

Harrietsfield Elementary School



School Plan for Communicating Student Learning

At Harrietsfield Elementary School we believe that student achievement depends upon the collaborative effort of students, parents/guardians, teachers, staff, community members and administration working together and learning from one another. All partners need to have a clear understanding of expectations and how we can work together to support learning. This document is intended to provide you with information about how students learn, how and why we assess student learning and how we can work together to support your child(ren) as they learn and grow. Throughout the year, there will be many ways that we will communicate with you about your child's progress (e.g., phone calls, progress conferences, report cards, etc.)

Assessments

At Harrietsfield Elementary School we have high expectations for student learning. We program for all learners based on data we have gathered through assessment for and assessment of learning. This will include data gathered through teacher observations, conversations, and student products. Assessments are designed to help the teacher monitor progress and make decisions about next steps for instruction. Regular attendance greatly supports student success and achievement. It is key that parents/guardians/caregivers and teachers work together to maintain regular communication regarding students' learning, progress, and well-being. Students will be provided with a variety of opportunities and ways to show that they understand what they are learning. Teachers will provide timely feedback to students during and after learning opportunities. Note: In the event that a student must miss school, teachers will provide students with the materials that were distributed in class during the student's absence.

The NS Department of Education and Early Child Development has developed **Expected Learning Outcomes in the Public Schools Program** for *what* students should learn in all subject areas and at each grade level. Assessment and Evaluation of student learning are based on the learning outcomes in the provincial curriculum.

Expected Learning Outcomes are the goal statements prescribed by the NS Department of Education and Early Child Development that indicate what teachers are required to teach and students are expected to know and be able to do for each grade level.

How We Assess and Evaluate Student Learning

Assessment has the greatest impact on learning when it is integrated into classroom activities and aligned with the curriculum. Instruction can then be based on students' strengths and challenges in order to outline their next steps for learning. Involving students in the assessment process helps them with their learning.

At Harrietsfield Elementary, teachers focus on **Assessment for Learning, Assessment as Learning, and Assessment of Learning** in order to support students.

External Large-Scale Assessments

Provincial Assessments will take place for Grade 3 students in Reading, Writing & Mathematics during the weeks of May 11-26, 2026. More details will be provided by the classroom teacher as this approaches.

Assessment for Learning (formative assessment)

Assessment for learning takes place when teachers collect information through ongoing assessments in order to monitor student progress, and make instructional decisions.

Assessment as Learning

Assessment as Learning takes place when students are involved in the assessment process. Teachers support students to be able to accurately and consistently assess their learning through self-reflection, self-monitoring, and self-adjustment. Students become engaged in considering and challenging their thinking, and recording their own learning.

Assessment of Learning (summative assessment)

Assessment of Learning happens when teachers analyze and judge information collected through ongoing assessment in order to place a "value" and recommendation(s) on the learner's achievement. This evaluation determines the extent to which learning occurs. (Progress Reports)

External Large-Scale Assessments

External large-scale assessments are designed by a group outside the school in order to collect data for use at the national, provincial, regional and classroom levels.

Strategies and Tools to Assess Student Learning

Students have multiple opportunities to demonstrate their knowledge. The following table describes some types of assessment strategies that are used to gather information about student learning. These usually fall under three themes: conversations with students, observations of learning, and work that shows student learning. While no one teacher would necessarily use all of these strategies with each student, every teacher at Harrietsfield Elementary is committed to a balanced and fair approach to assessing student learning.

Methods	Explanations
Conferencing	Discussion between student and teacher about student accomplishments and next steps for learning.
Literacy and Language Assessments	Structured assessments giving evidence of students' reading abilities and language development.
Self-Assessment	Students reflecting on what they know and what they need to learn.
Portfolios	A collection of student and/or teacher selected work.
Work Samples	Published stories, journals, book reports, reflections, writing folders, projects, recordings, creations, models.
Oral and/or Written Reports, Projects and Presentations	Formal assignments extending over a period of time that allow students to demonstrate their understanding of a concept or topic.
Journals	Informal writing shared among students and teachers.
Performances	Skits, puppet shows, public speaking, debates, plays, role-playing, singing, and dance.
Quizzes, Tests	A time limited written or oral response to questions on a specific subject.
Checklists, Anecdotal Records, Observations	Specific methods that support continuous gathering of information on student learning.

