



## **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 require sensitivity and appropriateness.

### **PURPOSE:**

1. To meet the requirements in National Administration Guideline 2 (NAG2)
2. To enhance the child's learning opportunity through coordination of the efforts of both teachers and parents.
3. To encourage positive recognition of children's efforts and progress.
4. To enhance the professional programmes of our school, and the professional image and confidence that parents perceive of our school.
5. To share information gained about a student's learning, his/her attitudes and emotional development, behaviour and relationships with others.
6. To share appropriate and relevant curriculum goals between the teacher and the parents/caregivers.
7. 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. E.g. 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 late in Term Two or early in Term Three.
- A detailed written appraisal of a child's progress and development will be prepared at the end of Term Two. This will be a clear, simple, constructive report that is meaningful to the parents/caregivers.

- The parents/caregivers of 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 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. Specialist services will be involved when 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 cases, 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 with a focus on literacy and numeracy achievement aligned to the curriculum levels and a general comment covering other curriculum areas. Key competencies, Values and attendance will also be included.
  - An end-of-year report with achievement levels and comments on key curriculum areas, as well as Key Competencies, Values, attendance and a general comment.

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.

**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:** 15 September 2020

**Principal:** *Karla Mitchell*