

CONTINUOUS REPORTING

Why ISU values continuous reporting

Citations

1. Earp, Jo, 2019, Research Q&A: School reports and communicating student progress, Teacher. From: <https://www.teachermagazine.com.au/articles/research-qa-school-reports-and-communicating-student-progress>

2. Heard, Jonathan and Hollingsworth, Hilary, 2018, Continuous student reporting – the next step? From: <https://www.teachermagazine.com.au/articles/continuous-student-reporting-the-next-step>

3. Heard, Jonathan, Hollingsworth, Hilary, Weldon, Paul, Communicating Student Learning Progress, Australian Council for Educational Research From: https://research.acer.edu.au/cgi/viewcontent.cgi?article=1035&context=ar_misc

Learning is a continuous process that involves regular reflection and it is well-known that the relationship between parents and educators has a significant impact on learning. Continuous reporting is an opportunity to strengthen that relationship in a meaningful way, while providing the learner with an opportunity to reflect on both successes and struggles during the learning process. Continuous reporting is provided at the International School of Uganda through the digital portfolio SeeSaw. This platform creates an opportunity for students and parents to share their learning in multiple forms, in context and in regular intervals. Over time, the child's story of learning is developed, providing a record of progress that can be reflected upon and celebrated.

Traditional semester reports often attach only an alphanumeric figure to a child's learning, which does little to honour the complexity of the child's learning experience¹. Instead, within the digital portfolio, students and teachers post examples of learning such as videos of mathematical methods, photographs of written work or recordings of a response to literature. These multiple forms provide a rich context to understand the learning process, the learning product and reflections for further growth. We have also found that digital portfolios are viewed by a wider audience. In 2018, ISU analysed parent views of semester reports and a month after publication only 56% had been viewed, whereas over the same time period digital portfolio views stood at 97%. Recent research published by the Australian Council for Educational Research³ also found that teachers place far higher value on the effectiveness of continuous reporting as opposed to semester reports.

Continuous reporting puts learning in a context where parents can join with the learning process and affirm their child's successes². For example, a post might share how a child courageously presented their ideas to the whole class or it might be the first time they solved a mathematical problem independently.



Parents can participate in the learning process in an almost synchronous timeframe, rather than wait until the end of the semester when it might be seen as “too late.”¹ Instead, the regularity of posting means that parents do not have to wait for the end of the semester to ‘find out’ how their child is progressing. The regular posts on Seesaw provide weekly updates of the child’s experiences and progress, creating an opportunity to discuss and encourage learning.

Continuous reporting also provides more information than traditional reporting systems. For example, a parent can filter mathematical posts, which might provide nine posts about a child’s learning progression with rubrics, photographs and film to illustrate the learning. A traditional report comment of 150 words cannot capture this level of detail. In addition to the digital portfolio, continuous reporting is shared through 3-way conferences that take place three times during the course of the year including a student-led conference. At the end of the year a summative report is published that includes references to grade level expectations and summary comments of the journey of learning.

Moving from...	Moving to...
Reports that are wedded to summary assessments that only occur at the end of the semester, so reports are provided only twice a year	Continuous reporting of learning and assessed skills in the context of the learning process, allowing for timely support and celebration of learning.
Reports focusing only on alphanumeric or narrative information that gives limited information about the learning gains and opportunities for growth	Continuous reports give context to the learning and illustrate both the process and product of the learning experience.
Reports that are provided irregularly have limited depth due to the brevity of the reporting process.	Continuous reports provide multiple snap-shots of learning creating a more detailed and comprehensive collection of learning experiences.
Reports written by only one author act as a single directional transmission of information from teacher to parent.	Continuous reports that allow teachers, parents and students to share their perspectives on the learning process and engage in partnership in learning.

Partnership

We would love to meet with you in person to discuss our beliefs about learning. Please reach out to us and schedule a meeting or phone call. You may find it helpful to consider the following reflective questions:

1. How can I use continuous reporting to remain actively involved in my child’s learning and progress?
2. How can I create time to review my child’s posts to support, celebrate and reflect on my child’s learning?
3. How might I respond through SeeSaw to encourage and celebrate my child’s learning?



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