



Real Time Reporting



Fairfield School 2022



What is Real Time Reporting?

- Real-time reporting enables parents and whānau to see their child's progress on-line in real time.
- Students can access their own learning pathway (anytime, anywhere and on any device).
- The process is driven by students with appropriate scaffolding by their teachers.
- It's about the learning process, not the end product. We will be using the eTap app, Spotlight.

What will be shared?

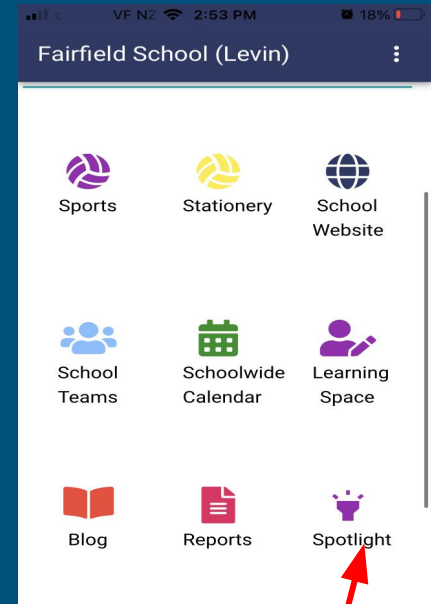
- The learning goal or intention of the learning will be shared
- Whānau will see a representation of student learning (photo or recording)
- Student voice
- Teacher comment with next steps identified
- Opportunity for parents to provide a comment for their child about their learning. The information is private between Whānau and their child.

When can reporting posts be viewed?

