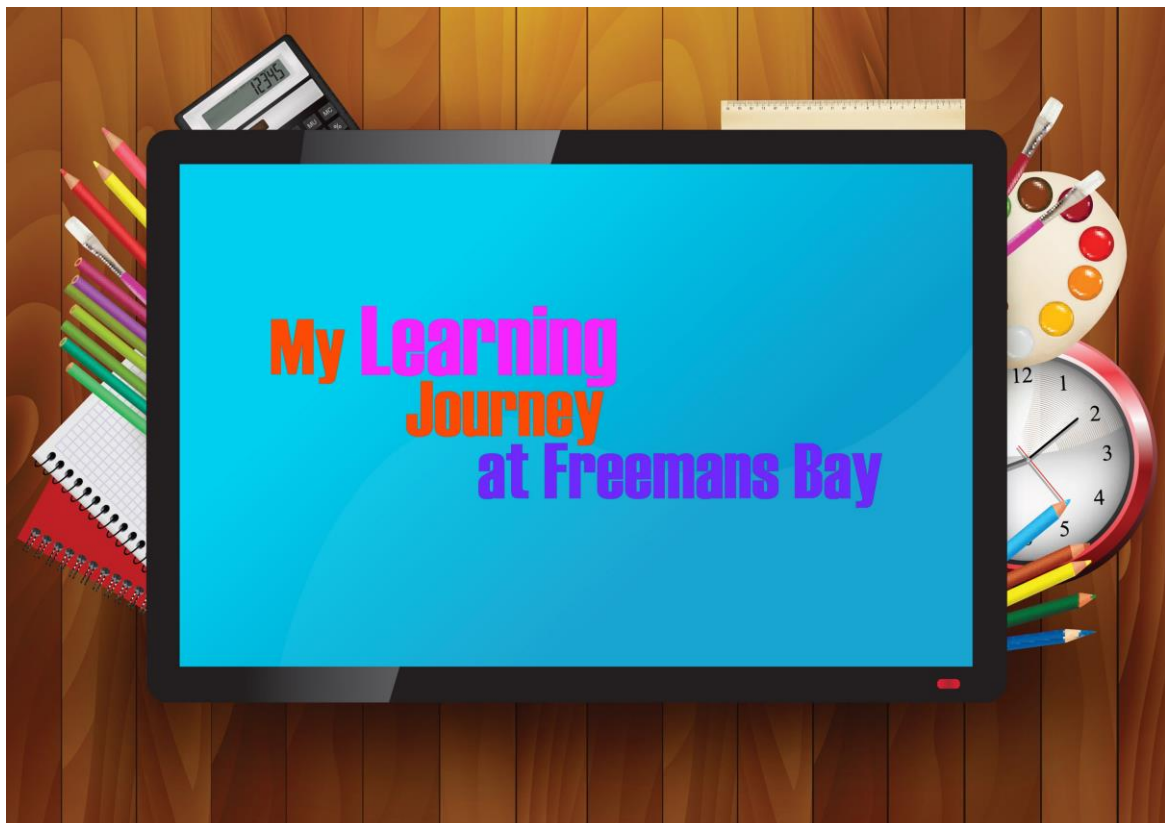




**FREEMANS BAY SCHOOL**  
Engage, Empower, Enrich.



## Reporting at Freemans Bay School Information Booklet



April 2018

# Reporting at Freemans Bay School

At Freemans Bay School we report to parents about their child's progress and achievement in a variety of ways.

These include:

- **"My Learning Journey"** - online, anytime access to your child's reading, writing, maths and Habits of Mind (HOM) goals. You will also find reflections on their achievement of these goals. "My Learning Journey" will also tell you the level your child is currently working in, at any time of the year. You can tell what level your child is working in by reading the title of the page where your child has identified "My current goal".
- **Three Way Conference** - in Term 1 designed to ascertain important details about your child that will facilitate a successful learning year for them.
- **Student Learning Conference** – beginning of Term 3. Conversations around learning led by your child in the classroom.
- **Curriculum Expectations Report** – documents the level your child is working on in reading, writing and maths in Term 2 and Term 4 of each year according to your child's current year level.
- **Conversations with parents** - as and when needed.

