# SchoolTalk

# Tips for junior teachers

# Setting expectations

Create team expectations/goals around evidence so that everyone is on the same page. Some suggestions are:

- 1-2 pieces of evidence a week.
- Reading/Writing/Maths need 2-3 pieces of evidence each a term.
- Key team/classroom events suitable to whole class evidence identified on LTP - such as class/group photos of dance for Performing arts unit.
- Key assessment evidence will be shared attached to specific progressions after testing is completed.

Know WHY evidence is important for you, for your learners and for your whānau.

# Setting up your photo evidence folder.

When you create your ST evidence folder in your drive, label it so that it is the first folder in your drive. Don't forget to share it with your ST admin folder!
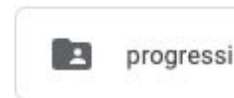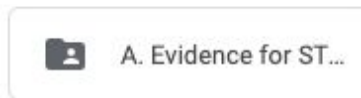
EG. instead of 'evidence ST 2023' try, 'A. evidence ST 2023'.

That will mean you can set it to order by name, click through quickly, and don't have to scroll looking for the folder!

# Adding evidence efficiently

The key to efficiently adding evidence is to PLAN for it. This can be:

- Highlight 'evidence' progressions on long-term planning so you know when, what and there is consistency across multiple teachers
- Adding one piece of evidence for multiple learners
- Marking off granular intentions during guided lessons
- Timetabling a weekly time to update anything on ST you haven't completed during the week - keep it short and focussed.

A Tip for your Target learners:

Build in time during the meetings where you discuss target or priority learners, to update/annotate evidence then and there. Make it part of your practice.

# Talking about evidence with Juniors

What is evidence? It is a way of showing that you understood and demonstrated the learning. In junior classes, develop a consistent language and visual that will be used for learners.

E.G. Use the ST colour coding when evaluating learning together

- Evidence - e.g. students put their name, or even work, into a blue container when they have completed their work and believe that it demonstrates the learning intention
- Self assessment - Learners identify as being either green (I can do that) or yellow (I need more practice/support) - colour code parts of the room to move to for a quick check, have colour coded containers or display areas where students can move named items to show how they feel about their learning, you could even add a photo of those that 'go green' as evidence to SchoolTalk
- Cast SchoolTalk on the TV screen/projector when adding evidence so that the whole class can see evidence of photos being captured! Children love to celebrate each other's achievements.

# What your photos might look like

Parents love to see pictures of their children, and knowing that evidence will include them can increase whānau engagement. Ideas:

Top tip:  -including the child's face makes it easier to identify who the work belongs to after!

- Brainstorm on a whiteboard table? Place the learners behind it and capture them and the table in one image for a group upload. Works with modelling books too, where you might have recorded the thinking for each group member.
- Have the child hold their writing so you capture their work and their face.
- Take photos of students holding any artwork or creations before putting them on display in the classroom
- Group children holding their work together if they have completed a similar standard of work for a progression, so you can bulk upload
- Take a photo as they are completing some work at your table, so you have their work evidence and them in the same photo.
- Screenshot certificates when you write them and add them to SchoolTalk - this saves having to get a photo and forgetting!

**Increase parent engagement:** don't show the learners the photos you take, tell them instead to look at them at home with their parents!

# Adding evidence of Graduate profile/soft skills/learner profile/values/dispositions

These may be the skills (urges) you are assessing during play-based learning time, or during other lessons.

If appropriate, highlight these areas on your long term plan to ensure you are capturing them across the year.

Identify group/class based activities that will demonstrate the skill so you are prepared to capture the photo or video when it happens. E.g. cooperation in a team game during P.E. or creativity in response to a play provocation.

Take photos of the whole class Kapa haka, fitness, and dance and upload the whole folder of photos for all students

Group photos for events such as this enable parents to see their children exhibiting the skills, and reduces the load on the teacher as you are able to bulk group upload the evidence.

# Adding evidence from regular Assessments

Regular assessments are assessments such as: JAM, Running Records, Letter/Sound knowledge, Structured Literacy etc.

These results make great evidence to share.

Create a bank of evidence that can be used to cut and paste from, highlighting achievements and next steps.

Creating your own comment bank allows the language to be suitable for parents, and in the style your school prefers. It allows you to select as many or as few indicators as you wish, and ensures consistency in reporting this evidence to parents.

Your bank of evidence statements can also include the global or granular progressions they are attached to, identifying if they are to be separated out to specific ones, or attached to multiple progressions.

JAM Comment Bank - select the comments appropriate for your learner

X is able to:

Their next step is to:

Numeral Identification:

read some numbers in the range 1 - 10
read all numbers in the range 1 - 10
read most numbers in the range 1 - 20
read all numbers in the range 1 - 20
read all numbers in the range 1 - 100
read all numbers in the range 1 - 1000

Forwards sequences:

learning to count forwards to 10
count forwards to 10
count forwards to 10 and say the number immediately after any number in the range 1 - 10
count forwards to 10 and say the number immediately after any number in the range 1 - 20
count forwards to 10 and say the number immediately after any number in the range 1 - 100
skip counts forwards in 2s

*Have your ST and your comment bank tabs open, so you can easily cut and paste across the statements you wish to add to evidence.*

# More ideas for shared comment banks

**Running records:**

You can create a set template for all levels. E.G.:

x read a level x text with me today. They made x errors and answered x/x questions correctly. They were able to summarise the text in their own words. They are ready to move to level x. OR They are continuing to work at this level.

You can have some key statements to cut and paste in for next steps. They could be organised by colour level or general. E.g.:

Next step:

RED
- Ask questions about what I am reading to help me understand.
- Instantly recall Red level sight words

Or
- Develop questioning skills.
- Recall sight words at this level.

*Comment banks can be created for any learning area where you want to have a shared approach to the language you use, the achievements or next steps you indicate to parents, or where students achievement or mastery will look the same.*

# Video evidence

Video evidence can be very useful when it is of a full group of learners, for bulk upload. Parents enjoy it, students enjoy it, and it can show more than one skill or learning area.

For individual videos, consider what skills you want to include. They are more time consuming to upload for individual learners, so the skill or knowledge should be something that parents can't see easily at home. E.G. instead of their rote counting, (to prove that they do keep missing 13 in their counting), get them to record themselves retelling a story, or explaining the steps they used to solve a problem. This also supports the development of designing and developing digital outcomes skill in the Digital Technologies curriculum.

# Letting Parents know...

Parents love to see their children's work, so having a system in place to let them know when their child has evidence uploaded or progress updated is a great strategy to increase parent engagement.

This reminder could be a sticker or stamp.

This is a notice that one teacher sticks in notebooks to go home. Something like this could easily be a paper slip handed out at the end of the day, or as they begin to become part of the system, they pack it themselves from a supply.

Involving the students in this helps as well. With younger learners use the specific language you are using to develop their understanding of progress and evidence. For example, you could talk to your Year 1 students about turning learning green, like a frog leaping ahead in their learning. Visuals in class can support this.



schooltalk

Take a look!

Kia ora Whanau,
It is time to log-in and check your child's progress on SchoolTalk. If you are unable to access this please email

Have a chat with your child about it, and let them **share and talk about** their evidence.
What are you most proud of?