



RBIS
International
School

End of Term Report

Student Name: **Kittipat Pangpit**
Year Group: **Year 9**
Assessment: **End of Term Reports**
Date: **02/06/2025**
Tutor: **Ms S Paliwala**

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About this report

Dear Parents and Guardians,

This report provides information about the progress your child is making in each subject they study this year. In addition to progress, the report also informs you and your child about their approach to learning (ATL) which affects their overall educational development. These learning habits are important because they are areas in which your child can make positive changes to ensure they always achieve their potential.

Progress indicators

Each student has a personal profile target, determined by cognitive ability tests and previous performance, against which assessments are compared in each area of learning. In KS4 and KS5 we report these as GCSE and A level target grades for students. Using an average of what a student has achieved over the period we report their current working grade and TEA to indicate the progress students are making as follows:

- T - Students are working TOWARDS their personal profile target
- E - Students are working at their EXPECTED personal profile target
- A - Students are working ABOVE their personal profile target

As a parent, you are given a target grade, a current working grade based on the average performance over an 8 week period, and TEA indicator. This information has been developed to allow transparency and give agency to parents and students on personal progress.

Most assessment in school is formative, designed to help students understand how they may take the next steps in their learning. Some assessments are summative, designed to measure how well students have understood a topic and are taken at the end of a unit of work. This report summarises all the assessments within 8 weeks of learning and indicates whether the student is working towards, as expected or above their personal profile. We call these Progress Checkpoints. If students consistently work above their profile, the profile will be adjusted to ensure the student is challenged.

Attainment Bands

The Attainment Band gives an indication of the standard your child is working at based on 3 bands.

- Foundation - The lower end of age related expectations
- Core - The expected age related attainment
- Extended - Above average age related attainment

Approach to Learning (ATL)

Teachers report on ATL using a 4 point scale:

- 4 - Students regularly meet the criteria for a particular learning approach
- 3 - Students often meet MOST of the criteria for a particular learning approach
- 2 - Students sometimes meet SOME of the criteria for a particular learning approach
- 1 - Students meet FEW or NONE of the criteria for a particular learning approach

Consultation

Please remember that teachers are always happy to discuss the progress your child is making and explain how assessments are carried out and progress is being measured. There will be consultation meetings each term but parents are very welcome to contact teachers directly if they have questions.

Progress

Subject	Teacher	Target Level	Progress T1.1	Progress T1.2	Progress T2	Progress T3	Attainment Band	Current working
Art	Ms L Killey	5	Expected	Towards	Expected	Above	Core	6
English	Ms J Reid	3	Towards	Expected	Above	Above	Foundation	4
Chinese	Mr Z Wang	3			Expected	Expected	Foundation	3
Computing	Mr T Asena	6	Above	Expected	Above	Above	Core	8
Drama	Mr D Henderson	5	Towards	Expected	Expected	Above	Core	6
Geography	Ms U Rowley	3	Above	Expected	Above	Above	Foundation	5
History	Ms U Rowley	4			Above	Above	Core	6
Mathematics	Mr M Reed	5	Expected	Expected	Above	Above	Core	7
Music	Ms H Forde	3	Expected	Expected	Expected	Above	Foundation	5
Physical Education	Mr G Nunes	9	Expected	Expected	Expected	Expected	Extended	9
Science	Mr K Le Serre	8	Expected	Towards	Towards	Towards	Extended	6
Thai Language 1st	Mr K Najorn	8	Expected	Expected	Expected	Expected	Extended	8

Approach to learning

Subject	Engagement	Organisation	Independent Study	Class Contribution	Teamwork
Art	4	3	3	4	4
English	4	4	4	4	4
Chinese	3	4	3	4	4
Computing	4	3	4	4	N/A
Drama	4	4	3	4	4
Geography	4	3	3	3	4
History	4	2	3	3	4
Mathematics	4	4	4	3	3
Music	3	3	3	4	4
Physical Education	3	3	4	3	3
Science	4	3	3	4	4
Thai Language 1st	4	4	3	4	4