## Curriculum Progress Report:

**As of 2018, we will no longer be reporting against the National Standards in Reading, Writing and Maths as we have done since 2016. There will be no Anniversary Reporting, but a report in Term 2 and Term 4 will be sent home for all students regardless of when they started school.**

We continue to have expectations for where a child should be with their learning based on the Year level they are in and using the New Zealand Curriculum as a guide.

They are:

Year Level	Curriculum Expectation
End of Year 1	Early Level 1
End of Year 2	At Level 1
End of Year 3	Early Level 2
End of Year 4	At Level 2
End of Year 5	Early Level 3
End of Year 6	At Level 3

Each child will receive a printed Curriculum Progress Report twice a year:

### Curriculum Progress Report – Term 2

The Curriculum Progress Report is sent home in the middle of the school year, at the end of Term 2. This will tell you the curriculum level your child is working in at the end of Term 2 for reading, writing and maths. This can be used to identify what progress your child has made since the end of the previous year and how your child is progressing towards the expectation for their year level at the end of the year.

### Curriculum Progress Report - Term 4

The Curriculum Progress Report is sent home at the end of the school year, at the end of Term 4. This will tell you which curriculum level your child is working in for reading, writing and maths at the end of their current year level. This can be used to identify what progress your child has made compared to previous years and how your child is progressing towards the expectation for their year level.

If you have any concerns or questions, please contact your child's classroom teacher.

## Reading the Curriculum Progress Report:

The Curriculum Progress Report will track your child's progress over the time they are at our school.

Year 1 - Year 3						
	Towards "End of Year 1"	End of Year 1	Towards "End of Year 2"	End of Year 2	Towards "End of Year 3"	End of Year 3
Term	Term 2	Term 4	Term 2	Term 4	Term 2	Term 4
Reading			E L1	E L1	A L1	E L2
Writing			E L1	E L1	A L1	A L1
Mathematics			E L1	A L1	A L1	E L2
Expectation		Early Level 1		At Level 1		Early Level 2

As you read down the column, such as those highlighted above, you will see:

- The end of year that this information pertains to.
- The curriculum level your child is working in.
  - In this example at the End of Year 3, this means:
    - Reading – EL2 – which means for reading the child is at Early Curriculum Level 2
    - Writing – AL1 - which means for writing the child is at At Curriculum Level 1
    - Mathematics – EL2 – which means for maths, this child is at Early Curriculum Level 2
- The expectation for end of year – that is the level the child should be working in. This is what you use to work out if your child has exceeded, is on, or has yet to meet the expectation.
  - In this example, the expectation is EL2 – Early Curriculum Level 2
- The end of year that this report is for:
  - In this example, it is "End of Year 3"

### How do you know if your child has met the expectation?

You compare your child's result with the expectation. In this example where the expectation is EL2 – Early Curriculum Level 2, you could say that for:

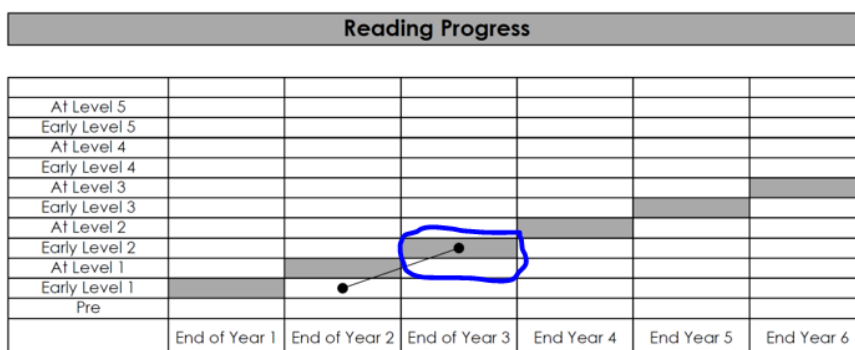
- Reading – EL2 – this child is on the expectation.
- Writing – AL1 - this child is yet to meet the expectation.
- Mathematics – EL2 - this child is on the expectation.

### Tracking progress over time:

The graphs on the second page are designed to give a pictorial view about where your child is at while also showing progress over time.

- The dot is the level this child has achieved. In this example, it is Early Level 2.
- The grey highlighted section, circled in this example, is the expectation for the year level. In this example, the expectation is Early Level 2.
- The expectation changes each year as evidenced by the moving grey highlighted box.

