

# Summary of key messages about reporting progress in primary schools

- Most English language learners will be able to work at the curriculum level of their cohort in their first language/s. However, they will need scaffolding so that they can access curriculum content that is delivered in English. They will need support with:
  - English language and literacy development
  - background knowledge and understandings about contexts
  - ways of learning in New Zealand classrooms.
- Teachers, deans, family and whānau all benefit from understanding the English language learner pathways described in *The English Language Learning Progressions* and how these pathways are related to *The New Zealand Curriculum*, *The Literacy Learning Progressions* and *The New Zealand Curriculum Reading and Writing Standards for Years 1–8*.
- A key purpose of reporting student progress and achievement is to inform the students themselves and to ensure they are able to track their own pathway and reflect on their own progress.
- Making accelerated progress must be the goal for English language learners who are achieving below their age-level cohort in English literacy and who need to reach this constantly moving cohort. The reading and writing standards describe the expectations for year-appropriate literacy skills.
- Some English language learners are working above the expectations for their year level. In these cases, schools may choose to use the reading and writing standards rather than the ELLP matrices to report their progress.
- In order to ensure the school's reporting processes are understood and acceptable, schools need to recognise the diversity of their family and whānau communities and engage in discussion with relevant groups. It is helpful if guardians can pass information on to the families of international students.