

Report time!



Sharing progress regularly is vital for each child's ongoing learning and success. Sharing quality learning information between learners, parents, whānau and, schools and kura helps everyone to understand and support the learner.

Simply put, the intention of s165 is to ensure that good quality assessment information is communicated:

- in plain language
- in writing (this can be digital)
- at least twice a year
- across The National Curriculum, including in mathematics and literacy, and/or te reo matatini and pāngarau.

There are different ways of meeting the intention of s165. However, a lack of clarity about expectations means that some kura and schools are reporting more than they need to for effective partnerships. Check these scenarios against your kura or school's reporting policy to make sure you aren't creating unnecessary work for little benefit.

Meeting the intention of s165 may be easier than you think.

Which of the following scenarios ensure that you meet the intentions of s165?



EXAMPLE 1

Parents and whānau attend regular student or ākonga led conferences, where the teacher or kaiako documents the conversation about curriculum progress on a template.

When parents leave the conference they are given the notes, including information on progress in mathematics and literacy, and/or pāngarau and te reo matatini.

YES

This is enough to meet the intention of s165 if the information is quality assessment information. This school is reporting curriculum progress recorded in writing twice a year.



EXAMPLE 2

Ākonga and their whānau receive reports from the kura twice per year, in writing and in person with information about the marau ā-kura and “Te Āhukatanga o te Ākonga” as defined by the kura to reflect their goals and aspirations for ākonga.

YES

This is enough to meet the s165 if the information is quality aromatawai information and reflects the principles of Rukuhia, Rārangahia.



EXAMPLE 3

Ākonga and their whānau can contribute important information to develop a richer profile about and for the ākonga. Ākonga are encouraged to carefully read their draft reports and negotiate with their kaiako any changes they would like to make.

YES

This is enough to meet the s165 if the information is quality aromatawai information and reflects the principles of Rukuhia, Rārangahia. This is a common approach to reporting to whānau that includes the ākonga. Aromatawai and reporting capture ākonga potential and talent.



EXAMPLE 4

Parents and whānau use a smart phone app that has been developed by the school to monitor learners curriculum progress. The app shares information in real time, including mathematics and literacy, and/or te reo matatini and pāngarau.

YES

This is enough to meet the intention of s165 if the information is quality assessment information. Digital information is considered adequate to meet the 'in writing' aspect of the NAG.



EXAMPLE 5

Parents and whānau use an interactive online web application that enables the teacher to share real time curriculum learning information, including mathematics, literacy, and/or te reo matatini and pāngarau, on an ongoing and regular basis.

YES

This is enough to meet the intention of s165 if the information is quality assessment information. Digital information is considered adequate to meet the 'in writing' aspect of the NAG.



EXAMPLE 6

Whānau and parents use a student management system that teachers use to capture learner assessment information in real time in mathematics and literacy, and/or te reo matatini and pāngarau. Whānau, teachers, kaiako, students and ākonga contribute to this information on a regular basis.

YES

This is enough to meet the intention of s165 if the information is quality assessment information. Digital information is considered adequate to meet the 'in writing' aspect of the NAG.

You've reached the last scenario.