Term 2, 2022

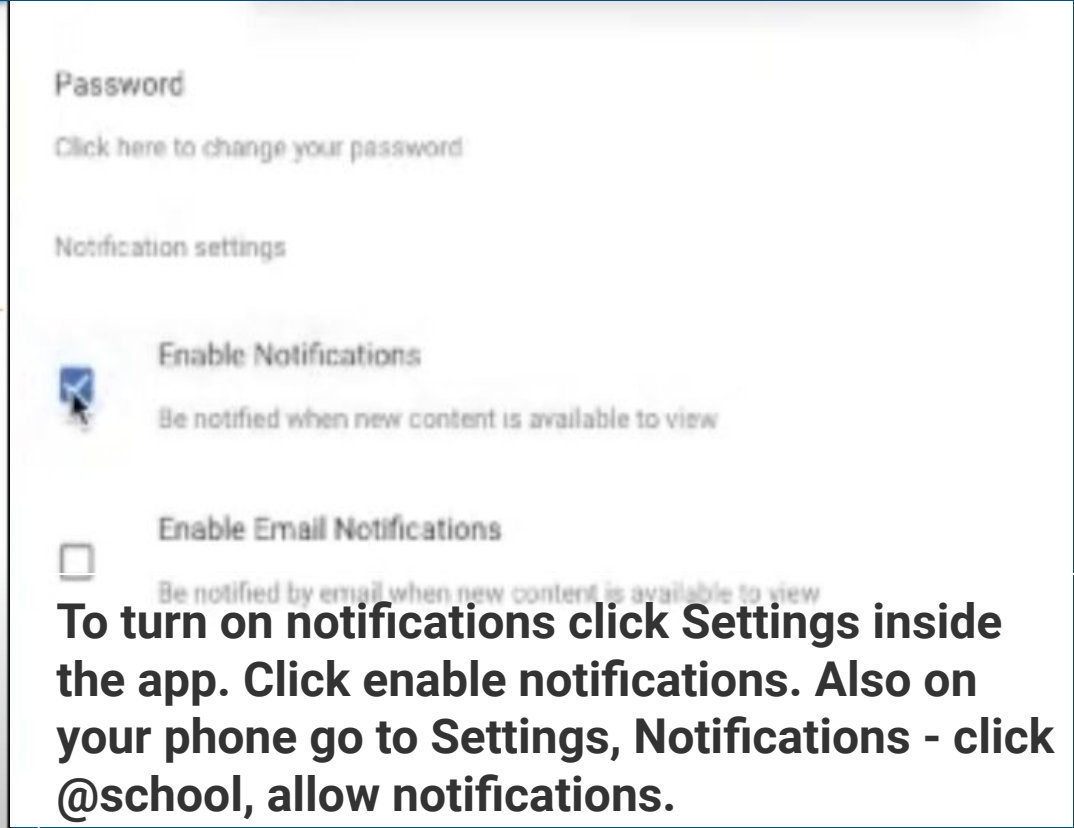
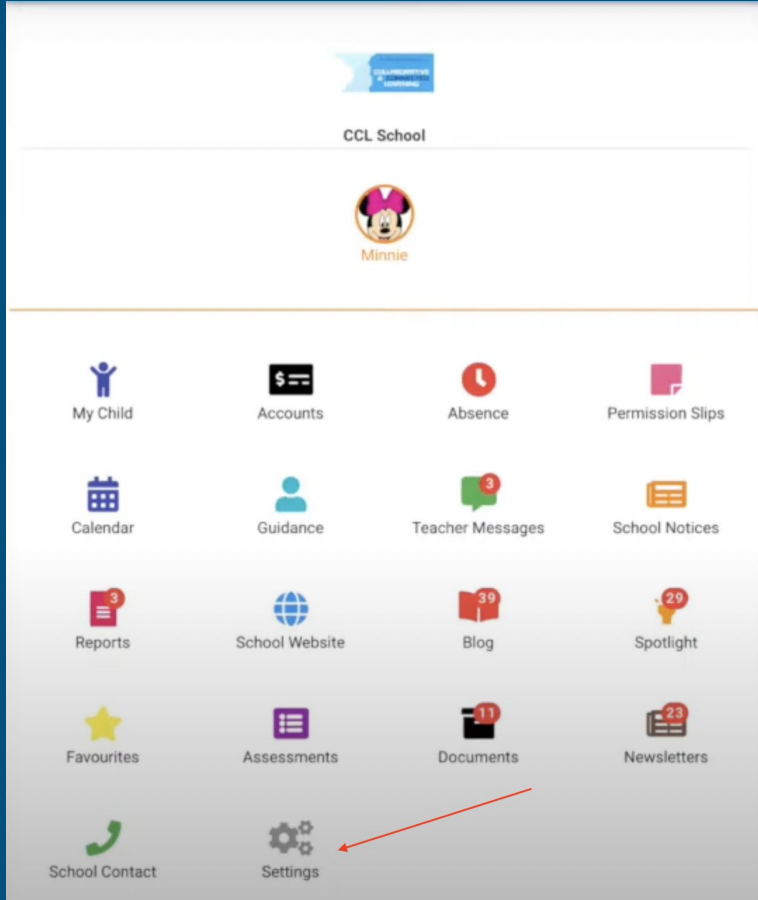
- Week 4 Literacy
- Week 7 Mathematics
- Week 9 Key Competencies
- Parents will receive a summary of their child's progress and achievement in relation to the NZ curriculum expectations at the end of term 2

Where to Find Reporting Posts



Week 4 of Term 2, 2022, the function for Spotlight reporting will appear on your app. Click the Spotlight icon. You can also access @school via the website www.atschool.co.nz
Students' first posts will be published by the end of **week 4**.

Notifications



Example of a Reporting Post on the Spotlight Parent App

Literacy Progressions Early L1 Y1: I can segment sounds to help me spell using finger spelling.

