 Class**

## Celebrating Reading Growth: Shifts in Attainment Bands

	134
	132
	122
	117
	115



<b>≥115</b>	High Performance
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	131
	131
	126
	121
	120
	117
	117
	115

**Year 5 Class**

# English - Writing: Attainment, Effort, Target

Subjects	Key Learning	T	A	M	E	Effort
Writing	To write about narratives, real-life events, and facts using clear sentences that match the topic.	✓				3
	To use capital letters, finger spaces, and full stops to show where sentences begin and end.	✓				
	To say a sentence out loud before writing it to check that it makes sense.	✓				
<b>Target:</b> I can write simple sentences using capital letters, finger spaces, and full stops independently.						



# English - How do we assess writing in Y1-6?

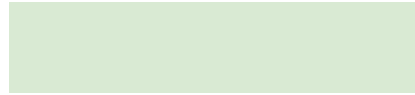
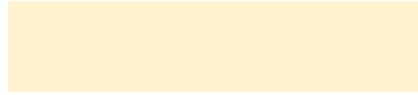


T

A

M

E



- Independent Writing
- Year Group Rubrics
- Moderation
- UK Exemplification
- Teacher Judgement

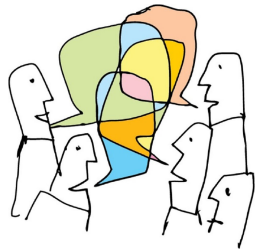
A load of jelly fish came along. I was worried that they were going to eat my Suddbureen but then I remembered I could go extra fast so I did. Just then I saw a DOLPHIN!!! I wanted to pet it so I got my scoober diving at it and I dived out. I got to pet it but then it

My life  
All my life it has been dull, open and dirty. Ever since I have to wear a rag. I live in a horrible, huge house, it is very dark, and dull and really mean. But one thing I do post is steel and rain. On the alley, down the street, I see an old lady she had a really fat bag. She was holding really tight. But I know what what your thinking because I am a poor teenager and I don't see anyone. Anyway, I kept holding the bag really tight then the lady said "If only I plant I will let go" then I promised and I ran without a looking back. But when I open the bag all I saw was acorns they were so perfect. Then I started to plant and plant then I forgot about everything and kept going around the place.



# English - Speaking & Listening: Attainment, Effort, Target

Subjects	Key Learning	T	A	M	E	Effort
Speaking & Listening	To critically listen to the ideas and thoughts of others.			✓		4
	To manage conflict through negotiation and compromise.			✓		
	To clearly explain and justify their own thinking and ideas with examples.		✓			
<b>Target:</b> To use prompts and sentence stems to ask clarifying questions in order to extend her understanding.						



# IPC - International Primary Curriculum

IPC	Key Learning	T	M	E	Effort
Art	To articulate a simple brief for the purpose of their Design Technology and Innovation project using different styles and techniques.	✓			3
DT & Innovation	To use appropriate tools and techniques independently in order to make a bar of chocolate.		✓		4
Geography	To describe geographical features of the host continent.	✓			3
International	To show an interest in local and global issues, giving ideas on action to take.		✓		4
Science	To make informed predictions when carrying out a scientific investigation.		✓		4
History	To organise events and societies chronologically.		✓		3
Health & Wellbeing	To select the most appropriate strategy for managing a range of social situations.	✓			3



# Computing

Computing	Key Learning	T	M	E	Effort
Computing Skills	To identify the technology we use in computing lessons and understand how we can save and retrieve work.	✓			5
Digital Citizenship	To say how to stay safe when using technology and have an understanding of how to balance device use.	✓			
<b>Target:</b> To know how to save and retrieve work with minimal support, and know that balancing a device is important for health and wellbeing.					



