

A parent and caregiver's guide to ...

Student-led Conferencing and Reporting @ TKP 2017

*'Learning Together' – Kia Ngatahi te Ako
We C.A.R.E – Manaakitia*

Reporting to Parents

Schools are required to report twice yearly in writing to parents on their children's progress towards, and achievement.

For children in **Years 4-6** written reporting will be as follows:

- Term 2 – written **progress** report at end of term
- Term 4 – end of year written **achievement** report

For children **after 1, 2 and 3 years** at school reporting will be as follows:

- After approximately 1 month at school – verbal feedback from teacher after initial testing
 - After 6 months at school – written **progress** report
 - After 1 year at school – written **achievement** report (in term of anniversary)
- The above process is repeated after 18 months, 2 years, 30 months and 3 years at school.
- This reporting is in line with the structure of the National Standards for a child's first 3 years at school.

Student led Conferences ~ whole school

Term 1 ~ Monday 27th and Tuesday 28th March

Term 3 ~ 7th and 8th August

To book conference times please go to

www.schoolinterviews.co.nz

Event Code: srne6 (March only)

or contact the school office to arrange a time for you.

At Te Kauwhata Primary School we believe the partnership between home and school is critical to children's progress and achievement.

Please read on to find out more about 'student led conferences' and why we strive to achieve 100% parent / caregiver attendance at these.

'Learning Together – Kia Ngatahi te Ako'

Assessments

The following assessment data is reported on your child's reports:

Reading

Reading Level: Teachers carry out Running Records at regular intervals to assess how your child is reading and plan, with the children, next steps for learning. Some children require Running Records more frequently than others.

OR

PROBE Reading Age: This is an assessment of reading that is introduced from Year 3 onwards for children who demonstrate both fluency and comprehension in their reading. Children are exposed to a variety of texts, both fiction and non-fiction, and asked to answer a variety of comprehension questions. From here students and teachers plan next steps for learning. A PROBE assessment can be carried out at any time throughout the year. The children are assessed on Fiction and Non-fiction texts, indicated as 'F' or 'NF'.

Expectations

Reading progress							
New Zealand Curriculum Levels	Colour wheel levels for years 1-3 Reading ages for years 4-6						
NZC Level 4+							
At NZC Level 3	10.0 – 12.0						
Early NZC Level 3							
At NZC Level 2	8.0 – 9.5						
Early NZC Level 2	Gold						
At NZC Level 1	Purple						
	Turquoise						
	Orange						
	Green						
	Blue						
	Yellow						
	Red						
	Magenta						
Anniversary date		After 1 year at school	After 2 years at school	After 3 years at school	At the end of Year 4	At the end of Year 5	At the end of Year 6

Expected National Standard

Writing

Word Writing Fluency (Years 1/2): The number of words children can write independently in 10 minutes. The desired expectation is between 55 and 60 words after 1 year at school.

Spelling Age: This is to assess how a child is spelling in comparison to their age.

Writing Level: The instructional level your child is writing at:

Expectations

- Within Level 1 after 1 year at school
- At Level 1 after 2 years at school
- Within Level 2 after 3 years at school
- At Level 2 by the end of Year 4
- Working towards Level 3 by the end of Year 5
- Working at Level 3 by the end of Year 6

Punctuation Ladder Step: Each step of the Punctuation Ladder indicates increased understanding and use of items of punctuation.

Expectations

	Step 5: Use all previous punctuation consistently correctly. <ul style="list-style-type: none"> Use ellipses to indicate 'more to come' correctly most of the time Attempt more difficult punctuation eg brackets, apostrophes for possession, commas for clauses, colons and semi-colons. 	By end of Year 6
	Step 4: Use these correctly most of the time and use previous punctuation consistently. <ul style="list-style-type: none"> speech marks commas for lists apostrophes for contractions Begin to use ellipses correctly in writing, and apostrophes for possession.	By end of Year 4
	Step 3: Consistently use the following correctly. <ul style="list-style-type: none"> capital letters (as below and for all proper nouns) fullstops question marks exclamation marks Begin to use commas when writing lists	After 3 years at school
	Step 2: Use the following correctly most of the time: <ul style="list-style-type: none"> capital letters (start of sentence and people's names) fullstops question marks Begin to learn about exclamation marks and commas.	After 2 years at school
	Step 1: Begin to use a capital letter to start a sentence and write their own name, and a fullstop to end a sentence	After 1 year at school

Maths

Maths – GloSS (Global Strategy Stage): Teachers present children with a set of problem-solving tasks that require the use of particular strategies to solve them. The tasks increase in complexity and difficulty as the assessment progresses. Children stop when they are unable to solve the problem or do not understand it.

