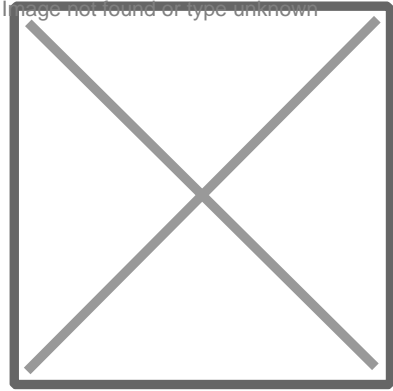




Kementrian Pendidikan dan Kebudayaan Republik Indonesia



International Baccalaurate Primary Years Program Early Years



Student's Data

Students ID Number : 2021001
Name : Maryam Arabella Pranaya Utomo
Birth of Date : Bogor , 11th April 2015
Parent's Name : Dewi Mareta Adyantari
Address : The Nature Residence Blok AB.14 Jl. Sentul baru No88
Desa Sentul, Kec. Babakan Madang Kab.Bogor

Bogor, 22 January 2022
Acknowledged,

Madania Preschool Yasmin Principal

**TERM REPORT
MADANIA PRESCHOOL YASMIN**

First Term (2020/2021)



				Student's Name
				Maryam Arabella Pranaya Utomo
Student ID	Date of Birth	Class	Homeroom	
2021001	Bogor, 11 April 2015	Bee Class	Teacher Hanneke Adinda W	

Dear Parents,

We would like to appreciate any collaboration made during this learning and teaching of our young learner. Parents and teachers had shown their best effort to adjust, to innovate, to assist and to collaborate the best way of learning and teaching process in Semester I Academic Year 2020/2021.

Every semester, we send a report card. Just as your child's report card shows how they are doing in different subjects; the school's report card is designed to show parents how our children is doing and showing their progress in different areas.

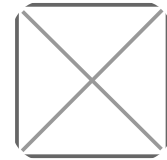
The report card represents a new way of looking at student performance, by providing information on student achievement and student learning opportunities. Report cards are designed to be useful tools for everyone connected to our school.

ASSESSMENT will embody a more holistic design, incorporating both a reflective and forward-looking approach.

Let's work together to create a learning environment for our young learner.

Best regards,

Principal



Madania Preschool

-Vision-

An Indonesian School for the Leaders is prepared on the Madania Early childhood Education system in which to develop students strive to be: Faithfull, Independent, Leader, Productive and good decision maker.

-Values-

Truth, Integrity, Inclusiveness, Intellect Madania school believes that every child has the right to live, grow, and progress to their fullest potential. For that reason, Madania is determined to provide an educational institution that places the students as the primary actor in the learning process. The Madania School policy is focused on ensuring that the school environment is a place for students to learn safely and securely, and free from violence or discrimination and to enable them to live, grow, progress and maximize their potential and talent with passion. To ensure the fulfillment of such an environment, Madania sets education policies in the following areas: curriculum, educators, facilities, student affairs, parent collaboration, the school environment and culture.



Madania Early Years Program Objectives

1

Develop communication and literacy skills

2

Develop independence and responsibilities to gain confidence and a feeling of self-worth

3

Learn social skills such as listening and respecting other people's ideas

4

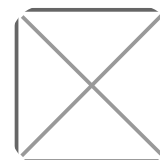
Learn to be creative, use technology, and discover the joy of learning

5

Develop communication skills by listening to and having conversation with the educators and other children

6

Develop self-awareness and Conscious of God

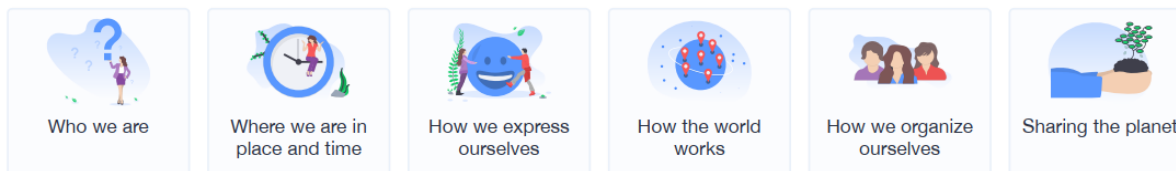


IB Primary Years Programme Early Years



The early years settings of the Primary Years Programme (PYP) provides schools with a thoughtfully designed way to give 3-to-5-year old exactly that. The IB (International Baccalaureates) knows that young learners are intelligent, resourceful and creative individuals who grow, develop and learn at different rates. They explore their environment and learn about their world through play and relationships with peers, teachers, family and community members. Early learning in the PYP is a holistic learning experience that integrates socio-emotional, physical and cognitive development. In the PYP classroom, it takes place in dynamic environments that promote play, discovery and exploration through elements of PYP: Transdisciplinary Themes, Key Concept, Skills, Learner Profile and Action.