# Thai

Subject	Key Learning	T	M	E	Effort
Listening & Speaking:	การฟัง การดู และการพูด: อธิบายเรื่องราวจากเรื่องที่ฟังและดู หรือเล่า เหตุการณ์ที่เกิดขึ้นกับตนเองได้ตามลำดับ พร้อมทั้งตอบคำถามและแสดง ความคิดเห็นเกี่ยวกับบทเรียนอย่างเหมาะสม			✓	5
Reading:	การอ่าน: อ่านคำศัพท์ในบทเรียน เช่น คำที่มีตัวสะกดไม่ตรงมาตรา คำที่มี สระเปลี่ยนรูป และสระลดรูป คำประวิสรรชนีย์และไม่ประวิสรรชนีย์ เป็นต้น อ่านข้อความหรือประโยคสั้น ๆ ด้วยตัวเอง	✓			
Writing:	การเขียน: เขียนข้อความและเขียนบรรยายภาพด้วยคำศัพท์พื้นฐานอย่าง เหมาะสม เขียนคำที่ใช้สระลดรูปและสระเปลี่ยนรูปควบคู่กับการใช้ วารวณยุกต์		✓		
Thai Culture & History:	วัฒนธรรมไทยและประวัติศาสตร์ไทย: เข้าร่วมกิจกรรมวันไหว้ครูและวัน ลอยกระทง โดยมีส่วนร่วมในทำการ์ดวันไหว้ครูและการทำกระทงอย่างสร้าง สรรค์ รวมทั้งมีมารยาทในการฟัง การดู และการพูดได้ตอบอย่างเหมาะสม			✓	
<b>Target:</b> ควรฝึกอ่านและเขียนสะกดคำให้ถูกต้อง โดยฝึกจากคำศัพท์พื้นฐานในบทเรียนเป็นประจำ เพื่อขยายคลังคำศัพท์และช่วยในการแต่ง ประโยคให้เหมาะสม พร้อมทั้งส่งเสริมการอ่านหนังสือภาษาไทยสำหรับเด็กและเยาวชนตามความสนใจร่วมกับผู้ปกครอง					

# TFL (Thai as a Foreign Language)

Subject	Key Learning	T	M	E	Effort
TFL	Speaking: To use basic Thai phrases confidently in simple conversations, greetings, and expressing needs.			✓	3
	Listening: To understand basic Thai phrases and instructions, following simple conversations with growing comprehension.			✓	
	Reading and Writing: To recognise, read, and write Thai words with correct stroke order, spelling, and tone marks.	✓			
	Culture: To develop an understanding of Thai culture, including festivals and customs, showing respect in daily interactions.			✓	
<b>Target:</b> Develop the ability to read Thai words and short sentences independently and increase confidence in writing without copying and build confidence in speaking Thai in familiar situations.					



# Mandarin

Subject	Key Learning	T	M	E	Effort
Mandarin	Listening: To understand simple sentences related to personal preferences and family members.		✓		4
	Speaking: To use simple sentences to express likes, introduce family members, and communicate basic ideas clearly.			✓	
	Reading & Writing: To read simple sentences and numbers in pinyin (the alphabetic script to represent Chinese Mandarin sounds), and to write simple sentences in pinyin while learning correct stroke order for basic Chinese characters.		✓		
<b>Target:</b> To be able to use learned vocabulary and grammar to create simple sentences about daily life.					



# Music

Subject	Key Learning	T	M	E	Effort
Music	Performance: To play the recorder with proper technique, sing songs with dynamics and phrasing, perform partner songs, and play a simple bordun on a xylophone.		✓		4
	Composition: To create soundscapes to represent objects or characters, select sounds to tell a story, and choreograph movements for songs.		✓		
	Listening/Appraisal: To identify melodies on the recorder, recognise instrument timbres, and distinguish tempos, pitches, and dynamics.		✓		
<b>Target:</b> To develop confidence when playing the recorder by maintaining consistent tone quality.					



