

**REPORTING TO PARENTS**

**PROCEDURE**

**RATIONALE:**

* Both formal and informal reporting is important in the establishing of good relationships between parents, child and teacher and this is essential to good learning.
* Assessment of students is incomplete without the information which parents can provide. However it is recognised that not all parents will participate in a parents – teacher sharing relationship.
* Trust and confidence in working together needs to be gained first. Approaches to parents requires sensitivity and appropriateness.

**PURPOSE:**

1. To meet the requirements in National Administration 2
2. To enhance the child’s learning opportunity through co-ordination of the efforts of

 both teachers and parents.

1. To encourage positive recognition of children’s efforts and progress.
2. To enhance the professional programmes of our school, and the professional image

 and confidence that parents perceive of our school.

1. To share information gained about a student’s learning, his/her attitudes and

 emotional development, behaviour and relationships with others.

1. Appropriate and relevant, curriculum goals are shared between teacher and the

 parent/ caregiver.

1. To identify a child’s strengths and weaknesses so that decisions regarding future

 actions can be made.

8. To provide informal opportunities for parental participation in school activities with

 a view to developing a strong two-way partnership.

 **GUIDELINES:**

* Informal opportunities, taking into account cultural sensitivities will be provided early in the first term, early evening sports events/ barbecues, hui.
* Samples of children’s work and a brief summary (in checklist form) will be used as a basis for discussion at parent / caregiver interviews in June.
* A detailed written appraisal of a child’s progress and development will be prepared at the end of term two (June). This will be a clear, simple, constructive report that is meaningful to the parents / caregivers.
* The parents / caregivers of the pupils with special needs will be regularly invited to a multi-disciplinary conference allowing them to be involved in the evaluation and planning of future programmes.
* The parents / caregivers of the children involved in the Reading Recovery programme will be regularly invited to view the programme enabling them to develop a greater understanding of the reading process.
* When a child is causing concern at school, their parents / caregivers will be contacted. In this way a plan of action can be formulated to deal with the problem. Specialist services will be involved if necessary.
* If parents / caregivers are concerned over an issue, an open door policy is in action throughout the school.
* During the year many informal opportunities related to school/ class activities arise (cultural show, trips, camps, special days, sports events). These are all good opportunities for parents / caregivers and teachers to interact.
* Teachers are encouraged to make frequent and informal contact with parents over both positive and challenging issues. In some case it may be appropriate to visit parents at home.
* Face to face communication can be more effective than written communication and will promote a feeling of mutual responsibility. For the progress and development of the children.
* Teachers should use a variety of methods when reporting to parents.
* Reporting should be brief and constructive.
* Be positive in tone.
* Be responsive to cultural and language needs.
* Recognise student strengths and interests
* Comment on attitudes, values, skills and knowledge
* Inform clearly about actual student progress and achievement.
* Be easily understood
* Be presented in a professional and meaningful manner that is appropriate for the age and stage of the student.

 **REPORTING PROGRAMME**

1. Written reporting to parents two times each year.

* A mid- year report in all curriculum areas with reporting on achievement as required relative to the *National Standards.*
* An end of year report with reporting on achievement as required relative to the *National Standards.*

 These will provide opportunities for two way communications between parents

 and teachers.

2. Student books and individual files are available to parents at the time of interviews or other requested times.

**NATIONAL STANDARDS**

**The school will use the prescription of NAG 2A relating to National Standards.**

***(a) Report to students and their parents on the student’s progress and achievement in relation to National Standards in plain language at least twice a year.***

***(b) Report school-level data in the Board’s annual report on National Standards under the relevant headings.***

 ***- School strengths and identified areas for improvement***

 ***- The basis for identifying areas for improvement***

 ***- Planned actions for lifting achievement***

***(c) Report in the Board’s annual report on:***

 ***- The numbers and proportions of students at, above, below or well below the standards, including by Maori, Pasifika and by gender (where this does not breach the individual’s privacy)***

 ***- How students are progressing against the standards as well as how they are achieving.***

**Teachers should also collect information through a variety of methods, both**

**formal and informal.**

**CONCLUSION:**

There are great advantages for parents, teachers and students in informal reporting, parent teacher interviews and written reports. Reporting will be objective and constructive.

**Review Responsibility:  *Principal, DP & BOT Staff Rep.***

**Date Confirmed: 4 April 2017**

**Principal: …………………………………………………………..**