From this graph, you can see that the child is currently on the expectation in reading.



## How can I access “My Learning Journey”?

### Log into Microsoft 365:

Step 1: Open a web browser like Chrome, FireFox or Internet Explorer.

Step 2: Enter the url: <https://login.microsoftonline.com/>

Step 3: Enter your email address (for your Microsoft account). Eg: student@fbps.nz This is usually, but not always, your first name and the first three letters of your surname eg. For Richie McCaw, it would be [richiemcc@fbps.nz](mailto:richiemcc@fbps.nz)

Step 4: Enter your password. This is usually, but not always, your Mathletics password followed by fbps eg: cat21fbps

Step 5: Click “Sign in”



Work or school, or personal Microsoft account

richiemcc@fbps.nz

.....

☐ Keep me signed in

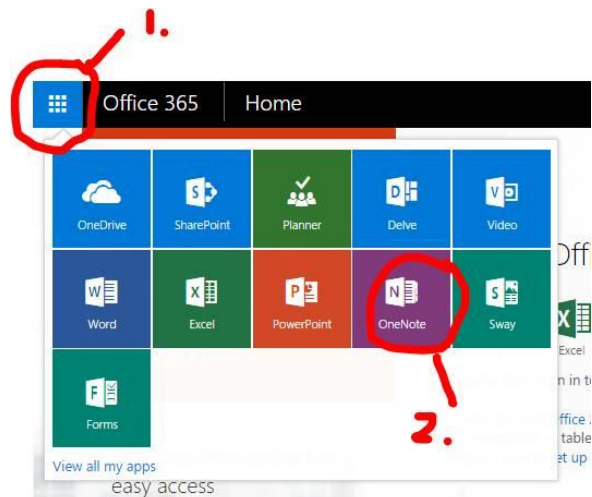
Sign in

[Can't access your account?](#)

## Opening your “My Learning Journey” OneNote:

Step 1: Go to the Waffle

Step 2: Go to OneNote App



Step 3: Go to “Class Notebooks” – go to Recent or Class Notebooks

## Notebooks

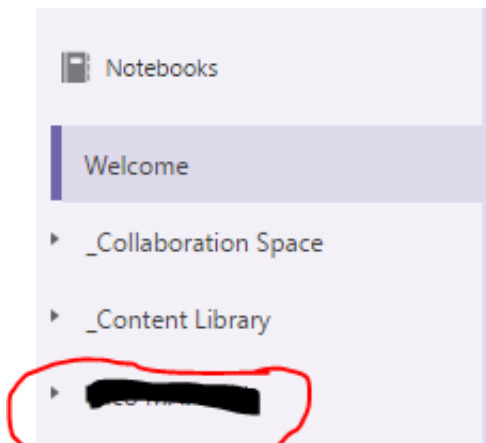
Recent    My Notebooks    Shared with Me    **Class Notebooks**

- Maths Inquiry
- Mission Control 2018
- My Learning Journey 2017
- My Learning Journey 2018**

Step 4: Go to their “My Learning Journey 2018”.

