

First Report

Name: Rafqa Akkiwat Group: NNLP2 Date: 24-06-2024

Dear Mrs. & Mr. Akkiwat

Greetings!

The Transition Period is coming to an end! And believe me it wasn't as turbulent or as trying as you and I had imagined. Our little ones are more resilient and adaptable than we thought and being with them was a treat.

I hope that the rest of the year brings new joys and excitement for all of us.

For now, I wish to share with you that <u>Rafqa Akkiwat</u> has taken her new environment positively and is ready to take the next step forward.

✓ She/He enjoys school and looks forward to interacting with us.
She/He has started enjoying school and is beginning to interact with us.

Based on our observation during the Transition Period, we take pleasure in sharing his/her progress in the following areas:

SCHOOL ATTENDANCE

No. of working days: 09

Days attended: 09

ARRIVAL/ BEGINNING THE ROUTINE

Reporting

- \square She/He reports to the classroom on time.
- ✓ She/He is sometimes a few minutes late.
- \square She/He needs to report on time.

Settling In

- \square She/He enters the classroom on time and settles down immediately.
- √ She/He is a little hesitant initially and takes a while to settle down.
- \square She/He is hesitant but settles down later during the activities.







READINESS

Cla	ssroom and Educator
	She/He has become familiar with the classroom and the educator.
√ 5	She/He is becoming familiar with the classroom and the educator.
	She/He is taking time to become familiar with the classroom and the educator.
Pla	ces in the Classrooms for their Belongings
	She/He identifies the places in the class to keep his/her belongings.
✓	She/He has begun to identify the places in the class to keep his/her belongings.
	She/He is taking time to identify the places in the class to keep his/her belongings.
Ot	her People in the School
	She/He is familiar with people, such as governesses and guards, at the school.
	She/He is becoming familiar with people, such as governesses and guards, at the school.
Ш	She/He requires more time to become familiar with people, such as governesses and guards, at the school.
	guai as, at the school.
GR	EETING/ROLL CALL
Gr	zetings
	eetings She/He returns the educator's greeting.
□ ✓	She/He returns the educator's greeting.
□ •⁄	She/He returns the educator's greeting. She/He acknowledges the educator's greeting with a smile.
□ ✓ □ Rol	She/He returns the educator's greeting. She/He acknowledges the educator's greeting with a smile. She/He tries to acknowledge the educator's presence when greeted.
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□ ✓ □ Roi ✓ □ □ ✓ □ ✓	She/He returns the educator's greeting. She/He acknowledges the educator's greeting with a smile. She/He tries to acknowledge the educator's presence when greeted. Il Call She/He responds verbally when his/her name is called out. She/He responds non-verbally when his/her name is called out (e.g. nods head, smiles, raises head, and looks towards the educator). She/He requires more time to respond (verbally as well as non-verbally) during the roll call. ARM UP

Rules and Routine







Activities in Class ☐ She/He is aware of the all the activities at the school. ✓ She/He is becoming aware of the activities at the school. ☐ She/He is taking time to become familiar with the activities at the school. Rules ☐ She/He is aware of the rules at school. ✓ She/He is beginning to be aware of the rules at school. \square She/He is taking time to become aware of the rules at school. Routine ☐ She/He has begun to follow routines at school (e.g., reporting, circle-time, washing hands, Dispersal, etc.) ✓ She/He follows the routine with some reminders. ☐ She/He needs repeated reminders to follow the routines. Classroom Gadgets ☐ She/He recognises the gadgets in the class, such as fan, projector, soft board, and camera. ✓ She/He is beginning to recognise the gadgets in the class, such as fan, projector, soft board, and camera. ☐ She/He observes the gadgets in the class, such as fan, projector, soft board, and camera Care for Things ☐ She/He demonstrates care for things in classroom and school. \square She/He has begun to demonstrate care for things in classroom and school. ✓ She/He has begun to demonstrate care for things in classroom and school with help. Disposing Trash ✓ She/He disposes trash responsibly in bins. \square She/He has begun to dispose trash responsibly in bins. \square She/He has begun to dispose trash responsibly in bins with help.

Self Help

Following Directions

- \square She/He follows 1-2 step instructions.
- \checkmark She/He has begun to follow 1-2 step instructions.
- \square She/He has begun to follow 1-2 step instructions with support.

Washing Hands







	She/He demonstrates the correct steps of washing hands.
✓	She/He has begun to demonstrate the correct steps of washing hands.
	She/He has begun to demonstrate the correct steps of washing hands with guidance.
Fe	ed Self
	She/He feeds self during recess.
✓	She/He has begun to feed self during recess.
	She/He attempts to feed self during recess with some encouragement.
Ex	press Needs
✓	She/He expresses his/her needs (e.g., going to the washroom).
	She/He has begun to express his/her needs (e.g., going to the washroom).
	She/He attempts to express his/her needs (e.g., going to the washroom) with some encouragement.
Ha	ndling Books
	She/He recognizes course books and handles them correctly.
	She/He has begun to recognize course books and attempts to handle them correctly.
✓	She/He has begun to recognize course books.
CI	RCLE TIME ACTIVITY
Par	ticipation In Activities
	She/He participates enthusiastically in all the Circle Time activities.
✓	She/He participates in Circle Time activities with some encouragement.
	She/He attempts to participate in Circle Time activities.
Rh	ymes and Songs
	She/He displays keen interest in singing rhymes and participating in the action songs and finger play.
✓	She/He seems interested in action songs and finger play.
	She/He attempts to recite rhymes and songs.

Instructions in English

- $\hfill \square$ She/He is able to understand all the instructions being given to her/him in English.
- \checkmark She/He is able to partially understand the instructions given to her/him in English.







\square She/He is taking time to understand the instructions given to her/him in English.			
Job Responsibility			
\square She/He demonstrates an understanding of the job delegated to her/him.			
✓ She/He is beginning to demonstrate an understanding of the job delegated to her/him.			
\square She/He is taking time to demonstrate an understanding of the class jobs.			
Outdoor Play			
Throw and Catch			
✓ She/He is able to throw and catch.			
\square She/He has begun to throw and catch.			
\square She/He makes an attempt to throw and catch.			
Swings and Slides			
✓ She/He is able to use swings and slides.			
\square She/he has begun to use swings and slides.			
\square She/He makes an attempt to use swings and slides.			
SOME EXPECTATIONS FROM YOU, THE PARENT			
□ Call your child by his/her full name as given in the school.			
✓ Converse with your child in English more often.			
\square Make sure that the child is regular in attending school.			
\square Ensure that the child is well turned out and neat in appearance as it helps him/her to			
develop self-confidence.			
\square Be an active participant in your child's education as a whole.			
Activities that he/she shows interest in are:			

She enjoys her playtime with her other learners in the classroom. She likes to do all the act ivies in the class daily.

Special Remarks

She remains focused on the task at hand most of the time. She consistently displays respect towards classmates and staff. She has a positive attitude and contributes to a harmonious classroom environment.







It is a pleasure to have Rafqa Akkiwat in my class.

We wish her all the best for this session.

Read a story to your child every day.

Regards

Class Educator / Center Incharge

Principal