On 14th May 2022 your child posted:



Assigned 2022-05-14 Completed 2022-05-14



Teacher Comment

Great mahi, Daisy! Your picture plan matches your writing. You used your finger spelling to write the sounds you could hear in each word. You can write the heart words 'the' and 'I'. Your next step is to read back your writing and check that you wrote each sound in your words. Can you hear the 'n' in went? - Posted 14th May 2022 by Yvonne Nicholson

Click to add parent comment


Parent Comment


We are so proud of your writing, Daisy! You like to write little notes to your cousins. You wrote about our favourite park in Levin, the Donald Duck park. - Posted 14th May 2022 by Yvonne Nicholson

The Student's View of Posts at School

SPOTLIGHT - STUDENT PORTAL


☐ **Daisy Duck**







Things I am working on


L2 Y4 Explicit teaching Reading Content:
I can use questioning to support my understanding.
EV


 **Writing Learning Progressions**


Early L3 Language:
I use language features such as similes and onomatopoeia.
EV


 **Yvonne Nicholson - Mother**
14th May 2022
Ka pai, Daisy! We loved reading your writing. We can't wait to hear what happens next!


 Workshops Today


 Curriculum Comments

 Dashboard

 My School Calendar

 Unassigned Workshops

 My Learning Progress

 Teacher/Parent Comments

Example of Midyear Report - Page 1

Mid Year 2022



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Daisy Duck

Year: 0



Teacher:



Respect for Self

Managing Self/Using Language
Symbols and Text/Respect for Self -

Mana Motuhake: I am prepared to
learn, with the right equipment and
mindset

Completed Mon, 16th May, 2022

I came to my workshop with my iPad
and my pencil case. I was ready on
time to start my work. I love working
on IXL.

Posted on 16th May 2022 by Daisy
Duck

Daisy, you come to each workshop
with the correct equipment. When
you attend your workshop you have
your iPad and stationery ready to
begin the lesson. You embrace new
challenges and eagerly participate in
new tasks. This demonstrates that
you are a positive, focused learner.

Ka pai!
Posted on 16th May 2022 by Yvonne
Nicholson

Example of Midyear Report - Page 2



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Latest Learning Intention Achieved



Literacy

CONSTANT FOCUS: I can segment sounds to help me spell using finger spelling.

Completed Sat, 14th May, 2022



Posted on 14th May 2022 by Daisy Duck

Looks like you had fun at the park, Daisy! You used your fingers to tap out the sounds you heard in each word. You know how to spell the words, 'the' and 'to'. Your picture plan matches your story. Ka pai! Your next step is to write all the sounds in the word. Can you hear the 'n' sound in the word, 'went'?

Posted on 17th May 2022 by Yvonne Nicholson



Mathematics

Patterns and Relationships: give a rule for a sequential pattern

Completed Tue, 17th May, 2022



I know there are four colours, and the fours end at 4 and at 8 and at 12, so 13 has to be yellow because the pattern is starting again.

Posted on 17th May 2022 by Daisy Duck

Great mahi, Daisy! You could explain the pattern (yellow, blue, red, green) and continue the pattern. You could tell that the yellow cube would be placed on number 13 on the number line. Your next step is to create your own patterns and rules.

