

# **Communication Plan for Student Learning**

## **INTRODUCTION**

It is important to have ongoing and effective communication with parents/guardians about their child's progress in school. This document outlines methods and approaches used to assess student learning and how this information will be communicated with parents/guardians.

## **METHODS TO ASSESS LEARNING**

Teachers gather information about student learning in a variety of ways. In planning assessments, teachers use a range of assessment strategies to provide students with multiple opportunities to demonstrate their knowledge, skills and attitudes, as well as show their best work.

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

- Observations
- Checklists
- Anecdotal records
- Conferences/interviews
- Daily work samples/Student portfolios
- Projects, presentations, reports
- Journals
- Test/quizzes
- Peer and self-evaluation
- Rubrics
- Sharing circles

The Nova Scotia Department of Education and Early Childhood Development provides curriculum guides that describe the learning outcomes for each curriculum area and grade level. Teachers use these outcomes in planning, delivering and assessing student learning.

## **HOW WE COMMUNICATE STUDENT LEARNING**

Information about learning will be communicated to students and parents/guardians in a variety of ways. These methods include, but are not limited to:

- Curriculum sessions for parents/guardians
- Monthly school and/or class newsletters
- Calendars
- Special events
- Student homework
- Work samples/Student portfolios
- Home reading programs
- Writing/reading folders
- Journals
- Projects
- Displays
- Phone calls/emails
- Performances/assemblies
- Conferences/meetings
- Report cards
- Notes in student agendas/communication books

Communicating student learning in relation to the expected outcomes will occur on a school-wide basis, as well as through individual approaches based on classes and teachers. There are two scheduled dates set aside each year to have Parent/Guardian-Teacher Interviews to discuss student progress (November and April), and there are three formal written reporting periods during the year (December, April, June). Report cards include a summary of learning related to the curriculum outcomes addressed during that term and a learner profile that...

### **PROGRAM PLANNING TEAM**

In some cases, students may require additional support to meet grade level curriculum expectations. One school-based support is the Resource teacher who can support identified students in the classroom and/or through small group or individualized instruction. Sometimes, adaptations are required for the student to achieve the grade level learning outcomes. Teachers will discuss these adaptations with parents/guardians if they are required. In some situations, a student may continue to demonstrate challenges, the Program Planning Team functions to determine additional resources and supports that may be required for this student. Parents/Guardians are always contacted to discuss plans for support.

### **PARENT CONCERN PROTOCOL**

When concerns or questions arise about a student's progress, parents/guardians are asked to first discuss the matter with the classroom teacher. If the matter is not resolved, the parent/guardian should approach the school administration. The purpose of these discussions is to clarify information and work towards a resolution that is in the best interests of the student. If the matter is unable to be resolved with the school, the parent/guardian is able to direct their concern to a designated Halifax Regional Centre for Education Supervisory staff.

### **CLOSING**

The goal of our communication plan is to provide parents/guardians with information about methods used by teachers to assess student progress and how that learning will be communicated between home and school.