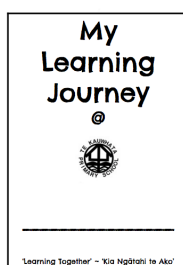
Expectations

Target Numeracy stage/s	Curriculum level	National Standard
1	Early 1	
2–3	Early1	After one year
4–	At 1	After two years
Early 5	Early 2	After three years
5	At 2	End of Year 4
Early 6	Early 3	End of Year 5
6	At 3	End of Year 6
Early 7	Early 4	End of Year 7
7	At 4	End of Year 8
Early 8	Early 5	

National Standards Reporting: Reading ~ Writing ~ Maths

Progress Reports: These are written mid year for all Years 4, 5 and 6 students. They indicate current learning and next steps for learning and whether or not your child is 'likely' / 'on track' to meet the National Standard by the end of the year. For children in Years 1-3 their progress reports are written in line with their anniversary at school ie. after 6 months, 18 months and 30 months, and will also indicate if your child is 'likely' or 'on track' to meet National Standards.

End of Year Reports: All students in Years 4, 5 and 6 receive their end of year report at the end of Term 4. At this stage your child's achievement against the National Standards is indicated. For children in Years 1-3 these reports are written at their anniversary at school date. ie. After 1 year at school; After 2 years and After 3 years.



Your child's Learning Portfolio ~ 'My Learning Journey'

We have reviewed our learning portfolios and are working this year to add more consistency of content and learning across the school. Your child's portfolio contains:

- Progress and achievement in Reading
- Progress and achievement in Writing
- Progress and achievement in Maths
- Current Inquiry Learning
- A selection of learning your child has chosen to add to their portfolio

Your child will share their portfolios with you during Student Led Conferences and we invite you to add positive comments on the signing sheet in them. The portfolio content will increase as the year progresses.

My Reading ~ Reading: My Writing ~ Writing Progressions: These progressions identify what the children 'know' and what they can 'do' in their reading and writing. The progressions are updated as children progress and achieve against them. 'Yellow' highlights indicate current learning; 'green' highlights indicate achievement.

My Maths: Maths Progressions: These progressions indicate what the children are currently learning and have achieved in maths. 'Yellow' highlights indicate current learning; 'green' highlights indicate achievement. The progressions are updated as children progress and achieve against them.

My Inquiry: This year we are beginning our Inquiry Learning journey to encourage and grow 'curiosity' in all learners. Children will learn more about 'Finding Out Information', 'Sorting Information', 'Going Further' with new Information and 'Reflecting and Acting' on what they have discovered / found out. Our focus this year is on Social Inquiry linked to our local Maori history.

My Favourites and other Achievements: This section is where children select favourite learning and/or achievements to 'brag' about and share. It may include learning across the curriculum.

Each child's portfolio cover is the colour of their Whanau Group, as they will remain part of this Whanau during their time at Te Kauwhata Primary.

What is a student led conference?

A student led conference is a meeting run by your child for you as parents and caregivers, entirely focused on their recent achievement and learning.

During the conference your child will present work in different curriculum areas, discussing the process of learning and the progress made to date. They will also share with you their learning goals and next steps for learning that they have identified through formative (ongoing) assessment processes, any diagnostic testing that may have recently been carried out and learning conversations with their teacher.

While the major focus will be on reading, writing and maths all children will be able to talk about other areas of their learning also.

Why have student led conferences?

Here at Te Kauwhata Primary we value and believe in the power of your child taking ownership of their learning. Traditional parent teacher interviews saw the teacher as the 'owner' of the child's learning, doing most of the talking and leading the interview process. Student led conferences see your child as the 'owner' of their learning and the leader of this conference process. It enables them to:

- develop and extend their ability to talk about their learning;
- deepen their relationship with their parents around their school learning, to celebrate what has been learnt;
- shape their ability to clarify what they are learning and assess their own progress;
- reflect on their learning journey and modify it as a result of the reflection
- set next steps in the form of goals and action plans

As parents and caregivers it enables you to:

