

École John W MacLeod Fleming Tower Elementary School
PLAN for COMMUNICATING STUDENT LEARNING -2021-2022

INTRODUCTION: In such an important area of life as a child's education, it is critical that schools communicate well with students and parents. What follows is an attempt to formally outline the ways we hope to keep parents informed of their children's progress at JWMFT Elementary.

DEFINITIONS: When we speak of assessment, we refer to the many ways that teachers gather information on student learning. The more formal term, evaluation, refers to the process of taking all the assessment information and making more formal judgments on the student's progress. While assessment is done daily, evaluation covers longer periods and is done several times in a school year.

METHODS TO ASSESS LEARNING: Teachers gather information about what students learn, how they learn, and growth they have made in a variety of ways. In planning assessments, teachers use a broad range of strategies in an appropriate balance to give students multiple opportunities to demonstrate their knowledge, skills and attitudes. By ensuring a variety of methods are used, teachers give students the opportunity to show their best work.

At Ecole JWMFT Elementary School, teachers use a variety of ways to assess student performance. These may include, but are not limited to:

<ul style="list-style-type: none">▪ formal and informal observations▪ checklists and rubric scores▪ anecdotal records▪ conferences/interviews▪ daily work samples▪ portfolios▪ projects, presentations/reports▪ student journals	<ul style="list-style-type: none">▪ test/quizzes▪ performances - skits, puppet shows, public speaking, debates, plays, role playing, song and dance, instrumental music▪ peer and self-evaluation - students assessing own and each-other's work using clear guideline
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The Education and Early Childhood Development of Nova Scotia provides curriculum guides that describe the learning outcomes for each curriculum area, and teachers at JWMFT Elementary School are in the process of using them in planning, delivering and assessing the outcomes for the learning activities they set up for the class.

HOW WE COMMUNICATE STUDENT LEARNING: Information about your child’s learning can be communicated to students, parents/guardians and teachers in a variety of ways. These methods include, but are not limited to:

<ul style="list-style-type: none"> ▪ curriculum sessions for parents/guardians (A fall evening event, along with special events during the year such as Science fair grades 4-6) ▪ school and/or class newsletters ▪ special events ▪ communication journals and/or agenda book as a two-way communication vehicle ▪ work samples ▪ published stories 	<ul style="list-style-type: none"> ▪ displays ▪ visits ▪ phone calls ▪ e-mails ▪ Social media ▪ performances ▪ portfolios ▪ conferences ▪ projects ▪ progress reports
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TIMELINE OF EVENTS FOR COMMUNICATING STUDENTS LEARNING: Some of these possible ways for communicating student learning in relation to the expected outcomes will be undertaken on a school-wide basis and others are particular to individual classes and teachers. There are specific times set aside to have teachers inform parents, formally and informally, about student progress. While much of the communication between home and school takes place on an informal basis, there are formal written report periods. Three times per year (see dates below), the school will send home progress reports that are written in narrative form. If the standard forms of communication are inappropriate (for example, parents do not understand written English), alternate methods of communication will be pursued. The following calendar outlines these events:

September 16	Curriculum Night
November 24	Report Cards
November 25	PM - Parent-Teacher Interviews 1-3 and 6-8
December 8	Holiday Concert
April 5	Report Cards
April 5	Parent - Teacher Meetings 6-8
April 6	Parent - Teacher Meetings -1-3
May 26	Fine Arts Night
June 30	Report Cards

SCHOOL PLANNING TEAM & Teacher Support TEAMS: Most students have success following the prescribed curriculum as outlined in the Department of Education’s learning outcomes documents. In some cases students require some additional support from the resource

teacher to help them keep pace. In a small number of cases, major adaptations are required because a student is not able to learn at a pace to achieve the learning outcomes. As a way of planning for this student, the *School Planning Team* meets to formulate a revised educational plan. A teacher or parent may refer a student for consideration by the *School Planning Team*. Prior to the formal writing of an individual program plan (IPP), parents/guardians will be informed and involved. Parents/guardians will be part of the Program Planning Team for their child's learning. Copies of a booklet entitled 'The Program Planning Process: A Guide for Parents' are available in the main office or can be found at https://studentservices.ednet.ns.ca/sites/default/files/program_planning_en.pdf.

HOMEWORK: JWMFT's homework policy is based on the Provincial Homework Policy which establishes the expectation for educators to assign developmentally appropriate homework at each grade level to enhance student learning. The purpose of homework will vary by grade and subject. Homework assigned in grades primary-6 will:

- Enhance student learning of foundational skills in reading and math (e.g., reading for pleasure, educational games).
- Homework will gradually introduce time to practice or apply learning in other subject areas
- promote healthy growth and development (e.g., practicing physical skills, interviewing family members)

We asked that families support homework by:

- Providing encouragement and appropriate support to help students develop study skills at home (e.g., time management).
- Help students balance time spent on homework, extracurricular, and out-of-school commitments.
- Contact teachers if their child is regularly unable to complete homework assignments or needs significant amounts of time or help.

PARENT CONCERN PROTOCOL: When concerns arise about a student's progress, parents are asked to first discuss the matter with the teacher. If the matter is not resolved, the parent should approach the school administration. The goal in these discussions is to work towards the best interests of the student. Such discussions are best held at agreed upon appointment times. If the matter is not resolved at the administration level, the parent is able to formally direct the concern to Board supervisory staff.

REVIEW OF SCHOOL PLAN: The *School Plan for Communicating Student Learning* will be reviewed and revised as needed. However, a formal review will take place every three years. Any suggestions for revisions can be addressed in writing to the school principal.

CLOSING: Our hope is that our communication plan provides parents with opportunities to understand their children's school progress. Each September teachers begin the challenging but stimulating process of getting to know their students and helping them progress. We hope this year will be a year of great growth for your children and a year we do a great job of communicating that growth to you.

Reviewed September 2018