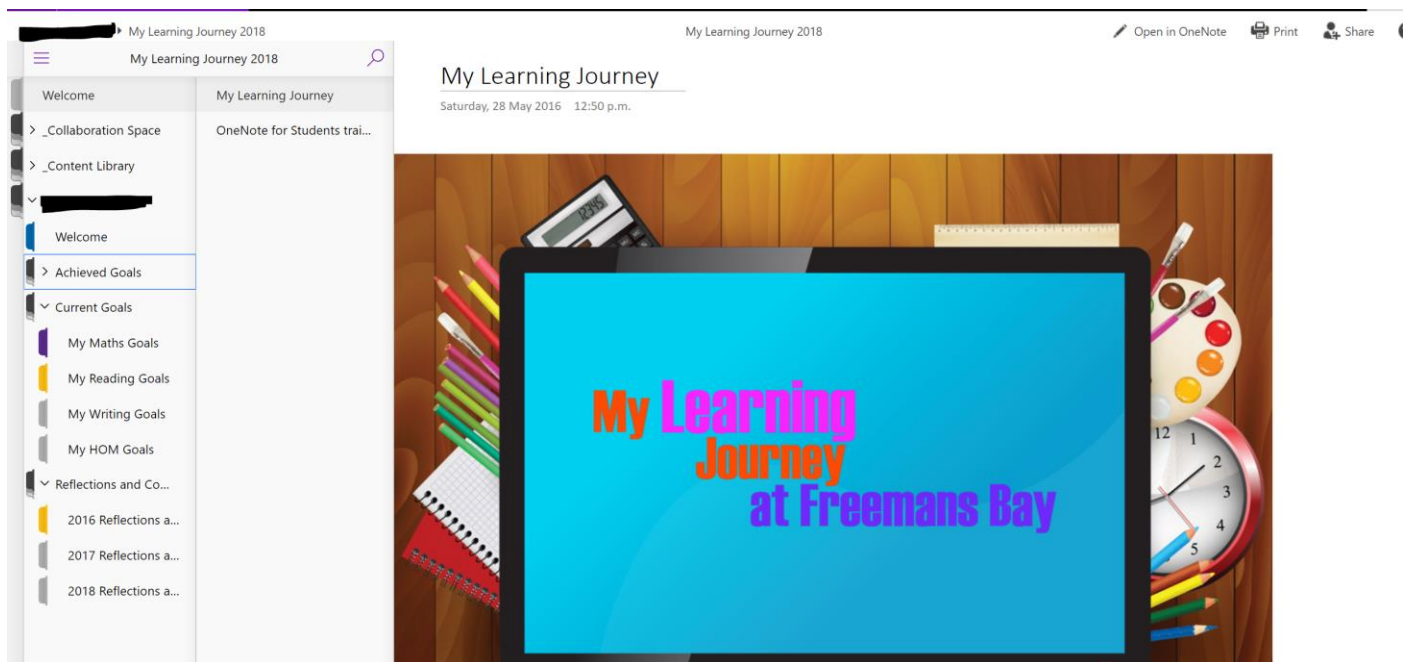
## Accessing your “My Learning Journey” OneNote

Step 5: Choose your child’s name from the left side bar – under the “Content Library”



Step 6: Click on the section you want to visit:

- **Achieved Goals** - is where we move the goals and the success criteria sheet once your child has achieved a level.
- **Current Goals** - is where you will find the goals and the success criteria sheet for what your child is currently working on.
- **Reflections and Comments**– is where you will find the termly reflections page with the teacher’s comment about your child’s learning in class. This is also where you can add your own comment.



Step 7: Click on any of the pages and more pages will pop up on the right-hand side.

You now have access to “My Learning Journey”.

