

Bell Park Academic Centre

Communicating Student Learning

2017 2018

Introduction

Bell Park Academic Centre believes that children are most successful when a collaborative effort exists between all those involved in the education of the child. We believe that partnership generates powerful learning outcomes. This collaboration of teachers, students and parents/guardians and community is an understanding of what children are expected to achieve and where the child is in his/her learning. The following plan for Communicating Student Learning will explain what we do at the school to assess and evaluate your child's learning, and how we will communicate our expectations for learning and achievement.

What and How Children Learn

Our educational programs are based on a common set of understandings about how children learn, referred to as the Principles of Learning (*Education and Early Childhood Development*). Students learn more effectively when they know and understand the learning goal. It is our responsibility as teachers to plan for our students with these principles in mind.

- Students construct knowledge and make it meaningful in terms of their prior knowledge and experiences.
- Learning is a process of actively constructing knowledge.
- Learning is enhanced when it take place in a social and collaborative environment.
- Students need to continue to view learning as an integrated whole.
- Learners must see themselves as capable and successful.
- Learners have different ways of knowing and representing knowledge.
- Reflection is an integral part of learning.

Assessment and Evaluation

The evaluation and assessment of student learning will be based on the expected learning outcomes as established by the EECD in collaboration with the other Atlantic Provinces. The outcomes framework tells us what children will learn, while the Principles of Learning tell us how children learn. The province provides teachers with curriculum guides that describe what children are expected to know and be able to do at various points along a continuum of learning in each curriculum area.

- The Essential Graduation Competencies (EGCs) describes the knowledge, skills and attitudes expected of all students who graduate from high school.
- The General Curriculum Outcomes (GCOs) are statements of what students are expected to know and be able to do upon completion of study in a particular curriculum area.
- Key stage Outcomes (KSOs) are statements of what students should know and be able to do by the end of grades 3, 6 and 9.
- Specific Curriculum Outcomes (SCOs) are statements of what students are expected to know and be able to do at a particular grade level, or level of development.

Parents/Guardians can learn more about this framework by discussing it with school staff, attending information sessions, or visiting the Nova Scotia Department of Education website. (<http://doc-depot.ednet.ns.ca>)

Assessing and Evaluating Student Learning

Teachers use the expected learning outcomes framework as the basis for planning and teaching and also as the basis for assessing and evaluating student learning.

- Assessment is the systemic process of gathering information about what children know and can do. That is in relationship to the expectations as set out in the learning outcomes.
- Evaluation is the process of analyzing, summarizing, and making decisions based on the information gathered. The decision teachers make relate to where each child is on the continuum of learning, and also where the child needs to go next in his/her learning.

Teachers work to use assessments **for learning and of learning**. Teachers and students enter into learning and assessment tasks with the intention of learning where the students are in their learning, where they want to go and how they will get there. Teachers use assessment information to identify student needs, set learning goals, and inform instruction. It is essential that feedback to students and parents is effective and done in a timely manner.

Children learn in different ways (learning style) and also demonstrate what they have learned in different ways. Because of this, teachers use a variety of assessment methods. Gathering information on student learning from several different types of tasks ensures that the teacher has a complete and accurate picture of what a child knows and can do.

The following is a list of assessment strategies. While no teacher would necessarily use all of those listed, every teacher at Bell Park is committed to a balanced and fair and approach to assessing student learning.

- Work samples – collected and dated daily assignments
- Observations of oral activities/ cooperative activities
- Checklists
- Presentations
- Reading Records
- Guided reading and writing
- Conferences
- Observation Survey
- Rubrics – specific criteria that are set for an activity against which a student's work will be measured.
- Writers notebook
- Journals – informal writing share among students and teachers
- Reports/Projects/Presentations
- Performance – skits, puppet shows, public speaking, debates, music, show and tell and gym.
- Test/Quizzes – a time limited written or oral response to teacher questions.
- Peer/Self Evaluation – students assessing own, or each other's work using clear guidelines.
- Observation/Anecdotal Records/Checklist – Specific checklist or a simple note in a teacher plan book.
- Portfolios – a collection of selected work that portrays a student's effort, progress and achievement over a period of time.
- Student Led Conferences – students demonstrate ownership of

their learning and make him/herself accountable to the parent.

Students will be evaluated in relation to the expected learning outcomes for that grade level and not in comparison to other students in the class.

There is a scheduled parent/teacher conference : 10 minute session in November/December
There will be student led conferences 10 minute session in April
Parents are also encouraged to attend curriculum information sessions held throughout the year.

The following is Bell Park Academic Centre's proposed plan for communicating student learning for the school year 2017 2018.

- September Curriculum Night (Meet the Teacher)
- December Parent/Teacher Conferences
Report Cards – first term
- February Primary Information Session
- April Report Cards – second term
- April Parent/Teacher Conferences
- April Literacy Night
- June Final Progress Reports sent home

Throughout the year teachers will also be sending work samples, assessment rubrics, and other assessment samples home to families.

The teachers at Bell Park Academic Centre also communicate with parents using:

- Websites
- Emails
- Phone calls
- Notes home
- Weekly or Monthly newsletters
- Calendars

Parents are not limited to these scheduled times and communication tools and are encouraged to make an appointment with their child's teacher at other times as the need arises.

Program Planning Team

The school has established a process for the identification, assessment and program planning for students with special needs. Classroom teachers, resource teachers and parents may initiate and/or assist in identifying students with special needs. A referral may be made to the School Planning Team. This team may consist of the principal/vice- principal, resource teacher and classroom teacher and supporting staff members (School based or Board based). Parents are consulted and written permission is required for any formal individual assessment. Parents will be informed of the test results, which may be used, along with other information, in making adaptations to the student's program, or developing an Individual Program Plan. The development and implementation of an Individual Program Plan involves the Program Planning Team, including the parents.

Information Relating to Parent Concern

If a matter of concern arises pertaining to a student, or an issue within the school, parent/guardians are asked to raise the issue first with the teacher. If resolution cannot be reached, a follow up meeting will be arranged with the principal or designate.

Review of the School Plan

The School Plan for Communicating Student Learning will be reviewed and amended as needed by the

principal after consultation with staff and School Advisory Council. This review will take place in conjunction with the annual updating of the School Improvement Plan.

For Further Information

Parents/Guardians wishing to review the relevant provincial curriculum guides may access them through the government websites: <http://ednet.ns.ca> The Halifax Regional School Board Policy on Student Assessment and Evaluation can be accessed by visiting the Board's website: <http://www.hrsb.ns.ca>