- actively and meaningfully support your child in his or her learning;
- understand more fully what your child is learning and the progress he or she is making
- help your child set positive goals
- enjoy a rich, learning-oriented conversation with your child (and the teacher)
- be aware of how your child is taking responsibility for his or her own learning and appreciate how the conference is part of that
- further your understanding about how learning and teaching happens 'these days'. (Chapter 10, *Clarity in the Classroom*, by Michael Absolum)

Some comments from Te Kauwhata parents and caregivers:

- *"Student led conferences are a great way to allow children to express their knowledge of what they are learning in the classroom and also allows parents time to listen to their child/ren talk and show just how much they are absorbing..."*
- *"It is great when your child can tell you about their learning intentions and the expected goals they are striving to achieve..."*
- *"I feel very involved and it gives my child the opportunity to show her achievements and progress."*

What can you expect during your child's student led conference?

Conferences can last up to 30 minutes with three conferences taking place at the same time in your child's classroom. Your child will take the lead role throughout the conference. You will be involved in a variety of activities during this time – including looking at samples of learning in your child's learning portfolio, bookwork and /or digital learning, talking about next step learning goals and how all parties (child, parent/caregiver and teacher) can work towards achieving these, and looking at other learning around the room.

At some point during the conference your child's teacher will spend time with you. This is an opportunity for the teacher to expand on information your child has shared and for you to clarify something if necessary.

How you can support your child:

Before the conference:

- ensure all parties who wish to be involved in the conference are informed as your child is only expected to run one conference.
- acknowledge your child's invitation to attend their conference, then book a time for it. You will be advised on how to do this through the school newsletters. Diary this date and time.
- read through the prompts in this booklet and also the important information page so you are ready on the day.

During the conference:

- arrive with your child, bringing this booklet with you. His or her teacher will be in the classroom to greet you.
- **listen** to your child – they are going to lead you through their conference and do most of the talking

This will include:

- sharing current learning
- discussing learning goals and progress towards achieving them
- talking about how you can help him or her at home to achieve their goals.

You should:

- **prompt** to support your child if necessary (using prompts in this book and around the room)
- **enjoy** having this opportunity to be part of your child's learning and seeing their learning environment
- **celebrate** all achievement with your child and make a comment to show this on their portfolio signing sheet

Following the conference:

- Continue to celebrate all achievement and successes
- Support your child's learning by following up on how you can help your child at home
- Ask your child about their current learning goals and how they are progressing towards achieving them.

'Self-reporting is the most powerful indicator of student success in learning. Effective reporting systems will be ones where 'student voice' is an integral part of the reporting process.'

(Hattie, 2009)

Parent / caregiver prompts to support your child (use as necessary):

What were you learning **to do** in this piece of work?

What were you learning **about** here?

What were the steps you went through to learn this?

What helped you to learn this?

How do you know you have learnt this? What is the success criteria?

What do you need to learn next?

What are you most proud of? Why?

Tell me where you are in ... reading / writing/ numeracy

Which area of learning do you find easiest? Why?

Which area of learning do you find trickiest? Why?

What could we do together to help you with this learning?

Important Information

Your child is going to run the conference. They will have had time in class to practice and have a basic process to follow, please let them do so.

If, at the last minute, you cannot attend please try and arrange for another person close to your child to do so. Your child, as part of their learning, will have prepared for the conference and deserves the opportunity to see it through.

The conference is about learning – not behaviour or social issues. If you (or the teacher) have concerns regarding either of these they should have been raised prior to this conference and discussed already.

To be fair to your child there should be minimal distractions, by younger children in the class, while your child is sharing their learning.

The student-led conference should be a positive experience for all parties, especially your child. If after the conference you have any concerns or questions please arrange a mutually suitable time with the class teacher to discuss them.

"I believe that if my son can explain his work to me it is proof to me that he is learning – not to mention the effect it has on his self-esteem"

Parent response to student-led conference success

Student-led conference checklist

Read this booklet

Express to your child that you are excited about them sharing their learning with you

Acknowledge the invitation to attend that your child brings home

Look for booking details in up-coming school newsletters and on our school website www.tkp.school.nz

Make your booking

Diary this date and time

Revisit the parent / caregiver prompts in this guide so you are ready on the day.

Arrive on time for your conference, bringing your child and this book with you.

Wait for your child's teacher to welcome you.

Enjoy being part of your child's achievement and learning.

Sign and comment on your child's conference profile sheet.

Follow-up, at a different time, with your child's teacher if you have any concerns or questions.

*'Thank you for sharing in your child's learning.'
Te Kauwhata Primary School staff*

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