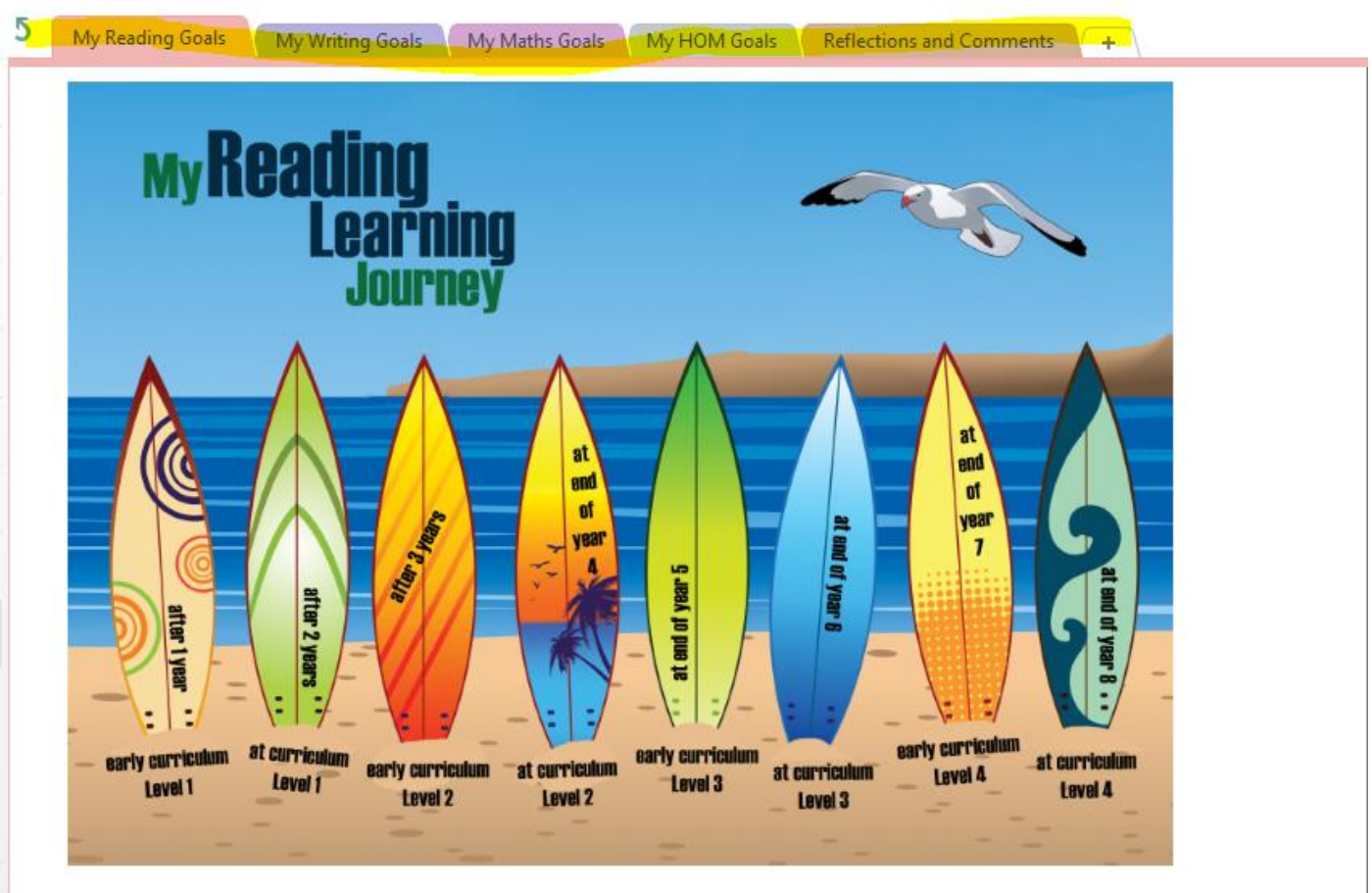
# My Learning Journey Explained

"My Learning Journey" is:

- A visual, digital working space to showcase learning overtime
- A place to record, assess, evaluate, and track goal achievement and next steps
- A place to reflect on learning
- A place to share learning and receive feedback and feedforward
- A place to comment on learning

The sections of My Learning Journey:

- My Reading Goals
- My Writing Goals
- My Maths Goals
- My HOM Goals
- Reflections and comments



The teacher and your child, are responsible for maintaining "My Learning Journey" and so move the goals as they are achieved and select new goals based on their next learning needs.

## My Reading Goals, My Writing Goals and My Maths Goals sections:

The first page is an overview of the levels and expectations for that particular curriculum area. The overview of 'My Reading Learning Journey' is shown on the previous page.

Next you will find the goals that your child has achieved, is working on or will be working on next:

1. "Steps to Success, I am learning to", are the goals at this level that your child still needs to achieve to move to the next learning level.
2. "My Current goal is to", are the goals your child is currently working on in class.
3. "At curriculum level \_\_ I can", tells you the things your child can already do at this level.



You can tell what level your child is working in by reading the title of the page where your child has goals they are working on (that is, “My current goal is to”). In the example below, this child will be working in “At Level 2 Writing”.

### At Level 2 Writing

Wednesday, 25 May 2016 12:14 p.m.

**My current goal is:**

include the parts (elements) of different types of writing.	sequence my ideas clearly using paragraphs.
---	---

**To fill my gaps I need to:**

expand my vocabulary.	vary my sentence types on purpose.	edit, recraft and share my work using feedback to make my writing more interesting.	use language features that add interest to my writing.	use Level 2 spelling strategies.
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**Steps to Success**  
I am learning to:

use more complex punctuation correctly most of the time.	present my work in a range of ways depending on purpose and audience.	talk about the homophones of many simple words (e.g., there, their).	give and respond to feedback.
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**At curriculum level 2 I can:**

develop my ideas before I write.	structure my writing so it is grammatically correct (with help).	create ideas that include detail.
----------------------------------	--	-----------------------------------

Next you will see the success criteria for each goal. The success criteria are a list of the things your child needs to be able to do to achieve each goal.