Criteria for ATL

Engagement	Organisation	Independent Study	Class Contribution	Teamwork
<ul style="list-style-type: none"> • Gives the teacher full attention • Acts on instructions • Shows an interest in subject • Does not cause distraction for others • Demonstrates and eagerness to know more 	<ul style="list-style-type: none"> • Brings books and equipment to class • Arrives promptly • Plans work well and hands in on time • Completes homework on time 	<ul style="list-style-type: none"> • Demonstrates good research skills • Completes work without being prompted • Is self-motivated • Demonstrates resilience when things go wrong • Completes homework to a good standard 	<ul style="list-style-type: none"> • Asks and answers questions • Shares ideas with the class • Offers solutions to problems • Is keen to present of the class 	<ul style="list-style-type: none"> • Works very effectively as part of a Team • Listens to the Views of others • Has clear sense of purpose in group work • Is prepared to contribute and lead the team

Art	Ms L Killey	Progress: A
<p>In Term 3, Year 9 completed their project on the Circus and moved on to a new technical skills project titled 'Shine'. This unit has focused on developing students' understanding of tonal value, shadows, highlights, and how to create artwork with a convincing sense of three-dimensional form. As part of this project, we briefly explored the work of artist Janet Fish for inspiration. Throughout the term, students have been building their observational drawing skills, refining their attention to detail, and learning to draw accurately from life rather than from memory or assumption.</p> <p>Pune did well in his end of year assessment, achieving above his target grade. He approached his end of year art assessment with a positive attitude and demonstrated a good level of practical skill, achieving a Level 6. In addition to his practical work, Pune has also shown a good understanding of art theory.</p>		
English	Ms J Reid	Progress: A
<p>Pune has had an excellent term, engaging deeply with the theme of identity and culture through poetry. His analysis of Checking Out Me History and The Émigrée demonstrated clarity, originality and control, and he is currently working above his target grade.</p> <p>Pune's analytical writing is mature and well structured. He uses quotations effectively and shows a strong understanding of how language, structure and tone reflect a writer's purpose. His ideas are supported by insightful explanations, and he is beginning to take academic risks in his interpretations. To develop even further, he should continue working on technical accuracy. Grammar and punctuation errors occasionally impact the fluency of his otherwise thoughtful writing. Careful proofreading will allow his sophisticated thinking to come through more clearly.</p> <p>In creative writing, Pune demonstrates originality and emotional awareness. His poetry and stories are shaped by clear voice and imagery, and his structure is logical and engaging. He makes strong use of figurative language and is encouraged to experiment with more precise vocabulary to enhance his descriptive control.</p> <p>Pune has shown consistent motivation and independence this term. He listens attentively, contributes valuable insights to discussion, and completes homework to a high standard. He is also beginning to take more initiative in how he approaches writing tasks and uses feedback effectively.</p> <p>With continued attention to grammar and more ambitious word choices, Pune is on track for excellent GCSE performance. He should be very proud of the significant progress he has made this term.</p>		
Chinese	Mr Z Wang	Progress: E
<p>In Year 9 Chinese Mandarin this year we continued studying HSK Level 2. By strengthening the use of advanced vocabulary and complex grammar structures, we further improved language expression skills. The course also emphasized developing students' practical communication abilities to enhance their listening and speaking skills. At the same time, greater focus was placed on improving reading and writing. Through these comprehensive learning methods, students made significant progress in listening, speaking, reading, and writing.</p> <p>Pune is currently working at his target grade because he maintains steady effort in class and completes homework regularly. His current learning goals provide a solid foundation, with opportunities to set more ambitious targets as he continues to progress. To improve, Pune should increase his participation in discussions and use more varied vocabulary.</p>		

