

**KEW EAST PRIMARY SCHOOL
POLICY MANUAL**

**Teaching and Learning
POLICY NO. 14**

REPORTING TO PARENTS POLICY

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PURPOSE:

The purpose of the Reporting to Parents Policy is to outline the process for communicating the learning of individual students at Kew East Primary School.

POLICY STATEMENT:

Reporting is the process by which assessment information is communicated to help students, parents, teachers and the educational system make decisions by providing information about what students know and can do, together with recommendations for their future learning.

Reporting to Parents at Kew East Primary School includes the following formal components:

- Detailed written reports distributed in June and December
- Student Learning Portfolios - samples of work collected and sent with home with reports
- Parent/Teacher meetings comprise of a Meet-the-Teacher meeting in February, a Parent/Teacher meeting in June and a Parent/Teacher meeting if requested in December
- Student attendance is encouraged from Years 3 – 6. These can include a student led discussion of their learning – referred to as “Partnership Meetings”

In addition, Reporting to Parents at Kew East Primary School takes place as required through:

- Parent/Teacher Support Group meetings for identified students, including those whose learning is supported through the use of Individual Learning Plans (ILPs)

Other opportunities for reporting may be initiated by either teacher or parent when appropriate, and can take the form of:

- Informal meetings
- Telephone discussions
- Letters/notes

GUIDELINES

STUDENT REPORTS

Student Reports are designed to:

- Inform parents of their child’s progress against statewide standards
- Comply with departmental requirements

Student Reports will contain:

- Detailed classroom and specialist teacher comments
- Written comments from intervention programs as appropriate
- Strategies the school can employ to assist the progress of the student
- Suggested strategies parents can use to also assist the progress of their child

LEARNING PORTFOLIOS

Learning Portfolios are designed to:

- Complement the detailed written June and December reports by providing evidence of the student’s learning
- Reflect the variety of ways in which students learn as well as provides opportunity for diversity in student ability to be represented through a mixture of specific and open-ended work samples
- Reflect the learning process by including examples of students’ learning at the beginning; during; and at the end of the learning experience. Portfolios therefore should include ‘plans’ and ‘drafts’ as well as ‘final’ samples
- Make explicit how work samples are assessed through the inclusion of assessment criteria such as: criteria cards, rubrics, modified Victorian Essential Learning Standards (VELS) statements etc.
- Include the use of digital portfolio work samples where appropriate
- Complement the detailed written June & December Reports
- Aid communication between parents, students and teachers about student learning

The Learning Portfolio will contain :

Per Term

- 1x Maths task
- 1x English task
- 1x Integrated Studies task
- 1x major e-Learning based component

In addition:

*at least one student selected sample of work for inclusion each term (e.g. My favourite piece)

*over the year the Portfolio should reflect the curriculum by including samples from a range of VELS domains across all three strands - Physical, Personal and Social, Disciplinary & Interdisciplinary)

Per Semester

- One task each for Specialist class (Art, LOTE, Music & PE)

- At least one opportunity for students to set learning goals and comment on their progress
- At least one opportunity for parents to comment on their child's learning

PARENT/TEACHER MEETINGS

Parent/Teacher Meetings are designed to:

- Support the communication provided in the detailed written reports by providing opportunity for clarification if required

Parent/Teacher Meetings will:

- Be based on understandings gained from students' work samples and written reports
- Provide the opportunity (where appropriate) for teachers, parents and students to communicate regarding the learning

STAFF ROLE:

- Develop assessment tasks (and set portfolio tasks) as part of the planning process in Level Teams
- Ensure that parents receive the portfolio with the June and December reports
- Communicate to students and parents the expectations of each task including assessment criteria
- Moderate throughout the assessment process to provide consistency
- Include the portfolios as a tool in parent teacher meetings
- Incorporate the portfolio proforma sheet for each assessment task

PARENT ROLE:

- Be aware of the purpose, expectations, timelines and procedures of the Reporting to Parents Policy
- View and discuss the Portfolio with the child, giving positive feedback and acknowledgement to the child for their efforts
- Discuss the portfolio tasks with the teacher in parent/teacher discussions
- Ensure that the portfolio is returned to school at or soon after the parent/teacher meetings

STUDENT ROLE:

- Talk about their learning experiences with parents, using the Portfolio when appropriate
- Senior students are expected to lead the discussion of their learning with parents in Parent/Teacher Meetings. In these meetings (Partnership Meetings) the role of the teacher is to support the student.

Program : Teaching and Learning

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