Program Planning for Students with Special Needs

When students are identified as needing extra supports, teachers discuss additional ways to provide what is needed. Parents are contacted to discuss their child's needs. Referrals can be made to the classroom teacher requesting a School Planning Team meeting, which is comprised of the student (if applicable), their learning support teachers, classroom teacher, and parents/guardians. This can lead to advice on teaching strategies, adaptations, or recommendations for observations or assessments by our school psychologist, speech-language pathologist, learning center teacher, resource teacher or other HRCE personnel. Interventions range for those challenged by learning to those requiring more challenges. Before students receive these services, contact will be made home to discuss how we can best support your child(ren).

The Principal is responsible for receiving reports of formal individual assessments from HRCE personnel and/or outside agencies and making these results known to the members of the School Planning Team. Professional support staff (resource teachers, speech-language pathologists, school psychologists) will report in writing on students with identified needs for whom they have provided support services.

How We Can Communicate and Work Together as Partners to Support Your Children

Communicating About Student Learning

Communicating about student learning takes place in a variety of ways throughout the year, both individually in each classroom and school wide. Some of the ways we communicate about student learning may include but are not limited to the following:

Curriculum Night/Ice Cream Social	An evening or event when the school staff communicates to parents/guardians about what their children will be learning and the methods of how they will be taught based on the Provincial Curriculum.
Progress Conferences	School-wide scheduled conferences are held twice a year (December and April). Requests for conferences or meetings can be made for any time.

Home/School Communication	Notebooks, phone calls, e-mail, Message Bags from the classroom
Work Samples	Samples of student work.
School Family Gatherings	A gathering of everyone in the school to celebrate student learning.
Sharkbites Friday News	Each week a news update is sent out via email and is posted on our website celebrating successes, identifying upcoming events.
School Website	Our school website https://hsc.hrce.ca/ is updated regularly. On this site you can find the most up to date school calendar, and information for new and current families.
PowerSchool Parent Portal	The parent portal to PowerSchool can be accessed at https://sishrsb.ednet.ns.ca/public/home.html . In Elementary schools PowerSchool can be used to view your child's progress report, days absent and when they are late for school.
Progress Reports	Progress reports are emailed to parents/guardians three times during the school year (December, March, and June).

Report Cards and Progress Conferences

In elementary, report cards are sent home three times a year. The *Learner Profile* will have information about your child's work habits, social skills, and attendance. The remaining sections will provide a Developmental Grade and comment from the teacher on the student's learning in their classroom subjects. The comments will explain the ways the student is succeeding, any areas for improvement and suggestions for continued learning at home and/or at school. Parents/guardians/caregivers will have an opportunity to discuss their child's progress with the classroom teacher(s) during scheduled progress conferences.

Developmental Code		Letter Grades	
WD	The student is well developed in their understanding and application of concepts and skills	A	The student demonstrates achievement with thorough understanding and application of concepts and skills in relation to the expected learning outcomes.
DE	The student is developing as expected in their understanding and application of concepts and skills	B	The student demonstrates achievement with good understanding and application of concepts and skills in relation to the expected learning outcomes.
ND	The student needs development in their understanding and application of concepts and skills	C	The student demonstrates achievement with basic understanding and application of concepts and skills in relation to the expected learning outcomes.
<p>Grade Primary will only have comments on their report cards.</p> <p>Grade 1-3 will have grades using the Developmental Code only and Phys Ed and Music will report in Term 2 and 3 only with the Developmental Code.</p> <p>Grade 4-5 will have reports using the Developmental Code for Term 1 and then Letter Grades for Term 2 and 3. Phys Ed, Music and Core French will report for Terms 2-3 only using the Developmental Code.</p>		D	The student demonstrates achievement with limited understanding and application of concepts and skills in relation to the expected learning outcomes. The student has not met expectations.
		INS	Insufficient evidence to report on achievement of the expected learning outcomes.
		N/A	Not applicable at this time.
Individual Program Plans have Annual Individual Outcomes (statements of expected achievement over one school year).		Annual Student Outcomes use Letter Grades to report student achievement at the end of the course/year only (see above).	

