

Storypark in Preschool & Seesaw in Kindergarten - Grade 5

Portfolio Philosophy

Within an academic year, evidence of learning in a portfolio should be from a range of experiences and curriculum areas. The portfolio must include the development of knowledge, conceptual understanding, transdisciplinary skills, attitudes and the attributes of the learner profile.

A developmentally appropriate reflection will accompany selected pieces of work.

The portfolio may also be used to document learner action.

Portfolio entries should document both the process of learning and the product, including images and evidence of learners in the process of constructing meaning. It can be used as a tool for assessment, reflection and reporting purposes for learners, parents, teachers and administrators.

Purpose

Storypark is the online platform used for learner portfolios in preschool, and Seesaw is the online platform for Kindergarten through Grade 5. Both Storypark and Seesaw are reflective tools and a record of a child's involvement in learning. Both are a tool to inform parents of their child's learning journey, and Seesaw also encourages reflective thinking and allows children to make their learning visible.

Uses of Storypark and Seesaw platforms include:

- Inform parents / celebration of learning
- Samples of the learner's work / learner reflections
- Education continuance plan/mobile learning plan (in case of school closure)
- Upcoming events (*Seesaw only*)
- Unit of inquiry information (*Seesaw only*)
- Suggested home learning / announcements (*Seesaw only*)
- Seesaw blog (*Seesaw only*)
- Class reminders (*Seesaw only*)

What is included?

Samples of learners' work may include but are not limited to:

- Process and completed tasks/experiences
- Learner reflections
- Formative assessments
- Snapshot of a day, such as
 - Field trips
 - Sports day
 - Assembly

Storypark for Preschool 1 and 2

[What is Storypark?](#) - a simple video that explains how it works



Ownership and Roles

The teacher's role is to collaborate with the learner to select work to add to the portfolio. The teacher should ensure a balanced range of work is shared.

The parent's role is to read and respond to their child's posts positively. Engage their child in discussions about their learning and give appropriate feedback. Parents can share their child's Storypark with family members.

Writing stories

There are no set requirements for how a story is written or how many are written per child; however, it is the teacher's responsibility to monitor the number of stories each child has. If a child's Storypark account is low, please address this in a team meeting where ideas can be shared about how to find authentic moments to document.

It is important to write stories in your own style, to have your voice in recording the learning. However, ensure that most of your stories explain the learning that has taken place, and why you chose to record this moment.

Connect stories directly to the concepts, learner profile, and ATL's for each unit. Some stories can be a snapshot, something great that you saw and quickly want to record.

Other ideas about the structure of learning ideas can be found [here](#).

Tagging

Tagging is a vital component of the documentation because it:

1. Documents connection to the curriculum
2. Is an overview of the learning that took place
3. Allows unit reflection and analysis

These tags can be used:

- Concepts
- Approaches to Learning (ATLs)
- Disciplines
- Transdisciplinary Themes
- Learner Profile

Teachers use professional judgement when tagging, but should aim to tag the essential elements that relate to the specific unit being documented and add disciplines as required.

Using the reports section

This section enables teachers to gather information about an individual student, class, year group, or all of the preschool students. You can customise the view. E.g., reporting period, number of tags. This gives teachers a clear picture of how the tags are being used and if students are accessing all units and all the essential elements.

Seesaw for Kindergarten to Grade 5

Ownership and Roles

Children are the owner of their portfolios. They predominantly use Seesaw independently to share and reflect on their own learning.



The learner's role is to responsibly share their learning by making quality/appropriate posts, including reflections and/or captions.

The teacher's role is to collaborate with the learner to select work to add to the portfolio. The teacher should ensure a balanced range of work is shared. The teacher also approves posts made by learners, sets activities and comments on posts when appropriate/necessary.

The parent's role is to read and respond to their child's posts positively. Engage their child in discussions about their learning and give appropriate feedback.

Access

The Principal and homeroom teachers ensure everyone has access to their learners' portfolios. Beyond this, it is a parental decision who else the portfolio is shared with e.g. grandparents. Invitations can be sent via Seesaw, such invitations will be approved by the homeroom teacher.

Portfolio Transfer

As a learner moves through the school, their portfolio moves with them. When a child transfers to another school, parents can download their child's portfolio to a PDF format: [Seesaw: How to download/export a student portfolio](#).

Parents of children in Grade 5 who are moving to TASOK Secondary, should also be advised to download their child's portfolio.

Posting on Seesaw

To ensure consistency, each planning team comes to an agreement concerning the content for the portfolio, whilst respecting learner and teacher choice and diversity across classrooms.

Teachers across the school will share ideas, systems and ways of documenting learning. Agreements take into account the need to provide evidence of learning from a range of experiences and curriculum areas over time, as well as the five essential elements of the PYP (knowledge, concepts, skills, attitude, action).

❖ Who posts?

Both learners and teachers can add items to a portfolio.

❖ How often?

Teachers and learners are expected to share a minimum of two posts a week from the homeroom. Single subject teachers (French, PE, music and art, LS and EAL) are expected to post a minimum of once per unit. Homeroom teachers post a "week ahead" message to let parents what their children will be learning that/next week.

Reflecting

All posts in the portfolio have a clear purpose, context and represent or celebrate the learners' development in relation to the elements of the PYP. As learners move through the school and become more familiar with the purpose of the portfolio and skills needed to create posts, they are able to make the context and learning more visible themselves. At all age groups, it remains the responsibility of the teacher to either comment on the post or scaffold learners in order to ensure that both the context and the purpose is clear.

When creating and reflecting on posts, teachers and learners are encouraged to ask the following questions:

- How has the teacher or learner shown the context for the learning? (What? Where? When? Why? How?)

- What would help you to understand more about the context for learning? (What questions do you have?)
- Is the individual child's learning evident?
- In what ways has the teacher scaffolded the post?
- Is there evidence of teacher voice? Is it necessary? Is there evidence of learner voice? Is it necessary?

Feedback

Authentic teacher feedback is evident throughout every portfolio but does not have to be on every post, as long as the learning context and purpose is clear. Teachers should avoid the use of non-specific praise that does not enable a learner to further their learning.

Captions

A caption is an explanation of the post, written or recorded either by the teacher or learner for every post. It should state what the work is and its connection to the essential elements.

Examples of teacher captions:

Teacher selected writing.
Learners researched a question and wrote an explanation piece of writing.
Learning Outcome: Writing - The way we structure and organize our writing helps others to understand and appreciate it.

Teacher selected - Number
Learning Outcome: Place Value - I can understand and use hundreds, tens and ones. I can count to 1,000 using 1s, 5s, 10s and 100s.

Example of single subject teacher caption:

In music class we have been learning about the Science of Sound - an important unit which teaches about how to create and control sound. Here are final thoughts about how to change pitch on the water xylophone.

1. What happens to the pitch when the jar is full of water?
2. What happens to the pitch when the jar is empty?
3. What happens to the pitch when the jar is big?
4. What happens to the pitch when the jar is small?
5. How do you make the pitch loud? (forte)
6. How do you make the pitch soft? (piano)

Examples of learner captions:

I am learning how to record my scientific observations using a table to show my data.

This task shows how we can express ideas and stories through music.

I made this poster to teach others about picking up trash.

Possible learner sentence starters:

- I am learning how...
- I am showing...

- I am demonstrating...
- This task shows...
- I am using my XXXXXXXXXXXX skills by...
- Today I took action when I...