The success criteria are the types of learning that teachers will be teaching in class. This page is a table.

At Level 2 SC (Writing)

Monday, 21 March 2016 7:57 a.m.

MUST DO	MUST DO	MUST DO
<p><b>I am learning to develop my ideas before I write.</b></p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can plan my main ideas. 14/03/17</li> <li>I can plan my extra information. 14/03/17</li> <li>I can check my plan and change my ideas. 14/03/17</li> </ul>	<p><b>I am learning to create ideas that include detail.</b></p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can choose topics that will interest the reader. 14/03/17</li> <li>I can write using a range of ideas, experiences or information. 14/03/17</li> <li>I can add detail to my ideas.</li> <li>I can use my own words and phrases to share my thoughts and feelings (personal voice). 14/03/17</li> </ul>	<p><b>I am learning to include the parts (elements) of different types of writing.</b></p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can use simple text structure which is appropriate to my purpose (e.g., describe, recount, narrate).</li> <li>I can talk about different text types and their features (e.g., explanation).</li> <li>I can change my language to suit the type of writing (e.g., choose appropriate adjectives, verbs, nouns and adverbs).</li> </ul>
MUST DO	MUST DO	MUST DO
<p><b>I am learning to sequence my ideas clearly using paragraphs.</b></p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can sequence my ideas logically in a range of text types. 14/03/17</li> <li>I can use words to show order: first, then, next.</li> <li>I can organise my writing into paragraphs.</li> </ul>	<p><b>I am learning to expand my vocabulary.</b></p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can use topic-related vocabulary.</li> <li>I can use word patterns               <ul style="list-style-type: none"> <li>prefixes (e.g., un-, sub-, pre-, non-)</li> <li>suffixes (e.g., -ful, -ly, -tion, -able/-ible, and -ment)</li> </ul> </li> </ul>	<p><b>I am learning to use language features that add interest to my writing.</b></p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can add interest to my writing by using a simile.</li> <li>I can add interest to my writing by using a metaphor.</li> <li>I can add interest to my writing by using visual language features (e.g., illustrations and diagrams).</li> </ul>
MUST DO	MUST DO	
<p><b>I am learning to vary my sentence types on purpose.</b></p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can use some complex sentences.</li> <li>I can vary my sentence beginning, structures and length. 14/03/17</li> <li>I can use a range of conjunctions in compound sentences (e.g., FANBOYS; for, and, nor, but, or, yet, so).</li> </ul>	<p><b>I am learning to edit, recraft and share my work using feedback to make my writing more interesting.</b></p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can plan my writing in a variety of ways (e.g., brainstorming, story mapping, thinking maps). 14/03/17</li> <li>I can proofread for spelling, grammar and punctuation.</li> </ul>	
CAN DO	CAN DO	CAN DO
<p><b>I am learning to give and respond to feedback.</b></p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can tell people what they've done well using most of the success criteria.</li> <li>I can tell people what they need to improve on using most of the success criteria.</li> </ul>	<p><b>I am learning to structure my writing so it is grammatically correct (with help).</b></p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can use tenses correctly. 14/03/17</li> <li>I can use subject-verb agreement correctly.</li> <li>I can use pronouns correctly. 14/03/17</li> <li>I can use prepositions correctly. 14/03/17</li> </ul>	<p><b>I am learning to use Level 2 spelling strategies.</b></p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can write consonant, blends and vowel sounds.</li> <li>I can use spelling patterns to help me.</li> <li>I can spell words correctly (<a href="#">Essential Lists 1-4</a>) and many from (<a href="#">Essential Lists 5-7</a>).</li> <li>I can use reference sources with support to check meanings and find new words.</li> </ul>

## My HOM Goals section:

The Habits of Mind (HOM) are the way that our school reports on the Key Competencies of the New Zealand Curriculum. That is, relating to others, managing self, participating and contributing, thinking, and using languages, symbols and text. These key competencies are the capabilities people have, and need to develop, to live and learn today and in the future. They are part of the teaching and learning process at our school. The HOM goals detail how these look in practice and are used for conversations with students.