Computing	Mr T Asena	Progress: A
<p>In Term 3, we have been studying SQL databases, logic gates, and number conversions between binary, denary, and hexadecimal. These topics are all part of the Cambridge IGCSE Computer Science syllabus and together account for approximately 20% of the overall course content.</p> <p>Pune is honestly an amazing student to teach, and his enthusiasm for learning is truly commendable. His progress has been remarkable, starting with very limited English understanding and now demonstrating a strong grasp of both the language and subject content.</p> <p>He has completed many advanced questions, including some from AS level logic gates, with near-perfect accuracy, which is something I'm very proud of.</p> <p>I've also noticed that Pune sometimes seeks verification or reassurance even when he knows the correct answer. Occasionally, a single unfamiliar word in a question can cause uncertainty or lead him to answer incorrectly. This highlights that while he understands the concepts well, he still lacks some confidence and fluency in English, which can affect his comprehension of certain question phrasing.</p> <p>A good solution would be continued exposure to subject-specific vocabulary through consistent reading, guided practice, and regular review of past paper questions. Encouraging him to explain his answers verbally can also build confidence and reinforce understanding.</p> <p>He achieved an excellent score of 90% in the Term 3 exam. It's worth noting that the three combined topics in this exam make up around 20% of the entire IGCSE syllabus across both papers, and all the questions were sourced from past IGCSE papers, highlighting how well-prepared he is.</p> <p>Nonetheless, it's important for him to continue reviewing and strengthening his English, as Paper 1 is heavily theory-based and tests understanding written explanations. Continued improvement in this area will ensure he performs to his full potential.</p>		
Drama	Mr D Henderson	Progress: A
<p>Pune made strong contributions to the Mask Exploration unit this term. He demonstrated good control of movement and a clear understanding of how to communicate character through physicality and gesture. His group work was focused and supportive, and he showed growing confidence in performance. With further refinement of facial awareness and timing, he would be well on his way towards accomplishing an extended level with practice.</p>		
Geography	Ms U Rowley	Progress: A
<p>In Term 2, we completed our work on international development, a challenging but important topic especially for those considering economics or business next year. In Term 3, we studied international tourism, exploring its rapid growth, what attracts visitors to different countries, and its positive and negative impacts. We also looked specifically at how tourism affects Thailand economically, socially, and environmentally. A lively class debate on the pros and cons of tourism is still to come, encouraging students to think critically and collaboratively. We also revised key content in preparation for the final assessment. Students have made excellent progress this year, demonstrated by their growing critical thinking skills and geographical understanding.</p> <p>Pune is a hardworking and focused student who always completes his work and participates actively in class discussions. He is cheerful, positive, and a pleasure to have in class. One of the biggest challenges for Pune in Geography is English required, especially when it comes to written responses. Despite this, he puts in strong effort and is currently working above his target grade. With continued determination and support in English, Pune has the potential to make even greater progress.</p>		
History	Ms U Rowley	Progress: A
<p>At the end of term 2 and throughout term 3, we studied World War II, covering its short- and long-term causes, key events, and significance. Students engaged in various collaborative projects and research tasks, such as investigating turning points of the war and creating timelines to judge the importance of events. We also prepared thoroughly for the final assessment.</p> <p>Pune is a hardworking and enthusiastic student who always completes his work and takes an active role in class discussions. He brings a cheerful, positive energy to lessons and collaborates very well with others. He particularly enjoys group projects, research tasks, and presentations. One of the main challenges for Pune is the level of English required, especially for extended written responses. Despite this, he continues to put in strong effort and prepares thoroughly for assessments. He achieved an excellent 73% in the final assessment. He is consistently working above his target grade. With continued determination and support in English, Pune is going to make even greater progress next year.</p>		