# PE & Swimming

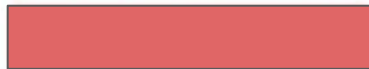
Subject	Key Learning	T	M	E	Effort
PE	Tactics and Strategy: To use simple athletics strategies, such as pacing a short run or choosing the best way to jump or throw, to improve performance.		✓		4
	Personal Social Skills: To communicate clearly with peers during paired or group athletics tasks and to control emotions more independently during competitive situations.			✓	
	Movement Skills: To perform athletics movements with improved control and consistency, showing developing technique in running, jumping, and throwing.		✓		
<b>Target:</b> To improve coordination during throwing and catching tasks by applying correct technique more consistently during lessons.					
Swimming	To complete level 2 of the ASA (Amateur Swimming Association) Learn to Swim Framework.	✓			4
<b>Target:</b> To improve coordination during throwing and catching tasks by applying correct technique more consistently during lessons.					



The **ASA** is the National Governing Body for swimming in England.  
Progression Stages 1-7

# Schoolwide Learners Outcomes

*We aim for our students to be:*



So that they:

- develop their full potential in all aspects of school life
- are enthusiastic, inquisitive and independent learners

- develop resilience and adaptability to be successful in their learning
- graduate with internationally recognized qualifications which enable them to attend universities around the world



Who can:

- actively question and reflect on their own understanding
- think beyond the obvious
- evaluate the reliability of information
- use a variety of strategies to solve problems and make informed decisions



Who can:

- look after their physical, mental and social well-being
- act with integrity, honesty and compassion



- make positive contributions to their communities and environment
- manage their time to ensure that they have a balanced and purposeful life



Who can:

- communicate clearly and confidently in more than one language
- share ideas in a variety of different ways
- collaborate effectively whilst respecting different points of view



So that they are citizens of the world who:

- accept and embrace diversity
- understand the complexity of local and global issues
- take an active interest in world events and ways in which they can make a positive contribution

# Schoolwide Learner Outcomes

Pim approaches challenges with determination and perseverance, using thoughtful problem-solving strategies when tasks are demanding. She demonstrates growing confidence by sharing ideas clearly during class discussions and justifying her reasons to support others' understanding. As a learning partner, Pim is highly valued for listening attentively and giving kind, constructive feedback, helping group work to run smoothly and effectively. Her research project on the human body demonstrated strong subject knowledge and was presented in a clear and creative manner.

Pim also shows genuine care for the classroom environment, taking responsibility for recycling paper and keeping shared equipment organised and tidy. Beyond the classroom, Pim's enthusiasm for sports and active playtimes is clear. She participates eagerly in team games, demonstrating fairness and sportsmanship that are recognised and respected by her peers. Known for her kindness and positive attitude, Pim has developed strong friendships and contributes positively to the school community. Keep up the great work Pim!

Academically Successful

Effective Communicators

Internationally-minded

Responsible Citizens

Critical Thinkers

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# Top Tips - Sharing the report with your child

**1. Set a Positive Tone** Begin the conversation in a calm and encouraging environment. Frame the discussion as a chance to reflect on progress rather than focusing solely on grades.

**Example:** “Let’s look at all the hard work you’ve done this term and see how we can keep improving.”

**2. Highlight Strengths First** Celebrate their successes, whether it’s an improvement in a subject, a consistent effort, or positive feedback on behaviour and participation.

**Example:** “Your teacher mentioned how well you’ve been working in science—that’s fantastic!”



# Sharing the report with your child

**3. Discuss Challenges Constructively** Address areas needing improvement without criticism. Use “how” and “what” questions to involve your child in setting goals.

**Example:** “It looks like you found Maths difficult this term. What do you think we could do to help?”

**4. Focus on Effort, Not Just Results** Reinforce the importance of persistence and the learning process rather than just grades.

**Example:** “I’m proud of how you kept trying even when things were tough in writing.”



# Sharing the report with your child



**5. Create an Action Plan Together** Collaboratively set realistic goals and discuss ways to achieve them, whether it's extra practice, seeking help, or celebrating small wins along the way.

**Example:** “How about we spend 10 minutes each evening practicing reading together? That might help you feel more confident.”

End the conversation with encouragement and love. Remind your child that they are valued for who they are, not just their academic performance.

This will motivate them to continue learning and growing.



THANK YOU!

