

IMPORTANT INFORMATION.

Reporting to Parents @ WFPS

Following a review of the reporting to Parents Process at WFPS changes are being made to the way teachers will be sharing your child's progress, achievements and goals. We will no longer be reporting to parents using the traditional paper report focusing mainly on Reading, Writing and Mathematics. Parents have expressed a need to have reporting on all aspects of the curriculum, including social developments.



Our aim is to ensure parents are informed of their child's progress in a timely and meaningful manner. The Ministry of Education states that schools should look to develop strong learning partnerships with parents through key principles of reporting:

Ako

- Information sharing and reciprocal learning, or ako, underpin all reporting processes.
- Parents and whānau share their expectations, their child's interests, strengths, and learning needs and the knowledge they value.
[@WFPS this involves the development of a curriculum focus group made up of parents and staff, meeting regularly to discuss curriculum development. Parent consultation and regular contact with home. It means clear goal setting and reporting on learning in different contexts and non-academic progress e.g. school camp.](#)

Focus and coverage

- Information sharing provides appropriate focus, coverage and valid and fair information about students' progress and achievement towards valued learning outcomes across the breadth of the curriculum.
[@WFPS information will continue to be shared about progress in Reading, Writing, Maths as well as your child's progress in regards to the school vision, values, learning to learn and progress through the local curriculum.](#)

Foundations for learning

- Information sharing is clear about students' understandings and skills in areas that are likely to have a multiplier effect* on their ongoing learning in all areas.
[@WFPS this means, ongoing appreciation for reading, writing and maths skills as being essential to learning across the curriculum. Our local curriculum will focus on Learning to Learn and children's ability to be curious about their learning and grow key competencies. The Outdoors will provide a platform for learning at WFPS.](#)

Student responsibility

- Reporting involves and benefits students/ākonga. Each student takes increasing levels of responsibility for reporting on their own progress in ways that strengthen their view of themselves as a learner and their understanding of what they have learnt.

@WFPS this means we will develop student's understanding of the language of learning, we will actively engage in behaviour education which increases students ability to be resilient and responsible. Students will take an increasing level of responsibility for formal conferencing with the teacher and parents.

Motivation

- Information is deliberately designed to enhance student, parent and whānau motivation and engagement.
 - Reports enable each and every child to celebrate their progress towards their learning goals.
- @WFPS this means timely feedback on the progress towards goals with students increasingly reflecting on their own progress. Regular and clear expectations of what parents can expect on Seesaw.

Technologies

Available technologies are used to:

- make the indicators of each student's progress more visible
 - enhance reciprocal information sharing for teachers, students, parents and whānau
 - engage networks to support students' further learning.
- @WFPS this means using See Saw as an effective means of sharing learning and recording progress. The school will also use their School Management System to record the progress of each student and identify priority groups to ensure the learning needs of all students are being met.

Checking in with parents

- Schools regularly inquire into and evaluate the effectiveness of their information-sharing processes, and improvements in information-sharing policies, processes and practices are made as a result of listening to parents' and students' voices.

@WFPS this means regular korero with parents both formal and informal. It involves annual surveys of different aspect and regular reflection and internal review of processes and practices.



Parents can expect to see work on Seesaw that will include quality feedback on their child's work. Up until now there has been no formal expectation of what work is shared on Seesaw.

The **minimum** number of entries highlighted below, will ensure that parents receive information on their child's learning across the breadth of the curriculum.

When	What	Progress	Teacher / student comment
Prior to End of Term 2	Reading Sample	Curriculum Level Reading Level	Next Steps Attitude Ways to help at home
	2 Writing Samples	Curriculum Level	Attitude and Effort Where to next Writing across the curriculum Ways to help at home
	Learning to Learn Inquiry based learning will include at least 2 items	Key Competencies Learning skills	Commentary on Key Competencies Self-Reflection Values Inquiry Skills Curriculum understandings
	Mathematics Strand 2 examples of either Geometry, Measurement, Algebra or Statistics	Curriculum Level	<i>May be strand in other curriculum areas e.g. measuring in the outdoors but the Mathematics will be clearly identified.</i> Understandings Attitudes Next Steps
	Strategy Addition and Subtraction 2 examples	Curriculum Level Numeracy Stage	Understandings Knowledge Next Steps
	Health and PE	Swimming Skills	Skill Attitude
		Cross Country	Self Assessment
	Year 7 and 8	Whio Camp	Self Reflections and teacher comment
		Science	Skills Attitudes Understandings
		Technology	Self Reflections
ESOL	Oral Language Sample	Attitude Progress	

When	What	Progress	Teacher / student comment
Prior to End of Term 4	Reading Sample	Curriculum Level Reading Level	Next Steps Attitude Ways to help at home
	2 Writing Samples	Curriculum Level	Attitude and Effort Where to next Writing across the curriculum Ways to help at home
	Learning to Learn Inquiry based learning will include at least 2 items	Key Competencies Learning skills	Commentary on Key Competencies Self-Reflection Values Inquiry Skills Curriculum understandings
	Mathematics Strand 2 examples of either Geometry, Measurement, Algebra or Statistics	Curriculum Level	<i>May be strand in other curriculum areas e.g. measuring in the outdoors but the Mathematics will be clearly identified.</i> Understandings Attitudes Next Steps
	Strategy Multiplication and Division Fractions	Curriculum Level Numeracy Stage	Understandings Knowledge Next Steps
	Health and PE	Athletics Skills	Skill Attitude
		Ball Skills	Self Assessment
	Year 7 and 8	Health	Self Reflections and teacher comment
		Science	Skills Attitudes Understandings
		Technology	Self Reflections
ESOL	Oral Language Sample	Attitude Progress	
	The Arts	Visual, Drama or Dance	Attitude Effort Competencies Self Reflection
	Progress chart for Reading ,Writing, Mathematics and Key Competencies		