Mathematics	Mr M Reed	Progress: A
<p>In mathematics this term we studied units on area and circumference of circles as well as ratio and proportion; we also spent time reviewing the year's work in preparation for the end of year exams. Pune is currently working above his target level which is due to his positive approach to his studies. He has found some of the topics challenging but he always tries his best and will ask for support when it is needed. He should be pleased with the excellent progress he has made. In the end of year exams Pune showed a very good understanding of the topics covered throughout the year. He is well prepared to begin the IGCSE course of study which I am sure he will find interesting and challenging. Well done, Pune.</p>		
Music	Ms H Forde	Progress: A
<p>Pune is currently working above his predicted level. Throughout the year Pune has shown consistent progress across performing, and composing. He contributes positively in group settings and maintains steady timing and pitch when performing. He creates musical ideas with intention, applying some musical elements appropriately. Pune is developing listening skills and can identify and describe different instruments, and some stylistic features. A next step for Pune is to focus on extending his written reflections using higher level musical terminology.</p>		
Physical Education	Mr G Nunes	Progress: E
<p>Pune participates with consistent effort and care. His coordination and reaction time have developed, and he's gaining more confidence in dynamic game situations. Pune listens well, responds thoughtfully to feedback, and demonstrates respectful collaboration with classmates. His progress is steady and promising. He is an outstanding student in all sports.</p>		
Science	Mr K Le Serre	Progress: T
<p>This term, Pune studied Biotechnology and Genetic Modification and Electricity. He is currently working below his target grade of 8, with a Term 3 and exam grade of 6. Pune showed improved confidence in class, especially during group works.</p> <p>In the exam, he demonstrated a solid understanding of Biology and Physics/Chemistry. Targeted revision and consistent vocabulary review will help him close the gap. Keep pushing yourself, Pune—you have made steady progress.</p>		
Thai Language 1st	Mr K Najorn	Progress: E
<p>In Thai language class this term, we have focused on three key language skills: reading, writing, and listening. These skills have been developed through the study of Thai language principles and Thai Studies, using a variety of activity-based learning methods. Students have begun practising in preparation for their written exam, with particular emphasis on the characteristics of Thai language sounds, vocabulary, and sentence structure; the relationship between these elements and parts of speech; as well as overall reading, writing, and listening comprehension.</p> <p>Pune is currently performing at his expected grade level. He has proven to be a valuable member of the classroom, demonstrating strong Thai language skills and active participation, particularly in writing and reading literature. He confidently asks questions when clarification is needed and has shown excellent progress, especially in essay and story writing. To further enhance his skills, Pune is encouraged to focus on improving his spelling, academic writing, and reading comprehension.</p>		

Extra-Curricular Activities and Additional Responsibilities
Taekwondo

Rewards & Sanctions:	Housepoints	Community Service
	186	446

Attendance Record:	Times Late	Absence	Total Attendance
	0	0	173 out of 173 Days (100%)

Tutor Comments
<p>This term in PSHE, students explored the theme of building positive relationships. They learned how to form and maintain healthy friendships, respond to negative peer behaviours, and navigate some of the challenges that can arise in difficult social situations. They also used this time to work on their Trashion Show outfit, including designing, sourcing materials, and collaborating as a class to bring their concept to life.</p> <p>Pune has been a consistently positive and enthusiastic member of the class. His friendly nature and bright smile is always appreciated. He participates well in PSHE discussions, submits entries for competitions, meets deadlines reliably, and is both supportive and organised. Pune is confident, encouraging toward his peers, and has formed strong friendships across multiple year groups due to his easygoing nature and extroverted personality. He modelled the Year 9 Trashion Show outfit with pride and confidence. The swimming gala was another moment where he shone, winning several medals and cheering for both his own team and others. He also joined in the Careers Afternoon and Jog-a-thon with interest and enthusiasm.</p> <p>Pune makes an effort to recycle and contribute to the school community in meaningful ways, and we encourage him to continue supporting his house next year. He is a valued member of Year 9 and the wider RBIS community, and I have no doubt he will continue to thrive as he transitions into Year 10. Good luck, Pune!</p>



Mr T De Smet
Head of Secondary

Mr G Mongare
Headmaster