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Englisch

Parent/carer teacher meetings and school reports. Kindergarten and Years 1 and 2 of primary school (Stage 1)

Information for parents and carers

Teach, learn and assess

During the first years of school, teaching is very much focused on children's development. Play-based activities are very important and are an integral part of teaching and learning. At Kindergarten and throughout the first years of primary school, children gradually progress by taking part in structured learning activities.

Teaching, learning and assessment are all closely interlinked in successful lessons. Lessons are based on the curriculum and teaching materials. These help teachers to set targets for a varied programme that includes time for play as well as systematic learning. Teachers encourage as well as set expectations for children to progress their skills in different ways: they support children's learning using a variety of approaches; they provide feedback on their development, performance and behaviour. Special attention is given to feedback that takes account of each child's individual strengths. Feedback is constructive and motivating. Feedback also highlights areas for further learning. From time to time teachers assess if children are attaining the relevant skills and learning goals: for example, through teachers' observations of how children go about play-based activities, and through learning check-ins and discussions with the child.

Parent/carer teacher meetings and school reports

There are no school reports with grades in Kindergarten and Year 1 of primary school. From Year 2 of primary school, pupils receive report cards with grades.

Kindergarten and Year 1 of primary school



Two parent teacher meetings per year can take place in Kindergarten and in Year 1 of primary school (usually one meeting per every half year). Parents and teachers discuss the child's current learning abilities and their development. The teacher is responsible for setting up the meetings. Meetings take place when the teacher and parents agree there is a need.

During kindergarten parents can also choose not to have a second meeting provided the teacher agrees.

Parents sign a form to confirm talks have taken place or that they have chosen not to have a second meeting. These forms are kept on file and are given to parents at the end of kindergarten or at the end of Year 1. To confirm attendance of compulsory education, copies of the forms are also kept at school.

Year 2 of primary school

In Year 2 of primary school, teachers issue report cards with grades at the end of January and at the end of the school year. These reflect regular assessments of day-to-day learning. In Year 2, grades are only given for mathematics and German. For German, the following skills are assessed at the end of the school year: listening, reading, speaking and writing.

In special circumstances, it is possible not to include grades in a child's report card.

Grades 6 to 1 are used to judge overall achievement in areas of study. Grades reflect how far the child has met the learning goals in the first and also in the second half of the school year. Grades are based on the teacher's professional appraisal. They are not, for example, based on an average across written test results. Teachers base their appraisals on a wide portfolio of information, for example, oral and written tests, schoolwork, presentations, observations as well as insights from discussions around learning and other discussions.

Report card grades are defined as follows:



Grade	6	5	4	3	2 [and] 1
Criteria	Very good	Good	Satisfactory	Unsatisfactory	(very) weak
[The student ...]					
Meeting learning goals	Successfully meets challenging learning goals in the majority of skills areas	Meets learning goals in all skills areas and in part also for more challenging goals	Meets basic learning goals in most skills areas	Does not yet meet basic learning goals in several skills areas	Does not meet basic learning goals in most skills areas
Completing tasks	Consistently completes more challenging tasks with success	Partially completes more challenging tasks with success	Completes tasks with basic demands adequately	Does not complete basic tasks adequately	Does not complete basic tasks

The report card grades do not take into account certain aspects, for example outstanding or lack of effort, active engagement or disinterest in lessons, careful or careless work, reliability or unreliability. Performance related to effort are recorded on the second page of the report card under learning and work behaviour, and social behaviour.

The class teacher keeps the individual report cards on file. The report file is given to students if, for example, the child transfers to another school or at the end of primary school.



There are four descriptors across the performance spectrum for learning and work behaviour, and social behaviour. Ratings in the second column from the left (good) reflect the norm.

You can find further information on assessments, report cards and decisions related to the education pathway here: www.volksschulamt.zh.ch > Schulbetrieb & Unterricht > Zeugnisse & Absenzen