The first page of the HOM goals section has the goals that students will be working on. The matching colours show which HOM belong with which key competency (on the train carriage).

Find on this Page (Ctrl+I) 🔍

+ Page

Habits of Mind - Emerging

Thinking SC - Emerging

Using Language, Symbols and Te

### Habits of Mind - Emerging

Saturday, 28 May 2016 12:50 p.m.

<b>Emerging</b>		ask useful questions.	think flexibly to solve problems in lots of different ways.
have a laugh and find the funny side of situations.	use the 5 senses of sight, sound, smell, touch and taste to explore my world.	think about thinking to help me learn better.	make sure that my work is right and correct.
listen to others with my ears, my mind and my feelings.	find creative and innovative solutions to problems.	use my past knowledge to help me with new learning.	persist when something is hard.
			stop and think before I act.

062543 ADMIT ONE

**My current goal is to:**  
find things amazing - Wow!  
be clear in what I say.

ADMIT ONE 062543

be brave and try new ideas.

work well with others to solve problems.

want to learn new things forever, even when I am old!

## Habits of Mind

Steps to Success - I am learning to:

Relating to Others

Using Language, Symbols and Text

Thinking

Managing Self

Participating and Contributing

## Reflections and Comments section:

This is where, each term, your child will comment on how their learning is going for them in class. It is also a place for teachers to write a comment to the child about their learning and learning behaviour. There is a section on this page for you to add your own thoughts and comments about your child's learning.

Whānau Wai Tm 1 Reflection 2017

Thursday, 26 May 2016 5:34 p.m.

**My reflection on my learning:**

**What are you most proud of with your learning this term?**

I am most proud of my basic facts because I am quicker every day even though i get harder questions and more of them.

**What could you do to improve your learning?**

One thing I could improve is my writing recounts because I really don't like them and I can't get what is in my head down on to the paper.

**How would you describe your work in class?**

One word that describes how I work in class is that I am talkative because most of the time I am talking while I am doing my work.

**What Habits of Mind did you use this term which helped you be a better learner? Give us**



# How will we use My Learning Journey?

Students (with help from teachers) will:

- Assess themselves against the school reading, writing and maths criteria for appropriate level.
- Share their term goal in reading, writing and maths.
- Upload evidence to prove that they have achieved their goal.
- Reflect on their learning each term.
- Know what curriculum level they are working on.

Teachers use "My Learning Journey" to:

- Identify where students are at - what they know and what they need to work on next (with students depending on year level) - using evidence matched against goals and success criteria.
- Identify what level a student is working in - used for Overall Teacher Judgement (OTJ) reporting in Term 2 and Term 4.

Parents can use 'My Learning Journey' to:

- Know what curriculum level their child is working on and what their current goals are.
- Gain an insight into how learning is going for their child.
- Have learning conversations with their child and/or the teacher about their learning.
- Comment on their child's learning.

# Guidelines for parent comments

## How do I comment on my child's work on My Learning Journey?

Feedback is important to help students grow and learn. Teachers provide students with feedback all of the time. Parents can provide feedback too. Providing good feedback to your child can be difficult – especially as you may want to tell them lots of things that they need to do to be better at something.

When making a comment you are best to keep in mind what your student's level is and what they are learning this term (their goal). You are best to use the success criteria of their goal to guide your comments. Try starting with some of these sentence starters:

- This is quality work because...
- Your thinking shows...
- Two things you really did well are...
- When explaining your topic you...
- Your writing tells me ...
- One thing to improve on is ...
- You need more ...
- You need less ...
- When explaining your topic you ...
- You might try ...
- I like the way you have...

## Before you post a comment, ask yourself:

- Will these comments help my child to improve?
- Will it help my child to be self-motivated and encourage him/her to try again?

## An example of a comment might be:

I really liked the way that you started each sentence with a capital letter. Next time, you might try to put a full stop at the end of the sentence.

## Remember that good feedback answers these questions:

1. Where am I going? (What are the goals?) This is set by the student and teacher.
2. How am I going? (What progress is being made toward the goal?).
3. Where to next? (What activities need to be undertaken to make better progress?).

You could also use this as an opportunity to tell your child's teacher about your child's learning as it links to their goals. For example, you could say... At home, my child has been counting in 2s.