Transdisciplinary Themes



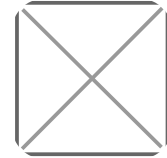
The six subject areas identified within the IB Primary Years Programme:

- language
- social studies
- mathematics
- arts
- science
- personal, social and physical education

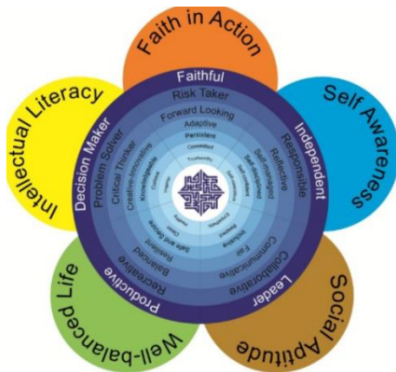
The most significant and distinctive feature of the IB Primary Years Programme are the six transdisciplinary themes

These themes provide IB World Schools with the opportunity to incorporate local and global issues into the curriculum and effectively allow students to “step up” beyond the confines of learning within subject areas.

- Who we are Inquiry
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the Planet



Madania and IB Learner Profile



Madania Learner Profile, which includes the attributes that describes the capacity, character and personality of Madania learners, is to be able to succeed in their academic endeavors and, their life, in line with the school vision to prepare the Leaders and also the necessary skills for 21st century.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Leaner Profile

Caring

Open-Minded

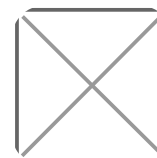
Demonstration

NA S O C

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NA S O C

--	--	--	--



Assessment Overview

Assessment Policy

Madania Preschool Yasmin Bogor

Rational

- At Madania Preschool Yasmin we believe that:
- Assessment is ongoing process
- Assessment is to provide feedback for the teaching and learning
- Assessment is to help pupils to overcome difficulties and improve their learning
- It also provides information for the pupils to understand what they have achieved and what they need to work on
- Assessment creates a positive learning environment where teachers and pupils can do self-assessment towards their teaching and learning in the classroom

Definition

Assessment is the record keeping and reporting of all pupils' achievement, academic, behaviour and attitudes in school. These form an important part of whole school policy and strategies. Types of assessment

Formative assessments are used to:

- Identify children's strengths and gaps in their skills/knowledge
- Inform future teaching and learning strategies
- Facilitate an evaluation of the effectiveness teaching and learning
- Identify individuals and groups for specific intervention support

Summative assessment -Assessment of Learning

Summative assessment (assessment of Learning) is important for informing both parents and teachers of a child's attainment and progress. This will also inform whole school target setting.

Summative assessments:

- Record performance in a specific area on a specific date
- Provide end of key stage test data

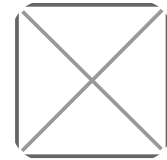
Assessment Grading Description

Achievement

Symbol	Description	Quantitative Report
E	Excellent	A
VG	Very Good	B
G	Good	C
NI	Need Improvement	D

Demonstration

C	Consistently	A
O	Oftentimes	B
S	Sometimes	C
NA	Not Assessed Ye	D



Summary of Assessment

Unit Assessment

Unit of Inquiry 1

How the world works

An inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

The central Idea:

The Earth's natural cycles influence the activity of living things

Line of Inquiry

Achievement

	NA	S	O	C
Natural cycles (e.g. night and day, weather patterns, seasons)				

	NA	S	O	C
The actions people take in response to Earth's natural cycles				

Key Concept :

Teacher's Comment :

Unit of Inquiry 2

How We Organize Ourselves

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment

The central Idea:

People play different roles in their communities

Line of Inquiry

Achievement

	NA	S	O	C
Various communities around us				

Key Concept : form, function, responsibility

Teacher's Comment :

Unit of Inquiry 3

jk

jk

The central Idea:

kjk

Line of Inquiry

Achievement

Key Concept : jkj

Teacher's Comment :

Across Early Years Competencies Learning Outcomes:

English	Achievement			
testing math 5	NA	S	O	C
Teacher's Comment :				
Mathematics	Achievement			
Basic alphabet A-Z, phonetic and symbol of letters	NA	S	O	C
Teacher's Comment :				
PSE	Achievement			
Teacher's Comment :				

Bogor, 22 January 2022

Validated,
Homeroom Teacher

Principal

Hanneke Adinda W

test

Acknowledged,
Parents