Posted on 17th May 2022 by Yvonne Nicholson

Year 1-4 Reading Expectations

Reading

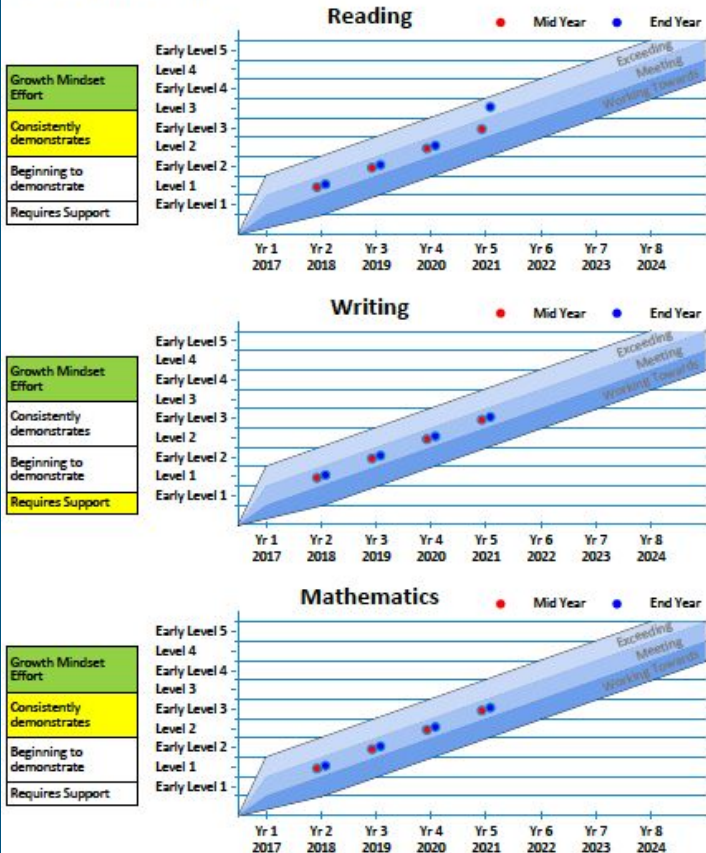
Reading Expectations: Years 1-4

[illegible]



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Assessments showing achievement against a variety of learning areas have been sent out using the Spotlight App. Below are three graphs outlining the achievement of reading, writing and mathematics, which align with the NZ curriculum expectations.



For students in years 3-8, they will have cumulative progress and achievement in relation to the New Zealand curriculum which will be shared twice a year (mid and end of year).

What are the Benefits of Real Time Reporting?

Benefits for students

- Children engage in conversations about their learning while it's still relevant.
- Increased parental involvement benefits students. When parents are involved in their children's education it leads to better outcomes.
- Having an authentic audience is a powerful incentive for students to share their work and value the feedback. Whānau have the opportunity to provide a comment on their child's online post.
- Teachers can see the evidence and respond quickly with feedback and questions to encourage deeper thinking and reflection.
- Students demonstrate a better ability to assess their own work and engage in the language of learning.

Benefits for parents and whānau

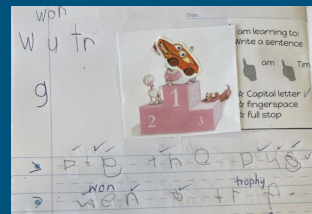
- Rather than receiving reports twice a year, midyear and end of year you will regularly receive evidence of current learning.
- Parents benefit from better relationships between home and school. Strong partnerships lead to better outcomes for learners.
- Parents feel more connected to what happens at school. They can engage in deeper conversations about learning because they know what their child has been doing.
- Feedback from parents is very positive, as they enjoy receiving examples of work from school. They appreciate feeling connected to a part of their child's learning and assessment.

Benefits for teachers

- Regular and honest sharing of student achievement and progress information is a springboard for important conversations.
- Teachers can spend more time guiding and motivating students. They can use real-time assessments and other feedback loops to monitor progress and recommend adjustments to each student as necessary.
- Students are collecting evidence independently, which can be monitored and tracked.

Puno-o ho and Te Kama

- This is one snapshot of your child's learning - it is a moment in time.
- It is an example of what your child can do with some support.
- The teacher's comment is written in 'child speak' and focuses on what they can do.
- Your child may identify what they are proud of, what they were learning and their next steps. This is in their own words.
- We would like for Whānau to comment, responding to their learning.



Pakihi

We want to focus on what the students can do well.

Positive examples of parent feedback.

- *“ I am proud of the effort you have put into your writing, I can see...”*
- *“ I have noticed that you are able to...”*
- *“ It’s great to see you recording and sharing your ideas about...”*
- *“ I can see a great improvement in your...”*

Before (if) we write comments pointing out what needs improvement - spelling punctuation such as...

- *“ Remember the importance of capital letters, full stops and commas...”*
- *“ Let’s continue to work together on your spelling...”*

Raekura

- This is a snapshot of what the child has learned in their classroom.
- You'll see students reflecting on their own learning.
- Students will create their own posts which include photos and a comment about their learning.
- Rather than a formal report, this is created in collaboration with the students.
- Parents are able (and encouraged) to respond to the child's learning post.