STUDENT REPORT

Omar Haddad

Year 8 · Form 8B

Omar is halfway through Term 2 with steady progress. He stays strong in science and mathematics and has made clear gains in history. His biggest step this term is his role as the classmate others turn to in practical tasks. He still loses marks on presentation and finds it hard to stay focused in long written work, but he is a thoughtful student who looks for his own way to solve a problem.

89%
average this term

The term so far

Results and activities

Subject	Term 1	Term 2 so far
English	84%	86%
Mathematics	90%	92%
Science	91%	94%
Arabic	78%	81%
Islamic Education	88%	89%
Moral, Social and Cultural Studies	85%	87%
History	82%	88%
Geography	86%	85%
French	80%	83%
Computing	96%	97%
Art and Design	92%	93%
Music	90%	90%
Physical Education	95%	95%

Assessment results as recorded by the school.

Competitions and activities

Inter-school robotics challenge

Term 1 · Team finalist

School science fair

Term 2 · Second place

What went well

What we are proud of

Science

Up to 94% this term, and a project on forces presented at the school science fair.

He applies theory to practical work and explains his results with confidence.

Mathematics

A steady 92%, with challenge problems solved in class.

He looks for non-standard methods and is confident across algebra and geometry.

History

Up from 82% to 88%, with strong strategic thinking in a classroom simulation.

He connects causes and consequences and keeps the order of events clear.

Computing

A steady 96–97%, and extra programming topics learned on his own.

He picks up new tools quickly and helps classmates who are stuck.

Needs attention

Where we help before it builds up

1

Focus in lessons

Several reminders for talking during lessons and independent work, and a few late arrivals after break.

WHAT WE HEAR IN LESSONS

He drifts when he is tired or when a task feels routine.

2

Arabic

Results vary: he has a good base, but his concentration drops in written assessments.

WHAT WE HEAR IN LESSONS

Confident when answering aloud, and quick to explain his reasoning in class discussion.

3

Organization

Omar sometimes forgets worksheets and materials, and loses marks on how his work is presented.

WHAT WE HEAR IN LESSONS

Asks to borrow materials in several lessons a week.

Patterns

Connections we see

Omar does his best work when a task is practical or has a competitive edge.

This term he presented confidently at the science fair and showed strategic thinking in a history simulation. In routine written tests his focus is noticeably lower.

His strongest results come where he can find his own route.

Omar goes beyond expectations in tasks that allow a non-standard approach. Step-by-step exercises are harder for him, not because of what he knows but because of motivation.

Beyond the lessons

Personal growth this term

Omar is an energetic and active member of his class. In lessons he often explains difficult science and maths problems to classmates, and he joins discussions in history. With his class he reached the final of an inter-school robotics challenge. Outside lessons he takes on responsibility: he helped organize his class's project for UAE Innovation Month.

In the middle of this term, tiredness has started to affect his self-control: more talking in lessons and a few sharp reactions to feedback. He is still able to reflect, and after a pause he is usually ready to talk the situation through.

School counselor

Observations and support

This term the counseling team observed how the class works in groups and saw it becoming more cohesive. Communication in the class rests on mutual respect and good cooperation. Omar is an informal leader on technical questions: classmates come to him for help, and his opinion counts in group decisions. He feels confident in the class, has steady friendships, and joins shared activities willingly.

A note for Omar

ONE HABIT TO CHANGE

Notice the moments when you want to argue about a mark. Try a pause and a question instead: “What do I need to do differently to get full marks?”

WHAT TO FOCUS ON

Over the spring break, try an online science challenge or olympiad-style problems. Your science fair project shows real research potential, and it is worth building on now.

ONE MORE THING

Before you hand in any written work, take one minute to check how it is presented. It is a small step that protects your strong results.

A note for Omar’s parents

REST

Make sure Omar gets proper rest over the spring break, without extra study. The tiredness that built up this term has started to affect his self-control in lessons.

SUPPORT

Talk with Omar about his role in the class and the responsibility that comes with it. Books or films about leadership and teamwork can help him handle moments when opinions differ.

INDEPENDENCE

A short checklist the evening before school can help him avoid forgetting materials and make mornings calmer.

How this report is made

It is built on what happens in Omar’s lessons, his results, and notes from his form tutor and the school counselor. Every observation links to a moment in a lesson that the school can open. Students’ names and personal details are masked before analysis, and the report is seen only by you and the school.

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