<p>Specific Individualized Outcomes (statements outlining next steps that lead to attainments of the annual individualized outcome that student is working towards demonstrating achievement. These outcomes are reviewed by the Student Planning Team in October, March, and June.</p>	<p>Specific Individualized Outcomes use a 4-point scale and are reported on 3 times a year following the dates of all progress reports.</p> <p>4 ~ In-depth understanding of content and concepts. Able to extend application of related skills</p> <p>3+ ~ Competent +</p> <p>3 ~ Competent knowledge and understanding of content and concepts. Appropriate application of the related skills</p> <p>2+ ~ Developing +</p> <p>2 ~ Developing knowledge and understanding of content and concepts. Developing in the application of the related skills</p> <p>1+ ~ Limited +</p> <p>1 ~ Limited knowledge and understanding of content and concepts. Limited application of related skills</p> <p>N/A ~ This outcome was not addressed in the current reporting period</p>
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



<p>Homework</p> <p>Homework can provide an opportunity for students to practice and consolidate skills learned in class and/or to prepare students for future instruction. Homework activities <i>may</i> include practicing foundational skills in reading, writing and mathematics, practicing physical skills to promote healthy growth and development, completing educational games to reinforce learned concepts, and watching videos or reading short texts to prepare for classroom discussion. If your child is having difficulty with assigned homework, please reach out to the teacher so support can be provided. For students in Grades 4-12, The Homework Hub offers free online math tutoring that can be accessed through your child's GNSPES account.</p>
<p>Parent/Guardian/Caregiver Questions or Concerns</p> <p>If you have a question or concern regarding your child's learning, please start by reaching out to your child's teacher. They are often in the best position to discuss the matter. If you wish to have a conversation with the teacher, please arrange a time that will allow for privacy and uninterrupted discussion such as an after-school appointment or phone call. If the concern remains unresolved, please contact the principal. If your concern still remains unresolved, you can reach out to HRCE's Parent Navigators, who can provide information about a wide range of supports and resources, or connect you with the school's supervisor. Our goal is always to work together to resolve the issue with the best interests of the child in mind. For more information on how to raise a concern, click here.</p>
<p>Teacher Communication</p> <p>Parents/guardians/caregivers can expect to receive information directly from teachers about what their student will be learning this year, as well as their progress toward meeting the expected learning goals. Teachers also communicate with parents/guardians/caregivers directly through phone calls or emails. Teachers must also provide their own communication plan to students and parents/guardians/caregivers at the beginning of the school year. Please review the communication plan sent home from the teacher(s) and if you have any questions, reach out to the teacher(s) for more information.</p>
<p>Phone Calls and Messages</p> <p>Our school office is open each day between 7:30am and 2:45pm. If you call during this time, you will likely reach our Administrative Assistant Kathy Reindhart. If you call outside of these hours, or if the office is busy, we may not be able to take your call. Please leave a message and we will return your call as soon as we can. School Phone Number: 902-479-4230</p>
<p>SchoolMessenger</p> <p>We often use the SchoolMessenger system to notify parents/guardians/caregivers of important information and school events. This system is also used to provide notification of unexpected school closures and would be used in the event of an emergency. Please ensure we have your correct contact information by updating your information using the Demographic Update link emailed to families in September and due October 3.</p>

Our Safe Schools Strategy

Mission Statement

At Harrietsfield Elementary, students, staff, and the community work together to make sure everyone feels safe, cared for, and respected. Our school is a happy, welcoming place where everyone -students, staff, and families, can grow, learn, and succeed. We listen to each other and help students build new skills. We believe that with effort and perseverance, everyone can learn. Here, everyone is kind, curious, and capable, and we all feel like we belong and are valued.

Our School-Wide Expectations Matrix

Expectations	 All Settings	 Classroom	 Hallway	Library	 Bus	 Playground	 Gym	 Washroom
We respect ourselves.	Try your best, help others.	Try your best, ask for help, listen to the adults	Walk quietly forward, go directly from one place to the next	Look at the books and choose one to borrow	Stay seated looking forward	Play safely	Play safely, try your best	Wash your hands with soap, don't touch the floors
We respect others.	Use appropriate volume for the space, use appropriate language,  solve conflicts peacefully, listen to the adults	Use kind words, share, take turns, raise your hand, use appropriate volume, help others	Keep hands to yourself	Use quiet voices, listen to the adults	Keep hands to yourself, use quiet voices, listen to the driver	Keep hands and feet to self, share toys, take turns, leave sticks on the ground	Be a good sport, share equipment, listen to instructions	Wash your hands with soap, flush the toilet, respect privacy, take turns, one person only in a stall
We respect property and environment.	Take care of our school spaces	Take care of your belongings and the furniture	Keep hands away from items on the walls Keep hands away from other people's belongings Put your belongings on your hook/shelf	Take care of the books, put books back on the table	No food or drinks	Put your garbage in the cans, leave nature alone, Return equipment that you borrow	Wear indoor/clean shoes	Put paper towel in the garbage Toilet paper only in the toilets No drawing on stalls or walls